MUSIC CITY
ACADEMY

MUSIC CITY ACADEMY

AMENDED CHARTER SCHOOL CREATION APPLICATION

SUBMITTED TO METRO NASHVILLE PUBLIC SCHOOLS

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Application Cover Sheet

General Information

Name of Proposed Charter School	Music City Academy		
Sponsor/Sponsoring Entity	Music City Academy		
Proposed Authorizer	Metro Nashville Public Schools		
Academic Focus of Proposed School	Team Centered, Career Connected Learning		
Grade Structure (e.g., K-5, 6-8, 9-12)	**Year 1**	**Year 5**	**At Capacity**
	9	9-12	9-12
Projected Enrollment	**Year 1**	**Year 5**	**At Capacity**
	120	480	500
Neighborhood and/or Community in which the school plans to locate	Davidson County		
Projected Opening School Year	Fall 2027		

Primary Point of Contact for this Application

In the table below, identify the primary point of contact (PPOC) for this application. The PPOC will handle all communications, scheduling, and notices related to the application. The PPOC is responsible to ensure timely dissemination of information to all involved parties. The PPOC's name will be public information.

Name	Kevin Dyson
Role in Proposed School	Chief Executive Officer
Mailing Address	104 Woodmont Blvd
Mailing Address Line 2	Suite 310
City, State, Zip Code	Nashville, TN, 37205
Primary Telephone	(615) 445-0390
Alternate Telephone	(615) 445-0390
Email Address	kevin@musiccityacademy.org

Applicant Team

In the table below, identify all individuals who supported the development of this application, their current job and employer, and the role they played in drafting the content included here. Add rows as needed.

Name	Current Job Title and Employer	Role in Drafting this Charter School Application
Kevin Dyson	The Nashville Incubator Fellow| Proposed MCA CEO	Co-Founder, Writer
Bobbe Hill	Director of Strategic Partnerships, Goodwill Industries	Application Design Team, Writer

Christina McDonald	Senior Director of Leadership Independence Academy | Proposed MCA CAO	Academic Design Support
Shelby Goodfriend	Director of Facilities, Nashville Incubator	Advised on facilities planning, site feasibility, and facilities-related components.
Lisa Stone	Director of Fellows, Nashville Incubator	Provided coaching, structured feedback, and quality control across application drafts and timelines.
Scott Campbell	Executive Director, Nashville Incubator	Provided support in writing, editing, and strategic alignment of academic and operational design
Brittany Monda	Director of Strategy, Nashville Incubator	Supported strategic alignment, theory of action development, and review of academic and organizational design.
Russell McBryde	CEO at Longevity Health	Board President, Provided feedback and oversight throughout application.
Crystal Cole, Esq.	Attorney at CRC	Board Secretary, Provided feedback and oversight throughout application.
Jim Maddux	Founding and Managing Partner at Maddux Wealth Management	Board Treasurer, Provided feedback and oversight throughout application, especially throughout finance section.
Rawle Andrews, Esq.	President, American Psychiatric Association	Board MemberProvided feedback and oversight throughout application.
Adolfo Birch, Esq.	Senior VP Business Affairs & Chief Legal Officer, Tennessee Titans	Board Member, Provided feedback and oversight throughout application.
Dr. Leigh Ann Danzey-Bussell	Trevecca Nazarene University	Board Member, Provided feedback and oversight throughout application.
Ken Thomas	Chairman & CEO, Archangel Protective Services, Inc.	Board Member, Provided feedback and oversight throughout application.
Clint Story	Senior Vice President, Business Relations, Citizens Bank	Board Member, Provided feedback and oversight, particularly related to business partnerships, community engagement and financial sustainability.
Kris Schneider	Innovation Center, Williamson County Schools	Board member, Provided feedback and oversight specifically regarding STEM, CTE programming, workforce alignment and innovative instructional design.
Al Smith	NFL Compliance Officer; Former Tennessee Titans Executive	Board Member, provided feedback and oversight throughout regarding athletics, student-athlete development, leadership and community partnerships.

Christine Yang	School Finance Manager, Vertex Education (formerly EdTec)	Budget development
Ben Crowe	Senior School Finance Manager, Vertex Education (formerly EdTec)	Budget development

Statement of 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. Furthermore, the governing body of the proposed charter school hereby assures that it accepts full legal and financial responsibility for the operation of the school.

I affirm that the public charter school will:

1. Be operated by a not-for-profit organization that is exempt from federal taxation under § 501(c)(3) of the Internal Revenue Code (26 U.S.C. § 501(c)(3));
2. 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;
3. Follow all federal, state, and local laws and regulations pertaining to the operation of a public charter school, unless waived according to T.C.A. § 49-13-111(p);
4. Provide special education services for students with disabilities 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;
5. Adhere to applicable state and 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;
6. Offer curriculum, textbook, and instructional materials that meet state and federal requirements, including that they are aligned to state academic standards (T.C.A. § 49-6-2202), do not include or promote prohibited concepts (T.C.A. § 49-6-1019), were not created to align exclusively to the Common Core State Standards, and are not marketed as Common Core textbooks or materials (T.C.A. § 49-6-2202);
7. 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;
8. Follow non-discriminatory admission policies pursuant to T.C.A. § 49-13-107, and processes for conducting an enrollment lottery, if applicable, in alignment with T.C.A. § 49-13-106 & 113 and State Board Rule 0520-14-01-.04;
9. Maintain a school term of no less than two hundred (200) days, including one hundred eighty (180) days for classroom instruction, pursuant to T.C.A. § 49-6-3004;
10. Ensure each instructional day consists of the minimum requirements, pursuant to T.C.A. § 49-6-3004, T.C.A. § 49-6-201, and State Board Rule 0520-01-02-.31(1);
11. Utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;

12. Exclusively employ teachers who hold an active teaching license and any appropriate endorsement(s) to teach in a public school in Tennessee;
13. Comply with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504);
14. Not charge 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;
15. Not charge registration fees or enrollment fees, except as authorized by T.C.A. § 49-13-106;
16. Follow state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. §§ 49-13-111, 120, and 127;
17. Require governing body members, employees, officers, and other authorized persons who receives funds for the charter school, has access to the charter schools' funds, or has authority to make expenditures from the charter schools' funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
18. Maintain all necessary and appropriate insurance coverage;
19. Notify its authorizer immediately of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals as stated in its charter agreement; and
20. Submit to its authorizer a request to amend its charter agreement for any material modifications as defined by the charter agreement and TN Public Charter Commission rules.



Signature of Authorized Representative

January 24, 2026

Date

Dr. Kevin T. Dyson

Printed Name of Authorized Representative

Co-Founder of Music City Academy

Title of Authorized Representative

Waivers (Optional)

Pursuant to T.C.A. § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any State Board Rule or statute that inhibits or hinders the proposed charter school's ability to meets its goals or comply with its mission statement.

Waivers may not be granted for requirements related to:

- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings; and
- At least the same equivalent time of instruction as required in regular public schools.

Authorizers and the Commissioner of Education have discretion to approve or deny a waiver request. While approval decisions may vary among authorizers, the list below includes commonly requested waivers by charter school sponsors and operators. Statute references are current as of the publication of this document and are subject to change.

- Contracts and Employment Termination (T.C.A. § 49-5-408-409)
- Duty Free Lunch (T.C.A. § 49-1-302(e))
- Leave (T.C.A. § 49-5-702-716 and T.C.A. § 49-5-801-816)
- Library Information Center (State Board Rule 0520-01-03-.07)
- Licensed Personnel Salaries (T.C.A. § 49-3-306(a), State Board Rule 0520-01-02-.02 and State Board Policy 5.600)
- Teacher Assignment (T.C.A. § 49-5-401)
- Tenure (T.C.A. § 49-5-501-513)
- Use of Unapproved Textbooks and Instructional Materials (T.C.A. § 49-6-2206-2207)

Proposed Waiver Requests

Sponsors planning to apply for one or more waivers must complete the following table, adding rows as needed. Note that the information included in this table is for the purposes of contextualizing the sponsor's charter school application only and does not constitute a formal waiver request. There is no guarantee that authorizers or the Commissioner of Education will approve the waivers included here, and approval of this application does not indicate or constitute approval of waiver requests.

Waiver requests will be finalized during the contracting process and must be included in an approved charter agreement pursuant to T.C.A. § 49-13-110. Additionally, charter school operators may request a waiver at any time during the school's operation.

While this section is not a scored component of the application and will not be used as a determining factor in an authorizer's decision to approve or deny a sponsor's application to operate a charter school, authorizers may choose to discuss waiver requests during the capacity interview.

Proposed Waiver Requests		
Identify the statute or State Board rule for which the sponsor plans to submit a waiver.	**Describe the statute or rule the sponsor wants to waive.**	**Explain how the statute or rule inhibits or hinders the sponsor's ability to meet its goals or comply with its mission.**
N/A	N/A	N/A

Educational Program Design and Capacity

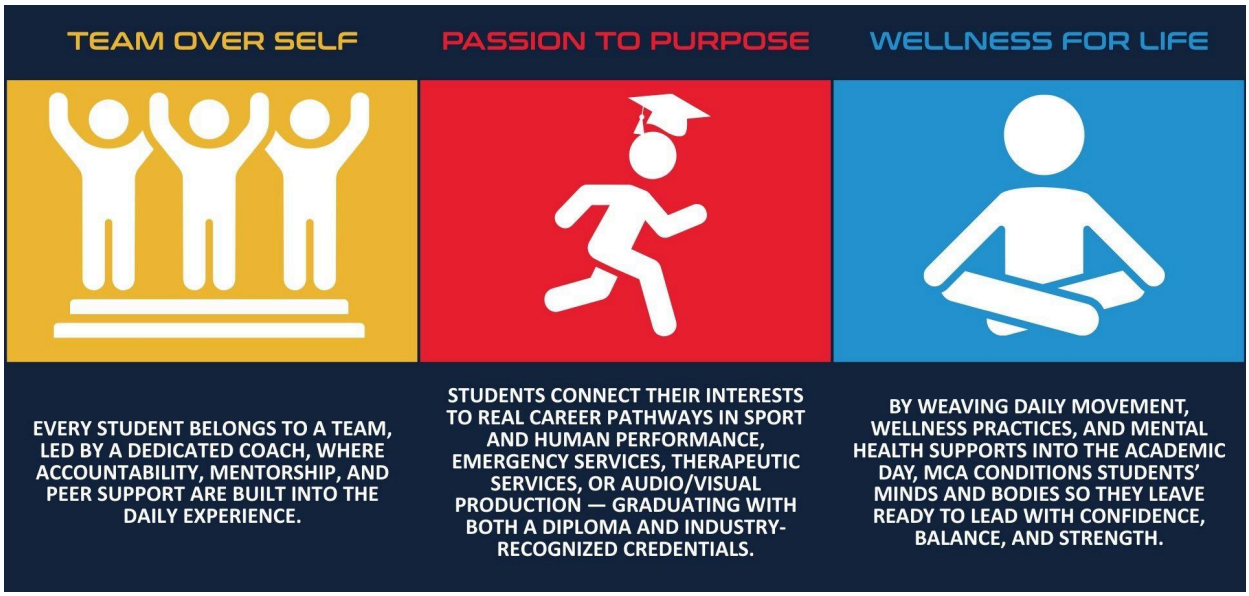
School Overview

Question 1: In 2-3 paragraphs, describe the overall vision for the proposed school. Include relevant details such as the academic focus, the students it will serve, and what success will look like.

Vision

Music City Academy's vision is grounded in the belief that young people reach their fullest potential when their minds, bodies, and characters are strengthened together. At MCA, academics and athletics are not separate experiences; they operate in tandem to cultivate discipline, resilience, belonging, and purpose. Through a **team-centered, career-connected model**, MCA prepares every student to thrive in college, career, and life with both academic excellence and personal strength. This vision is consistently reflected across MCA's academic design, wellness structures, CTE pathways, student supports, and operational decisions. It comes to life through three core "plays" that anchor the school's culture and daily practice.

This vision comes to life through three core plays. At MCA we believe in:



Team Over Self

At MCA, belonging is foundational, and every student is part of a small, consistent team led by a dedicated coach-advisor who knows them well, holds them accountable, and supports their growth. This team structure is embedded across huddle (advisory), classrooms, athletics, and interventions, ensuring no student is anonymous and no one falls through the cracks. Through shared routines, goals, and expectations, students develop responsibility, peer accountability, mentorship, and resilience while learning that success is collective, not individual. This **Team Over Self** culture is reinforced daily and measured through indicators such as attendance, engagement, persistence, and team participation, preparing students to lead and collaborate in any setting.

Passion to Purpose

At MCA, students connect their interests to real-world purposes through Career and Technical Education (CTE) Programs of Study aligned to Nashville's sports, health, and entertainment industries and tied to students' love of sports. Students pursue **Sport & Human Performance**, **Emergency Services**, or **Therapeutic Services** within the Health Science career cluster, or **Audio/Visual Production** within the Arts, A/V Technology, & Communications career cluster - fields selected because they align with MCA's focus on athletics and wellness and provide clear college and career opportunities in Nashville. Through these programs, students gain hands-on experience and clear college and career direction, graduating prepared with both academic readiness and industry-relevant skills.[1]

Wellness for Life

At MCA, wellness is not an afterthought, it is core to the school's design. We view high school as a training ground for life, where students condition both their minds and bodies every day. Through daily physical activity, structured wellness practices, and social-emotional learning, supported by embedded mental health resources, students grow strong not only academically, but emotionally and physically. This intentional conditioning builds habits of self-discipline and perseverance, just like athletes preparing for competition, while also reinforcing focus and stress management in the classroom. By linking wellness directly to academic and personal success, MCA ensures graduates leave with lifelong habits of health, strength and the confidence to thrive through high school, postsecondary education, and beyond.

Student Population: One Team, Many Backgrounds

In Nashville, while the city is over 50% white, approximately 75% of students in Metro Nashville Public Schools are students of color[2]. Drawing students from across multiple MNPS districts and neighborhoods, MCA intentionally recruits and enrolls a student body that reflects the full racial, cultural, and socioeconomic diversity of Nashville. Students come together across differences as teammates, learning to collaborate, compete, and grow alongside peers from varied backgrounds.

At MCA, every student is a student-athlete. Each student wears the MCA jersey, symbolizing belonging, accountability, and commitment to growth, regardless of prior athletic experience. This shared identity fosters empathy, cross-cultural understanding, and collective responsibility. By uniting students around common goals and shared teams, MCA unlocks strengths that might otherwise remain untapped and prepares graduates to lead with confidence, humility, and purpose in every field of life.

[1] Tennessee Department of Education, Career clusters.
[2] Nashville-Davidson Metropolitan Government, Census Report, 2023

School Mission and Model

Question 2: Provide the mission statement for the proposed charter school.

Mission Statement

At Music City Academy, we believe in the unifying power of academics and sports to drive student-athletes toward academic excellence, post-secondary opportunities, and wellness for life.

Please see Question 3 for the specific ways we will measure academic excellence, post-secondary opportunities, and wellness for life.

Question 3: Describe any mission-specific short- and/or long-term educational goals and targets that the school will have and how internal and external stakeholders, including the public, will know the extent to which the school is achieving its mission.

Our primary goal at MCA is to build excellent student-athletes. Our goals include academics, wellness, and postsecondary success. Involvement in athletics creates a built-in accountability structure that ties participation directly to academic performance, and creates wellness habits for life. Research shows that consistent attendance increases when students have team-based commitments that depend on showing up every day. Student-adult relationships deepen through athletic coaching, and the discipline, time management, and persistence developed in athletics translate into academic behaviors that lead to increased results.

Our priority is academic outcomes, but we know that engagement is the engine behind achievement, and for many students, athletics is what unlocks that engagement. A student who feels connected to a team is a student who shows up consistently, maintains their grades to stay eligible, builds relationships with adults in the building, and develops the discipline that carries over into the classroom. We don't invest in sports because we're building athletes, we invest in sports because it's a proven way to build students who are academically invested.

At Music City Academy, our goal is "Top 10 in the State."

"Top 10 in the State" means MCA will consistently perform among the ten best schools in Tennessee academically, athletically, and in post-secondary outcomes within eight years of opening. This starts and ends with excellent academics. This is ambitious and we don't expect perfection, but great teams require a high standard and this is a standard we are willing to pursue and hopeful we can achieve. By focusing on Top 10, we are not chasing a one-time peak or a single trophy; we're building a culture where excellence is normal and sustained, building from our students' individual and collective strengths. Like great teams, maintaining a standard of excellence requires discipline and time. We set Year 8 as our timeframe because this time frame will allow us to give our graduates four years to complete their postsecondary goals after graduation, and gives us the time to learn as a growing school how to move from good to great. We believe every school should have ambitious aspirations.

Our academic targets reflect a trajectory toward that standard, not a static destination. In our early years, we set benchmarks that represent meaningful growth for the students we serve —

because Top 10 is not where we start, it is where we are building to. As our school matures and our students progress through a full four-year sequence of rigorous instruction, CTE credentialing, and postsecondary preparation, we expect our performance metrics to accelerate accordingly. The targets outlined below are designed to show annual progress that compounds over time, placing MCA on a clear path to Top 10 performance by Year 8.

Top 10 High Schools (9-12), Overall Success Rate*				
Rank	**District/System**	**School**	**Type of School**	**Overall Rate**
1	Metro Nashville Public Schools	Hume - Fogg High	Magnet	93.9
2	Hamilton County	Hamilton County Collegiate High at Chattanooga State	Magnet	93.2
3	Metro Nashville Public Schools	Martin Luther King Jr School	Magnet	88.4
4	Williamson County	Ravenwood High School	Traditional	79
5	Knox County	L N STEM Academy	Magnet	77.8
6	Williamson County	Brentwood High School	Traditional	77.5
7	Hamilton County	Chattanooga High School Center for Creative Arts	Magnet	75.8
8	Williamson County	Franklin High School	Traditional	75.8
9	Washington County	University School	Magnet	75.1
MCA's Goal of >73.5% would adjust ranking here.				

*2024-2025 TN Department of Education State Report Card

It is worth noting that among the highest-performing high schools in Tennessee, the majority operate with selective admission criteria that screen students before enrollment. MNPS's own academic magnets — Hume-Fogg High School and Martin Luther King Jr. School — require a minimum 80 GPA and a 7th national stanine or above in reading or math for admission eligibility. Even among schools that use a lottery, many impose GPA maintenance requirements that remove students who fall below threshold. The only traditional schools with similar ratings are in Williamson County and represent two of the wealthiest zip codes in Tennessee with insufficient counts of students who would be considered economically disadvantaged.

Music City Academy, by contrast, is a public charter school. Under Tennessee law (T.C.A. § 49-13-113), charter schools must admit all students through a random, open-enrollment lottery. There are no GPA minimums, no test score thresholds, no essays, no interviews, and no recommendations required for admission. MCA does not select its students. MCA commits to developing whatever students walk through its doors — and to pursuing Top 10 outcomes with a genuinely open-access student body. That is a fundamentally different proposition than

achieving Top 10 results with a pre-screened population, and it is precisely what makes MCA's model necessary. Yes it is ambitious, but it is also achievable with the right focus and team.

Being Top 10 means our students are prepared to compete with the best, belong with the best, and graduate ready for the best next steps; including applying to Top 10 colleges, universities, athletic programs, and career pathways that match their sport, talent, and calling. This also means aligning our goals and practices to the schools that are performing at this standard in Tennessee.

Mission Specific Goals and Targets:

Some of these measures reflect short-term outcomes that can be monitored annually through state data, student records, and surveys. Others reflect long-term aspirations that MCA will track through alumni engagement and partnerships, ensuring our mission extends beyond graduation.

Certain measures reflect immediate outcomes that will be reviewed each year using state data, student records, and surveys. In contrast, others represent longer-term goals that MCA will evaluate through ongoing alumni engagement and community partnerships, affirming that our mission continues to shape students' lives after graduation. A full review of our goals and measures are included in the table below.

Mission Specific Goals and Targets			
Key: A = Academic-Related / H = Health-Related			
Goal	**Target**	**Type**	**Measures**
Academic Excellence			
Students graduate on time with a college-career ready diploma	≥90%	A	Student Information System ("SIS"); Transcripts; Graduation records
Students earn dual enrollment credit, EPSOs, or industry-recognized credentials	≥75%	A	SIS; Transcripts
TVAAS Growth	≥Level 4	A	State TVAAS Report
Grades 9-12 TCAP/EOC State Achievement Rate	≥73.5%	A	TCAP Scores/State Report Card
Students participate in either a work-based learning experience or internship	100%	A	WBL records; Partner Agreements; SIS
Unifying Power of Sports			
Students participate in at least one season of athletics each year	100%	H	Athletics rosters
Students report sense of belonging and having at least one trusted adult	≥85%	H	Annual Student Survey
Chronic absenteeism rate is significantly below district/state averages	<15%	A	SIS; Attendance Data
Students participate in 45 minutes or more of daily movement	≥90%	H	Internal tracking
MCA athletic programs ranked in Top 10 in	≥4	H	TSSAA Results

Mission Specific Goals and Targets			
Key: A = Academic-Related / H = Health-Related			
Goal	**Target**	**Type**	**Measures**
division in the state (starting year 3)			
Post-Graduation Success			
Alumni participate in varsity, club sport, or wellness club while attending college	≥50%	H	Alumni survey, Persist Nashville data
Students have $5000 or less in total year college cost	≥80%	A	Exit survey, Persist Nashville data
Alumni Year 2 persistence in postsecondary education	≥75%	A	National Student Clearinghouse; Persist Nashville data
Graduates enroll in college or career within 1 year of HS graduation date	≥70%	A	
Alumni employed in pathway-aligned fields	≥60%	A	Alumni Surveys; Employer Partnerships Persist Nashville data

Communication of Progress

To ensure transparency of our progress to both our short- and long-term goals, MCA will publicly share outcomes in multiple formats that are accessible and engaging to all stakeholders:

- **Top 10 Wall** We take seriously the desire for all of our students, teachers, and teams to be a "Top 10" school at whatever metric they are competing in. In our school we will post every time a student, staff, or school reaches a Top 10 goal.
- **Weekly Newsletter** where we will provide a scoreboard of goals and our progress towards our goals, for areas we are able to collect, directly to families and community members.
- **Annual State of the School Report** highlighting progress toward mission-specific goals, celebrating collective achievements while identifying next steps for continued progress.
- **Board Meetings** where current outcomes and benchmarks to goals are reviewed and discussed with governance members and the public providing reflection, discussion and accountability. All records from board meetings will be publicly available.
- **Digital Platforms** including our website, social media, and newsletters to keep families and community partners informed telling the ongoing story of MCA highlighting the student-athlete experiences, sharing updates, milestones, and voices from within our school community.
- **Data Dash** ("Halftime" and "Final Score") bi-annually in alignment with parent-teacher conferences, giving families clear mid-year and end-of-year updates on student and schoolwide progress to discuss growth and continued areas of collaboration.
- **Persist Nashville Data:** MCA plans to partner with Persist Nashville, a local college-persistence nonprofit, to coach alumni and collect and report data on our student's enrollment and persistence, which we will share with the community through our website and annual reports.

Measuring Success Beyond the Numbers

While quantitative goals provide an important benchmark, MCA measures success through the lived experiences and long-term outcomes that numbers alone cannot capture. Every student, regardless of background, ability, or prior experience, deserves a school environment that sees them fully and supports their growth in every dimension.

MCA will monitor graduation outcomes for all students including those with disabilities, and track credential attainment, attendance, and discipline data to ensure our model reduces suspensions and exclusionary practices. Student surveys will capture belonging, resilience, and wellness, while alumni feedback will help us understand whether graduates leave MCA with confidence, self-efficacy, and lasting community connections.

At MCA, athletics and team engagement serve as intentional vehicles for student engagement, using the power of sport to build the habits, relationships, and mindset that drive academic success. Team participation, daily movement, and the coaching mindset embedded throughout the school day are designed to build discipline, accountability, and social-emotional skills that transfer directly into academic achievement and career readiness. We will track how these structures correlate with academic growth, attendance, and student connectedness to ensure every student experiences the full benefit of MCA's model.

MCA will also track postsecondary engagement including college enrollment, career pathway entry, and career exposure opportunities developed through partnerships with Nashville employers, postsecondary institutions, and community organizations like Persist Nashville, because long-term outcomes must outweigh the simple output of earning a diploma.

Question 4: Describe how the sponsor assessed the need for the proposed school, including considerations around availability of school choice options in the community, capacity, and number and quality of available seats.

The MCA founding team assessed community need for the proposed school through a comprehensive process that included reviewing academic performance data, enrollment and capacity reports, and workforce projections, athletic success, alongside robust community engagement and direct family input. This assessment considered the availability of school choice options in the community, overall capacity, and the number and quality of available seats.

Need 1: Insufficient High-Quality Public High School Seats in Nashville

There are few quality seats available in MNPS schools. *[quality seat is defined as a A or B on state report card achievement]*

- Only 4 MNPS Magnets and 1 charter is high-achieving (A/B score), no zoned schools
- Only 2 of 12 Zoned high schools (17%) are middle-achieving (C score), compared to 3 of 6 charters (50%).
- 9 of 12 Zoned MNPS HS have an achievement of F (75%), whereas only 1 of 6 charter schools earned an F (17%)
- Only 14% of MNPS Zoned students are scoring proficient on the state exams

- Only 16% of MNPS high school students could be defined as quality seats (2911 of 17944 seats), with 15,033 quality seats needed

Academic Results at Existing Zoned High Schools Are Low[3]

- Only 15.1% of MNPS high school students are proficient in math and 32.3% in ELA, both below Tennessee averages.[4]
- Graduation rate: 85.7% MNPS vs. 92.1% statewide.[5]
- Overall success rates are significantly lower when you remove magnet and charter school data (4% points lower in Math and 11% lower in ELA).

Academic Results at Existing High Schools									
KEY	Achievement of D/F			Achievement of C			Achievement of A/B		
School Name	Type	State Report Card Grade			Success Rate				
		Achievement	Growth	College & Career Ready Growth	Overall	ELA	Math	Science	Social Studies
Antioch High School	Zoned	F	D	F	13	20	7	16	11
Cane Ridge HS	Zoned	F	F	F	9	18	<5%	12	8
Early College HS	Magnet	A	A	A	74	76	74	67	No Data
East Magnet HS	Magnet	D	A	F	17	19	16	16	14
Glencliff High School	Zoned	F	D	F	8	14	<5%	13	8
Hillsboro High	Zoned	C	F	B	30	40	16	33	44
Hume - Fogg High	Magnet	A	A	A	94	>95%	92	>95%	80
Hunters Lane High	Zoned	F	C	F	13	22	9	16	7
Intrepid College Prep	Charter	D	A	D	26	33	20	33	29
James Lawson HS	Zoned	C	C	C	24	32	16	34	21
John Overton High	Zoned	D	F	C	22	30	14	28	21
Johnson ALC	Alt.	F	F	No Data	<5%	5	<5%	No Data	No Data
KA @ The Crossings	Charter	F	C	F	14	27	5	20	11
KIPP Collegiate HS	Charter	C	C	F	25	32	16	43	21
Lead Academy	Charter	D	A	F	19	24	13	26	24
LEAD Southeast	Charter	C	A	F	33	39	24	31	62
Maplewood High	Zoned	F	D	F	6	8	<5%	7	<5%
Martin Luther King Jr	Magnet	A	A	A	90	92	86	93	89
McGavock High	Zoned	F	F	D	12	21	<5%	16	18
MNPS Virtual School	Optional	D	D	C	19	No Data	21	No Data	No Data
Big Picture HS	Magnet	D	F	F	22	35	12	26	No Data
Nash School of The Arts	Magnet	A	A	B	46	64	29	52	56
Pearl-Cohn High	Zoned	F	F	D	7	13	<5%	14	<5%
RePublic High School	Charter	D	A	D	22	30	19	22	15
STEM Prep HS	Charter	C	A	D	28	34	23	32	25
Stratford STEM School	Zoned	F	F	F	13	15	7	12	21
Valor Flagship	Charter	A	A	A	60	60	48	65	79
W.A. Bass ALC	Alt.	F	C	No Data	<5%	<5%	<5%	<5%	No Data
Whites Creek High	Zoned	F	A	F	11	14	7	17	8
Zoned Average	Zone	F	D	F	14	21	11	18	17

Need 2: Stronger Access to High-Growth, Living-Wage Career Pathways

While some Nashville students have access to CTE opportunities, workforce and postsecondary outcome data demonstrate a continued need for pathways that more intentionally connect students to high-demand, living-wage careers with strong long-term growth potential. Tennessee SCORE highlighted that nearly half of the credentials earned by students are not aligned to high-demand occupations, reinforcing the need for pathways intentionally connected to long-term workforce opportunities and economic mobility[6]. MCA's proposed pathways were intentionally selected not simply to increase credential attainment, but to align students with industries that demonstrate sustainable wages, projected workforce demand, and meaningful postsecondary advancement opportunities.

[3] TN State Report Card - 2024 data
[4] MNPS Open Data Portal, 2023
[5] Tennessee Department of Education Report Card, 2023
[6] TN Score Future Forward Summit

Too Few Students Successfully Transition from HS to Postsecondary Success			
52.8% of MNPS Students participate deeply in a CTE pathway (concentrators)[7].	Fewer than 20% of MNPS Students graduate with both a diploma and an industry-recognized credential[8].	50% of Davidson County graduates seamlessly enroll into postsecondary education[9].	Only 27% of MNPS graduates complete a college degree within 6 years[10].

These outcomes demonstrate a gap in pathways intentionally designed to improve long-term postsecondary and workforce success. Through analysis of regional labor market data, MCA identified opportunities to better connect high school career pathways to occupations that support long-term economic mobility and career advancement for Nashville students. Each of these are living wage jobs for the Nashville area as well[11].

Example High Impact Pathways Provided by MCA[12] [13]			
Pathway	**Ex Aligned Occupation**	**Projected Growth**	**Projected Salary**
Sports & Human Performance	Physical Therapist	35%	$103,750
	Occupational Therapist	39%	$102,280
	Physical Therapist Assistant	59%	$66,950
Emergency Services	Paramedic	22%	$60,850
A/V Production	Audiovisual equipment installers and repairers	22%	$56,870

Need 3: Student Engagement, Wellness, and Connectedness

For students to succeed academically in the short term and achieve strong postsecondary outcomes over time, they also need consistent engagement, belonging, physical wellness, and positive mental health supports. Nashville and Tennessee data demonstrate increasing concerns related to chronic absenteeism, declining physical activity, and worsening adolescent mental health outcomes. These trends reinforce the need for a school model like Music City Academy that intentionally builds connection, movement, wellness, and student engagement into the daily educational experience.

Indicators of Declining Student Engagement, Wellness, and Connectedness	
Attendance & Engagement	**Students who feel disconnected from school are more likely to disengage academically.**

[7] TDOE CTE Data for MNPS
[8] MNPS EPSO Report, 2023
[9] TN 2030 Data
[10] Understanding the College Access and Success Ecosystem for MNPS Students
[11] MIT Living Wage Calculator
[12] Labor and Workforce Reports
[13] https://www.bls.gov/eag/eag.tn.htmv

	• **36.4%** of MNPS students were chronically absent in 2022–23.[14] • Students connected to peers/adults are **55% less likely** to be chronically absent.[15].
Physical Health	**Students are moving less than ever, despite clear evidence of the impact that activity has on learning and health.** The most recent Tennessee Youth Risk Behavior Survey[16] showed: • **Only 35.5 %** of HS students were physically active at least 60 minutes per day on 5 or more days *(down from 47.2% in 2003).* • **Only 43.9%** of HS students played on at least one sports team *(down from 50.7% in 2003).*
Mental Health	**Adolescent mental health challenges continue to increase.** The most recent Tennessee Youth Risk Behavior Survey[17] showed: • **42.7%** of HS students who felt sad or hopeless *(up from 28.3% in 2003).* • **24.1%** of HS students seriously considered attempting suicide *(up from 17.5% in 2003).*

Need 4: Families Are Seeking Additional High-Quality School Options

Enrollment patterns indicate that many Nashville families are actively seeking alternatives to their zoned school options.

- Thousands of students apply to magnets and/or charters each year. Many have long waitlists. **Currently, 23% of Davidson county students are opting for charter schools.**[18]
- Families with resources often leave MNPS for private schools or neighboring districts. Currently **21% of Davidson county students are opting into private schools.**[19]
- In the Music City Academy Community Survey, **only 8% of parents think the current public high school options in Nashville are meeting the needs of all families** (see Question 11 for more detail on our findings).

A common concern in charter authorization is that a new public charter school will simply redistribute students from existing district-operated schools, thereby reducing enrollment-based funding for the district. MCA recognizes this concern; however, this framing does not fully account for the significant number of Davidson County families who have already chosen educational options outside the public school system, often at substantial personal cost. Publicly available enrollment data indicate that more than 21% of Davidson County students attend private schools, with six zip codes exceeding 43% private-school enrollment. More than

[14] MNPS Chronic Absenteeism Data, 2023
[15] CDC Youth Risk Behavior Survey, 2023
[16] 2023 Tennessee Youth Risk Behavior Survey
[17] 2023 Tennessee Youth Risk Behavior Survey
[18] MNPS School Options & Waitlist Data, 2024
[19] MNPS Open Enrollment Report, 2024

5,000 high school students in Davidson County are enrolled in private schools, reflecting meaningful demand for educational options beyond the current public high school offerings.

MCA is designed not merely to draw students from existing MNPS schools, but to broaden participation in public education by offering a compelling, tuition-free public high school option for families who might otherwise choose or remain in private education. Families make high school decisions based on academic quality, school culture, extracurricular opportunities, athletics, college preparation, and overall student fit. MCA's recruitment strategy will intentionally include outreach to families currently enrolled in, or considering, private and other non-public settings by sharing our compelling innovative academic model. By providing a high-quality public alternative, MCA can help expand the number of Nashville families choosing public education, strengthening the broader public school landscape rather than simply shifting enrollment within it.

MCA's Model Was Intentionally Designed to Address These Identified Needs		
Identified Need	Evidence Highlight	MCA Response
1. Insufficient high-quality high school seats	Only approximately 16% of MNPS high school seats currently qualify as high-quality seats based on state achievement data.	MCA will add 480 new high-quality public high school seats focused on rigorous academics, college and career readiness, and strong student outcomes.
2. Access to high-growth, living-wage career pathways	Only 50% of Davidson County graduates seamlessly enroll into postsecondary education, while fewer than 20% of MNPS students graduate with both a diploma and industry-recognized credential.	MCA's CTE pathways were intentionally selected using workforce and wage data to align students to high-growth, high-wage industries and long-term postsecondary opportunities.
3. Student engagement, wellness, and connectedness	36.4% of MNPS students were chronically absent in 2022–23, while research shows students connected to trusted peers and adults are significantly less likely to experience chronic absenteeism and poor mental health.	MCA's model integrates daily movement, team-based culture through huddle and athletics, mentorship from coaches and staff, and social-emotional learning to strengthen student engagement, belonging, and wellness.
4. Families are seeking additional high-quality school options	Families continue to opt into charter, magnet, and private schools, while survey data demonstrated widespread dissatisfaction with existing high school options.	MCA will provide a non-selective public school option uniquely designed to combine rigorous academics, student wellness and career-connected learning.

Collectively, these data demonstrate the need for a public high school model intentionally designed to expand rigorous academic opportunities, strengthen student engagement and wellness, and improve long-term postsecondary and workforce outcomes for Nashville students.

Question 5: Describe the structure of the school day and week for the typical student. Differentiate by grade bands (e.g., K-5, 6-8, 9-12) as needed.

MCA operates on a modified A/B block schedule combining 80-minute instructional blocks with an alternating A/B day structure. This enables students to earn up to seven credits per year while protecting priority areas through daily, year-long courses.

Mathematics and ELA are each scheduled as daily 40-minute year-long courses outside of the A/B rotation, eliminating the learning gaps common in traditional 4x4 semester-block models. World language is included in the schedule as an 80-minute A/B block to support language acquisition and meet postsecondary requirements, including admissions and NCAA eligibility requirements. Each day, students also engage in one pathway-aligned CTE course and one wellness or movement-based course within the A/B rotation, with sequencing adjusted by grade level to meet graduation, credential, and postsecondary requirements.

Daily Schedule

Block	Time	Notes
Arrival/Breakfast	**7:30–7:55**	Arrival, Breakfast & Voluntary Movement
Huddle/Advisory	**7:55–8:20**	Huddle / Advisory
Transition	*8:20–8:24*	*Transition*
Block 1	**8:24–9:04**	40-min course; or first half of block
	9:04–9:09	*2.5-min light bell for either class transition and movement reminder.*
	9:09–9:49	40-min course; or second half of block
Transition	*9:49–9:53*	*Passing period*
Block 2	**9:53–10:33**	40-min course; or second half of block
	10:33–10:38	*2.5-min light bell for either class transition and movement reminder.*
	10:38–11:18	40-min course; or second half of block
Transition	*11:18–11:22*	*Passing period*
RTI / Support	**11:22–12:07**	Academic Practice — 45-min intervention period
Transition	*12:07–12:11*	*Passing period*
Lunch	**12:11–12:41**	30-minute lunch
Transition	*12:41–12:45*	*Passing period*
Block 3	**12:45–1:25**	40-min course; or second half of block
	1:25–1:30	*2.5-min light bell for either class transition and movement reminder.*
	1:30–2:10	40-min course; or second half of block
Transition	*2:10–2:14*	*Passing period*
Block 4	**2:14–2:54**	40-min course; or second half of block
	2:54–2:59	*2.5-min light bell for either class transition and movement reminder.*
	2:59–3:39	40-min course; or second half of block
Dismissal	**3:39–3:50**	Dismissal

Instructional Minutes			
Each Day	400 minutes	Each Week	2,000 minutes

Sample 9th Grade Schedule

MCA Schedule, Sample 9th Grade			
Block	**Time**	**A Day**	**B Day**
Arrival/Breakfast	7:30–7:55	Arrival, Breakfast & Voluntary Movement	
Huddle/Advisory	7:55–8:20	Huddle / Advisory	
Transition	*8:20–8:24*	*Transition*	
Block 1	8:24–9:04	Biology	Health Science Education
	9:04–9:09	*Light Movement*	*Light Movement*
	9:09–9:49	Biology	Health Science Education
Transition	*9:49–9:53*	*Passing Period*	*Passing Period*
Block 2	9:53–10:33	Algebra I (Daily)	Algebra I (Daily)
	10:33–10:38	*Light Movement*	*Light Movement*
	10:38–11:18	English I (Daily)	English I (Daily)
Transition	*11:18–11:22*	*Passing Period*	*Passing Period*
RTI / Support	11:22–12:07	Academic Practice (RTI² / Support)	Academic Practice (RTI² / Support)
Transition	*12:07–12:11*	*Passing Period*	*Passing Period*
Lunch	12:11–12:41	Lunch	Lunch
Transition	*12:41–12:45*	*Passing Period*	*Passing Period*
Block 3	12:45–1:25	Spanish I	Digital Arts I (Fine Arts)
	1:25–1:30	*Light Movement*	*Light Movement*
	1:30–2:10	Spanish I	Digital Arts I (Fine Arts)
Transition	*2:10–2:14*	*Passing Period*	*Passing Period*
Block 4	2:14–2:54	Lifetime Wellness (Daily)	Lifetime Wellness (Daily)
	2:54–2:59	*Light Movement*	*Light Movement*
	2:59–3:39	Lifetime Wellness (Daily)	Lifetime Wellness (Daily)
Dismissal	3:39–3:50	Dismissal	

Schedule Components

Voluntary Movement

Each morning, students arrive for breakfast and voluntary movement. Voluntary movement may include: stretching, walking, light play, or open gym time before the academic day begins. This start is intentional: physical activity primes the brain for learning by boosting blood flow and focus-supporting neurotransmitters, strengthens self-regulation, and helps students enter Huddle and Block 1 calm, connected, and ready to engage.

Light Movement Break

A 5-minute movement reset embedded within each block to support focus, regulation, and stamina. Depending on student schedules, this may function as either a transition between shorter classes or a structured opportunity for stretching and light movement during longer instructional periods.

Huddle ("Advisory")

Advisory functions as the "huddle" of the MCA model, where students set academic and personal goals, build relationships, engage in SEL and postsecondary planning, track attendance and academic progress, and prepare mentally for the day. Huddle is grounded in structures that foster belonging, motivation, and engagement.

Core Blocks

As a part of our modified A/B hybrid block schedule, students engage in 80-minute instructional blocks on an alternating A/B day structure, providing a balanced mix of core academics, career exploration, and wellness without overloading a single day with multiple course subjects. :

- **Daily Mathematics (40 minutes, yearlong)** — Mathematics is protected as a daily, yearlong course outside of the A/B rotation, eliminating the learning gaps and skill regression common in traditional 4x4 semester-block models. Daily practice builds fluency, maintains conceptual momentum, and ensures teachers can identify and address gaps daily.
- **Daily ELA (40 minutes, yearlong)** — English Language Arts is protected as a daily, yearlong course, ensuring students develop reading fluency, writing stamina, and academic vocabulary through consistent, uninterrupted instruction. The daily block allows teachers to provide targeted feedback and intervention daily, ensuring no student falls behind in the foundational literacy skills required for college and career success.
- **World Language (80 minutes, A/B rotation)** — World language is embedded as a full 80-minute block within the A/B rotation, giving students the sustained instructional time necessary for genuine language acquisition and meeting both Tennessee postsecondary admission expectations and NCAA core course eligibility requirements.
- **One CTE Course (A/B rotation)** — Students engage in pathway-aligned, hands-on learning experiences that build career awareness and technical skills with an 80-minute block allowing for the depth of engagement that project-based and industry-aligned instruction requires.

- **One Wellness/Movement Block (daily)** — Embedded movement, fitness routines, and kinesthetic learning activities promote physical health and habits which is core to our mission.

This modified approach preserves the core benefits of block scheduling; deeper learning, fewer transitions, and stronger student-teacher relationships, while solving the key limitation of traditional 4x4 models by anchoring mathematics and ELA as daily, yearlong courses and world language as a full 80-minute A/B block, ensuring students experience both the depth of extended block learning and the continuity that foundational skill development requires.[20] indicates that extended class periods reduce the number of transitions and recapture instructional time otherwise lost between many short periods, which can be reinvested in learning activities that foster deeper understanding of content and sustained engagement. Longer periods also create opportunities for varied instructional strategies[21], including collaborative projects, discussions, and hands-on work, that are difficult to implement in shorter classes, and allow teachers more time with each student, which supports individualized interactions and relationship-building. The longer core blocks allow for deeper learning, fewer transitions, and stronger student–teacher relationships, reflecting research on the benefits of extended periods for mastery, engagement, and time-on-task.

Academic Practice: RTI² & Acceleration

During a daily 45-minute Academic Practice block, all students participate in RTI² or acceleration simultaneously, allowing flexible grouping and full deployment of instructional staff. Supports include Tier II and III interventions aligned to the Tennessee RTI² Framework, as well as enrichment such as ACT preparation and CTE extensions for Tier I students:

1. Tier II or III interventions delivered using progress-monitored protocols aligned with the Tennessee RTI² Framework
2. Academic acceleration, which includes ACT prep, or CTE extensions for Tier I students

Semester Schedule Alignment

Students follow a pathway-specific sequence of courses that progresses across grade levels. The charts below outline each pathway's four-year trajectory, including core academic requirements, specialized pathway coursework, industry-recognized credentials, and dual enrollment partnerships with local postsecondary institutions.

MCA operates on a modified A/B hybrid block schedule that protects priority areas while maximizing course access across all four years. Mathematics, ELA, and Lifetime Wellness are each scheduled as daily yearlong courses, with Mathematics and ELA delivered in daily 40-minute blocks, eliminating the learning gaps and skill regression common in traditional semester-block models ensuring continuous, uninterrupted development in foundational skills.

[20] An Analysis of Research on Block Scheduling, 2006
[21] EBSCO Knowledge Advantage, Block Scheduling, 2021

World Language is delivered as a full 80-minute A/B block, meeting Tennessee postsecondary admission expectations and NCAA core course eligibility requirements.

Core academic courses and CTE pathway coursework alternate within the remaining A/B rotation blocks, allowing students to access rigorous academic content and career-aligned learning without sacrificing depth or continuity.

A protected daily 45-minute Academic Practice block ensures every student receives targeted RTI² intervention or acceleration, which may include ACT preparation, dual enrollment readiness, and other pathway enrichment

Coursework Scopes

CTE Pathway A/V Production

Coursework Scope CTE Pathway: A/V Production					
Subject Area	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Credits**
English (Daily)	English I	English II	English III	English IV / Dual Enrollment*	**4.0**
Math (Daily)	Algebra I	Geometry	Algebra II	Statistics* or Computer Science*	**4.0**
Science	Biology	Chemistry*	Physics* or Anatomy & Physiology*	Optional 4th lab science	**3.0**
Social Studies	—	World History	U.S. History	U.S. Government* (0.5) / Economics* (0.5)	**3.0**
World Language	Spanish I	Spanish II*	—	—	**2.0**
PE & Wellness	Lifetime Wellness	Lifetime Wellness	Fitness & Conditioning I	Weights & Kinesiology	**4.0**
Personal Finance	—	—	—	Personal Finance* (0.5, semester course)	**0.5**
Computer Science	—	—	CS Foundations* (1.0)	—	**1.0**
Fine Arts	Digital Arts I (Fine Arts, full year)	—	—	—	**1.0**
CTE Pathway	Health Science Education (Exploration)	A/V Production I	A/V Production II*	A/V Production III* + WBL / Capstone*	**4.0**
Elective / Support	Academic Practice (RTI²)	Academic Practice	Academic Practice (ACT Prep)	Academic Practice	—
Credits Earned	**7.0**	**7.0**	**7.0**	**5.5**	**26.5**

CTE Pathway: Therapeutic Services

Coursework Scope CTE Pathway: Therapeutic Services					
Subject Area	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Credits**
English (Daily)	English I	English II	English III	English IV / Dual Enrollment*	**4.0**
Math (Daily)	Algebra I	Geometry	Algebra II	Statistics* or Computer Science*	**4.0**
Science	Biology	Chemistry*	Anatomy & Physiology* (lab)	Optional 4th lab science	**3.0**
Social Studies	—	World History	U.S. History	U.S. Government* (0.5) / Economics* (0.5)	**3.0**
World Language	Spanish I	Spanish II*	—	—	**2.0**
PE & Wellness	Lifetime Wellness	Lifetime Wellness	Fitness & Conditioning I	Weights & Kinesiology	**4.0**
Personal Finance	—	—	—	Personal Finance* (0.5, semester course)	**0.5**
Computer Science	—	—	CS Foundations* (1.0)	—	**1.0**
Fine Arts	Digital Arts I (Fine Arts, full year)	—	—	—	**1.0**
CTE Pathway	Health Science Education (Exploration)	Anatomy & Physiology*	Medical Therapeutics*	WBL / Clinical Internship / Capstone*	**4.0**
Elective / Support	Academic Practice (RTI²)	Pre-ACT Prep	ACT Prep / Computer Science*	Academic Practice	—
Credits Earned	**7.0**	**7.0**	**7.0**	**5.5**	**26.5**

CTE Pathway: Emergency Services

Coursework Scope CTE Pathway: Emergency Services					
Subject Area	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Credits**
English (Daily)	English I	English II	English III	English IV / Dual Enrollment*	**4.0**
Math (Daily)	Algebra I	Geometry	Algebra II	Statistics* or Computer Science*	**4.0**
Science	Biology	Chemistry*	Anatomy & Physiology* (lab)	Optional 4th lab science	**3.0**
Social Studies	—	World History	U.S. History	U.S. Government* (0.5) / Economics* (0.5)	**3.0**
World Language	Spanish I	Spanish II*	—	—	**2.0**
PE & Wellness	Lifetime Wellness	Lifetime Wellness	Fitness & Conditioning I	Weights & Kinesiology	**4.0**
Personal Finance	—	—	—	Personal Finance* (0.5, semester course)	**0.5**
Computer Science	—	—	CS Foundations* (1.0)	—	**1.0**
Fine Arts	Digital Arts I (Fine Arts, full year)	—	—	—	**1.0**
CTE Pathway	Health Science Education (Exploration)	Anatomy & Physiology*	Emergency Services I*	EMS* / WBL / Capstone*	**4.0**
Elective / Support	Academic Practice (RTI²)	Pre-ACT Prep	ACT Prep	Academic Practice	**—**
Credits Earned	**7.0**	**7.0**	**7.0**	**5.5**	**26.5**

CTE Pathway: Health & Human Performance

Coursework Scope CTE Pathway: Health & Human Performance					
Subject Area	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Credits**
English (Daily)	English I	English II	English III	English IV / Dual Enrollment*	**4.0**
Math (Daily)	Algebra I	Geometry	Algebra II	Statistics* or Computer Science*	**4.0**
Science	Biology	Chemistry*	Anatomy & Physiology* (lab)	Optional 4th lab science	**3.0**
Social Studies	—	World History	U.S. History	U.S. Government* (0.5) / Economics* (0.5)	**3.0**
World Language	Spanish I	Spanish II*	—	—	**2.0**
PE & Wellness	Lifetime Wellness	Lifetime Wellness	Fitness & Conditioning I	Weights & Kinesiology	**4.0**
Personal Finance	—	—	—	Personal Finance* (0.5, semester course)	**0.5**
Computer Science	—	—	CS Foundations* (1.0)	—	**1.0**
Fine Arts	Digital Arts I (Fine Arts, full year)	—	—	—	**1.0**
CTE Pathway	Health Science Education (Exploration)	Anatomy & Physiology*	Rehabilitation Careers*	Exercise Science* / WBL / Capstone*	**4.0**
Elective / Support	Academic Practice (RTI²)	Pre-ACT Prep	ACT Prep	Academic Practice	**—**
Credits Earned	**7.0**	**7.0**	**7.0**	**5.5**	**26.5**

Anticipated Student Population

Question 6: Describe the anticipated student population, including their anticipated academic and non-academic needs. Describe your methodology and identify your sources for determining these projections.

Music City Academy is designed to serve a diverse cross-section of Davidson County high school students in grades 9–12, reflecting Nashville's racial, cultural, linguistic, and socioeconomic diversity. Enrollment will be open to all county residents by lottery, and MCA will be intentionally diverse-by-design, recruiting across multiple neighborhoods and feeder pathways so that the student body mirrors the city we serve. At full capacity, MCA will enroll 480 students (approximately 120 students per grade).

Districtwide demographics

MNPS enrolls 18,277 high school students across 17 schools (2025–26). The student body is highly diverse. MCA's projected student population is based on the demographics of MNPS and the current profile of students attending nearby MNPS high schools and choice programs that serve these areas. We anticipate that MCA will enroll students with needs and characteristics comparable to these feeder communities, including:

Category	Black or African American	Hispanic/ Latino	White	Asian	English Language Learners	Students with Disabilities
% of Population / Rate[22]	38.3%	34.1%	23.5%	3.7%	24%	12%

These projections are grounded in MNPS high school enrollment and subgroup reporting and cross-validated against Tennessee's state reporting and ACS neighborhood-level indicators.

Anticipated Academic Needs

District and feeder-area performance data show that many MCA students will arrive with significant unfinished learning, especially in secondary literacy and mathematics.

Declining proficiency across grade bands

MNPS high school students are currently 33.9% proficient in ELA and 22.3% proficient in math,[23] continuing a documented decline in achievement from elementary to middle to high school. This indicates that MCA's incoming students will often need accelerated support to reach grade-level expectations.

Subgroup achievement gaps

Achievement gaps are particularly wide for students MCA expects to enroll at high rates:

- ED students: 17.6% ELA / 16.4% math
- EL students: 14.0% ELA / 18.0% math
- SWD students: 7.2% ELA / 8.0% math

[22] MNPS Open Data Portal, 2024
[23] TDOE TVAAS Value-Added Data Dashboard: MNPS District Report, 2025

By contrast, White and Asian students exceed 50% proficiency,[24] demonstrating persistent inequities in access to rigorous, engaging learning experiences.

College and career readiness gaps

Feeder and district trends show that too few MNPS students meet ACT benchmarks or Tennessee's College and Career Readiness (formerly Ready Graduate[25]) requirements, with the largest gaps affecting ED and EL students. MCA therefore anticipates needing to provide both academic recovery and structured readiness pathways beginning in 9th grade.

Advanced learner disengagement

MCA also expects to enroll students who are meeting standards but are not meaningfully engaged. National engagement data show fewer than half of high school students report being engaged, with engagement declining each grade level; design-focused research further finds that many traditional schools fail to challenge or inspire even high-performing students.[26] MCA anticipates strong demand from families seeking both academic rigor and relevance. We anticipate this because Nashville's leading academic magnet schools (Hume Fogg and MLK), offer differentiated academic instruction to reach disengaged students, and continue to have waitlists and high demand.

Taken together, MCA expects a student population requiring a dual academic strategy: (1) high-dosage, skill-specific acceleration for students below grade level, and (2) authentic, challenging coursework that sustains motivation for students already proficient.

Anticipated Non-Academic Needs

MCA's projections also reflect substantial non-academic barriers to success for many Davidson County high school students. Chronic absenteeism, mobility and student experience data indicate that a significant share of students enter high school facing disrupted schooling, a limited sense of belonging, and elevated stress. These conditions require intentional schoolwide structures that prioritize belonging, stability, and relevance alongside academic rigor.

Attendance

Chronic absenteeism nationally affects roughly one in four high school students, and is highest among low-income and

School	Enrollment Count	Chronically Absent Count	Percent Chronically Absent
Antioch High School	2157	980	45.40%
Nashville Big Picture High School	123	13	10.60%
Cane Ridge High School	1914	801	41.80%
East Nashville Magnet HS	415	154	37.10%
Glencliff High School	976	359	36.80%
Hillsboro High	1184	398	33.60%
Hume - Fogg High	883	80	9.10%
Hunters Lane High	1371	552	40.30.%
James Lawson High School	1361	511	37.50%
John Overton High	1904	620	32.60%
Early College High School	172	5	2.90%
Maplewood High	681	393	57.70%
Martin Luther King Jr School	1273	65	5.10%
McGavock High	1791	713	39.80%
Nashville School Of The Arts	536	120	22.40%
Pearl-Cohn High	529	244	46.10%
Stratford STEM Magnet School	816	409	50.10%
Whites Creek High	721	283	39.30%

[24] Scarlett Family Foundation. Nashville Education Facts, 2023

[25] Beginning with the 2025-26 school year, the Ready Graduate indicator will be replaced by the College and Career Readiness (CCR) indicator for federal accountability calculations. 2025-2026 CCR Verification Guide

[26] Gallup, School engagement is more than just talk, 2018

multilingual learners. In Davidson County, absenteeism and engagement challenges are also elevated in Nashville. Overall, 2024-2025 MNPS Data shows that 32% of High School students are chronically absent (38% of students at Zoned schools). This signals the need for a school model that builds strong relationships, relevance, and daily attendance routines as outlined in Question 16.

Adolescent Belonging & Engagement

MNPS student survey results reflect patterns commonly observed in secondary schools nationally; student connection and engagement often decline during high school years, despite its correlation to both academic success and well-being[27]. MNPS high school survey data align with these national patterns, with only 25% of high school students reporting strong engagement (compared to 35% district-wide), 56% reporting a sense of belonging (compared to 61% district-wide), and 65% reporting strong student-teacher relationships (compared to 73% district-wide)[28]. At MCA the daily advisory model ("Huddle") and team based athletics for all students create daily opportunities for strong peer-peer and student-teacher relationships that adolescents need to thrive.

Well-being, stress, and behavioral health

Elevated stress and emotional strain are common experiences for high school students. CDC Youth Risk Behavior Survey findings show[29] that a substantial proportion of adolescents report persistent feelings of sadness, stress-related difficulty concentrating, and emotional distress during the school year. These conditions directly affect students' ability to self-regulate, sustain focus, and engage consistently in learning, regardless of academic skill level. As a result, MCA's school design embeds wellness supports into daily routines, including regular physical movement and team-based huddle, reflecting the belief that regulation and well-being are essential to student engagement and learning.

Mobility and housing instability

Davidson County mobility data show 11% of households moved in the last year, and more than 52,000 renter households earning under $50,000 are cost-burdened[30]. Student mobility often disrupts course sequencing, weakens peer and adult relationships, and increases the risk of credit loss, leading MCA to anticipate the need for structured transition supports, flexible pathways, and coordinated student services. By ensuring all students are part of an athletic program and supported by a coach who checks on them regularly, MCA will be able to respond differently to students facing these challenges.

Family choice pressures and resource gaps

Nashville's landscape places real pressure on families to seek alternatives to zoned high schools. Davidson County has 57 private schools, at least 14 serving grades 9–12, with leading schools

[27] Social Support Matters: Longitudinal Effects of Social Support on Three Dimensions of School Engagement From Middle to High School, 2018
[28] MNPS School Experience Surveys, 2025
[29] Youth Mental Health: The Numbers, 2024
[30] Consolidated Plan 2023–2028. Nashville, TN

averaging $25,000–$35,000 per year in tuition.[31] Given the county's median household income of $68,000, private tuition frequently equals more than one-third of annual family income, limiting access to high-quality options for many students. This context suggests sustained demand for rigorous, distinctive public high school options that combine academic quality with accessibility, particularly for families unable to access selective or tuition-based alternatives.

Methodology for Student Population Projections

MCA used a multi-step, transparent methodology to determine its anticipated student population and needs. Our projections are based on reliable, recent, location-specific data sources:

1. **Districtwide baseline analysis:** We reviewed the most recent MNPS high school enrollment, race/ethnicity, ED, EL, and SWD rates to establish a countywide baseline and confirm that MCA's targets align with district realities.[32]
2. **Feeder-area demographic and needs analysis:** Based on extensive community outreach and family interest data, Music City Academy is targeting a catchment area within **MNPS Districts 5, 8, and 9**, spanning Nashville's urban core and extending across North, East, and Southeast Nashville into East Davidson County. Family interest data show demand concentrated in nearby zip codes **including, but not limited to, 37203, 37204, 37206, 37207, 37216 (District 5); 37076, 37214, and 37138 (District 8); and 37013, 37211, 37214, and 37217 (District 9)**. Notably, 37076 (Hermitage) represents the single highest concentration of interest in the dataset, reflecting significant demand from families in District 8, accentuating that MCA's reach extends well beyond Nashville's urban core into East Davidson County. This geographic pattern reflects interest from diverse, highly mobile neighborhoods across multiple regions of Davidson County rather than a single feeder pattern. Additionally, responses were received from zip codes across Districts 5 and 9, as well as a smaller number of outlying areas outside the catchment map. Collectively, this data demonstrates a clear need for an accessible, career-connected high school option positioned to serve families across all three targeted districts from the outset, with District 8 emerging as a strong area of demand.
3. **Academic outcome review to identify needs:** We evaluated district and feeder outcomes in ELA, math, ACT/CCR benchmarks, and subgroup gaps to anticipate academic supports required at MCA.[33]
4. **Choice and attrition pattern analysis:** We reviewed patterns of movement from zoned schools to magnets, charters, and private schools to confirm family demand for alternative high school models and to refine enrollment assumptions.[34]
5. **Cross-validation with national engagement/attendance research:** We used recent national findings on high school engagement and chronic absenteeism to contextualize

[31] National Center for Education Statistics, 2024
[32] MNPS Open Data Portal, 2023
[33] MNPS Open Data Portal, 2023
[34] Scarlett Family Foundation Nashville education facts, 2023

and strengthen our projections of non-academic needs among the student groups most represented in our feeder areas.[35]

This combination of district, neighborhood, feeder-school, and choice-trend data provides a sound and evidence-based foundation for MCA's enrollment and needs projections.

MCA Design

MCA is built for all learners; students who need targeted academic recovery, students seeking advanced challenges, and students hungry for a school culture that integrates movement, belonging, athletics, and high expectations. By design, MCA addresses both persistent achievement gaps and widespread engagement gaps, ensuring graduates leave academically prepared and disciplined, connected, and healthy for college, career, and life.

Question 7: Complete Table 1 and describe your sources and methodology for determining initial enrollment projections.

Table 1. Projected Enrollment

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Full Capacity
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	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0
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	120	120	120	120	120	120	120	120	120
12	0	0	0	120	120	120	120	120	120	120	120
TOTAL	120	240	360	480	480	480	480	480	480	480	480

Music City Academy projects enrollment of 120 students per grade level, beginning with ninth grade in Year 1 (2027-28) and reaching 480 students (grades 9-12) at full capacity by Year 4. We realize that charter agreements allow us to enroll up to 15% higher than intended enrollment. As a result, we expect most 9th grade classes to enroll closer to 125-130 students which will allow room for natural attrition. That said, we will maintain an average enrollment of 120 students per class and through backfilling (if necessary) expect to maintain this number.

This enrollment trajectory is informed by the following key considerations:

[35] Transcend Education, 2024

1. **Benchmarking Against MNPS High Schools: Enrollment data from MNPS (2025) shows that Davidson County high schools vary significantly in size:**[36]
    - **Large comprehensive schools** such as McGavock (2,349), Overton (2,145), and Antioch (2,013) enroll well over 2,000 students.
    - **Mid-sized schools** such as Pearl-Cohn (509), Stratford (741), and Lawson (1,201) operate between 500–1,200 students.
    - **Selective magnets** such as Hume-Fogg (886) and Nashville School of the Arts (578) sustain strong demand with smaller but academically rigorous programs.
    - **Charter high schools** fall within a similar range. As of March 2025, KIPP Collegiate High enrolls 425 students, and Republic High enrolls 538 students[37].

At 480 students at full capacity, MCA would fall within the lower-mid range of MNPS high schools, comparable to Pearl-Cohn and NSA. This demonstrates that our projected size is realistic in the Nashville context.

This also means that we will have a school with a tight-knit group of students who we know personally and deeply and can insure are engaged in academics, athletics, and meaning college-career preparation and still offer comprehensive competitive athletic teams.

2. **Alignment with TSSAA Athletic Classifications: MCA's founding size of 120 per grade is intentional as it ensures that MCA can sustain full athletic programs and compete equitably in the Tennessee Secondary School Athletic Association ("TSSAA").**
    - TSSAA classification cycles (2023-2027) group schools based on enrollment. With ~480 students, MCA would qualify for Class A-AA competition, allowing the school to field complete teams across multiple sports, while staying competitive.[38]
    - This is critical given MCA's model, which integrates athletics and academics. The projection is therefore not arbitrary, but aligned to league requirements, student experience, and long-term sustainability.
    - We realized that due to slow growth we will offer limited sports in the first couple of years, but by year 4 we will be able to offer more robust offerings and have spent 3 years developing our student athletes and teams.
3. **Cross-Validation with Population Data**
    - Davidson County has more than 96,000 school-aged children, with approximately 18% enrolled in grades 9-12, which is roughly 17,000 high school students countywide. MCA's full enrollment of 480 students would represent less than 3% of the countywide high school population, a modest and attainable share given the scale of the student pool.[39]

This multi-source methodology demonstrates that the school's size is both feasible and sustainable, supporting its academic and athletic model without overstating demand.

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[36] Metro Nashville Public Schools, Enrollment Data, 2025
[37] Metro Nashville Public Schools, Enrollment Data, 2025
[38] TSSAA, Classification Guidelines, 2023–2027
[39] U.S. Census Bureau, American Community Survey, 2023

Question 8: Complete Table 2 and describe your sources and methodology for determining initial demographic projections. If the sponsor is proposing to operate an Opportunity Public Charter School, detail the anticipated percent of the student population that will be at risk, as defined in T.C.A. § 49-13-104.

Table 2. Anticipated Demographics	
Student Population	Estimated % of Total Enrollment at Capacity
Economically Disadvantaged	34%
Students with Disabilities	12%
English Learners	24%
At-Risk (for opportunity public charter schools only)	N/A

MCA anticipates serving a student population that mirrors the diversity of Davidson County high schools as being a diverse-by-design school. Using MNPS Open Data (2025) as the primary source, we identified district averages across high schools: 34% economically disadvantaged (ED), 24% English Learners (EL), and 12% students with disabilities (SWD).

Additional Districtwide demographics. MNPS enrolls 18,277 high school students across 17 schools (2025–26). The student body is highly diverse. MCA's projected student population is based on the demographics of MNPS and the current profile of students attending nearby MNPS high schools and choice programs that serve these areas. We anticipate that MCA will enroll students with needs and characteristics comparable to the district as a whole, as we anticipate students attending from across the city (similar to MNPS magnets). Here is our anticipated racial composition as well:

Category	Black or African American	Hispanic/Latino	White	Asian
% of Population / Rate	38.3%	34.1%	23.5%	3.7%

We expect MCA's demographics to align with these districtwide patterns due to our "diverse-by-design" enrollment strategy, which draws families from across Davidson County rather than a single feeder pattern. This countywide design supports equitable access and ensures a mix of racial, cultural, and socioeconomic backgrounds.

Sources and Methodology for Initial Demographic Projections

MCA used a multi-step methodology to project initial student demographics for Table 2. The approach combines district high school averages, likely applicant-pool characteristics, and local neighborhood indicators to generate realistic, location-responsive estimates. All data sources are publicly available and represent the most recent reporting years.

Step 1: Establish districtwide high school baselines

We first reviewed the most recent MNPS high school demographic averages to set a countywide baseline for subgroup enrollment.This baseline shows MNPS high school averages of approximately: 34% Economically Disadvantaged, 24% English Learners, and 12% Students with

Disabilities, along with district race/ethnicity distributions. These figures represent the starting point for our projections.[40]

Step 2: Define the likely applicant pool based on proposed location and recruitment reach

Because MCA is designed to recruit across Davidson County (similar to MNPS magnets and countywide choice programs), we analyzed the demographics of high schools and neighborhoods that historically produce the strongest choice-program demand and are most accessible to our proposed location.

This step allowed us to estimate whether MCA's likely applicants would mirror MNPS overall or skew slightly based on the characteristics of the communities most likely to participate in countywide choice.

Step 3: Adjust projections using choice and enrollment-pattern evidence

We reviewed MNPS choice enrollment trends and attrition patterns (movement from zoned high schools to magnets/charters/private) to determine whether countywide choice programs enroll subgroup rates similar to or different from MNPS averages.[41]

Question 9: Describe the proposed school's plan to recruit students both before and after the school has opened.

Music City Academy will recruit across Davidson highlighting our core plays of team over self, passion to purpose, and wellness for life. Our three key plays distinguish our school from other options across Davidson County as we are capturing students who enjoy athletics and want to turn their enjoyment into a passion for life-long careers and wellness. We know that athletics crosses all demographics, incomes, and geographics areas in Nashville which leads our recruitment efforts across the full city.

We have three guiding beliefs of MCA recruitment:

1. **Families from all backgrounds know about, and have access to, Music City Academy.**

   We believe that every family, regardless of neighborhood, income level, prior school experiences, etc., should be fully aware of Music City Academy and able to engage with our enrollment process. This means ensuring that the design of our recruitment is inclusive, multilingual, and barrier-free. We commit to ensuring that our message reaches communities who may be overlooked or underserved, as our goal is to create genuine pathways of access so that all families can envision Music City Academy as a place where their children can thrive in athletics that they love with a highly rigorous education.

2. **Actively engage in the work with key partners, preventing isolation.**

   We intentionally cultivate and maintain relationships with community organizations, youth programs, churches, sports leagues, neighborhood associations, service agencies,

[40] MNPS Open Data Portal, High School Demographics (2024–2025)
[41] MNPS choice and magnet/charter enrollment trend reporting (2023–2025)

and local businesses. These partnerships deepen trust, expand our reach, and ensure families encounter Music City Academy through multiple, familiar, community-based touchpoints. By working with our partners, we aim to build a recruitment ecosystem that reflects our commitment to impact through a team-centered approach.

3. **Living out our mission as an extension of our work with families.**

   We see recruitment as the beginning of our partnership with families. Every touchpoint (conversations, events, follow-ups, tours, etc.) reflects the culture of care, belonging, and high expectations that defines Music City Academy. Recruitment becomes a live demonstration of who we are and how we show up for our community

These guiding beliefs create the foundation from which our tactical recruitment strategies are built. Additionally, all student recruitment and enrollment practices will comply with TSSAA policies, Tennessee charter school law, and applicable enrollment regulations, and Music City Academy will not use athletics participation as a basis for student recruitment or admissions decisions.

Phase 1: Pre-Opening Recruitment Strategies

To ensure accountability, each pre-opening recruitment activity includes specific tasks, assigned staff responsibility, methods, timelines, and measurable benchmarks. Recruitment will be closely monitored with quarterly benchmarks to ensure that all recruitment, enrollment, and retention is successful for the school.

Recruitment Partners

MCA will leverage partnerships with organizations such as Propel and Tennesseans for Student Success. These partners serve as trusted connectors to Nashville families. At partnered events, MCA will:

- Host branded booths to distribute materials and answer parent questions
- Collect interest forms and contact information
- Offer brief “on-the-spot” info sessions, or longer MCA informational sessions
- Provide multilingual support where needed
- Highlight MCA’s focus on wellness, athletics, and career pathways

These partnerships expand MCA’s reach and ensure that families encounter the school in familiar, community-centered settings.

Recruitment Communications

MCA will implement a multi-channel communications plan to build broad awareness of enrollment. Key actions include:

- Social media campaigns spotlighting student opportunities, career pathways, athletics, and mission-aligned programs
- Direct mailings, postcards, and flyers distributed through community centers, clinics, churches, and youth leagues
- Signage placed strategically in targeted neighborhoods
- Print advertisements in local publications
- Radio interviews and short spots emphasizing the MCA mission and core plays

- Virtual recruitment hub that has recorded info sessions about the school programming, co-founder introduction that are pre-recorded and always accessible in multiple languages.

All communications will drive families to complete an interest form and attend MCA recruitment events.

Recruitment Events

Events will serve as MCA's primary opportunity to bring the mission to life before opening. Each event will intentionally highlight MCA's defining pillars: wellness, athletics, and career pathways. Specific recruitment events include:

- Athletic clinics and skills sessions
- Tournament sponsorships with middle schools and youth leagues
- Wellness fairs and mindfulness events with health partners
- Career & Technical Education preview nights showcasing Programs of Study in the Health Science Career Cluster and the Arts, A/V Technology, & Communications Career Cluster at supporting industry partner sites.
- Family information sessions hosted at community centers, churches, and partner campuses

Each event will be designed to attract families, encourage questions, and move prospective students into the enrollment pipeline.

Targeted Community Canvassing:

MCA will conduct strategic, relationship-based canvassing in high-priority neighborhoods to ensure equitable access to enrollment. Trained staff, parent ambassadors, and community partners will go door-to-door, visiting targeted housing and apartment communities to share information, answer questions, and assist with completing interest forms on the spot. Canvassing locations will be selected using data from our equity audit, partner input, and demographic mapping to prioritize underserved communities.

Phase 1: Pre-Opening Recruitment: Recruitment of families before opening in August 2027

DT = Design Team; mainly Bobbe Hill who was a critical part of the Design Team during the application and initial community engagement activities.

Task	Owner	Method	Timeline	Metric / Benchmark
Social Media Campaigns	CEO *Support* DT	Paid and organic social media campaigns targeted by zip code and grade band (6th–8th)	July 2025 – Ongoing	10,000–15,000 impressions per year during active recruitment periods; 300–500 clicks; 10–15% of ITEs from digital outreach.
Flier Distribution	CEO *Support* DT	Flyers distributed at community centers, churches, youth sports events, and partner organizations	July 2025 – Ongoing	750–1,200 flyers distributed per year during active recruitment periods; tracked via interest form source questions.
Radio Interviews	CEO	Local radio interviews focused on education,	July 2025 –	5-12 interviews annually; short-term increases in website

		sports, and community issues	Ongoing	traffic following interviews
MCA Website Hub	CEO *Support* DT	Centralized webpage with videos, FAQs, interest forms, event calendar, and translated materials	July 2025 – Ongoing	1,000–1,500 unique visitors annually; 10–15% conversion to interest forms
PROPEL School Choice Fair	CEO *Support* DT	In-person tabling event	Nov 2025	20–50 families engaged; 10-50 interest forms collected
Community Listening Events	DT	Outreach at neighborhood meetings, faith-based gatherings, and community events	Nov 2025 – Jan 2026	8–12 events attended; 150–250 families engaged
Athletic Clinics	CEO	Free athletic clinics paired with school information sessions	Spring 2026	2–4 clinics annually; 25–40 families per clinic
Tennesseans for Student Success	CEO	In-person tabling event	October 2025	100–150 families engaged; 25–40 interest forms collected
Vanderbilt Youth Sports Health Fair	CEO	Participation in youth sports and wellness event	October 2025	100–150 families engaged; contact information collected for follow-up
Wellness Days - Tennessee Titans	CEO *Support* DT	Co-hosted wellness and movement events	Spring 2026	30-50 families reached per event
Wellness Days - Other Partners	CEO *Support* DT	Health and movement programming for families	Spring 2026	30-50 families reached
Athletic Pipeline Partnerships	CEO + CAO	Tournaments, skills clinics, and “Intro to MCA Athletics” events	Spring of 2026 - Fall of 2027	Partnerships with 3–5 feeder middle schools; 15–25% of applicants sourced from these partnerships
CTE & College Pipeline Nights	CEO	Family nights with higher-education partners	Fall of 2027	75–125 attendees per event; bilingual access provided when appropriate

Once MCA opens, recruitment shifts from abstract promises to real student experiences, visible culture, and authentic family ambassadors. The goal is to use MCA’s daily strengths to attract future students while stabilizing current enrollment. The strategies that have been identified above will be continuously used in ongoing recruitment; however a few additional strategies have been included below.

Phase 2: Ongoing Recruitment Strategies: Recruitment of families after opening in August 2027

While retention remains the priority, MCA will continually build a robust recruitment pipeline for incoming 9th graders through the following:

Feeder Middle School Partnerships

- Monthly visits to 8th-grade advisories, clubs, and PE classes
- Invitations for middle school teams to scrimmage or collaborate at MCA
- Shadow days staffed by student ambassadors

MCA Program Showcases

- Monthly evening events featuring athletics, arts, STEM, and wellness
- "MCA Saturday" open gym or open studio sessions related to the academic pathways
- Huddle-sponsored tour nights for 8th graders

Family & Alumni Ambassador Outreach

- Family circles and meet-and-greet pop-ups

Phase 2: Ongoing Recruitment Strategies: Recruitment of families after opening in August 2027				
Task	Owner	Method	Timeline	Metric/Benchmark
MCA Tours	GM	Scheduling ties with families to come see the building and MCA programming throughout the school day/year.	Monthly	At least 4 tours per month; ≥15 families per month; MCA tours account for ≥20% of total ITE submissions
Annual MCA Showcase	Leadership Team + Teachers	Host a spring showcase of athletics, academic projects, and CTE demonstrations to engage current and prospective families	Each Spring	500+ attendees; ≥30% of attendees are prospective families
Family & Alumni Ambassadors	Recruitment Coordinator	Train and equip family/alumni ambassadors to host neighborhood recruitment events and share MCA's story	Fall 2027 onward	At least 20 ambassadors trained annually; 25% of new applicants sourced from ambassadors
Athletic & Wellness Partnerships	CEO + GM	Continue partnerships with Titans, and other professional and college athletic orgs for community-facing events	Ongoing (seasonal & annual)	≥5 major events per year; ≥10% of applicants directly connected to events
CTE Pathway Spotlights	CAO (Y1 & Y2) + Dir. of Post-Secondary (Y3+)	Showcase MCA's CTE Programs of Study in the Health Science Career Cluster and the Arts, A/V Technology, & Communications Career Cluster through internships, performances, media projects,	Each Semester	≥3 showcase events per year; ≥80% of students demonstrate pathway progress

Phase 2: Ongoing Recruitment Strategies: Recruitment of families after opening in August 2027				
Task	Owner	Method	Timeline	Metric/Benchmark
		and industry partnerships.		
Weekly Monthly Challenges	Dean of Culture + Advisory Coaches	Launch internal competitions across advisories and teams (attendance challenges, wellness goals, academic progress); celebrate with pep rallies and community events	Weekly & Monthly (starting Fall 2027)	≥90% huddle participation; improved attendance & reduced chronic absenteeism
Community Pep Rallies & Events	GM + Recruitment Coordinator	Host pep rallies, field days, and community competitions on campus to attract prospective families while reinforcing MCA's culture of belonging	Ongoing (Fall 2027 onward)	≥4 large-scale events annually; ≥250 external attendees at each

Benchmarks and Contingency Plans

At MCA, we will use a structured, data-driven benchmark system before and after opening to ensure enrollment, retention, and community engagement remain strong. The following narrative outlines not only the benchmarks themselves, but also the practical (bi)weekly actions MCA will take to monitor progress, adjust strategy, and execute contingency plans when benchmarks fall below target levels. These systems emphasize transparency, rapid problem-solving, and community-centered engagement.

Pre-Opening Benchmarks

- **By February 1, 2027:** 90 applications submitted (75% of target).
- **By April 1, 2027 (Lottery):** 150+ applications (to yield 120 enrolled).
- **By June 15, 2027:** Maintain a waitlist of at least 40 students to protect against summer attrition.

To operationalize these benchmarks, MCA will implement bi-weekly Enrollment Strategy Huddle which is led by the CAO & GM. The huddle includes:

- Review month-to-date application numbers, and assess if benchmarks are on track for the coming milestone
- Check conversion rates for families who have accepted but not yet registered.
- Review event attendance, canvassing activity, and outreach leads.
- Evaluate effectiveness of previous two weeks' marketing, community events, and school tours
- Decide if contingency actions must be activated.
- Assign specific next steps with owners and deadlines.

If pre-opening benchmarks begin to lag, MCA will implement the following immediately, not waiting until the next milestones:

- Partner with local rec leagues to hold free clinics on campus.
- Increase multilingual social media posts highlighting academics and athletics.

- Conduct weekend canvassing in high-yield neighborhoods.
- Set up "Instant Application" booths at community hubs such as markets and churches.
- Daily outbound calls/texts to unregistered families.
- Weekly "Enrollment Clinics" on campus with bilingual support staff.

Post-Opening Benchmarks

Once Music City Academy opens, the school will rely on a structured system of enrollment, retention, and attendance benchmarks to ensure student stability and enrollment for future grades. While ongoing student recruitment will continue, with the focus of incoming 9th graders each year, MCA's primary focus will be on retaining its founding class and beyond through strong culture systems, personalized support, and community-connected programming; limiting the need for high-level recruitment across all grades.

To ensure MCA maintains its targeted enrollment of 120 students for each 9th grade class, and backfilled seats as necessary, the following baseline stability benchmarks will be monitored. *Note: These are similar to pre-opening benchmarks since they are focused on the 9th grade class.*

- **By February 1:** 90 applications submitted (75% of target).
- **By April 1 (by lottery date):** 150+ applications (to yield 120 enrolled)
- **By June 15:** Maintain a waitlist of at least 40 students to protect against summer attrition.

To operationalize these benchmarks, MCA will include discussion of enrollment and retention as a part of the weekly leadership meeting. The leadership meeting will be led by the CEO; however discussion of enrollment and retention will be led by the GM.

- Review month-to-date application numbers, and assess if benchmarks are on track for the coming milestone
- Check conversion rates for families who have accepted but not yet registered.
- Review event attendance, canvassing activity, and outreach leads.
- Evaluate effectiveness of previous two weeks' marketing, community events, and school tours
- Decide if contingency actions must be activated.
- Assign specific next steps with owners and deadlines.

If post-opening benchmarks begin to lag, MCA will implement the following immediately, not waiting until the next milestones:

- Increase parent ambassador opportunities for word-of-mouth discussion
- Partner with local rec leagues to hold additional free clinics on campus.
- Host on-site visits and shadow days of MCA.
- Increase multilingual social media posts highlighting academics and athletics.
- Conduct additional weekend canvassing in high-yield neighborhoods.
- Set up "Instant Application" booths at community hubs such as markets and churches.
- Increase daily outbound calls/texts to unregistered families.

Question 10: Describe the proposed school's policy for backfilling open seats, if applicable. If the proposed school does not plan to backfill open seats, explain why not.

Music City Academy will maintain a transparent and equitable backfilling policy that aligns with Tennessee state enrollment laws and authorizer guidance. Our goal is to balance equitable access to seats with the continuity needed to sustain MCA's academic rigor, movement-based culture, and multi-year career pathways.

Backfilling Policy

Grades Eligible: MCA will backfill seats in grades 9, 10 and 11. This cut point aligns to the core MCA models, which includes:

- Athletics-integrated advisory and academic programming that builds over multiple years
- Multi-year CTE pathways and certification sequences
- Cohort-based team and huddle structures that require sustained participation

Students entering after grade 11 would be unable to complete required program components without significant academic and programmatic disadvantage.

Timeline for Backfilling

- MCA will backfill eligible seats from the start of the school year through the end of the first academic semester.
- Any seat vacated during this period will be offered to the next eligible student on the grade-level waitlist**,** generated through MCA's annual public lottery.
- After the conclusion of the first semester, MCA will close backfilling for the remainder of the school year to maintain academic continuity, team stability, and student support structures.

Process and Criteria

- Backfilling will occur only when a waitlist exists for the applicable grade.
- If no waitlist exists, MCA will reopen enrollment in accordance with authorizer guidance, federal non-discrimination requirements, and Tennessee public charter enrollment laws.
- All backfilled students must meet the same eligibility and enrollment requirements as students admitted through the initial lottery.

Approvals and Oversight

- This backfilling policy will be **a**pproved by the MCA Governing Board prior to school opening.
- The CAO will be responsible for implementing the policy with fidelity and ensuring compliance with all applicable state and authorizer enrollment requirements.
- The Board will receive annual reporting on enrollment, withdrawals, and backfilling activity.

Family and Community Engagement and Support

Question 11: Explain how the sponsor has engaged with families and the community about the proposed school. Describe what the sponsor has learned through community engagement activities and how that engagement has informed the application and school design.

From the earliest stages of planning, MCA's founding team approached community engagement not as a compliance exercise, but as a design driver. We intentionally listened before finalizing our academic, athletic, and career models to ensure the school reflected the real aspirations, concerns, and lived experiences of Nashville families.

Between July 2025 and May 2026, MCA leaders and board members conducted a structured citywide outreach effort that included:

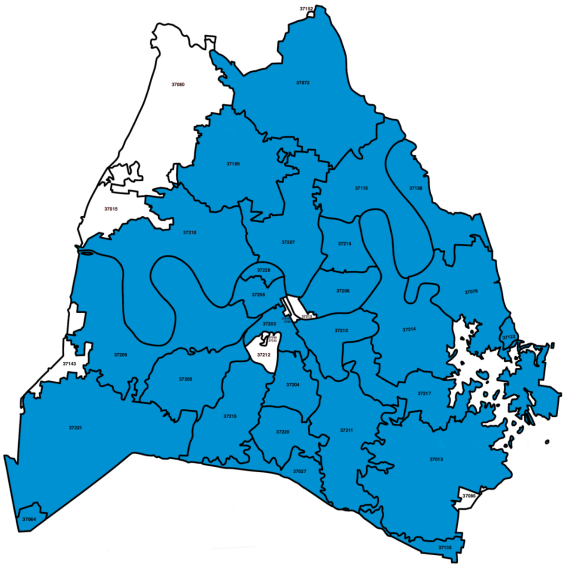
- **454 survey responses and signatures of support** collected through the Family and Community Survey and paper based surveys from in person engagements (Attachment 1). Respondents included 194 parents/guardians, 132 community members, 46 potential staff members, and additional educators, partner organizations, and nonprofits. The survey captured broad family priorities, interests, and preferred CTE pathways, ensuring MCA's design reflects community needs and aspirations.
- **Engagement with 25 community partners** at the Vanderbilt Youth Sports Fair, where Dr. Dyson discussed the intersection of athletics, mental health, and student development. These conversations strengthened local partnerships and informed MCA's emphasis on wellness, coaching, and student support.
- **30+ one-on-one conversations** with parents, high school students, youth coaches, educators, nonprofit leaders, club sport coaches, and athletic directors, conducted through in-person coffee meetings and phone calls, conducted as part of the Meeting Log included in Attachment 1. These conversations included high school coaches from public, charter, and private schools, as well as athletic leadership, including the Athletic Director at Valor Collegiate, to better understand how strong athletic programs are built and how athletics, academics, and student support intersect across different school models.
- **Conversations with MNPS Board Members:** Music City Academy is committed to meaningful engagement with the Metro Nashville Public Schools Board of Education as a core component of our community outreach process. We deeply believe in listening to the community and incorporating stakeholder input, including engagement with the local school board as a part of the design of this school. Throughout Fall 2025, Dr. Dyson and the MCA design team contacted every board member on multiple occasions. To date, Dr. Dyson has held formal meetings with three board members, during which MCA's mission, model, and proposed catchment area were discussed. He has one additional meeting scheduled. Dr. Dyson also attended community events where he engaged informally with several board members outside of a formal application context. The remaining board members did not respond to outreach efforts despite multiple attempts. MCA remains committed to continued engagement with all board members throughout the review process.

- **Community tabling and outreach events**, including:
    - Martha O'Bryan Center community celebration
    - PROPEL Public School Choice Fair and STRIVE Middle School High School Fair
    - Multiple Sports clinics, camps, and events
    - Family Information Sessions
    - Industry and Athletics Partnership Events (e.g. Business of Sports, Backfield in motion)

  These events increased awareness of MCA, allowed families to ask questions in person, and created accessible entry points for engagement.
- **Service-based community engagement**, including participation in a toy drive and giveaway with Backfield in Motion, connecting MCA with 50 families. This event marked the beginning of an early collaboration with Backfield in Motion with a shared commitment to showing up for families and continuing to work together in the community.
- **A family-hosted focus group** breakfast where approximately 20 families gathered to learn about MCA's proposed model. The family-led setting reflected organic community interest and trust and demonstrated early family buy-in.
- A growing **digital presence** through MCA's official Instagram, Facebook, and LinkedIn accounts (918 total followers), Dr. Kevin Dyson's personal platforms (13,000+ followers), and a monthly email newsletter (200 total subscribers), collectively reaching thousands of families across Nashville and generating consistent visibility, engagement, and awareness of MCA and its enrollment opportunities.
- **Earned media coverage**, including a feature article in *The Tennessean*, which significantly expanded public awareness of MCA and validated community interest in the school's mission and model.[42]

Families participating in these engagement efforts represented 40 unique ZIP codes, including:

- 37013, 37014, 37025, 37027, 37037, 37042, 37043, 37062, 37064, 37066, 37067, 37072, 37075, 37076, 37115, 37122, 37128, 37135, 37138, 37167, 37174 37179, 37203, 37204, 37205, 37206, 37207, 37208, 37209, 37210, 37211, 37214, 37215, 37216, 37217, 37218, 37189, 37220, 37221,37228, 38501, 40205, 42104, and 42134.
- These ZIP codes span North, South, East, and West Nashville, surrounding Middle Tennessee communities, demonstrating



[42] *The Tennessean. (2026, January 2). Titans legend Kevin Dyson plans to launch Nashville charter school*

strong local interest and broad demand for Music City Academy acrossNashville

- While the majority of survey respondents reside within Davidson County, a small portion came from individuals outside the county who have longstanding professional relationships with founder Dr. Kevin Dyson through his work as a Tennessee Titan, school leader in Williamson County, and community advocate.

The geographic diversity of participants reinforced families' willingness to travel for a school they trust and underscored the need for a model intentionally designed to be accessible across Nashville, rather than serving a single neighborhood in isolation. Engagement included families enrolled in MNPS zoned schools, charter schools, magnet schools, and private schools.

Across multiple engagement settings, there has been one consistent anchor that has surfaced: families living within minutes of a zoned high school described touring that school, recognizing its proximity, and still concluding it could not meet their child's academic, social, or future-preparation needs. These families spoke about students who were motivated, often through sports, but lacked consistent academics, exposure to viable career pathways, and trusted adults who could guide them toward life after graduation. Although these families represented different neighborhoods, races, and income levels, their concerns were strikingly similar.

What We Learned

While the founding team anticipated strong interest in athletics and academics, we were struck by the depth of families' frustration with the lack of trusted adult relationships and post-graduation pathways. Many families were not simply looking for better test scores, they were looking for schools that could change the trajectory of their children's lives through belonging, mentorship, and real-world preparation.

Music City Academy Community Survey Quantitative Data Results	
Theme	Results
Quality Access	Only **8%** of parents think the current public high school options in Nashville are meeting the needs of all families.
Academics	Only **9%** of parents said that current public high school options were providing rigorous academics very well, but **98%** of families said this is important or very important to them in a High School.
Future & Career Preparations	Only **5%** of parents said that current public high schools provide college and career readiness very well, , but **98%** of families said this is important or very important to them in a High School.
Wellness	**57%** of parents say current Nashville public high schools provide health and wellness supports 'Not Well' or 'Not at All', but 99% said this is important or very important to them in a High School.

Themes from Stakeholder Conversations
Academic Concerns & Peer Environment

Families were clear that many existing options do not provide consistent expectations, strong teaching, or an academic peer group that pushes students.

> "We toured our zoned high school five times. It's at the end of our street, but my daughter wouldn't have academic peers there."
> "High school options in Nashville are horrible if you can't afford private school - especially if you're a minority."

This pattern echoed the broader anchor story families shared: proximity alone did not equate to quality, and many families were actively seeking environments where strong teaching and academic peer groups reinforce motivation rather than undermine it.

Future & Career Preparation

Families voiced urgency around real-world preparation and exposure to growing careers in Nashville.

> "If kids don't leave high school with real skills, they're already behind."
> "Kids need to see that there are jobs outside the people on the field. There's a whole industry they could be part of."
> "Basketball saved my son's life but nothing happened after that" if he could have seen that that could lead to a career off the court, that could have really helped him post graduation."

Sports, Motivation & Belonging

Coaches and parents from youth leagues emphasized the life-changing impact of athletics.

> "Sports keep kids disciplined and out of trouble, but only a few get to play in high school."
> "The only reason my son graduated - and isn't where some of his peers ended up - is because of sports."
> "There's a reason professional athletes fly their high school coaches to their games. Those relationships matter."

Families also described how athletics drive student motivation, "My kids do the bare minimum in class just so they can play the sport they love after school. Schools should leverage this."

For many families reflected in our anchor story, athletics were not a distraction from learning but the primary motivator that kept students engaged, yet families emphasized that motivation only translated into long-term success when paired with strong academics and adult mentorship.

Trusted Adults & Community

Parents stressed the need for strong relationships and culturally competent mentors.

> "I want my daughter to be mentored by people I trust - not just anyone with a whistle."
> "Diversity matters, but only if it becomes a real community."

Families highlighted the importance of schools where teachers, coaches, and families build meaningful connections.

Access & Equity Across Nashville

Families spoke candidly about inequities across high school options, "There's a school right at the end of our street. Why aren't white families going there?"

A parent involved in Propel shared, "I've talked to families for years. So many are desperate for a better high school option."

Another parent noted, "Hillsboro is a good school - but not for Black kids."

These insights underscored the need for a high-quality, accessible, diverse school that families across Nashville can trust.

Informing MCA's Design

Family feedback directly shaped major components of MCA's model:

Academic Excellence	Post-Graduation Success	Unifying Power of Sports	High-Quality Teacher-Coaches
Families described inconsistent expectations and weak peer environments	Families want students to graduate with skills aligned to real careers	Families emphasized that athletics motivate and connect students	Families stressed the importance of trusted adults and strong relationships
IN RESPONSE - MCA…			
Adopted a structured, high-expectations academic model supported by real-time data use and a teacher-coach accountability system.	Selected four high-demand pathways and adjusted course sequencing to allow early exposure and industry credentials.	Requires every student to participate on at least one team each year and will offer competitive and inclusive options.	Adopted a teacher-coach staffing model, prioritizing educators with both instructional skill and the relational capacity families expect.

Academic Excellence

Our goal at Music City Academy is to be in the Top 10 of public, non-selective High Schools in Tennessee. To ensure student learning at the highest levels we've intentionally designed an instructional model with real-time data cycles, intervention and support structures, and teacher-coach model to balance high expectations with high support. This approach directly reflects family feedback that students need both rigor and individualized support to succeed.

Postsecondary & Career Readiness

We know that graduation alone isn't sufficient for what families and students have demanded to be on a path for long term economic ability. Students will leave MCA college and career ready. We've selected four high-demand career pathways aligned to Nashville's workforce needs and designed course sequencing to provide students with early industry exposure, credential opportunities, and work-based learning experiences. Families' emphasis on real-world preparation also informed MCA's focus on internships, partnerships, and career-connected learning beginning in ninth grade.

Athletics, Wellness & Student Engagement

Families, students, and coaches repeatedly described athletics as one of the strongest drivers of student motivation, belonging, and discipline, particularly for students who may otherwise disengage from school. In response, MCA intentionally designed athletics and wellness as integrated components of the student experience rather than isolated extracurricular activities. MCA selected our founding sports offerings directly aligned to community conversations and equitable access for all students. We will continue to evolve our athletic offerings based on student interest and enrollment demand over time.

Fall Sports	Winter Sports	Spring Sports
1. Football (boys) 2. Soccer (girls) 3. Volleyball (girls)	1. Basketball (boys) 2. Basketball (girls) 3. Bowling	1. Soccer (boys) 2. Flag Football (girls) 3. Track and Field

MCA also recognizes the TSSAA's three primary objectives for member schools and affirms its commitment to: (1) maintaining athletics in its proper perspective as subordinate to the primary academic mission; (2) preventing the exploitation of students for athletic purposes; and (3) fostering fair competition among member schools. Athletics at MCA will always be structured to reinforce, not compete with, academic priorities.

Trusted Adults & Relationships

One of the clearest themes across community engagement was families' desire for students to be surrounded by trusted adults who build authentic relationships and maintain high expectations. MCA has adopted a teacher-coach model that ensures every child has a dedicated coach in their corner to mentor them during this critical stage. The school's advisory structures, student support systems, and emphasis on team based belonging were intentionally designed to ensure every student is known, supported, and connected to adults who can guide them academically and personally.

MCA's engagement has been broad, intentional, and ongoing. Families' voices have shaped aspects of the proposed school. Documentation of engagement, including summaries and evidence, is included in **Attachment 1**. Community engagement will also continue beyond approval and into operation through ongoing feedback cycles (e.g., family surveys and community forums) to ensure the school continues to evolve in response to family needs and student outcomes.

Across conversations, families repeatedly communicated that they are not asking for perfection; they are asking for honesty, consistency, and adults who will not give up on their children. MCA's design reflects that call. The school's academic rigor, career pathways, and inclusive athletics model are all rooted in a belief that students thrive when expectations are high, relationships are strong, and opportunities are real.

Question 12: Provide, as Attachment 1, evidence of community engagement and support for the school. Complete Table 3, adding rows as needed, to identify and describe each item submitted as part of the attachment. Sponsors have discretion over what types of community engagement activities they undertake and the supporting documents they submit; however, each piece of evidence should demonstrate authentic engagement with and investment in the community. For example, evidence could include letters of support from confirmed or potential partner organizations or photos and sign-in sheets from community meetings.

The following materials are included as **Attachment 1** and provide evidence of Music City Academy's authentic and ongoing engagement with families, community members, and local partners. Each item demonstrates how MCA has connected with the community, gathered input, and built support for the proposed school. Together, these materials illustrate the depth and breadth of MCA's community engagement and the strong interest and support from families and partners across Nashville.

Table 3. Evidence of Community Engagement and Support

Briefly describe each piece of evidence included as part of Attachment 1	Explain how and why the submitted item is evidence of the sponsor's engagement with the community and the community's support for the school.
Attachments 1.1 Music City Academy Interest and Support	The survey was used to reach a broad and diverse group of families and gather input on school priorities, interests, and needs. Feedback captured family priorities and preferred CTE pathways, ensuring the school's design reflects community needs and aspirations. - **454** signatures of support collected - **171 families** who have expressed interest in enrolling their child at Music City Academy if it were authorized
Attachment 1.2 Memorandums of Understanding (MOU)	**Attachment 1.2 A - Vertex Education (formerly EdTec)**: A national back-office provider with experience supporting charter schools in Tennessee, to ensure the school's financial plan is sustainable and aligned to community priorities. This partnership reflects MCA's commitment to responsible stewardship and long-term stability for students and families.
	Attachment 1.2 B - Shelby Goodfriend, Nashville Incubator Facilities: Details the facilities focused strategic, technical and financial support that the Nashville incubator will provide to Music City Academy through his fellowship period into early operations.
Attachments 1.3 Family Listening Sessions	**Attachment 1.3 A- MCA Coffee Chats with Families**: Through 30+ one-on-one coffee meetings, MCA engaged Nashville families in conversations about the school's vision and their hopes for their children. Feedback informed refinements to MCA's academics, staffing, and athletic programming and reinforces MCA's belief that strong family partnerships are essential to student success.

	Attachment 1.3 B- **MCA Family Breakfast**: A Nashville middle school parent hosted a family focus group breakfast in their home, bringing together approximately 20 families to learn about MCA's proposed model. The family-led setting reflects organic community interest and trust, beyond school-led outreach. This engagement demonstrates early family buy-in and MCA's accessibility through relationship-driven connections.
	Attachment 1.3 C- **MCA Family Information Session** MCA hosted a Family Informational Session to provide prospective students and their families with a comprehensive overview of the school's mission, model, and enrollment process. Families learned about MCA's three pillars; Strong Minds, Strong Bodies, and Strong Character, as well as the school's career pathway offerings, athletic programming, and tuition-free commitment. The session generated meaningful interest and allowed staff to collect family data and answer questions directly from the community MCA is designed to serve.
Attachments 1.4 Community Events	Attachment 1.4 A - **Backfield in Motion Toy Drive**: MCA participated in a community toy drive and giveaway, connecting with 50 families in partnership with Backfield in Motion. MCA's is committed to being present, accessible and to in service with the communities it aims to serve.
	Attachment 1.4 B - **Vanderbilt Youth Sports Fair**: Dr. Dyson engaged with 25 community partners at the Vanderbilt Youth Sports Fair to discuss the intersection of athletics, mental health, and student development. These conversations strengthened local partnerships and informed MCA's emphasis on wellness, coaching, and student support structures.
	Attachment 1.4 C - **Vanderbilt and TSU 2026 Nashville MLK Day March and Convocation**: MCA hosted a table at the MLK Convocation in partnership with Vanderbilt University and spent the morning talking with families and community members about Music City Academy and what we're building. We shared information about the school, answered questions, and collected contact information through sign-in sheets and a Google form.
	Attachment 1.4 D - **Rock Academy Community Celebration Block Party at Martha O'Bryan Center**: MCA hosted an outreach table at a community celebration at the Martha O'Bryan Center, engaging Nashville families and local organizations that serve youth. Conversations increased awareness of MCA's proposed model and provided informal family and community feedback. This outreach reflects MCA's commitment to building relationships within the communities it aims to serve.
	Attachment 1.4 E: **Strive Collegiate Academy Basketball Game** MCA participated in an engagement opportunity at Strive Collegiate Academy as both a community presence and an outreach opportunity. Team members engaged with students, families, and staff in attendance, distributing information about Music City Academy and gathering interest from families

	across Davidson County and surrounding areas. The event reinforced MCA's connection to Nashville's established charter school community and its commitment to building relationships with organizations that share a passion for student success.
	Attachment 1.4 F: **Mid State Youth Sports Basketball Tournament #1 (Feb):** MCA participated in the Mid State Youth Sports Basketball Tournament as both a community presence and an outreach opportunity. Team members engaged with families, coaches, and young athletes in attendance, distributing information about Music City Academy and gathering interest from families across Davidson County and surrounding areas. The event reinforced MCA's connection to Nashville's athletic community and its commitment to serving student-athletes.
	Attachment 1.4 G **MCA Sports Clinic in partnership with Pro-Skills Basketball**: In partnership with Pro-Skills Basketball, MCA hosted a sports clinic that brought together middle school aged student-athletes for skills development and mentorship. The clinic served as both a community engagement event and a demonstration of MCA's commitment to athletics as a core pillar of student development. Participants and their families were introduced to the MCA model, with staff on hand to answer questions and collect interest forms.
	Attachment 1.4 H: **Youth Basketball Try Out:** MCA hosted a youth basketball tryout that drew student-athletes and their families from across the Nashville area. The event gave MCA an opportunity to connect directly with prospective students in an athletic setting, reinforcing the school's team-based culture and commitment to student wellness. Families in attendance received information about MCA's academic programming, career pathways, and enrollment process.
	Attachment 1.4 I: **Mid State Youth Sports Basketball Tournament #2 (April)** MCA participated in the Mid State Youth Sports Basketball Tournament as both a community presence and an outreach opportunity. Team members engaged with families, coaches, and young athletes in attendance, distributing information about Music City Academy and gathering interest from families across Davidson County and surrounding areas. The event reinforced MCA's connection to Nashville's athletic community and its commitment to serving student-athletes.
	Attachment 1.4 J: **Republic High School Senior Tie up Day:** MCA was invited to participate in Republic High School's Senior Tie Up Day, an event celebrating graduating seniors and their next steps. MCA representatives connected with seniors, school leadership and community partners to share information about Music City Academy's vision and its relevance to the broader Nashville education landscape. The event also provided valuable insight into the needs and aspirations of Nashville's graduating student population.
	Attachment 1.4 K: **Business of Sports Breakfast:** MCA attended the Business of Sports Breakfast, bringing together community leaders, business

	professionals, and supporters around the intersection of athletics, education, and career development, three pillars central to the MCA model. The breakfast served as both a networking opportunity and a platform to present MCA's vision to potential partners, sponsors, and advocates who understand the long-term value of investing in student-athletes.
	Attachment 1.4 L: Backfield in Motion Golf Tournament: MCA participated and was a sponsor in the Backfield in Motion Golf Tournament, engaging with community members, business leaders, and supporters in a relaxed, relationship-driven setting. The event provided visibility for Music City Academy among Nashville's civic and business community and helped lay the groundwork for future sponsorship and partnership conversations. MCA's presence at the tournament reinforced its growing network of advocates across the city.
	Attachment 1.4 M: Joelton Vikings Football Camp: In partnership with the Joelton Vikings, MCA will co-host a two-day youth football camp serving athletes ages 6U–14U at Joelton Community Park. Dr. Kevin Dyson has been invited as a special guest, to connect with campers, coaches, and families while sharing the vision behind Music City Academy. The camp serves as a powerful outreach moment in the Joelton community, introducing MCA to families in North Davidson County and demonstrating the school's commitment to athletics and community partnership from the ground up.
Attachments 1.5 School Fairs	**Attachment 1.5 A- PROPEL Public School Choice Fair** : MCA engaged Nashville families at the PROPEL Public School Choice Fair, sharing information about the proposed school with families actively navigating high school choice. Interactions provided insight into how families compare options and evaluate school models. This outreach supports MCA's commitment to being accessible and transparent with families as they explore public school options.
	Attachment 1.5 B-STRIVE School Fair: MCA participated in a high school fair at STRIVE Middle School designed to help students and families identify high-quality public high school options. Engagement at the table increased awareness of MCA among families preparing for the middle-to-high school transition.
Attachments 1.6 Cross-School Community Engagement and Learning Visits	MCA conducted learning visits to schools with closely aligned missions and models, including SLAM Nevada, Salt Lake Academy, and Winter Sports School. These visits allowed the founding team to study comparable approaches to athletics-integrated instruction, student culture, and school operations. Letters of support and photos document these visits and reflect both the depth of learning and the relationships built to inform MCA's design.
Attachments 1.7 Letters of Support	Written statements from a diverse set of stakeholders expressing support for Music City Academy's mission, proposed model, and the need for a new high-quality public high school option. ● Attachment 1.7 A: Industry Aligned Organizations ● Attachment 1.7 B: Community Organizations

	• Attachment 1.7 C: Schools and Universities • Attachment 1.7 D: Students & Families • Attachment 1.7 E: Co-Workers • Attachment 1.7 F: Facility Partners
Attachments 1.8 Digital Community Engagement and Media Presence	**Attachment 1.8 A: Video Storytelling and Outreach** MCA created a video to introduce families and community members to the school's vision, model, and mission in a clear and accessible way. It was used at tabling events, shared on social media, and sent to families so they could easily learn about MCA and start a conversation. **Attachment 1.8 B: Community Newsletter** MCA distributes a recurring community newsletter to families and supporters that shares school updates, upcoming engagement opportunities, enrollment information, and highlights from outreach efforts. The newsletter creates a consistent communication channel that keeps supporters informed, encourages ongoing participation, and helps build early community connection and excitement around MCA's proposed model. **Attachment 1.8 C: Social Media Outreach and Community Building** MCA currently has 918 followers across multiple platforms and regularly shares updates and information generating likes, comments, shares, and direct messages from families and community members. This engagement increased awareness of MCA's proposed model and created an accessible way for families to connect, ask questions, and express interest. Interactions reflected growing excitement and early support for the school, and several coffee meetings and phone conversations began after families saw a post and followed up. This outreach supports MCA's commitment to being visible, accessible, and responsive to the communities it aims to serve. **Attachment 1.8 D: Earned Media and Press Coverage** Additionally, MCA has been featured in articles and stories in the Tennesseean, WPLN (Nashville NPR Affiliate), and WSMV (Nashville NBC affiliate). These media opportunities have provided an opportunity to both share the story of MCA and gain valuable feedback from hundreds of families across Nashville about their excitement for this model.
Attachment 1.9 Fundraising	Invitations and materials for upcoming fundraising events demonstrating early community interest, stakeholder investment, and support for MCA's mission and long-term sustainability.

Question 13: Describe how the school will continue to engage parents and community members once it is open.

Music City Academy will sustain meaningful engagement with parents, families, and community members through consistent communication, shared leadership opportunities, and partnerships that advance the school's mission of developing strong minds, strong bodies, and strong character. MCA's approach reflects our athletic foundation: when families, students, and staff operate as one team, every player succeeds. This belief shapes how MCA designs its family engagement structures, communication systems, and community partnerships.

Family Engagement Structures

- **Family Orientation Nights:** MCA will host Family Orientation Nights prior to the start of each school year and at key transition points. These sessions will introduce families to MCA's academic model, athletics and wellness expectations, huddle structures, and communication systems. Orientation nights will include movement-based activities that model MCA's commitment to Wellness for Life and support early relationship-building.
- **Parent Coaching Staff:** Similar to a Family Advisory Council, MCA will create a Parent league composed of parents and caregivers representing all grade levels and backgrounds. This group will meet quarterly to provide feedback on academics, athletics, and school culture. Their insights will guide leadership decisions and ensure that family voices are part of MCA's ongoing game plan.
- **Quarterly Huddles:** Just as teams regroup to assess and adjust, MCA will host Quarterly Huddles where families can share input and learn about upcoming priorities.
- **MCA News:** Families will receive regular updates about academics and athletics through a dedicated school newsletter. The newsletter will be translated into additional languages as needed to ensure accessibility.
- **Digital and Social Engagement**: MCA will maintain an active digital presence through its website and social media platforms to share academic highlights, athletic schedules and results, wellness initiatives, and upcoming events. These platforms will provide families with timely access to information, celebrate student achievements, and offer additional opportunities for engagement with the school community.
- **Surveys and Family Conferences:** MCA will gather family input through biannual surveys and scheduled family conferences. Surveys and materials will be translated into additional languages as needed to ensure equitable participation.
- **Game Day Volunteers:** Parents will be encouraged to get in our MCA game through volunteer opportunities in classrooms, athletics, and school events.
- **Leadership Clinics:** MCA will offer Family Leadership Clinics to help parents strengthen their engagement skills and invite them to serve as mentors, career speakers, or community service captains.
- **Family Wellness Engagement:** Beyond leadership development opportunities, MCA will invite parents and caregivers to participate in movement- and wellness-based activities such as family fitness nights, wellness fairs, walk-and-talk sessions, and community workouts. These opportunities allow families to engage directly in MCA's wellness culture alongside students and staff.

Community Partnerships and Events

Community Champions: MCA will continue building partnerships with youth sports organizations, local businesses, health professionals, and nonprofits that share our commitment to student wellness and success. These Team Sponsors will help provide mentorships, internships, and wellness resources while connecting families to the broader Nashville community. Examples of these partners include the Tennessee Titans and Tennessee Orthopedic Alliance. These partnerships will also support Passion to Purpose by connecting students and families to career exploration, service learning, and real-world pathways aligned to academics, athletics, and wellness.

Pep Rallies and Showcases: Community events to celebrate student achievement and build community pride, MCA will host public events such as student exhibitions, athletic tournaments, wellness fairs, and service days. These Pep Rallies and Showcases will strengthen school spirit and reinforce MCA's values of teamwork, perseverance, and purpose.

Open Door Policy: MCA will maintain an open door policy, welcoming families and community members into the life of the school.

Family Engagement Playbook		
Structure / "Play"	Frequency	Purpose and Impact
Family Orientation Nights	Semesterly & As Needed	Introduces families to MCA's academic model, wellness expectations, and communication systems; builds shared understanding and early relationships.
Parent Coaching Staff	Quarterly	Provides families a formal voice and gathers feedback on academics, athletics, wellness, and school culture.
Community Forums	Quarterly	Creates two-way communication to review priorities, gather input, and share progress.
MCA Newsletter	Weekly	Shares consistent updates on academics, athletics, wellness programming, and events.
Digital & Social Engagement	Ongoing	Uses the website and social media to share highlights, schedules, and student achievements.
Surveys & Family Conferences	Semesterly	Collects family feedback and strengthens home–school communication.
Game Day Volunteers	Ongoing	Engages parents in classrooms, athletics, & school events.
Family Leadership Clinics	Periodic	Builds parent leadership and invites families to serve as mentors or speakers.
Family Wellness	Quarterly	Invites families to participate in wellness-based activities.
Community Champions *(Team Sponsors)*	Ongoing	Connects students and families to partners for mentorship, service, and career exploration.
Pep Rallies & Showcases	Semesterly	Celebrates student achievement & builds school community.
Open Door Policy *(Community Access)*	Ongoing	Welcomes families and community members into school life.

School Culture and Discipline

Question 14: Describe the culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission and goals.

Vision for Culture at Music City Academy

Music City Academy will cultivate a school culture where every student is known, supported, and challenged to achieve at the highest levels. Guided by the mantra "*Every student a champion; every graduate a leader,*" MCA's ethos is grounded in its Core Plays: **Team Over Self**, **Passion to Purpose**, and **Wellness for Life**. The Core Plays provide the organizing framework for how culture is taught, reinforced, and experienced across academics, athletics, advisory, and wellness.

Core Play	Impact on Culture
TEAM OVER SELF	We believe strong school culture is built through shared responsibility, accountability, and belonging. Team Over Self teaches students to prioritize the collective, support one another, and understand their role in contributing positively to the community. This core play shapes how students collaborate academically, compete athletically, and build relationships across the school. *Aligned Habits:* ● Respect ● Accountability
PASSION TO PURPOSE	We believe students are more engaged when they can connect their interests and future aspirations to their daily learning experiences. Passion to Purpose strengthens school culture by increasing student investment, motivation, and academic persistence, helping students see themselves as active participants in their own growth and future success. *Aligned Habits:* ● Discipline ● Growth
WELLNESS FOR LIFE	We believe students are better prepared to learn, build relationships, and contribute positively to school culture when their physical, emotional, and mental wellbeing is supported. Wellness at MCA is experiential, with movement, mindfulness, and healthy habits integrated throughout the school day. *Aligned Habits:* ● Balance ● Resilience

Core Plays in Action

At Music City Academy, our core values are student-facing plays that guide how we learn, move, and lead every day. Each value represents a way students show up in the classroom, on the field, and in the community. We intentionally teach, model, and celebrate these plays across all settings, from huddle and athletics to academics and career pathways, so that students experience consistency, belonging, and purpose in every part of the school.

CORE PLAYS: What they look like in daily student life		
TEAM OVER SELF	**PASSION TO PURPOSE**	**WELLNESS FOR LIFE**
The collective over the individual.	We turn what we love into what we do.	Caring for our minds, body, and emotions.
"I will show up for my peers and give my best effort."	*"I will turn what excites me into action."*	*"I take care of myself so that I can show up and be my best self."*
Daily Instruction		
Students collaborate on projects and peer feedback sessions, focusing on collective improvement, not competition.	Students engage in hands-on, career-focused classes, that link their passions and interests to real-world skills, including internships and work-based learning experiences	Movement, mindfulness, and brain breaks are integrated into core instruction to support focus and well-being.
Huddle (advisory)		
Huddle teams set shared goals around attendance, GPA, or service for shared recognition.	Goal-setting exercises help students align their passions with actionable steps.	Huddle routines include check-ins on mental, emotional, and physical health.
Athletics		
Athletes mentoring younger teammates and modeling leadership	Reflection on sports experiences encourages students to identify transferable skills like discipline, communication, and problem-solving.	Movement blocks and sports emphasize the connection between physical health and mental focus.
Traditions		
Huddle team competitions celebrating collaboration, versus just 'winning'	Celebrations recognize students who use their athletic passions to support teammates, mentor others, or lead school projects.	Wellness Weeks or Health Challenges celebrating healthy habits school-wide.

Core Culture Structures & Strategies

Huddle (Advisory)

Every student at Music City Academy belongs to a Huddle, a daily advisory structure that ensures every student is known, supported, and challenged. Each Huddle is led by a faculty coach who serves as a consistent adult mentor, supporting academic progress, wellness, social-emotional development, and postsecondary planning.

Huddles are intentionally small, typically 10–15 students, and function as stable peer teams that build trust, accountability, and belonging. Huddle follows a clear weekly rhythm aligned to MCA's three core plays: Team Over Self, Passion to Purpose, and Wellness for Life.

Weekly Huddle (Advisory) Schedule				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Wellness for Life	**Passion to Purpose**			**Team Over Self**
Experiential Focus	SEL & Post-Secondary Planning	Academic Support and Check In	SEL & Post-Secondary Planning	Belonging + Culture
● Movement or mindfulness activity (yoga stretch, breathing, meditation, short outdoor walk) ● Gratitude journaling or reflective writing	● Durable skills aligned SEL lesson and postsecondary planning (Willow Education) ● Wellness integration (stress management, mindfulness break)	● Grade and assignment review ● Update trackers & set action steps ● Peer study groups or tutoring time ● Advisor one-on-ones for support	● Durable skills aligned SEL lesson and postsecondary planning (Willow Education) ● Wellness integration (stress management, mindfulness break)	● Huddle or grade-level competitions (games, trivia, spirit chants) ● Recognitions: attendance, academics, sportsmanship ● Weekly celebration

Social Emotional Learning & Postsecondary Planning

MCA's social-emotional programming advances the Passion to Purpose core play by helping students identify who they are, what they value, and how those insights connect to concrete postsecondary plans. Delivered through our Huddle (Advisory) program, Willow Education provides a turnkey curriculum and digital platform that enables consistent, high-quality implementation while minimizing planning demands on Huddle Leaders.

Lessons are scripted bell-to-bell and supported by slide decks, graphic organizers, and embedded checks for understanding, ensuring fidelity of implementation and allowing adults to focus on relationship-building and coaching rather than lesson preparation.

Willow's content aligns to the Durable Skills framework[43], emphasizing transferable competencies such as self-awareness, goal-setting, communication, and decision-making that research links to long-term success in college, career, and life. Throughout the program, student goals, reflections, and work products are automatically captured in a digital portfolio, which supports resume development, college applications, and work-based learning experiences. Together, these structures ensure that purpose development at MCA is actionable, measurable, and directly connected to students' futures.

Willow Curriculum Overview[44]

Quest 1	Quest 2	Quest 3	Quest 4
Discovering Your Purpose & Identity	Connecting Careers to Your Purpose	Quality Postsecondary Next Steps	Adulting
Students identify strengths, values, and purpose by reflecting on what energizes them and what societal challenges they care about.	Students explore careers that align with their strengths, interest, and purpose. They gain durable skills, build resumes, and work-based learning experience. This quest equips students with the confidence and tools to navigate the workforce with purpose.	Success takes many paths. This quest helps students explore degree programs, apprenticeships, and certifications, evaluating quality, cost, and ROI. They research options, build a balanced list, and craft compelling applications to ensure their next step aligns with their goals.	Future success requires more than a career choice. Students learn how to find financial aid, mentors and develop essential money management skills. They create a personal roadmap, ensuring a clear plan for their education, career, and financial future.
Milestones			
Completed Skills & Aptitude Assessment, Personal Mission Statement, Values Inventory, Life Map	Personalized Career Plan, Professional Resume, Portfolio, Capstone, ICAP	Balanced List, Academic Goals, Personal Statement, Goals	Budget, Scholarship and Financial Aid Applications, Concrete Quality Next Step

[43] *America Succeeds. (2024, January 23). The Durable Skills Framework: A guide for educators, school leaders, and policymakers. Retrieved January 14, 2026.*
[44] https://www.willowed.org/curriculum

Team Accountability and Recognition

Culture at MCA is not confined to the advisory block. A schoolwide points system operates continuously across classrooms, athletics, and daily routines, reinforcing the same values students practice in huddle. Huddle teams earn and lose points based on academic behaviors, attendance, punctuality, positive conduct, and participation throughout the entire school day. These points contribute to the MCA Cup, a quarterly team-based competition that channels students' competitive instincts toward collective academic and cultural goals rather than individual recognition. Monthly assemblies and digital leaderboards celebrate team progress, and incentives such as catered team lunches and Spirit Days reward sustained effort. This system ensures that Team Over Self is not just a value students hear in advisory, it is something they actively practice and see reflected back to them in every setting, every day.

Equity,Belonging, and Identity

MCA will be diverse-by-design, recruiting a student body that reflects the racial, cultural, and socioeconomic diversity of Nashville. Research shows that diverse-by-design schools demonstrate higher English Language Arts performance and lower absenteeism among students of color[45]. Equity at MCA means ensuring every student, regardless of race, income, or background, has access to rigorous academics, athletics, and career pathways supported by personalized coaching, culturally responsive teaching, and strong adult relationships.

Grounded in Emdin's Reality Pedagogy[46], MCA incorporates students' cultural identities, voices, and lived experiences into classroom instruction, Huddle (advisory), and wellness programming. Through consistent coaching relationships, and team-based routines, MCA seeks to create a school culture where students experience belonging, accountability, and support.

Wellness and Movement

MCA integrates physical movement and mindfulness throughout the day, guided by insights from The Joy of Movement[47] and Spark[48]. McGonigal highlights how movement fosters joy, connection, and resilience, while Ratey's research shows that exercise directly enhances focus, memory, and mood by stimulating brain function. Rather than limiting wellness to athletics or physical education classes, MCA embeds movement into daily student experiences through mindfulness breaks, movement-based transitions, Huddle wellness activities, team challenges, and active learning opportunities throughout the school day. These routines help create a school culture where students remain focused, connected, and supported through proactive, research-based wellness practices.

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[45] The Century Foundation, 2019

[46] Moving Beyond the Boat without a Paddle: Reality Pedagogy, Black Youth, and Urban Science Education, 2011

[47] *The Joy of Movement, 2019*

[48] *Spark: The Revolutionary New Science of Exercise and the Brain, 2008*

Restorative Practices

MCA's approach to discipline emphasizes accountability, reflection, and restoration rather than exclusion whenever appropriate. Huddle Coaches serve as consistent adult mentors who help students reflect on behavior, repair relationships, and remain connected to their peer team and school community following conflict or behavioral challenges. Through reflection conversations, consistent coaching relationships, and Huddle-based support, MCA seeks to address behavior proactively while reinforcing belonging, accountability, and personal growth. Additional detail on core disciplines practices can be found in Question 17.

Culture Roles & Responsibilities

The Chief Executive Officer holds ultimate responsibility for establishing and sustaining MCA's school culture. Day-to-day implementation and consistency are supported by the Director of Operations and the Athletic Director/Dean of Culture, who together monitor culture and huddle data, align practices across classrooms and athletics, and ensure fidelity to MCA's core plays.

Question 15: Explain how this culture will be established for students, teachers, administrators, and parents from the first day of school, how it will be reinforced throughout the school year, and the plan for integrating students who enroll midyear.

At Music City Academy, school culture is intentionally established through daily instructional, huddle (advisory), and wellness routines that shape how students learn, belong, and grow. From the first day of school, staff members explicitly teach shared norms, rehearse expectations across settings, and align all stakeholders around a common set of core habits.

Core Norms and Expectations

From the first day, we will anchor culture in our Three Core Plays, the shared values that are woven throughout all parts of the community at MCA.

Team Over Self: We put the success of our team and community above individual recognition. We show up for one another, compete with integrity, and build a culture rooted in trust, accountability, and belonging.

Passion to Purpose: We channel our interests, talents, and drive into meaningful goals. We connect effort today to opportunity tomorrow and pursue excellence with intention, ownership, and pride in our work.

Wellness for Life: We use movement, wellness, and healthy habits to build focus, resilience, and readiness for learning and life. We care for our bodies and minds so we can perform at our best in every environment.

When challenges arise, we reflect, repair, and recommit to our Core Plays, using restorative practices to strengthen relationships and return stronger as a community.

How norms are introduced and reinforced across the community

Students: The Core Plays and aligned habits are introduced during Foundations Camp through team rituals, role-play scenarios, and daily journal reflections. Students practice what each

norm "looks like, sounds like, and feels like" in classrooms, advisories, and team spaces. Norm understanding and application are checked weekly in huddle through self-assessments and coach feedback.

Teachers and Administrators: The Core Plays and aligned habits are rehearsed in Training Camp and again during pre-service through "culture practice blocks" where staff role-play real scenarios (late work, conflict, disengagement). Leaders reinforce norms by using a shared "norm language" in walkthrough feedback and coaching.

Families: The Core Plays and aligned habits are introduced at Family Orientation Nights, and every family receives a one-page "MCA Norms at Home" guide with concrete ways to reinforce Team Over Self, Passion to Purpose, and Wellness for life.

This shared-norm approach ensures that culture is not dependent on personality or classroom style, it is unified, mission-aligned, and lived by every adult and student in the building.

Culture Onboarding

Student Foundations Camp

Before classes begin, all students will participate in Foundations Camp, where they are introduced to their teams and personal goal-setting. Research shows early exposure to belonging practices and identity-based reflection increases motivation and persistence[49]. Students practice team chants, learn movement routines, and build relationships with their coaches and peers.

Teacher Training Camp

Educators attend MCA's *Training Camp* to train in mentorship best practices, restorative practices, movement-integrated instruction, and our SEL program. Select training sessions will be informed by practices or tools developed by Urban Dove and Willow Education, supporting fidelity to SEL programming, relational team-based approaches, and physical-wellness components.

Family Orientation

Families will participate in dedicated Orientation Nights designed to introduce the school's team model, SEL program, and postsecondary pathways. Throughout the year, MCA will maintain consistent communication with families through team coaches, huddle updates, newsletters, and family conferences.

Culture Rollout Plan: First 4 Weeks

MCA will launch culture with an intentionally sequenced first-month plan so students, staff, and families experience consistent expectations and belonging right away.

[49] CASEL, The Benefits of SEL. 2023

Administrator Playbook

Week 0 (Pre-service): School Leaders (CEO, Dean of Culture) run culture rehearsals with staff, finalize team placements, set huddle goals, and align on daily routines (arrival, transitions, team huddles, restorative responses).

Week 1: Leaders are visible in every culture space daily—arrival, hallways, huddle, movement blocks, and team huddles. They conduct daily walkthroughs using a culture look-for tool focused on norms, relationships, and engagement.

Weeks 2–4: Leaders hold weekly culture data meetings with coaches and huddle leaders using a shared dashboard (attendance, SEL curriculum progress, behavior trends, team engagement). Leaders provide short weekly staff "culture boosts" tied to the norms (e.g., "Own Your Growth week—how we respond to missing work").

Staff Playbook

Week 0 (Pre-service): Staff are trained on the Core Plays, restorative practices, huddle structure, team model, and movement-based culture. Staff rehearse huddle lessons, team huddles, and common culture routines using shared language and expectations.

Week 1: Staff explicitly teach the Core Plays in huddle and model them across classrooms, athletics, and wellness spaces. Huddle Leaders establish team identity, norms, and routines.

Weeks 2–4: Staff receive weekly coaching touchpoints focused on huddle facilitation, restorative responses, and alignment between academic, athletic, and wellness environments. Staff participate in brief reflection cycles tied to the Core Plays (what's working, what needs adjustment, and where support is needed).

Family Culture Arc (First 30 Days)

Orientation (Before Day 1): Families experience the MCA team model, norms, wellness routines, and huddle expectations.
Week 1: Families get a "First Week Playbook" outlining daily routines, team expectations, and how to support students at home.
Weeks 2–4: Every family receives:

- weekly team updates from coaches/huddle leaders (academics, progress on Willow curriculum, attendance, and team wins)
- an invitation to Family Team Huddles (short virtual or in-person touchpoints), and
- a two-minute family feedback pulse at week four to identify early support needs.

This first-month structure builds family trust early, prevents misalignment, and makes families active partners in culture from day one.

Midyear Integration: MCA Bridge Program

Students who enroll after the first day will be integrated through a structured Bridge Program designed to ensure belonging, clear expectations, and academic continuity within the first 30 days.

Day 1 (Arrival + Welcome)

- Students receive a personal welcome from the Dean of Culture and their assigned coach.

- Students complete a Willow strengths assessment and short SEL intake.
- Students are placed into a team/huddle based on grade, schedule fit, and support needs.
- Students are paired with a Peer Captain (trained student mentor) for daily check-ins.

Week 1 (Norms + Routines Bootcamp)

- Students participate in a Bridge Mini-Camp during huddle and wellness blocks:
    - explicit instruction on MCA norms
    - practice of team rituals, movement routines, and restorative practices
    - guided reflection on goals and identity
- The Dean of Culture oversees Bridge implementation in coordination with huddle leaders and counselors

Weeks 2–4 (Coaching + Integration Supports)

- Students meet weekly 1:1 with their coach/advisor to review academics, belonging, and team integration.
- Peer Captain checks in daily for the first two weeks and then weekly through day 30.
- Family attends a Bridge Intake Meeting within the first 10 school days to align on schedule, supports, and norms.

30-Day Review (Proof of Integration + Adjustments)

At day 30, the Bridge Team reviews the following indicators and if they show gaps, MCA adjusts support immediately (tutoring, schedule changes, counseling, or increased coaching).

- attendance + punctuality
- class performance and missing work patterns
- student belonging survey + coach observations

This Bridge Program ensures students arriving midyear don't just "enter the building"—they enter the culture with clarity, dignity, and momentum.

Reinforcement of Culture Throughout the Year

Culture at MCA is not a one-time initiative, it is embedded into the fabric of the school. Consistent reinforcement ensures that our core habits (e.g. discipline, balance, respect) remain lived experiences, not just words on the wall. Research shows that schools with strong, intentionally reinforced cultures see higher student engagement, better attendance, and improved academic outcomes because students feel connected to something larger than themselves[50].

- **Daily Huddle:** Willow Education SEL and postsecondary planning curriculum, identity, academic reflection, and goal tracking.
- **Recognition and Incentive Systems:** Students and huddle teams are recognized through quarterly MCA Cup standings, "Every Day Player" recognitions, team celebrations, and schoolwide showcases that reinforce positive behavior, attendance, leadership, and growth aligned to MCA's Core Plays.

[50] Organizing Schools for Improvement: Lessons from Chicago, 2010

- **Movement and Wellness Integration:** Daily movement blocks, wellness routines, and structured reflection opportunities reinforce emotional regulation, resilience, focus, and healthy habits aligned to MCA's "Wellness for Life" Core Play.
- **Classroom Culture Walkthroughs:** The CEO and Dean of Culture conduct bi-weekly culture walkthroughs for huddle (advisory) and core instruction blocks using a shared rubric focused on restorative practices, effective engagement, and reinforcement of the core plays.
- **Data-Driven Coaching:** Administrators and teachers use dashboards to align cultural indicators with academics and wellness for a whole child approach.
- **Family Communication:** Families receive weekly updates on team achievements, growth through the Willow Education curriculum "quests", and upcoming rituals or service projects. Families will receive regular invitations to team celebrations and showcases, and be surveyed quarterly for their feedback to maintain strong partnership and alignment.

Roles & Responsibilities

Ultimately, the Chief Executive Officer is responsible for setting and sustaining MCA's culture. Day-to-day implementation, monitoring, and continuous improvement are led by the Dean of Culture, in collaboration with school leaders and huddle leaders through regular data reviews and coaching cycles. While leadership sets direction and systems, it is the responsibility of all members of the staff to own and implement culture.

Question 16: Describe any goals related to student attendance and describe the structures the school will put in place, including collaboration with families and the community, to support student attendance and address chronic absenteeism.

MCA vision is grounded in the belief that young people reach their fullest potential when their minds, bodies, and character are strengthened together. At MCA, academics and athletics are not separate worlds; they work in tandem to cultivate teamwork, accountability, and belonging. Through this team-centered model, every student is prepared to thrive in college, career, and life with both academic excellence and personal strength.

This vision extends directly to MCA's approach to student attendance. Just as athletes commit to showing up for practice and competition, MCA students will be expected and supported to "show up" every day for their team, their coach, and themselves. Attendance at MCA is not simply a compliance measure, it is a cultural expression of discipline, belonging, and commitment to growth forming stronger personal accountability.

Goals for Attendance

MCA will set ambitious attendance goals that reflect both state benchmarks and our mission:

- Maintain a 95% or higher attendance rate

- Reduce and maintain chronic absenteeism at 15% or below, outperforming the current Metro Nashville Public Schools (MNPS) rate of 34.9 %for 9-12th grade students[51].
- Ensure equitable attendance outcomes across all student groups; including those identified under IDEA such as students with disabilities, as well as English Learners, economically disadvantaged students, and racial/ethnic subgroups, so that no subgroup's attendance rate falls more than 3% below the overall school average.
- Build a culture of attendance awareness - where students, staff, and families understand that attendance directly impacts learning, belonging, and success.

Attendance Requirements and Compliance

At MCA, we believe in a support-first approach. We will implement an attendance framework aligned with Tennessee compulsory attendance law, State Board of Education rules, and Tennessee Department of Education guidance emphasizing early identification, intervention, and family engagement. MCA requires daily attendance for students, in alignment to the law that states students ages 6–17, and have clearly defined procedures for excused and unexcused absences in accordance with T.C.A. § 49-6-3007 and § 49-6-3009.

Consistent with TDOE guidance, MCA utilizes a progressive truancy prevention and intervention process designed to address attendance concerns before they escalate to formal truancy proceedings. When a student accumulates five unexcused absences during the school year (not necessarily consecutive), MCA will provide written notice to the parent/guardian identifying the absences, explaining compulsory attendance requirements, and outlining available school-based supports. This notice will also inform families that continued unexcused absences may result in a referral for further intervention if barriers are not resolved.

At this stage, MCA will initiate a Student Attendance Review Team (SART) meeting, a school-based, problem-solving process recommended by TDOE. The SART will include relevant school staff and the family and will focus on identifying the underlying causes of absenteeism, developing a documented attendance improvement plan, and connecting the student and family to appropriate academic, behavioral, social-emotional, or community resources. Progress will be monitored and interventions adjusted as needed.

If a student continues to accrue unexcused absences despite documented SART interventions, MCA may refer the student to a Student Attendance Review Board (SARB), when available, consistent with district and community protocols. The SARB process provides an additional, multi-agency problem-solving opportunity intended to remove barriers to attendance, reinforce shared responsibility, and reduce the need for court involvement.

MCA will document all interventions and maintain compliance with state reporting requirements. Throughout this process, MCA will prioritize problem-solving with families, documenting interventions, monitoring progress, and only moving toward formal truancy petitions when required by law and after supportive steps have been exhausted. Below is an outline of the specific structures we will put in place to proactively address attendance.

[51] Tennessee Department of Education, Chronic Absenteeism Data Download 2024-25

Structures to Support Attendance

1. Huddle (Advisory)- Coaching Model (Owner: Dean of Culture)

Research demonstrates that strong adult-student relationships, such as those built through consistent huddle systems, significantly reduce absenteeism and increase persistence[52]. Every student will belong to a huddle team, led by a teacher-coach who monitors attendance, academic progress, and well-being. Huddle Leaders will:

- Track attendance daily using the school's Student Management System. This is in addition to attendance records per class period.
- Contact families prior to the start of the movement block on the day of an absence to identify barriers and provide timely solutions or support as necessary.
- Lead weekly huddle sessions that include attendance goals, personal growth, and reflection.
- Collaborate with the student's huddle leaders, CAO, Director of Operations/Athletics, Dean of Culture, counselor, and when attendance patterns emerge, ensuring a coordinated and supportive response that aligns with MCA's coaching model.

2. Team Culture (Owner: Dean of Culture)

MCA will embed attendance incentives and accountability into its team and house systems.

- Students will contribute in earning team points and recognition for consistent attendance, punctuality, and positive contribution.
- Attendance leaders and "The Every Day Player Awards" and "The Full Season Award" celebrate individuals with perfect or improved attendance.
    - **Every Day Player Awards:** celebrated monthly, recognizing students with perfect or improved attendance during that period.
    - **Full Season Award:** celebrated each semester, honoring students who maintained strong attendance across the entire term.
- Daily huddle team meetings and affirmations emphasize commitment, resilience, and responsibility.
- **Monthly Recognition:** Teams and individuals with the highest attendance rates are highlighted in assemblies and on digital leaderboards.

Sample Monthly Huddle Team Incentives:

- Catered Lunch or Breakfast for teams meeting monthly attendance goals.
- Team Spirit Days (music breaks, or intramural choice time).
- MCA Cup Challenge: Attendance points contribute to quarterly MCA Cup standings, fostering collective motivation.

MCA intentionally cultivates a school culture grounded in high expectations, belonging, and purpose, recognizing that a strong, inclusive culture is foundational to both academic achievement and student development. Through consistent routines, shared rituals, and structured huddle experiences, MCA fosters student engagement, accountability, and pride in the school community. These practices promote teamwork, identity, and responsibility, reinforcing behaviors and mindsets that support success in the classroom and beyond.

[52] Enriching Students: How Advisory Periods Help Build Relationships, 2025

By placing an emphasis on energy, relationships, and consistency, MCA will cultivate a learning environment where every student feels seen, supported, and challenged. These practices not only strengthen community but also build resilience, leadership, and pride, key elements in preparing students for success in both academics and life. This approach reinforces the idea that showing up is part of being a strong teammate and community member.

3. Family Partnership (Owner: Dean of Culture)

Studies consistently show that strong school-family partnerships lead to improved attendance, behavior, and academic performance[53]. Families are vital partners in ensuring strong attendance and student engagement. MCA's family structures include:

- Family Orientation Nights to introduce attendance expectations, the huddle model, and family communication tools.
- Weekly Attendance Updates via team newsletter/email from huddle coaches, providing data and encouragement.
- Quarterly Family Meetings where agenda items include parents collaboration on attendance strategies and share best practice.
- Personalized outreach, including home visits, for families of chronically absent students to rebuild trust and problem-solve barriers.

4. Community Collaboration (Owner: Director of Operations)

MCA will proactively seek to engage local partners to address external barriers to attendance, including:

- Transportation support: Coordinating with community organizations and rideshare partnerships for students with inconsistent access.
- Health Partnerships: offering on-site clinics and counseling in collaboration with local providers.
- Food and housing support, connecting families with community agencies to stabilize essential needs.
  According to Attendance Works, schools that build cross-sector partnerships addressing these root causes reduce chronic absenteeism by up to 25%[54].

5. Tiered Early Interventions (Owner: Dean of Student Supports)

MCA will implement a Multi-Tiered System of Supports (MTSS) framework to identify attendance concerns early, provide escalating interventions based on student need, and ensure staff accountability for implementation. The Dean of Student Supports will oversee attendance intervention systems, monitor attendance data weekly, coordinate intervention meetings, and ensure implementation fidelity across all tiers.

Tier I (0–4 Unexcused Absences)

Key Actions:

[53] A New Wave of Evidence: The Impact of School, Family and Community Connection of Student Achievement, 2002

[54] Attendance Works, Chronic Absence, 2020

- Daily attendance monitoring through the Student Management System *(Director of Operations)*
- Same-day family outreach when a student is absent *(Huddle Leader)*
- Weekly check-ins include attendance for huddle teams *(Huddle Leader)*
- Schoolwide attendance incentives and team recognition systems *(Dean of Culture)*

Tier II (5–9 Unexcused Absences)

Key Actions:

- Student Attendance Review Team (SART) meeting with family and relevant staff *(Dean of Student Supports)*
- Attendance Improvement Plan with measurable goals *(Dean of Student Supports)*
- Biweekly student attendance check-ins *(Huddle Leader)*
- Restorative conversations and peer mentorship supports *(Dean of Culture)*
- Referrals to academic, behavioral, transportation, or social-emotional services as needed *(Guidance Counselor)*

Escalation Timeline: Students who continue accumulating absences despite documented interventions will be referred for Tier III supports.

Tier III (10+ Unexcused Absences)

Key Actions:

- Individualized case management plans *(Dean of Student Supports)*
- Mandatory family attendance conferences *(Dean of Student Supports, Huddle Leader)*
- Home visits, when appropriate *(Dean of Student Supports, Guidance Counselor)*
- Daily attendance monitoring and re-engagement planning *(Dean of Student Supports)*
- Wraparound community-based services and agency referrals *(Guidance Counselor)*
- Student Attendance Review Board (SARB) referrals, when appropriate *(CEO)*

Continuous Improvement

Evidence from the U.S. Department of Education shows that multi-tiered attendance supports can reduce chronic absenteeism by 20%[55] or more.

- Attendance dashboards will be shared with staff weekly to track data trends.
- Monthly Attendance Team Meetings involving administrators, coaches and guidance counselor(s), will identify patterns and plan interventions.
- Recognition events, such as monthly (quarterly) “Champion Pep Rallies”, will celebrate both academic and attendance achievements, reinforcing the connection between showing up and success.

By uniting academics, athletics, and character through the MCA ethos; “Every student a champion; every graduate a leader”, attendance becomes an expression of commitment and community. With intentional huddle routines, strong family partnerships, and proactive community collaboration, MCA will not only meet but exceed attendance benchmarks while fostering lifelong habits of discipline and resilience.

[55] U.S. Department of Education, Chronic Absenteeism, 2025

Question 17: Describe the proposed school's discipline approach. Discuss how this approach aligns with the school's mission and state law and will meet the needs of the anticipated student population.

MCA's discipline approach is grounded in the school's Core Plays, which establish the habits, behaviors, and team-oriented expectations students are expected to demonstrate in classrooms, athletics, and the broader school community. The school's approach emphasizes accountability, self-discipline, consistency, and collective responsibility, recognizing that student behavior impacts not only individual success, but the strength of the entire school team. Discipline systems are designed to reinforce the structured, high-expectations culture necessary for academic achievement, leadership development, and athletic success.

TEAM OVER SELF	PASSION TO PURPOSE	WELLNESS FOR LIFE
The collective over the individual.	We turn what we love into what we do.	Caring for our minds, body, and emotions.
• Respect • Accountability	• Discipline • Growth	• Balance • Resilience

Meeting The Needs of Adolescent Student-Athletes

MCA's discipline approach is also intentionally designed to meet the developmental and social-emotional needs of adolescents. Research from the Centers for Disease Control and Prevention (CDC)[56] identifies school connectedness, including positive peer relationships, supportive adult relationships, and a sense of belonging, as a significant protective factor for adolescent well-being and student success. MCA therefore intentionally leverages coaching relationships, huddle systems, team accountability, and healthy competition to reinforce positive decision-making, leadership, and student engagement. By connecting behavior expectations to shared team goals, leadership opportunities, and participation in athletics and extracurricular activities, MCA creates a culture in which students are motivated to contribute positively to both their individual growth and the success of the broader school community.

Progressive Discipline Plan Aligned with MCA's Restorative Model

MCA is committed to a discipline model that is proactive, restorative, and aligned with our mission to prepare students to be champions in the classroom, on the field, and in life. Discipline at MCA is not solely punitive; it is designed to teach self-regulation, accountability, and resilience while maintaining a safe and supportive learning environment. Whenever appropriate and safe, MCA will prioritize restorative and instructional responses that keep students engaged in learning and connected to the school community. The approach is rooted in research-based frameworks including Multi-Tiered System of Supports (MTSS)[57], RTI²B (Response to Instruction and Intervention / Behavior), and advisory-driven coaching[58].

[56] Fostering School Connectedness - Improving Student Health and Academic Achievement
[57] Sustaining and Scaling Positive Behavioral Interventions and Supports: Implementation Drivers, Outcomes, and Considerations, 2020
[58] TDOE, Response to Instruction and Intervention for Behavior Framework, 2023

Tier 1: Universal Supports and Preventive Practices

Focus: Establish clear, consistent school-wide expectations and routines that proactively teach positive behavior, reinforce accountability, and create a safe, predictable learning environment for all students.

Our core plays and habits will be explicitly taught and reinforced to students:

- **Team Over Self** emphasizes respect and accountability by prioritizing the collective success of the school community over individual disruption.
- **Passion to Purpose** reinforces discipline and growth by encouraging students to demonstrate focus, perseverance, and ownership of their choices.
- **Wellness for Life** promotes balance and resilience by helping students develop healthy emotional regulation, reflection, and coping strategies.

Tier 1 supports include:

- School-wide expectations, rituals, and recognition systems aligned to MCA's Core Plays and habits.
- Points and Incentives System: Huddle teams earn points for consistent attendance, positive behavior, and participation in house challenges. Points may be deducted for tardiness, non-compliance, or disciplinary incidents. This structure is intended to build peer accountability, leadership, and a culture in which students actively encourage one another to meet shared expectations.
- Movement and reflection breaks that support regulation and focus[59].
- Consistent classroom management using restorative language.
- Recognition systems that celebrate students who consistently model MCA's Core Plays in academics, athletics, leadership, and service.

Examples of Tier 1 Behaviors and Response		
Behavior Example	**Possible Consequences/Response**	**Responsible Staff**
Off-task, Tardiness, Non-compliance	Verbal redirection; restorative reflection form	Teacher/ Huddle Leaders
Dress code violation	Reflection form; loss of huddle points	
Disrespectful tone or minor disruption	Huddle restorative circle; parent contact	
Missing Assignments	Huddle accountability plan	
No impact on extracurricular participation at this level; focus is entirely restorative and instructional.		

[59] Physical Activity Guidelines for Americans, CDC, 2023

Tier 2: Targeted Interventions

Focus: Early intervention for repeated or moderate behaviors and accountability beyond the classroom.

Tier 2 Strategies Include:

- Small-group SEL lessons (self-control, communication, conflict resolution).
- Progress monitoring through huddle dashboards to identify early warning signs [60].
- Check-in/check-out mentoring with huddle leaders.
- Family meetings to align expectations.
- Progress tracking through huddle dashboards.
- Team accountability reinforcement: Tier 2 students' behavior may affect house point totals, emphasizing that individual actions impact collective outcomes.

Examples of Tier 2 Behaviors and Response		
Behavior Example	**Possible Consequences/Response**	**Responsible Staff**
Repeated Tier 1 infractions (3+ per week)	Huddle meeting with reflection; parent contact	Advisor / Dean of Culture
Verbal altercation or inappropriate language	Restorative conference; behavior contract	Dean of Culture / CAO
Defiance or refusal to follow adult directions	Temporary removal with reflection and restorative circle	Dean of Culture
Academic dishonesty	Restorative re-teach; one-game probation; reflection on integrity	CAO / Advisor
Failure to meet team behavioral expectations	Temporary removal from next team event; restorative apology and plan to rejoin	Dean of Culture / Advisor
Tier 2 consequences may include temporary ineligibility (1–2 practices or events) from extracurricular or athletic activities. Students must complete restorative reflection or re-teaching plans before reinstatement.		

Tier 3: Intensive and Individualized Supports

Focus: Persistent or serious behaviors requiring individualized response and multi-level accountability.

Tier 3 Strategies Include:

- Individualized Behavior Intervention Plan (BIP) developed from an FBA.
- Weekly 1:1 coaching or counseling sessions.
- Collaboration with counselors, families, and mental health professionals to address underlying causes[61].
- Structured restorative alternatives to suspension.

[60] *Integrated Multi-Tiered Systems of Support Blending RTI and PBIS, 2016*
[61] TDOE, Response to Instruction and Intervention for Behavior Framework, 2023

Examples of Tier 3 Behaviors and Response		
Behavior Example	**Possible Consequences/Response**	**Responsible Staff**
Continued Tier 2 infractions with no improvement	In-School Restorative Intervention (ISRI); temporary ineligibility from athletics or clubs for 1–2 weeks	Dean of Culture / CAO
Harassment, bullying, or intimidation	Restorative mediation; suspension from extracurriculars for the remainder of grading period; family meeting	Dean of Culture / CAO
Fighting or physical aggression	Suspension (in-school or out-of-school); re-entry restorative plan; athletic suspension (minimum 2 games)	CAO / CEO
Possession of contraband or threat to safety	Investigation; suspension; possible expulsion per policy; athletic ineligibility for remainder of season	CAO / CEO
At Tier 3, extracurricular suspension accompanies school disciplinary action. Re-entry requires a restorative meeting and signed reflection/behavior contract with the student, parent, and coach.		

Zero-Tolerance Offenses

In compliance with Tennessee Code § 49-6-3401, MCA enforces mandatory consequences for zero-tolerance offenses. Under Tennessee law, a student who commits a zero-tolerance offense is subject to expulsion for not less than one (1) calendar year, which may only be modified on a case-by-case basis by the head of the charter school. Zero-tolerance offenses include:

- Bringing to school or unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921
- Committing aggravated assault as defined in § 39-13-102, or assault resulting in bodily injury as defined in § 39-13-101(a)(1), upon any teacher, principal, administrator, other school employee, or school resource officer
- Unlawful possession of any controlled substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored event
- Threatening mass violence on school property or at a school-related activity pursuant to § 39-16-517

For all zero-tolerance offenses, MCA will ensure due process, immediate parent notification, and referral to law enforcement as required by law. In the case of threats of mass violence, the head of school will require the student to submit to a threat assessment in accordance with T.C.A. § 49-6-3401(g)(5). If the threat assessment determines the threat was not valid, the student will not be expelled under the zero-tolerance provision but may be suspended in accordance with applicable law. Students subject to zero-tolerance expulsion will also lose eligibility for all extracurricular activities, including athletics, for the duration of the expulsion. MCA will provide re-entry support and transition planning for any student returning from a zero-tolerance expulsion.

Special Education & Manifestation Determination

MCA recognizes that students with disabilities are entitled to additional protections under IDEA and Section 504. While all students are held to clear behavioral expectations, MCA acknowledges that a student's disability may impact behavior and decision-making. School personnel are responsible for being aware of students identified under IDEA or Section 504 and ensuring that disciplinary responses comply with the applicable law.

A student with a disability may not be removed from their educational placement for more than ten (10) school days for disciplinary reasons unless a Manifestation Determination Review (MDR) is conducted. The purpose of the MDR is to determine whether the behavior in question was caused by, or had a direct and substantial relationship to, the student's disability, or whether the behavior resulted from the school's failure to implement the student's IEP or 504 Plan.

If the behavior is determined to be a manifestation of the student's disability, the student will not be suspended or expelled for that conduct. Instead, the IEP team will review and revise supports, services, and behavioral interventions as needed and may consider a change in placement to better meet the student's needs.

If the behavior is not a manifestation of the student's disability, disciplinary consequences may be applied in accordance with MCA's code of conduct; however, the student will continue to receive educational services as required by law.

Consistent with federal law, school personnel may remove a student with a disability to an interim alternative educational setting for up to forty-five (45) school days, regardless of manifestation status, in cases involving weapons, illegal drugs, or serious bodily injury.

Student Due Process and Appeals

Suspensions

Students and/or their parents/guardians may appeal disciplinary actions imposed by the school, other than expulsion. Appeals must first be submitted in writing at the school level and directed to the Chief Executive Officer. The Chief Executive Officer or a designee will review the appeal, engage in problem-solving as appropriate, and provide a written response within ten (10) school days.

If a family wishes to pursue an additional appeal following the school-level decision, a written request may be submitted to the Music City Academy Governing Board. The Board will review the appeal and issue a written response within fifteen (15) school days.

Expulsion

MCA recognizes that expulsion is the most serious disciplinary consequence and is subject to heightened due process protections under T.C.A. 49-6-3401. Expulsion will be considered only when required by law or when a student's behavior presents a significant safety concern that cannot be addressed through lesser interventions.

Prior to any expulsion, the student and their parent or guardian will receive written notice of the alleged misconduct, the proposed disciplinary action, and the right to a formal hearing. The

notice will include the date, time, and location of the hearing and information regarding the family's procedural rights.

A disciplinary hearing will be conducted before the Music City Academy Governing Board. At the hearing, the student and/or parent or guardian will be provided an opportunity to present information, respond to the allegations, and ask questions related to the evidence presented. The school may also present relevant documentation and testimony. Following the hearing, the Board or hearing officer will issue a written decision within a reasonable timeframe, outlining the determination and, if applicable, the length and terms of the expulsion.

Restorative and Reflective Re-Entry

Following any suspension or ISRI placement, students are required to participate in a restorative re-entry conference with staff and family. Restorative practices are central to MCA's culture. These dialogues allow students and staff to rebuild trust after conflict. Research shows that restorative approaches reduce repeat offenses, increase school connectedness, and strengthen empathy[62]. We also believe that this reinforces MCA's belief that accountability strengthens the team and that re-entry is about restoring trust rather than returning for participation (Team Over Self). When applicable, staff will review and revise the behavior plan, and a re-entry reflection tied to MCA's values will be complete. Students may rejoin their extracurricular team only after all restorative actions have been completed and approved by the CAO, DOC, and the huddle leaders.

Responsibility and Oversight

- **Dean of Culture:** Leads behavioral interventions, restorative practices, and extracurricular accountability.
- **Director of Operations & Athletics:** Oversees policy implementation and ensures integration with instructional and athletic systems.
- **CAO:** Operationalizes MCA's culture systems by building procedures, staffing structures, training protocols, and monitoring tools that ensure consistent and compliant implementation across all environments.
- **CEO:** Provides strategic oversight, ensures mission alignment, and reviews trends for equity and fidelity to restorative principles.

Progressive Discipline Process Defined

MCA's progressive discipline process is built on the principle that discipline should be corrective, instructive, and restorative. Consequences escalate only when interventions and supports fail to resolve the behavior, ensuring fairness, consistency, and restoration of community trust. Steps include:

1. **Verbal Redirection and Reflection:** Immediate feedback to correct behavior while maintaining student dignity.
2. **Huddle Reflection Form:** Student completes a reflection on choices, impact, and next steps for growth.

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[62] *The Little Book of Restorative Discipline for Schools: Teaching Responsibility: Creating Caring Climates, 2015*

3. **Parent Notification and Huddle Conference:** Huddle Leaders engage families early to align support and accountability.
4. **Restorative Conversation or circles:** Facilitated dialogue between affected parties to repair harm and rebuild relationships.
5. **Behavior Contract or Tier 2 Intervention Plan:** Documented behavioral goals, monitored through huddle and coach follow-up.
6. **In-School Restorative Intervention (ISRI):** A short-term, structured environment focused on reflection, academic continuity, and behavior re-teaching, serving as a restorative alternative to suspension.
7. **Suspension/Expulsion (as a last resort):** For severe or repeated offenses, disciplinary action aligns with Tennessee's zero-tolerance laws while including re-entry planning and restorative reintegration.

This structure ensures transparency, consistency, and equity while reinforcing the belief that discipline is an opportunity for learning and growth, not exclusion.

Equitable, Culturally Responsive, and Trauma Informed Implementation

MCA's discipline approach is intentionally designed to be equitable, culturally responsive, and trauma-informed, recognizing that students bring diverse backgrounds, experiences, and needs to the learning environment. Staff are trained to use relationship-centered de-escalation strategies and restorative practices that prioritize understanding root causes of behavior and preserving student dignity. Discipline data are reviewed monthly and disaggregated by race/ethnicity, gender, disability status, English learner status, and economic disadvantage to identify and address disproportionality in outcomes.

Students with disabilities receive behavioral supports aligned to their IEPs or 504 plans, and disciplinary responses follow IDEA procedural safeguards, including manifestation determination reviews when applicable.

Families are engaged early through transparent communication, restorative conferences, and collaborative problem-solving to reinforce shared accountability and consistent expectations. By prioritizing prevention, reflection, and relationship repair over exclusion whenever safe, MCA supports student well-being while maintaining a safe, supportive learning community.

Alignment with Mission and State Law

MCA's discipline system embodies the school's mission by teaching students that leadership and resilience emerge from accountability and restoration. The system fully complies with Tennessee state law regarding zero-tolerance offenses[63] ensuring that prohibited acts, such as weapons possession, controlled substances, or acts of violence, are addressed through required procedures including immediate assessment, parent notification, and collaboration with authorities.

By embedding a progressive discipline framework within huddle, integrating SEL and wellness supports, linking behavior to team accountability, and engaging families as partners, MCA ensures a legally compliant, student-centered approach where every incident becomes an opportunity for growth, reflection, and leadership development.

[63] Tennessee Code Annotated §§ 49-6-3401 et seq.

Curriculum and Instruction

Question 18: Provide an overview of the academic plan and program of the proposed school, including any non-negotiables of the school model (e.g., advisory model, instructional methods, length of school day). Explain how this plan supports the school's mission, anticipated student population, and planned outcomes.

Music City Academy's academic program is designed to meet all state requirements while advancing the school's mission: the unifying power of sports to bring student-athletes together in pursuit of both academic excellence and athletic success. Music City Academy:

- Aligns to Tennessee's graduation requirements (22 credits minimum) and provides a coherent instructional model that merges academics, movement, CTE pathways, SEL, and team-based learning.
- Operates an extended-day model allowing time for wellness, intervention, movement, with elective access
- Is designed to serve a diverse population of student-athletes, including first-generation college-going students, students seeking hands-on and team-based learning environments, and students who benefit from structured routines, strong mentorship, and wellness-integrated instruction.

Core Instructional Program

MCA uses a structured, movement-rich instructional model that integrates wellness and kinesthetic learning into daily academic blocks. Teachers employ research-based strategies, SEL integration, and real-time progress monitoring. The learning environment is team-centered, predictable, and relationship-driven, ensuring students experience belonging and consistent mentorship. We approach teaching the same way great coaches approach practice: intentional, structured, and focused on growth.

Learning Environment

MCA's learning environment is not defined by a single class size. While core instructional blocks serve sections of approximately 20–24 students, consistent with district norms; MCA's instructional design creates genuinely small-group experiences within that structure through:

- Team-based structures that divide each class into collaborative units of 4–6 students with defined roles, reducing the effective instructional audience at any given moment
- Station rotations and active problem-solving tasks that allow teachers to deliver targeted small-group instruction to 4–8 students at a time while other teams work independently
- Co-teaching and push-in support for students with IEPs, placing two credentialed adults in many sections and creating an effective ratio of 1:10–12 for students requiring additional support, embedded in the master schedule, not a pullout
- Daily Academic Practice regrouping by performance data, creating intentionally small Tier II intervention clusters of 3–8 students led by an intervention specialist or co-teacher

Large-group, lecture-style instruction is never the primary mode of delivery at MCA. Every block is designed to function as a coaching session, with the teacher circulating, conferring, and adjusting in real time. Students, like athletes, need multiple at-bats with difficult tasks and regular consistent feedback to practice perfectly.

Embedded Movement Based Instruction

- All academic blocks include some structured movement, energizers, kinesthetic learning, or coach-led physical skill routines.
- These practices are grounded in research from Movement-Rich Schools[64], demonstrating that short bouts of physical activity enhance executive functioning, focus, memory, and overall academic performance[65].
- On Fridays, movement-based instruction and wellness content are intentionally strengthened to help all high school students meet Tennessee's Wellness credit requirements.

Instructional Strategies

MCA's instructional approach integrates rigorous academic coursework, kinesthetic learning, wellness routines, SEL development, and career-aligned instruction to develop strong minds, strong bodies, and strong character in every student. Teaching is grounded in high expectations, teamwork, and the coaching mindset, every classroom functions as a place where students practice, receive feedback, and build mastery.

Teachers use a consistent set of instructional practices that support MCA's mission and student population:

- **Movement-Integrated Instruction:** Students engage in movement-rich learning experiences including kinesthetic routines, station work, and active problem-solving designed to strengthen focus, executive functioning, and stamina. This mirrors athletic training and supports attention, engagement, and memory.[66]
- **Team-Based and Collaborative Learning:** Classrooms reflect sports environments: students work in teams, receive peer feedback, and develop communication, leadership, and cooperation. Group roles and team challenges allow all students to contribute and grow.
- **Clear Routines and High Expectations:** Daily lessons follow predictable structures: learning goals, modeling, guided practice, independent practice, and reflection. This consistency supports adolescents, especially those needing structure to manage transitions and build academic habits.[67]

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[64] Physical Activity Guidelines for Americans, CDC, 2023
[65] *Spark: The Revolutionary New Science of Exercise and the Brain, 2008*
[66] Tennessee Department of Education, Physical Activity Guidance, 2025
[67] A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, 2002

- **Personalized Coaching & Feedback:** Teachers act as coaches, providing frequent formative feedback, check-ins, and data-driven adjustments. Huddle leaders reinforce academic tracking and goal-setting through daily Huddle routines.[68]
- **Real-World, Career-Connected Learning:** CTE courses use project-based, industry-aligned tasks that allow students to apply academic skills in authentic contexts, including sports medicine simulations, media production projects, human performance analysis, and health science labs.[69]
- **Integrated SEL & Wellness Supports:** SEL competencies are embedded across instruction, reinforced through WillowEd lessons,[70] academic conversations, and explicit skill-building during Huddle. Teachers intentionally support communication skills, stress-management, reflection, and emotional regulation.[71]

Student Experience & Daily Schedule

A typical day includes Huddle, academic blocks, daily movement, a CTE block, and a protected Intervention & Enrichment period. The schedule is designed to support whole-child development and ensure access to targeted support without sacrificing electives or enrichment. See Question 5 for additional information related to the overall student schedule.

Daily Mathematics and ELA: Structural Protections in the Schedule

Two priority areas receive explicit structural protection in MCA's modified A/B hybrid block schedule, directly addressing concerns about learning continuity and college readiness:

Mathematics is scheduled as a daily, yearlong 40-minute course, not blocked in a semester. Traditional 4x4 block schedules commonly create gaps in mathematics learning when students do not have math every day, leading to skill regression and compounding gaps over time. MCA eliminates this risk by ensuring every student engages in mathematics instruction every single day. This daily practice builds fluency, maintains conceptual momentum, and allows teachers to identify and address gaps within 24 hours rather than letting misunderstandings compound over weeks. The daily 40-minute math block is reinforced through the Academic Practice block, where students receive continued mathematics support or acceleration every day based on real-time formative data, meaning no student goes more than one school day without targeted mathematics engagement.

ELA is scheduled as a daily, yearlong course, not blocked in a semester. Traditional 4x4 block schedules commonly create gaps in literacy development when students do not have ELA every day, leading to regression in reading fluency, writing stamina, and academic vocabulary over time. MCA eliminates this risk by ensuring every student engages in English Language Arts instruction every single day. This daily practice builds literacy skills, maintains writing momentum, and allows teachers to identify and address comprehension or composition gaps

[68] Willow Education, Help every student graduate with purpose, 2025
[69] TDOE, College, Career and Technical Education, 2024
[70] Willow Education, Help every student graduate with purpose, 2025
[71] Tennessee Department of Education, Physical Activity Guidance, 2025

within 24 hours rather than letting misunderstandings compound over weeks. The daily ELA block is reinforced through the Academic Practice block, where students receive continued literacy support or acceleration every day based on real-time formative data, meaning no student goes more than one school day without targeted literacy engagement. Daily ELA also directly supports college readiness, strong reading, writing, and communication skills are foundational expectations at every Tennessee postsecondary institution, and consistent daily instruction ensures MCA graduates are fully prepared to meet those demands.

Intervention & Enrichment

MCA provides a daily Academic Practice which is our intervention and acceleration block for all students for 45-minutes daily. This protected time ensures no student falls behind academically and every learner experiences both support and challenge, which is a core part of MCA's commitment to developing resilient, college- and career-ready student-athletes.

- Intervention: Follows the RTI² Framework as discussed in Question 25.
- Acceleration: offers ACT prep, additional dual-enrollment access, pathway-aligned projects, and wellness and leadership labs. This structure ensures all students receive personalized support and opportunities for acceleration.

How Dual Enrollment, AP, and EPSOs Are Accessed

MCA does not treat EPSOs as add-ons requiring an extended day. EPSO access is embedded within the existing schedule structure:

- Dual enrollment courses are scheduled within the Block 1 or Block 2 A/B rotation slots in Grades 11 and 12, replacing standard elective or CTE blocks for qualifying students
- AP coursework is delivered within 80-minute instructional blocks by credentialed teachers, with scheduling embedded in the A/B rotation
- The Academic Practice block provides daily ACT preparation for all students in Grades 10–12 during acceleration time, supporting the ACT college readiness indicator
- Industry-recognized credential coursework is delivered within the CTE block across Grades 9–12, with credentials earned progressively by pathway

NCAA Core Course Alignment

MCA's academic program is designed to meet NCAA Division I and II eligibility requirements. Students must complete 16 NCAA-approved core courses. MCA's curriculum fulfills these requirements as follows:

Subject Area	NCAA Required Units	MCA Offering
English	4 units	ELA 9–12 (4 years, 80-min block)
Mathematics	3 units	Daily 40-min yearlong course; Algebra I through Pre-Calculus + Algebra 2 & Statistics

Natural/Physical Science	2 units	Biology, Chemistry or Applied Science
Social Science	2 units	US History, World History, Government/Economics
World Language (flex bucket)	Up to 4 of 16 total	2 years embedded in A/B rotation — qualifies toward NCAA core course total
Additional Core (CTE eligible)	Remaining units to reach 16	NCAA-approved CTE courses embedded in block schedule

Schoolwide Non-Negotiables

These elements define MCA's identity and guide scheduling and culture:

- **Advisory ("Huddle"):** A 25-minute advisory period daily. Huddle leaders support students through a weekly cycle of wellness (Mindful Monday), SEL (WillowEd lessons), academic check-ins, and team building. Huddle ensures every student is known, supported, and coached academically and socially. See Question 14 for additional information.
- **Daily Movement & Wellness:** MCA embeds physical activity within the schedule daily. All students, 9-12 grades, will participate in daily physical activity, as required by Physical Education standards, and beyond.Movement is not a break from learning, or a reward, it is instead a tool for deeper learning.
- **CTE Programs of Study:** Students explore Programs of Study within the Health Science and Arts, A/V Technology, & Communications career clusters in Grade 9, select a Program of Study by Grade 10, and progress toward industry credentials, dual enrollment, and internships in Grades 11 and 12. These Programs of Study connect directly to students' athletic interests and real-world career opportunities, helping students translate the discipline of athletics into the discipline required for college and career success.
- **Athletic Team Participation:** Every student at MCA is an athlete. They are building skills through daily practice, feedback, and teamwork. Every student participates on at least one athletic team, reinforcing leadership, discipline, and community while supporting MCA's mission to integrate academics, wellness, and sport.

Four-Year Progression

MCA's four-year progression intentionally develops strong minds, strong bodies, and strong character by increasing academic rigor, responsibility, and leadership each year. Students move through a scaffolded sequence that mirrors athletic training: building foundational habits, strengthening skills, and demonstrating mastery.

Grade	9th Grade	10th Grade	11th Grade	12th Grade
Focus of the Year	Foundation & Identity Building	Skill Development & Early Exposure	Specialization & Postsecondary Readiness	Mastery, Leadership & Transition
Key Student Experiences	● Explore CTE Programs of Study (Health Science & A/V) ● Daily Huddle focused on belonging and transition skills ● Join athletic teams and establish wellness routines ● Begin building digital portfolios ● Hands-on labs, movement-integrated learning	● Select preliminary CTE concentration ● Participate in athletic teams ● Earn early credentials (e.g., CPR/AED, OSHA-10) ● Expand portfolio with pathway artifacts ● Participate in job shadowing and wellness goal-setting ● Peer leadership roles in Huddle	● Enroll in EPSOs (dual enrollment, AP, certifications) ● Participate in job shadowing, industry projects, mock interviews ● Take on leadership roles in athletics and Huddle ● Build a professional resume and portfolio	● Complete internships aligned to pathways ● Lead in teams, Huddles, and school culture ● Design and present a Senior Capstone ● Receive individualized college/career advising ● Finalize professional portfolio
Growth & "Champion Habits" Developed	● Learn MCA "champion habits": organization, mindset, communication ● Build confidence, belonging, and consistency ● Develop early academic and wellness routines	● Strengthen responsibility, self-management, and academic ownership ● Apply wellness routines and set independent fitness goals ● Develop early professional behaviors	● Demonstrate independence and readiness for higher-level work ● Strengthen leadership, problem-solving, and communication ● Refine postsecondary goals	● Exhibit maturity, independence, and leadership ● Apply champion habits in real-world settings ● Confidently navigate postsecondary planning
End-of-Year Outcomes	● Clear sense of identity as a student-athlete ● Strong foundational habits ● Emerging understanding of career interests	● Demonstrated mastery of foundational skills ● Clear pathway focus ● Growth in technical and professional skills	● EPSO credits and/or industry credentials earned ● Professional identity and career direction established ● Postsecondary readiness	● Capstone completion, internship experience ● Postsecondary plan finalized ● Graduate fully prepared for life after MCA

Inclusive Supports

MCA embeds instructional and learning supports into the core schedule, allowing students with IEPs and other learning needs to receive services within general education settings and ensuring equitable access to instruction.

Planned Outcomes

MCA's academic and whole-student model is designed to produce measurable outcomes across academics, wellness, postsecondary readiness, and character development. By integrating movement, mentorship, and career-aligned learning into every day, MCA ensures students grow as scholar-athletes who demonstrate strong minds, strong bodies, and strong character. MCA monitors progress through a comprehensive data system that examines both leading and lagging indicators, allowing us to adjust instruction, support, and programming with precision.

Academic Outcomes

MCA expects students to demonstrate:

- Consistent credit accumulation to remain on track for graduation each year
- Growth in proficiency on benchmark assessments and state ELA, math, and science exams
- Improved literacy and numeracy through Tier I instruction and RTI^2 intervention
- High rates of EPSO participation including dual enrollment, AP coursework, and industry-recognized certifications
- Strong course performance, reflected in GPA trends and mastery of grade-level standards

College & Career Readiness Outcomes

Through vertically aligned CTE pathways and real-world learning, MCA expects students to:

- Earn at least one industry credential aligned to their selected pathway
- Complete a Senior Capstone demonstrating applied mastery within a CTE Program of Study in Health Science or Audio/Visual Production.
- Complete a work-based learning or internship experience in 11th or 12th grade
- Graduate with a professional portfolio, including résumé, artifacts, reflections, and pathway-aligned competencies
- Achieve a college or career-ready indicator (EPSOs, ACT benchmark, credential, or work-based learning)

Wellness & SEL Outcomes

Because wellness and movement are central to the mission, MCA will monitor student growth in:

- Physical wellness, including fitness metrics, stamina, and participation in daily movement
- Durable skills growth using the Willow Education platform
- Belonging and adult connectedness, measured through student surveys
- Reductions in behavioral incidents, due to strong relationships, routines, and SEL integration
- Improved attendance, supported by high engagement in athletics and Huddle teams

Team, Leadership & Character Outcomes

As a school grounded in athletics and mentorship, MCA expects students to:

- Demonstrate leadership on teams, in Huddle, and in the wider school community
- Show growth in perseverance, resilience, and self-discipline, reinforced through daily coaching and feedback
  Build healthy routines, including physical activity, goal-setting, and wellness practices
- Exhibit sportsmanship, teamwork, and accountability

Graduation & Postsecondary Outcomes

By senior year, MCA expects:

- Consistent graduation rates above district averages
- Every student to graduate with:
  - A clear postsecondary plan (college, career, military, or certification)
  - A completed portfolio demonstrating readiness
  - An industry credential, dual enrollment credit, or capstone
- Students to transition into:
  - 2- or 4-year colleges
  - Apprenticeships in health science, emergency services, or media production
  - Workforce roles aligned to their CTE Programs of Study

Continuous Improvement

MCA uses multiple measures to monitor fidelity and impact:

- Huddle and SEL walkthrough rubrics tracking quality of Huddle implementation
- Academic data cycles analyzing assessment performance, course grades, and credit accumulation
- Wellness dashboards tracking participation, physical activity minutes, and health indicators
- Attendance and engagement data monitored weekly within Huddle teams
- Student and staff surveys measuring belonging, safety, climate, and adult connectedness
- CTE pathway reviews assessing industry alignment, credential progress, and partner feedback, including with our advisory board.

This continuous improvement approach ensures MCA remains responsive to student needs, committed to data-driven decision making, and aligned with its mission to prepare scholar-athletes for success in college, career, and life.

Question 19: Describe the basic learning environment for a typical student (e.g., classroom-based, independent study), including class size and structure. Explain how this plan supports the school's mission, anticipated student population, and planned outcomes.

Music City Academy provides a team-based, wellness-first, and career-connected learning environment designed to mirror the rhythm, structure, and intentionality of athletic training. Learning at MCA is active, relational, and applied, integrating academic rigor with daily movement, mentorship, and real-world relevance. Instruction occurs in-person within small, structured learning communities where every student is known, coached, and challenged to achieve excellence academically, physically, and personally.

Core Schedule and Learning Environment

Our model is built around **five mission aligned core student experiences** that repeat consistently across the school day and year. Together, these experiences define the daily student experience at Music City Academy.

- **Huddle (Advisory):** MCA's school day begins with a structured arrival period followed by Huddle (Advisory), which functions as the daily "locker room huddle" where students set goals, review academic progress, and build strong relationships.
- **Wellness**: Structured physical activity, athletics, or fitness training that promotes focus and wellbeing while counting towards PE credits. Evidence shows that physical activity supports cognitive performance, including memory, attention, and classroom behavior[72].
- **Core Academic Instruction:** The modified block schedule provides extended instructional time and fewer concurrent courses, allowing students to engage deeply in core subjects daily for a semester. See Question 5 for additional details.
- **Career and Technical Education (CTE):** Daily instruction within a CTE Program of Study aligned to either the Health Science or Arts, A/V Technology, & Communications career clusters, including Health Science & Sports Performance, Emergency Services, Therapeutic Services, or Audio/Visual Production. See Questions 5 and 23 for additional details on course scope.
- **Intervention & Enrichment Block ("Academic Practice"):** Dedicated daily time for targeted academic support or enrichment, ensuring all students receive instruction aligned to their individual needs.

MCA's learning environment is deliberately structured to mirror the rhythm of athletic training, focused, disciplined, team-centered, and growth-oriented. This approach is grounded not only in the school's mission but also in a substantial body of research showing that students learn best in environments that integrate movement, mentorship, and real-world application.

For example, Music City Academy will provide a career-technical education experience that uses Nashville's 2030 Super Bowl as a real-world learning lab for workforce preparation. Rather than treating the event as a field trip, MCA will build a multi-year pathway that begins in 9th and 10th grade with career exploration, employability skill development, credential-aligned

[72] Effect of classroom-based physical activity interventions on academic and physical activity outcomes: A systematic review and meta-analysis., 2017

coursework, project-based learning, and postsecondary planning, then culminates junior year in a structured Super Bowl-week experience such as job shadowing, internship placement, paid work-based learning, or an employer-led practicum. Through partnerships with the Tennessee Titans, Trevecca Nazarene University, and NFL-affiliated Super Bowl planning and vendor networks, students will explore and prepare for careers in Sport and Human Performance, Emergency/Therapeutic Services, and Audio-Visual/Event Production, including roles connected to sports medicine, physical therapy, athletic training, emergency response, AV production, communications, stadium operations, hospitality, marketing, logistics, and event management. This model will help students connect classroom learning to professional expectations, industry credentials, postsecondary options, and high-demand career pathways, while building the technical awareness, workplace readiness, confidence, and social capital needed to move from general career interest to economic opportunity in Nashville's growing sports, health, entertainment, hospitality, and major-event economy.

Class Size, Structures and Ratios

- **Teacher-to-student ratios:** MCA's core academic classes will average approximately 1:20–25, allowing for personalized instruction, frequent feedback loops, and strong student–teacher relationships. By structuring extended 80 minute learning blocks and keeping class sizes small, MCA maximizes instructional time and engagement[73]. This class size also supports MCA's emphasis on collaboration, differentiation, and embedded movement-based learning and for all of its classes aligned with state requirements.
- **Huddle Groups:** Groups will operate at an advisor–to–student ratio of approximately 1:10–15, ensuring every student is known well, monitored consistently, and supported academically, socially, and emotionally. Huddle leaders serve as the primary point of contact for families and track each student's progress toward graduation, college, and career goals.
- **Learning Format:** Students will engage classroom based instruction that integrates project-based and hands-on learning with a focus on teamwork, communication, and problem-solving. CTE and core academic content will be integrated through cross-disciplinary projects.
- **Capstone Projects:** Seniors will complete a culminating capstone tied to their CTE pathway and internship experience, integrating academic research, reflection, and practical application.

Alignment to Mission and Outcomes

MCA's learning environment is intentionally designed to serve students across Nashville who benefit from active, relational, and applied learning. By integrating academics, wellness, mentorship, and career-connected experiences into a coherent daily experience, MCA addresses common barriers to high school success such as disengagement, lack of relevance, and inconsistent adult support. This model supports:

[73] The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down and How to Fix It, 2018

- **Academic Excellence:** Smaller class sizes, extended instructional periods, and targeted academic support promote mastery and growth.
- **Physical and Emotional Wellness:** Daily movement, team-based learning, and SEL practices strengthen focus, confidence, and resilience.
- **Career Readiness:** Structured CTE pathways, internships, and capstone projects prepare students for college, credential attainment, and high-skill careers.
- **Belonging and Equity:** The Huddle model ensures every student is known, supported, and celebrated within a diverse, team-oriented school community.

MCA's instructional model is grounded in a strong body of research demonstrating that students learn best when academic rigor is paired with movement, consistent mentorship, and meaningful real-world application. Research shows that regular physical activity and structured movement improve attention, executive functioning, and readiness to learn, particularly when integrated into the school day. Likewise, small learning communities and advisory models strengthen belonging, accountability, and academic persistence, while early exposure to career-connected learning increases motivation, identity development, and long-term postsecondary success. By intentionally integrating these evidence-based practices into a coherent daily experience, MCA creates a learning environment where students thrive intellectually, physically, and socially.

Question 20: Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems general education teachers will have for providing differentiated instruction to meet the needs of all students.

Instructional Strategies and Differentiation at Music City Academy

MCA is grounded in the belief that students thrive when instruction is rigorous, relevant, relational, and rooted in wellness. MCA's instructional model blends college-preparatory academics with career-connected, hands-on learning and daily movement practices that strengthen physical, cognitive, and social-emotional development. Instruction is intentionally designed to reflect the discipline, structure, feedback loops, and teamwork of athletic training, ensuring students are prepared for success in college, career, and life.

At MCA, sports-based pedagogy is the organizing framework for teaching and learning. Classrooms function like training environments; teachers operate as instructional coaches, students work in teams with defined roles, progress is tracked visibly, feedback is frequent, and improvement is continuous. This approach is particularly effective for diverse learners who benefit from active engagement, strong relationships, and identity-affirming instruction.

Primary Instructional Strategies

MCA's instructional strategies are intentionally designed to align with the structure of the school day and to promote high levels of engagement, mastery, and real-world readiness for all students. Instruction is grounded in proven, high-engagement models, including Urban Dove Team Charter School, SLAM! Nevada, and Christopher Emdin's Reality Pedagogy, and is operationalized through MCA's four-block schedule, embedded movement, daily huddle, and

structured intervention and enrichment time. Within each extended block, teachers employ sports-based pedagogy, culturally responsive practices, inquiry-driven lessons, and performance-based tasks that mirror athletic training cycles; goal setting, practice, feedback, reflection, and adjustment. This integrated approach ensures that instructional strategies are not isolated techniques, but are fully embedded into the daily rhythm of the school, supporting both academic rigor and the development of discipline, teamwork, and resilience essential for college, career, and life success.

Instructional Focus	What This Looks Like Daily at MCA	Impact on Student Learning & Engagement
Sports-Based Pedagogy	Instruction mirrors athletic training cycles: clear learning targets, guided practice ("academic drills"), team-based problem solving, frequent feedback, and reflection ("film study"). Teachers operate as academic coaches.	Builds discipline, persistence, teamwork, and growth mindset, skills transferable to college, careers, and life.
Movement-Rich Instruction	Every block integrates structured movement (energizers, kinesthetic modeling, stations, simulations). Wellness and physical engagement are embedded across the day, not isolated to PE.	Improves focus, executive functioning, memory, and self-regulation; supports whole-child readiness for learning.
Culturally Responsive & Reality Pedagogy	Lessons incorporate student voice, cultural relevance, and real-world contexts through discussion, inquiry, and project-based learning connected to students' lived experiences.	Increases relevance, belonging, motivation, and academic confidence for diverse learners.
Inquiry- & Project-Based Learning	Students regularly demonstrate mastery through labs, performances, presentations, and pathway-aligned projects tied to Health Science, Sports & Human Performance, or Audio/Visual Production.	Deepens conceptual understanding, problem-solving skills, and college/career readiness.
Universal Design for Learning (UDL)	Teachers provide multiple ways to access content, engage with material, and demonstrate learning (visuals, movement, technology, collaborative tasks).	Ensures equitable access for all learners, including SPED, EL, and diverse learning styles.
Embedded SEL & Wellness	Huddle and instructional blocks include goal-setting, reflection, and relationship-building routines. Faculty coaches monitor academic, social-emotional, and wellness progress.	Strengthens emotional regulation, accountability, and student–adult connections that drive persistence and achievement.

Classroom Instruction

Movement-Based Learning

Movement is intentionally integrated into every instructional block to improve focus, memory, and executive functioning. In MCA classrooms, movement is purposeful and content-aligned, not unstructured downtime.

Examples in Practice:

- Students rotate through problem-solving stations ("skill circuits") during math and science lessons.
- Teachers incorporate quick physical resets (stretching, balance work, or coordination drills) between instructional segments.
- Vocabulary, historical timelines, and scientific processes are taught using kinesthetic strategies such as body mapping, walk-and-talks, and physical modeling.

Research Base:

- The CDC and Movement-Rich Schools document strong correlations between physical activity and increased attention, working memory, and academic performance.
- Ratey identifies movement as a catalyst for improved brain function and learning readiness.

Culturally Relevant Instruction

MCA classrooms center students' lived experiences, identities, and community contexts as assets for learning. Instruction is designed to affirm culture, language, and background while maintaining high academic expectations.

Examples in Practice:

- Text selections, case studies, and projects reflect Nashville's cultural landscape and students' athletic, artistic, and community identities.
- Teachers use student voice protocols, peer dialogue, and real-world problem framing to ensure learning is meaningful and connected.
- Classroom norms emphasize respect, collective responsibility, and shared success; mirroring team culture.

Research Base:

- Emdin's Reality Pedagogy[74] demonstrates that culturally responsive classrooms increase engagement, persistence, and academic outcomes, particularly for historically underserved students.
- CASEL research links culturally affirming environments [75]to improve belonging and motivation.

Experiential & Hands-On Learning

Learning at MCA is active, applied, and performance-based. Students regularly demonstrate understanding through labs, projects, simulations, and real-world tasks.

Examples in Practice:

- Science courses emphasize lab investigations and data analysis tied to sports science, health, or environmental applications.
- Social studies and ELA courses use debates, socratic seminars, simulations, and project-based assessments.

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[74] For White Folks Who Teach in the Hood… and the Rest of Y'all Too: Reality Pedagogy and Urban Education, 2016

[75] CASEL, Culturally and Linguistically Responsive Practices, 2023

- CTE courses include hands-on labs, equipment use, production work, and industry-aligned performance tasks.

Sports-Based Connection:

- Just as athletes learn through drills, repetition, and game-like scenarios, MCA students learn through practice, feedback, and iteration.

Research Base:

- Experiential learning research shows higher retention and transfer of knowledge when students apply learning in authentic contexts.[76]

Universal Design for Learning (UDL)

MCA applies UDL principles to ensure access, flexibility, and challenge for all learners, including students with disabilities, English Learners, and advanced students.

Examples in Practice:

- Multiple means of representation: visual models, demonstrations, text, audio, and physical examples.
- Multiple means of engagement: choice in tasks, collaborative work, competition, and goal tracking.
- Multiple means of expression: oral presentations, written products, performances, and digital portfolios.
- Blended learning options for students with disabilities

Research Base:

- UDL frameworks increase equity and access while maintaining rigor.[77]

Inquiry-Based Learning

Students are positioned as thinkers, problem-solvers, and analysts. Lessons are framed around essential questions and real-world challenges.

Examples in Practice:

- Students analyze performance data (academic or athletic) to set goals and reflect on growth.
- Inquiry cycles mirror coaching models: assess, plan, execute, reflect, and adjust.
- Teachers facilitate questioning, hypothesis testing, and evidence-based reasoning.

Sports-Based Connection:

- Just as athletes review film and adjust strategy, students regularly analyze their work and revise based on feedback.

Sports-Based Pedagogy and Inclusive Classrooms

An MCA classroom is recognizable by:

- Coach-led instruction with clear objectives (“training goals”).
- Team structures with defined roles and accountability.
- Visible progress tracking (data walls, goal charts, portfolios).

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[76] Designing career-connected learning that starts early and builds for life: Highlights from the field, 2025

[77] TDOE, Special Education Manual, 2025

- Frequent feedback cycles and opportunities to redo and improve work.
- High expectations paired with relational support.

Research from Urban Dove Team Charter School and sport-pedagogy scholars[78] shows that structured, team-based instructional environments improve attendance, self-regulation, motivation, and graduation outcomes for underserved students.

MCA integrates MTSS, RTI², and UDL to meet diverse needs:

- Intervention and enrichment blocks provide targeted Tier I–III support.
- SPED and EL services are delivered within inclusive classrooms whenever appropriate.
- Instructional teams meet weekly to analyze data and adjust instruction.

MCA is intentionally designed to serve a diverse student population and leverage diversity as a strength. Research from the Fordham Institute (2020) demonstrates that diverse-by-design schools improve academic outcomes and reduce chronic absenteeism.

By design, MCA:

- Reconnects students to learning through relevance and movement.
- Builds belonging through team structures and relational teaching.
- Prepares students with academic knowledge, career skills, and wellness habits.

MCA classrooms are active, relational, and purpose-driven learning environments where students train intellectually the same way athletes train physically, through discipline, practice, feedback, and growth. This research-based, sports-centered instructional model ensures every MCA graduate is prepared to succeed in college, career, and life.

Question 21: Identify the curriculum the school will offer in alignment with T.C.A. § 49-6-2206 and explain the process for selecting these materials, including a description of why these materials are appropriate for the anticipated student population. If the sponsor plans to apply for a waiver to use textbooks and materials that have not been approved by the State Board, identify the high-quality instructional materials the sponsor plans to use and describe the research demonstrating that they will meet the academic needs of students. Note that all anticipated waiver requests should be included in the Waivers section of this application.

Curriculum selection was intentional, data-driven, and equity-centered, done by a committee including the CEO, Design Team, support from the Nashville Incubator, and Board members. The decisions were informed by CEO Dr. Kevin Dyson's successful turnaround work in Williamson County Schools, where the use of high-quality, standards-aligned instructional materials resulted in measurable academic gains, including significant improvement for SWD and EL subgroups. MCA prioritized curricula with a demonstrated research base, strong alignment to Tennessee academic standards, and robust built-in supports that reduce the need for teacher-created accommodations while ensuring access to grade-level content. Since all of the chosen curriculum is approved by the state of Tennessee it will not require any waivers. Here are our selections for core classes:

[78] Martinek, T., & Hellison, D. (2016). *Teaching personal and social responsibility*

Subject / Course	Curriculum	Why Chosen
Algebra I, II & Geometry	Savvas: enVision A|G|A	Personalized real-world problem solving for all learners; vertical alignment and college readiness; conceptual, visual; Scaffolded supports for IEP/EL students
Math, Supplemental	Savvas Learning Tools	Flexible remediation, acceleration, and progress monitoring; Scaffolded supports for IEP/EL students
English I, II, III, IV, Supplemental	Savvas: Pearson myPerspectives + Tools	Differentiated ELA; with strong SPED/IEP supports; Targeted literacy intervention and personalization
U.S. History & Geography	Savvas: TN U.S. History & Geography	Inquiry-based civics and historical analysis
World History & Geography	Savvas: TN World History & Geography	Global awareness and cultural literacy
Government & Civics	Savvas: TN Government & Civics	Applied civic reasoning and current events
Economics	Savvas: TN Economics	Applied economics and financial decision-making
Personal Finance		
Biology	Savvas: TN Biology	Inquiry-based science with digital/SPED supports
Chemistry	Savvas: Chemistry, Matter & Change	STEM foundation with health and performance pathways
Physical Science	Savvas: Physical Science: Concepts in Action	Hands-on physical science that directly applies to STEM
Anatomy & Physiology	McGraw-Hill: Hole's Essentials A&P	Applied human biology foundation for health sciences
Spanish	Vista Higher Learning: *Descubre* / *EntreCulturas*	Standards-aligned, proficiency-based instruction focused on real-world communication and cultural competency, with integrated speaking/listening and embedded supports for diverse learners.

Core Selection Rationale Detail:

In mathematics, MCA selected Savvas Learning Company enVision Algebra I, Geometry, and Algebra II (A|G|A) due to the emphasis on conceptual understanding, visual modeling, and real-world problem solving. These programs provide explicit scaffolds for SWDs and ELs, including multiple representations of concepts, step-by-step problem-solving routines, embedded language supports, adaptive practice, and formative checks for understanding.

For English Language Arts, MCA utilizes Savvas myPerspectives, selected for its inquiry-driven design, culturally relevant texts, and strong differentiation framework. The curriculum includes leveled readings, text-dependent questions with graduated complexity, explicit vocabulary and language development support for ELs, and embedded accommodations for students with IEPs.

For World Language, MCA selected Vista Higher Learning Spanish programs (*Descubre* and *EntreCulturas*) to align with Tennessee's proficiency-based standards and MCA's commitment to applied, student-centered learning. These programs emphasize interpersonal communication,

cultural relevance, and real-world application of language skills rather than rote memorization. The curriculum integrates speaking, listening, reading, and writing in authentic contexts, supporting English Learners while also providing native English speakers with meaningful opportunities to develop bilingual communication skills. The interactive, collaborative design aligns with MCA's movement-rich, team-based instructional approach and supports engagement through dialogue, role-play, and real-world scenarios.

Social studies instruction draws from Tennessee-approved U.S. History & Geography and World History & Geography curricula, selected for their emphasis on primary sources, multiple perspectives, and critical thinking. These materials include accessible text features, visual supports, and structured inquiry tasks that support EL language acquisition and SWD comprehension.

Science pathways integrate Savvas Tennessee Miller & Levine Experience Biology and McGraw-Hill EducationHole's Essentials of Anatomy & Physiology, chosen for their hands-on, inquiry-based design and alignment with MCA's sport science, health science, and wellness pathways.

Across all content areas, MCA selected curricula that include built-in scaffolding, digital accessibility tools, differentiated assessments, and progress-monitoring features, enabling teachers to provide accommodations and targeted support within the general education setting. This approach strengthens inclusion, reduces instructional fragmentation, and ensures that SWDs, ELs, and other at-risk learners consistently access grade-level content. Together, MCA's curriculum selections reflect evidence-based, Tennessee-approved instructional materials intentionally aligned to a sports-centered, career-connected academic model.

CTE Coursework

CTE instructional materials in Tennessee are reviewed and approved through the Tennessee Textbook and Instructional Materials Quality Commission on the same adoption cycle as core academic subjects. MCA's CTE pathways in Health Science and Arts, A/V Technology & Communications are aligned to this process. As Health Science CTE materials are scheduled for state review in the 2028 adoption cycle, MCA will adopt from the current approved list where available and supplement with research-based, standards-aligned instructional resources to ensure full alignment with TDOE course standards, industry credential competencies, and pathway-specific technical requirements. MCA will adopt updated materials as they are approved through upcoming cycles. CTE instruction is further guided by Tennessee Department of Education course standards and Programs of Study, which define required competencies, course sequencing, and expectations for student outcomes.

To support high-quality, consistent implementation across pathways, MCA will adopt primary instructional materials from the state-approved list. MCS will supplement any adopted materials with additional research-based, standards-aligned instructional resources, including digital CTE courseware such including iCEV, which is approved for all CTE programs of study in Tennessee and provides integrated certification preparation aligned to state-promoted industry credentials, as well as digital CTE courseware such as Savvas Career & Technical Education — to

ensure instruction is fully aligned to industry credential competencies, applied learning expectations, and pathway-specific technical standards.

Across all CTE pathways, MCA implements a competency-based instructional model that integrates industry-recognized certification preparation, applied learning experiences, and work-based learning. This approach ensures students make measurable progress toward clearly defined postsecondary, workforce, and credential pathways aligned to Nashville's regional labor market.

Work-based learning, clinical experiences, capstone experiences, and applied practicums further inform instructional material selection and course design. CTE courses are intentionally sequenced to ensure students build foundational academic and technical knowledge before advancing to higher-level certifications, internships, clinical placements, or media production practicums. Ultimately, MCA's CTE instructional approach reflects the school's mission to unify academics, athletics, and career readiness.

Question 22: For schools that will serve any of grades K-5, explain how the proposed school will incorporate foundational literacy instruction in accordance with T.C.A. § 49-1-905. If the proposed school will not serve any of grades K-5, indicate N/A.

N/A

Question 23: For schools that will serve any of grades 9-12, describe the proposed school's plans for ensuring students have opportunities to meet college and career readiness indicators (e.g., early post-secondary opportunities, work-based learning, ACT, advanced coursework, dual enrollment). If the proposed school will not serve any of grades 9-12, indicate N/A.

MCA ensures that every student has multiple, supported pathways to meet Tennessee's College and Career Readiness (CCR) indicators. It is one of our school goals that ≥90% of our students graduate with a diploma and receive CCR status; ≥75% of our students earn dual enrollment credit, EPSOs, or industry-recognized credentials.

MCA's comprehensive plan is explicitly designed so each student can graduate meeting at least one of the state's recognized readiness outcomes, including:

- Earning a composite score of 21+ on the ACT (or 1060+ on the SAT); OR
- Completing four Early Postsecondary Opportunities (EPSOs); OR
- Completing two EPSOs + earning an industry credential; OR
- Completing two EPSOs + earning a 31+ on the ASVAB Armed Forces Qualifying Test (AFQT) for military readiness.

MCA's plan integrates college readiness, career readiness, and military readiness into our systems to ensure opportunity for students supporting their postsecondary opportunities. MCA's curriculum selections were intentionally chosen to align with ACT-tested standards, EPSO expectations, and industry-recognized credential competencies, ensuring instructional coherence across all Tennessee CCR pathways.

ACT and Advanced Coursework

MCA provides dedicated ACT preparation within the school day and through extended learning experiences to ensure students can meet the ACT 21+ CCR indicator. Students receive:

- Weekly focus on ACT practice and targeted skill gaps in reading, math, and science during the 45-minute block.
    - Students not assigned to targeted interventions participate in structured ACT preparation, delivered on a rotational model between math, science and ELA teachers. This rotation is intentionally built into the master schedule so teachers not actively supporting RTI² groups can provide ACT-focused instruction without disrupting core classes.
    - Weekly ACT skill development embedded across the week, including targeted practice in reading, math, and science, with intentional alignment to priority ACT standards and common student gaps.
- Embedded test-taking strategies and timed practice during the school year.

MCA will offer EPSOs including dual enrollment, AP coursework, industry certification aligned programs of study, and other state-recognized early postsecondary opportunities, with advising and scheduling support to ensure access.

Our teachers and staff will serve as both content experts and advisory coaches, monitoring progress through benchmark data, setting individual growth goals, and coordinating interventions to ensure students steadily build the skills, confidence, and test readiness needed to access postsecondary options. Because MCA selected core curricula with embedded scaffolds, differentiated supports, and real-time progress monitoring, ACT readiness is developed through daily instruction rather than isolated remediation, ensuring equitable access for students with disabilities, English Learners, and other historically underserved students.

Career Pathways, Industry Credentials, and Work-Based Learning

MCA offers a structured Career and Technical Education model that leads students through coherent pathway sequences aligned to careers. These pathways are intentionally built to support the CCR pathways of 4 EPSOs and 2 EPSOs + industry credential, while also providing meaningful work-based learning.

Certifications

MCA's comprehensive certification pathway represents a strategic and supportive approach to workforce development. By embedding industry-recognized credentials throughout students' high school experience, the academy ensures that students graduate with tangible qualifications that directly support their career readiness and job marketability.

Based on the TDOE structure —Recognized (Tier I), Valued (Tier II), and Preferred (Tier III)—allows all students to experience early success while providing clear pathways for advancement and specialization. Beginning with foundational certifications in safety and health in 9th grade, students progressively build professional competencies across technical skills, professional development, and pathway-specific clinical or specialized training by 12th grade.

This scaffolded approach not only validates student learning and effort through recognized credentials but also provides flexibility across five distinct pathways, ensuring that every student can find certifications that align with their interests and career goals. By the time students graduate, they have earned multiple credentials that provide immediate value in the job market, boost their confidence, and position them for success in post-secondary education or direct workforce entry.

Pathway	Certification	Grade(s)	Tier(s)
All Pathways	OSHA 10 General Industry	9	I
	CPR/First Aid	9, 10	I
	CPR/First Aid (recertification)	11, 12	I
	BLS Basic Life Support	10	I
	CompTIA IT Fundamentals	10	II, III
	Center for Financial Responsibility Personal Financial Literacy	12	II
	Employability Skills	12	I
Therapeutic Services	Southwest Airlines Professional Communications Certification	11	II
	Certified Clinical Medical Assistant	12	III
Sport & Human Performance	Physical Therapist Aide	11	II
	Certified Personal Trainer	12	III
Emergency Services	Introduction to the Incident Command System	11	I
	Introduction to Hazardous Materials	11	I
	Emergency Medical Responder	12	II
	Emergency Medical Technician	12	II
	Basic Incident Command System for Initial Response	12	III
	National Basic 9-1-1 Dispatch Certification	12	III
Audio/Visual Production	Apple Final Cut Pro	10	II
	Adobe Certified Professional - Premier Pro	11	III

Pathways and the potential for industry credentials include:

Industry Credentials *Note: While it is a non-negotiable that students will earn industry-recognized credentials aligned to each pathway, all specific credentials will be finalized with employer and postsecondary partners prior to launch. Below is a full list of potential industry credentials.*			
Emergency Services	**Sport and Human Performance**	**Therapeutic Services**	**Audio/Visual Production**
● OSHA 10 General Industry ● CPR / First Aid ● CPR / First Aid Recertification ● Basic Life Support (BLS) ● CompTIA IT Fundamentals ● Southwest Airlines Professional Communication Certification ● Center for Financial Responsibility – Personal Financial Literacy ● Employability Skills ● Emergency Medical Responder (EMR) ● Emergency Medical Technician (EMT) ● National Basic 9-1-1 Dispatch Certification ● NIMS IS-0703.B: Resource Management ● IS-100.C: Incident Command System ● IS-200.C: Incident Command for Initial Response ● IS-5.A: Hazardous Materials	● OSHA 10 General Industry ● CPR / First Aid ● CPR / First Aid Recertification ● Basic Life Support (BLS) ● CompTIA IT Fundamentals ● Southwest Airlines Professional Communication Certification ● Center for Financial Responsibility – Personal Financial Literacy ● Employability Skills ● Physical Therapist Aide ● Certified Personal Trainer	● OSHA 10 General Industry ● CPR / First Aid ● CPR / First Aid Recertification ● Basic Life Support (BLS) ● CompTIA IT Fundamentals ● Southwest Airlines Professional Communication Certification ● Center for Financial Responsibility – Personal Financial Literacy ● Certified Clinical Medical Assistant	● OSHA 10 General Industry ● Apple Final Cut Pro ● Adobe Certified Professional – Premiere Pro ● CompTIA IT Fundamentals ● CPR / First Aid ● CPR / First Aid Recertification ● Southwest Airlines Professional Communication Certification ● Center for Financial Responsibility – Personal Financial Literacy ● Employability Skills

Across all pathways, MCA is designed so students graduate having completed. CTE curricula were intentionally selected to integrate credential preparation, EPSO alignment, and applied skill development within the same instructional sequence, ensuring students can meet CCR requirements without sacrificing depth or accessibility:

- EPSOs (dual enrollment/AP and other qualifying opportunities), intentionally scheduled and supported so students can complete two or more
- At least one industry-recognized credential, embedded into pathway coursework and supported through preparation and testing opportunities (see chart above).
- A work-based learning progression beginning in 9th grade (career exploration, job shadowing, internships/apprenticeships, and a capstone experience) so students connect academic learning to real workplace expectations and graduate with demonstrated employability skills.

Roles and Responsibilities

- **Start-up:** In Years 1-2 of operation CTE will be owned by the Chief Academic Officer, with support from the Chief Executive Officer. The CAO will manage CTE teachers and the counselor during this period to establish the core systems, routines, and vision of excellence for CTE at MCA.
- **Years 3+:** As we grow to our full scale the ownership of this work will shift to a new Director of Postsecondary position that will increase capacity for high quality CTE programming and accountability. This role will manage all CTE teachers and college counselors at this stage of operation, with support from the Chief level team (GM, CEO, CAO).

Military Readiness

MCA includes military readiness as a fully supported option within its CCR system, aligned to the CCR pathway of 2 EPSOs + a 31+ AFQT score. Oversight of military and postsecondary pathways will be led by the Director of Postsecondary and Career Readiness at full scale; until MCA reaches full capacity, these responsibilities will be managed by the school counselor and overseen by the CAO. Students interested in military pathways receive:

- Coordinated access to the ASVAB, including preparation and administration support.
- ASVAB/AFQT-aligned skill development through huddle and intervention blocks (numerical reasoning, vocabulary, reading comprehension, and relevant technical subskills).
- Individual planning to ensure students pursuing military readiness also complete two EPSOs, maintaining alignment with Tennessee's CCR options and preserving broad postsecondary flexibility.

Equity and Advising to Ensure All Students Can Access Readiness Options

To ensure equitable access to college and career readiness opportunities, MCA:

- Removes common participation barriers by protecting time in the master schedule for EPSOs (dual enrollment/AP) and ACT preparation so students are not excluded due to course conflicts or limited availability.
- Provides proactive advising and targeted recruitment to ensure first-generation students, students with disabilities, and historically underserved learners are enrolled in advanced coursework and EPSOs with appropriate academic support.
- Pursues and coordinates fee costs and/or supports/waivers for ACT testing, dual enrollment expenses, and industry credential exams as available through state, district, and partner resources.
- Coordinates transportation solutions (school-provided transportation, partner-supported transit, or scheduled placement options) so students can reliably access off-campus dual enrollment, internships, job-shadowing, and credentialing experiences.

Additionally, the implementation of MCA's college and career readiness systems is led by the Director of Postsecondary, a dedicated leadership role reflected on the organizational chart and embedded within the academic program. This position oversees EPSO participation (dual

enrollment, AP, and industry-aligned coursework), postsecondary planning, FAFSA and college application supports, scholarship advising, and longitudinal readiness tracking beginning in Grade 9. The post-secondary advisor works in close coordination with pathway lead teachers, advisory "coaches," and the Student Support Team to ensure alignment between academic coursework, CTE pathways, and postsecondary goals.

Scaffolded Readiness

MCA scaffolds readiness across grades so students build toward one or more CCR pathways:

- **Grade 9:** pathway exploration, baseline ACT skill-building, initial career seminars/field experiences, and individualized CCR planning
- **Grade 10:** pathway commitment, credential foundations, job-shadowing, and increased ACT/EPSO readiness supports
- **Grade 11:** EPSO participation (dual enrollment/AP), credential attainment opportunities, ACT intensives, and postsecondary pathway confirmation (college/career/military)
- **Grade 12:** capstone project, extended internship/apprenticeship/work-based learning, completion of EPSOs/credentials and/or ACT/ASVAB readiness indicators

Monitoring

MCA uses data-driven progress monitoring to ensure each student completes the milestones necessary for a CCR pathway. The school tracks ACT benchmarks and strand growth, EPSO enrollment/completion, credential attainment, work-based learning milestones, credit accumulation, and attendance, triggering targeted support when students fall off track.

MCA's use of high-quality instructional materials with built-in assessments and progress-monitoring tools allows intervention and acceleration to occur within core coursework and CTE pathways, aligning CCR monitoring directly to the school's RTI² framework.

Aligned with our roles and responsibilities, progress monitoring is owned by the Chief Academics Officer in years 1-2 and will shift to the Director of Postsecondary starting in year 3. Each owner will track key data points (ACT, EPSO, credential, or ASVAB pathway to CCR) and bring those to leadership team meetings to ensure MCA has active collaboration and cohesion across departments to meet our mission and goals for postsecondary success.

Through intentionally selected, Tennessee-aligned curricula and a comprehensive, equity-centered CCR system, Music City Academy ensures that every student graduates prepared for college, career, and/or military service, fully aligned to Tennessee CCR indicators.

Special Populations

Question 24: Describe the proposed school's plans to ensure adequate numbers of appropriately certified staff to support the anticipated population of students with disabilities, English Learner students, and gifted students (e.g., contract with a vendor, hire staff member(s) internally).

MCA is committed to providing all students, including students with disabilities, English Learners (ELs), and gifted learners, with rigorous, inclusive, and career-connected instruction. Student support services at MCA are led by the Dean of Student Supports and implemented by certified Special Education Teachers, ESL Teachers, Paraprofessionals, and contracted related service providers, in collaboration with the school counselor. This structure aligns with federal and state requirements[79] while ensuring that all instruction is delivered through MCA's team-based, movement-rich, and huddle-supported learning model.

MCA will implement a multi-phase, year-round recruitment process that emphasizes diversity, instructional expertise, athletic alignment and a commitment to inclusive practices. Recruitment will be led by the CEO, GM, and CAO, with direct oversight from the Dean of Student Supports for all Special Populations positions, including Special Education, English Learner services, paraprofessionals, and contracted related service providers.

MCA will recruit and hire staff using a comprehensive pipeline beginning 6–12 months before opening. We will partner with Tennessee educator-preparation institutions (e.g., Belmont, TSU, Lipscomb, MTSU, UTK), tap district hiring platforms and the state licensure board for certified CTE, SPED, and EL educators, and engage athletic networks, including former student-athletes and coaching pipelines, to attract teacher-coaches who align with MCA's movement-rich, team-centered model. As with all hiring, our strategy of recruiting former college athletes and accomplished coaches expands our talent pipeline beyond what many traditional schools can access. At the same time, we recognize that specialized instructional roles will be more competitive, so we will begin recruitment early and maintain contingency plans to ensure full staffing.

For specialized roles such as SPED teachers, EL teachers, paraprofessionals, school counselors, and CTE instructors we will post job announcements early (October–January), attend regional CTE-educator conferences and industry certification networks, and leverage statewide job boards (TN Educator Job Board), national educator networks (EdWeek, TFA alumni), and charter school recruitment fairs. Our hiring criteria emphasize commitment to inclusive instruction and Universal Design for Learning, demonstrated experience with MTSS/RTI² and data-driven teaching, restorative practices, and the ability to serve as both teacher and coach. All hires must hold Tennessee licensure, be on a licensure pathway, or relevant industry certification for CTE positions.

Staffing Structure

At MCA, student support services are coordinated through a comprehensive, compliance-driven model led by the Dean of Student Supports, in close collaboration with the school counselor,

[79] 504 Resource Manual, Obligations and Requirements, 2024

academic leadership, and instructional staff. This role oversees the development and implementation of IEPs, Section 504 plans, behavior supports, and related services, ensuring full compliance with IDEA, Section 504, and Tennessee Department of Education requirements while maintaining clear communication with families. Certified special education and ESL educators collaborate closely with general education teachers through co-teaching, push-in/pull-out services, and targeted small-group instruction embedded within core blocks and the daily RTI²/Intervention period. Gifted services are delivered through differentiated instruction, curriculum compacting, enrichment, and acceleration provided by general education teachers, with guidance from the Dean of Student Supports and academic leadership.English Learners receive daily, standards-aligned language instruction from certified ESL teachers, while gifted students access acceleration, enrichment, and depth-of-knowledge extensions across academic and CTE courses. Related services, including speech, occupational therapy, physical therapy, and psychological support, are delivered by contracted specialists and coordinated to minimize disruption to core instruction and wellness programming. Together, this integrated system ensures equitable access, personalized support, and high expectations for all learners at MCA.

Dean of Student Supports

- Oversee the development, implementation, and monitoring of IEPs, behavior plans, and related services for high school students.
- Ensure compliance with IDEA, Section 504, and TDOE special education regulations, including timelines, documentation, and reporting.
- Coordinate and support IEP meetings, eligibility determinations, reevaluations, and transition planning.
- Provide coaching and technical assistance to general and special education teachers on accommodations, modifications, and inclusive practices.
- Monitor student progress and service delivery; troubleshoot barriers to access and achievement.
- Support professional development and contribute to school-wide MTSS/RTI and restorative/behavioral supports.
- Maintain accurate records and communicate clearly with families regarding student plans, rights, and services.
- Support the recruitment, onboarding, and induction of student support personnel, ensuring new staff are trained in MCA's instructional model, compliance expectations, and service-delivery systems.

Special Education Teacher

MCA will hire certified special education teachers to deliver:

- Core academic support: General education consulting, co-teaching, modifications, and accommodations.
- Direct instruction and support aligned with students' IEPs
- Co-teaching within 80-minute core instructional blocks for Math, ELA, Social Studies, and Science
- Progress monitoring, differentiation, and scaffolding using Savvas Realize and adaptive digital platforms.

- 45-minute daily targeted interventions during the Academic Practice block
- Coordinate and facilitate IEP meetings, eligibility determinations, reevaluations, and transition planning.
- Assessing their caseload/ students' individual learning needs, and drafting and developing educational plans.
- Provided progress report updates.

Caseloads will meet Tennessee and federal standards and be reviewed annually for compliance. Each special education teacher is responsible for actively managing their assigned caseload in accordance with IDEA and Tennessee Department of Education requirements, including monitoring service minutes, evaluation and reevaluation timelines, IEP implementation fidelity, progress monitoring, and required documentation. Caseloads are reviewed at least annually by the Dean of Student Supports to ensure compliance with state and federal regulations, appropriateness of service delivery, and equitable workload distribution, with adjustments made as needed to maintain FAPE and adherence to the Tennessee Special Education Manual.

English Learners (ELs)

- Certified ESL teachers will provide at least 60 minutes of daily direct instruction for EL students.
- EL teachers will maintain a maximum ratio of 1:35 students per teacher, per Tennessee requirements.
- Push-in and pull-out support will be integrated within academic blocks, intervention periods, and huddle sessions.
- Huddle check-ins and teacher-coach mentorship will include language development and academic scaffolds aligned to the core curriculum, ensuring access to grade-level standards.

Gifted Services

- MCA will not employ a standalone Gifted Teacher role. Instead, gifted instruction is delivered through the general education program using a schoolwide model of differentiation, enrichment, and acceleration. General education teachers, supported by the Dean of Student Supports and academic leadership, implement curriculum compacting, accelerated pacing, and depth-and-complexity strategies within all core and CTE courses.
- All MCA curricula (including enVision A|G|A, myPerspectives, Social Studies, Science, and CTE coursework) allow for personalized pathways, advanced applications, and performance-based projects that provide appropriate challenge and engagement for gifted learners.
- Gifted students engage in higher-order tasks such as advanced problem-solving, research projects, interdisciplinary applications, and real-world performance tasks aligned with MCA's CTE pathways.
- Caseloads and service models (cluster grouping, enrichment, or acceleration) are determined based on student needs and scheduling feasibility, ensuring flexibility while maintaining alignment with staffing levels reflected in the organizational chart.

Related Services

- Contracted specialists (speech-language, occupational therapy, physical therapy, and psychological services) will deliver services in alignment with students' IEPs or Section 504 Plans. We are planning to partner with organizations like Thrive Therapies or Project Play to support these related services.
- Related service providers will participate in IEP meetings, eligibility determinations, reevaluations, and transition planning as appropriate, ensuring services are coordinated, goals are aligned, and families receive clear communication.
- Schedules coordinated to avoid conflict with core instruction, intervention, and daily movement blocks.
- Maximum caseloads will vary by service type and intensity of student needs but will not exceed state-recommended ratios.

Recruitment and Hiring Plan

MCA will implement a strategic, proactive recruitment plan to ensure highly qualified staff aligned with our mission and instructional model.

- **Timeline:** Recruitment begins 18 months prior to opening, with final staffing decisions completed 6–9 months before school launch. Specialized roles (SPED, ESL, CTE) will be posted early, from October through January, to address statewide shortages.
- **Pipeline Partnerships:** MCA will collaborate with Tennessee educator-preparation programs, including Tennessee State University, MTSU, Lipscomb University, Belmont University, UTK, and national networks such as Teach for America. Additional outreach will include district hiring platforms, state licensure boards, regional CTE conferences, and charter school recruitment fairs.
- **Candidate Priorities:** MCA seeks educators who hold Tennessee licensure or provisional/transitional endorsements, with expertise in inclusive instruction, MTSS/RTI², Universal Design for Learning, data-driven instruction, and restorative practices. All teachers will serve as teacher-coaches, supporting huddle and athletics programs.
- **Licensure/Endorsements:**
    - Special Interventionist (Grades 6–12) – TDOE Endorsement Code 145
    - Special Education Comprehensive (K–12) – TDOE Endorsement Code 461
    - Provisional/Transitional Endorsements – TDOE Endorsement Codes 195, 197, 198, 191
- **Retention Strategies:** Competitive salaries, teacher-coach stipends, embedded professional development, targeted coaching, and ongoing instructional support to ensure staff effectiveness and alignment with MCA's team-based, movement-rich model.

Integration with Curriculum and Instructional Model

All MCA educators, including special educators, ESL teachers, and gifted specialists, will implement Universal Design for Learning (UDL) strategies within the intended curriculum outlined in Question 21.

Teacher-coaches will ensure that all students experience movement-rich instruction, team-based learning, and structured huddle guidance alongside academics and athletics. Instructional strategies include co-teaching, scaffolding, flexible grouping, and progress monitoring, embedded across all content areas.

Bell Schedule Alignment and Service Delivery

- **Core instructional blocks:** 80 minutes each, supporting deep engagement and co-teaching
- **Daily movement & PE:** Structured and embedded across content blocks; 90 minutes minimum per Tennessee law
- **Academic Practice:** 45-minute block for individualized support based on the RTI framework for intervention or acceleration
- **Huddle (Advisory):** Daily support for academic goal-setting, progress monitoring, SEL, and executive functioning

This schedule ensures that students with disabilities, ELs, and gifted learners receive consistent, integrated support without missing critical core instruction.

Monitoring and Continuous Improvement

- Annual review of staffing, caseloads, and service delivery
- Adjust hiring and contracts as enrollment and student needs evolve
- Collect and analyze student outcome data (academic, wellness, athletic, and SEL metrics) to ensure equitable access and continuous improvement

Staffing Alignment with MCA's Mission

Number of Staff Members[80]							
Year	Dean of Student Supports	Special Education Teachers	ESL Teachers	Para Professionals	Contracted Related Service Providers *(Speech/OT/ PT/Psych)*	Anticipated Student Ratios	
						SWD	EL
Year 1	1	1	1	1	As needed	1:14	1:29
Year 2	1	2	2	1	As needed	1:14	1:29
Year 3	1	2	2	2	As needed	1:14	1:29
Year 4	1	3	3	2	As needed	1:14	1:29
Year 5	1	3	3	2	As needed	1:14	1:29

This staffing plan ensures that MCA can meet the needs of students with disabilities, English Learners, and gifted students at every stage of growth, with appropriate ratios and certifications in place.

At MCA, staffing is not just about compliance with ratios and certifications, but about ensuring every student can participate fully in our integrated model of strong minds, strong bodies, and strong character. MCA's staffing model ensures dedicated Special Education and English Learner teachers are in place at each stage of growth, with staffing levels scaling in direct alignment with enrollment and the organizational chart. This structure allows for strong instructional coverage, compliance with service requirements, and responsive support as student needs evolve.

Question 25: Explain how the school will identify and meet the learning needs of students with disabilities, including students with higher needs, in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:

- Methods for identifying students with special education needs (and avoiding misidentification);
- Specific instructional programs, practices, strategies, curriculum, and materials the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; abide by required minutes; and ensure academic success for students with special education needs; and
- Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP) or 504 Plan.

Identification Process for Students Needing Services

Child Find & Public Awareness

MCA will implement a rigorous, legally compliant process for identifying and supporting students who may need special education services, in full alignment with IDEA, Section 504, and

[80] *Based on 24% EL and 12% SWD population*

Tennessee Rules & Regulations 0520-01-09-.05 (Child Find). Under Child Find, schools must "identify, locate, and evaluate all children with disabilities ages 3–21," including homeless students, children attending private schools, or those "advancing grade to grade." MCA will meet this obligation through public awareness, parent outreach, teacher training, and a clearly communicated referral process. MCA's identification process satisfies Child Find obligations under IDEA and Tennessee law for ages 3–21.

MCA will comply by:

- Publicizing the availability of special education services, referral procedures, and family rights on the school website, enrollment materials, and during community outreach events.
- Ensuring that the Dean of Student Supports and designated student support personnel oversee the referral process, maintain required documentation, and conduct outreach.
- Welcoming parent or teacher referrals if there is suspicion a student may have a disability; regardless of previous identification history.

Referral / Pre-Referral Through RTI² and Intervention

To avoid misidentification, MCA will implement a robust RTI² framework:

- Universal screenings in reading, math, and social-emotional learning administered three times per year.
- An Early Warning System that monitors attendance, behavior, academic performance, and wellness data.
- Use of the daily 45-minute Intervention/Enrichment block to provide targeted support, remediation, and differentiated instruction.
- Documentation of interventions, progress data, fidelity of instruction, and adjustments over time.

MCA will ensure that RTI² interventions are used to support instruction and inform decision-making, but never to delay or deny a full and individual evaluation when a disability is suspected. A referral for evaluation may be initiated at any time by a parent or school staff, regardless of a student's participation in RTI², consistent with Tennessee guidance. Decisions regarding referral, continued intervention, or evaluation will be made by a multidisciplinary team, including general education teachers, interventionists, special education personnel, and administrators, using multiple data sources, professional judgment, and parent input, rather than by any individual staff member. This team-based process ensures timely identification, protects student rights, and maintains compliance with IDEA and Tennessee regulations.

Evaluation and Consent Process

When referral for evaluation is initiated by the parent/guardian or school, MCA will:

- Provide written prior notice to parents and request written consent prior to the evaluation process.
- Upon parental consent, complete a comprehensive multidisciplinary evaluation within 60 calendar days, as required under IDEA and Tennessee regulations.
- Review all prior records, educational history, medical/psychological histories, language background, and use culturally and linguistically appropriate assessment tools to avoid bias against English Learners.

Eligibility Determination and IEP Development

- Following evaluation, an Eligibility Determination meeting (IEP team) convenes to determine if the student meets one or more of Tennessee's disability categories and requires special education to benefit.
- If eligible, MCA must develop an Individualized Education Program ("IEP") within 30 calendar days of eligibility determination.
- The IEP is implemented ideally before or at the start of service delivery.
- Family Communication: Parents/guardians will receive periodic reports on progress toward IEP goals, intervention usage, and adjustments. Annual IEP meetings will reflect on progress data, successes, needs for service change, or reevaluation.
- Foundation Camp ensures that MCA can connect with families about their students' needs, convene IEP or 504 team meetings, and provide services from the first day of school.

For students enrolling with existing IEPs or Section 504 Plans, MCA will convene the full IEP/504 team prior to the start of school to ensure continuity of services without interruption. This process will include structured transition meetings with MCA student support staff and the student's family, and when available, representatives from the sending middle school, to review current services, accommodations, progress data, and transition needs. These collaborative transition meetings ensure informed, team-based planning and compliance with Tennessee guidance on smooth transitions for students with disabilities.

Progress Monitoring & Response to Data

To ensure every student with an IEP or 504 Plan meets their individual goals, MCA will implement a rigorous monitoring and evaluation system:

- **IEP Goals Monitoring:** Every IEP will include measurable annual goals (academic, social-emotional, behavioral, and/or functional). Goals are reviewed quarterly during IEP team "progress-check" sessions, and adjustments made as needed. Annual IEP reviews occur at least once per year; triennial reevaluations no less than every three years.
- **Service & Delivery Continuum:** The 45-minute daily Academic Practice (RTI block) will be leveraged as primary time for:
    - Progress towards reading, math, and functional IEP goals
    - Specialized instruction, small-group skill remediation, or related services such as speech or OT
    - Academic catch-up, homework help, scaffolding, study skills training, executive functioning coaching, and language support for EL students
- **Data Collection & Reporting:** Teachers, teacher-coaches, and related service providers will log intervention minutes, accommodations provided, student performance data, and growth outcomes. The Student Support Team, which includes the Dean of Student Supports, school counselor, interventionist, and LEA, will conduct quarterly subgroup analyses (by disability, EL status, gifted status) to assess fidelity, progress, and equity.
- **Timeline compliance:** evaluations completed within 60 calendar days of consent; IEP developed within 30 days if eligible; services begin promptly.
- The continuum of services ensures LRE and access to general education, while still providing intensive support when necessary. We will create systems to promote

inclusivity and allow time for teachers to analyze data, review lesson plans, and make modifications.
- The 45-minute intervention block built into the daily bell schedule institutionalizes specialized support without undermining core academic or wellness programming.
- Progress monitoring, quarterly data reviews, and annual IEP reviews uphold accountability, data-driven decision making, and FAPE (Free Appropriate Public Education).

Instructional Programs, Services, and Continuum

MCA will ensure students with disabilities can access the general-education curriculum; our approved curricula (e.g., enVision A|G|A for math; myPerspectives for ELA; Tennessee Social Studies; Savvas Miller & Levine Biology; Hole's Anatomy & Physiology for Health/CTE) through:

- Co-teaching models during 80-minute core instructional blocks, pairing general educators with special educators or EL specialists.
- Universal Design for Learning across all classrooms: multiple means of representation, engagement, and expression, to reduce barriers and support varied learning needs; including EL, IEP, gifted, and neurodiverse learners.
- Pull-out / resource instruction during the daily 45-minute Intervention/Enrichment block for reading, math, language, executive functioning skills, or behavior/SEL support.
- Related services (speech, OT, PT, counseling, behavior services) contracted and scheduled within the school day, coordinated with academic schedule and IEP mandates.
- Differentiated supports and accommodations such as assistive technology, modified assignments, scaffolded instruction, flexible groupings, alternate assessments or pacing, according to IEP or 504 Plans.
- Access to graduation pathways, including general diploma, Alternate Academic Diploma, Occupational Diploma, or Certificate of Completion/IEP-based credentialing, per Tennessee requirements.

All services and placements will adhere to LRE principles: inclusive classrooms by default, with resource or specialized small group settings only when IEP teams determine full inclusion is not appropriate.

MCA's Unique Model

By combining highly certified staff, strategic recruitment, UDL practices, a daily huddle (advisory), co-teaching, and career-connected curriculum, MCA ensures that every student, including students with disabilities, ELs, and gifted learners, has access to rigorous academics, daily movement, wellness, and athletics in a team-centered environment. This model not only meets federal and state compliance standards but also prepares students for college, career, and lifelong success in alignment with MCA's mission.

Integration with Curriculum and Instructional Model

All MCA educators, including special educators and ESL teachers, will implement Universal Design for Learning (UDL) strategies within the intended curriculum:

- **Math (enVision A|G|A):** Personalized, career-connected problem-solving for all learners; scaffolded supports for IEP/EL students
- **ELA (myPerspectives):** Differentiated instruction with real-time data, targeted intervention, and accessible digital pathways
- **Social Studies (U.S. & World History/Geography):** Inquiry-based, multi-perspective learning with scaffolds for diverse learners
- **Science (Miller & Levine Biology; Hole's Anatomy & Physiology):** Hands-on labs, applied clinical examples, and digital tools supporting remediation and acceleration

Teacher-coaches will ensure that all students experience movement-rich instruction, team-based learning, and structured huddle guidance alongside academics and athletics. Instructional strategies include co-teaching, scaffolding, flexible grouping, and progress monitoring, embedded across all content areas.

In case of the need for a specialized small group contained classroom, special education instructors will ensure that all resources are based on state standards when necessary, and include other resources, such as Transition Tennessee[81] (a curriculum on independent living, work readiness, community involvement, education and career planning) with support in professional development from Diverse Learners Cooperative.

Bell Schedule Alignment and Service Delivery

- **Core instructional blocks:** 80 minutes each, supporting deep engagement and co-teaching
- **Daily movement & PE:** Structured and embedded across content blocks; 90 minutes minimum per Tennessee law
- **Academic Practice (RTI & Acceleration):** 45-minute block for individualized support
- **Huddle (Advisory):** Daily support for academic goal-setting, progress monitoring, SEL, and executive functioning

This schedule ensures that students with disabilities, ELs, and gifted learners receive consistent, integrated support without missing critical core instruction.

Continuum of Services and Least Restrictive Environment				
Service Level	**Description of Setting and Supports**	**Students Served**	**Instructional Practice & Curriculum Access**	**Service Provider(s)**
General Education with Accommodations (LRE — Most Inclusive)	Students remain in the general education classroom with access to grade-level instruction and accommodations.	Mild needs; students requiring limited support to access instruction.	UDL-designed lessons, differentiation, assistive technology, flexible grouping, access to core curricula (myPerspectives, enVision A)	General Education Classroom (Gen Ed)
Co-Teaching/ Inclusion Support	Special educators or related service providers support	Mild to moderate needs; students benefiting from	Co-teaching models, scaffolded instruction, accommodations,	Special Education Teacher; Gen

[81] Transition Tennessee, Curricular Resources

	students inside the general classroom.	continuous support without removal from peers.	behavior supports, executive function coaching.	Ed Teacher; Related Service Providers.
Pull-Out Resource Services	Students receive targeted, small-group or individualized instruction outside the classroom for part of the day.	Moderate needs; students needing explicit, skills-based instruction beyond gen ed setting.	Targeted interventions aligned to IEP goals; literacy, math, and executive functioning support; use of Intervention Block for progress monitoring.	Special Education Teacher
Specialized Small Group Classroom	Small, structured classroom setting for students requiring intensive, highly individualized instruction. Students still access the general curriculum to the greatest extent possible.	Moderate to severe needs; students needing significant support in academics, behavior, communication, or adaptive skills.	Individualized lessons tied to Tennessee standards; UDL strategies; embedded life skills; modified pacing; integrated therapies.	Special Education Teacher; Instructional Assistants; Related Providers.
Related Services	Therapies and supports provided as required by IEP or 504 Plan. Delivered in-class, pull-out, or consultative models	Speech/language needs, motor challenges, behavior/emotional needs, sensory needs, counseling needs.	Skill development integrated into academic and wellness settings; collaboration with teachers and coaches to generalize skills.	Licensed Speech, OT, PT, Behavioral, and Mental Health Providers.
Supplementary Aids & Services (Across All Settings)	Support provided regardless of placement to ensure access to curriculum and school activities, including athletics and wellness.	All disability levels; supports individualized to a student's needs.	Visual supports, modified materials, assistive tech, preferential seating, peer partnerships, athletic accommodations.	Special Education Staff; Gen Ed Teachers; Coaches; Related Providers.

Monitoring Progress

MCA monitors student progress through a comprehensive, systematic process that includes weekly tracking of IEP goal performance, ongoing formative assessments, benchmark assessments aligned to Tennessee standards, and quarterly subgroup reviews conducted by the Student Support Team. We will use EasyCBM as our platform to collect and monitor interventions and growth. Progress toward IEP goals is documented through direct data collection, work samples, intervention logs, and progress monitoring tools used during the daily

45-minute intervention block. This ensures that instructional adjustments are made rapidly and that services are delivered with fidelity.

A student's IEP Team may include:

- The student's parent(s)/guardian(s)
- The student, when appropriate (required beginning at age 14 for transition planning)
- Special Education Teacher / Case Manager
- General Education Teacher(s)
- A Local Education Agency (LEA) Representative qualified to supervise special education and allocate resources
- Related Service Providers, such as:
    - Speech-Language Pathologist
    - Occupational Therapist
    - Physical Therapist
    - School Psychologist
    - Behavioral or Mental Health Provider
    - Vision or Hearing Specialist (as applicable)
- ESL Teacher, if the student is an English Learner
- School Counselor, as relevant
- Additional individuals invited by the parent or school who have knowledge or expertise regarding the student (e.g., advocate, community agency representative)

This multi-disciplinary approach ensures that decisions are made using a whole-child lens, integrating academic, behavioral, social-emotional, linguistic, and functional data.

Through these layers of monitoring and collaborative planning, MCA guarantees that all students, whether they have mild, moderate, or severe disabilities, are accurately identified, effectively supported in the least restrictive environment, and equipped to meet their IEP goals and graduate prepared for postsecondary success.

Graduation Pathways Available to Students With Disabilities at MCA

MCA supports multiple diploma and credential outcomes to match the diverse needs, strengths, and postsecondary goals of students with disabilities. Decisions regarding diploma pathways are made early and revisited regularly by the IEP team. Diploma pathway discussions begin no later than middle-to-high school transition meetings and are informed by evaluation data, present levels of performance, student interests, and long-term college, career, and independent living goals. Pathway determinations are reviewed annually and adjusted as needed to ensure students are not prematurely tracked or limited in access to rigorous coursework, CTE pathways, EPSOs, or postsecondary options. This collaborative, data-driven process ensures alignment with Tennessee requirements while prioritizing student voice, family input, and future readiness:

Regular High School Diploma (Standard Pathway)

For students meeting the 22-credit requirement and demonstrating mastery of Tennessee academic standards.

- Permits full participation in college admissions, CTE pathways, NCAA eligibility, and military enlistment.
- Students with disabilities receive necessary accommodations and modifications in line with their IEPs or 504 Plans.
- State testing accommodations (as documented in IEPs) ensure equitable access to required assessments.

Alternate Academic Diploma (AAD)

Available to students with the most significant cognitive disabilities who:

- Participate in the Tennessee Alternate Assessment (TAA);
- Graduate on four-year timeline (or extended through age 22 per IEP team decision);
- Demonstrate aligned academic and functional skills as defined by state standards for the AAD.

MCA provides functional academics, UDL integration, and community-based instruction aligned with the student's transition goals.

Special Education Diploma

Issued to students with disabilities who:

- Have not met all requirements for the regular diploma;
- Have completed their IEP goals and a transition plan;
- Have participated in 4 years of high school but continue working toward postsecondary readiness.

Students receiving a Special Education Diploma may return to MCA through age 22 for additional transition services, per IDEA.

Occupational Diploma

For students with documented disabilities who:

- Complete 22 credits,
- Demonstrate workplace readiness skills as determined by the IEP team, and
- Complete two years of work-based learning (WBL) experiences.

MCA's athletics-integrated model, huddle routine, and team-based culture support workplace competencies such as discipline, teamwork, communication, and leadership.

Certificate of Completion

Issued to students who have completed four years of high school but have not met diploma requirements. Students may continue receiving special education services through age 22. MCA uses this pathway only when the IEP team determines it to be the most appropriate route.

How MCA Ensures Students With Disabilities Meet Graduation Goals

- **Annual Transition Planning:**
  Each IEP includes measurable postsecondary goals for college, career, independent living, and athletics participation. MCA's huddle routine and college/career modules support students in building self-advocacy and long-term planning skills.
    - **Embedded Supports:** Transition decisions are made by the IEP team, and goals are integrated into huddle, CTE coursework, and wellness programming to build

self-advocacy, goal-setting, and career awareness aligned to student strengths and interests.
    - **Work-Based Learning:** Students participate in career exploration, job shadowing, internships, and pathway-aligned projects connected directly to their IEP transition goals.
    - **Pre-ETS Partnerships:** MCA will seek partnership with organizations, such as Tennessee Division of Rehabilitative Services to provide Pre-Employment Transition Services, including job exploration, workplace readiness, postsecondary counseling, and self-advocacy instruction.
    - **Equitable Access:** Transition services are coordinated with EPSOs, industry credentials, and diploma pathways so students with disabilities can access college credit and career-aligned outcomes with appropriate support.
    - **Progress Monitoring:** Transition progress is reviewed regularly through IEP progress reports and used to adjust services, coursework, and supports to ensure postsecondary readiness.
- **45-Minute Daily Intervention Block:**
  Used for targeted instruction tied directly to IEP goals, credit recovery, RTI² interventions, or skill strengthening needed for graduation.
- **Inclusive Athletics & Daily Movement:**
  Supports wellness credits and reinforces executive functioning, discipline, and engagement, key drivers of graduation persistence.
- **Progress Monitoring & Data Review:**
  Weekly IEP goal tracking, quarterly subgroup performance reviews, and semester transcript audits ensure students stay on track for their diploma pathway.
- **Multi-Disciplinary Collaboration:**
  Special educators, general educators, related service providers, and teacher-coaches collaborate to align accommodations, ensure access to coursework, and modify instruction as needed.

Inclusive Athletics and Wellness

Because athletics and daily movement are central to MCA's mission, students with disabilities will participate fully in these experiences. MCA will begin with a presumption of participation in all activities alongside peers, providing support and accommodations as needed. Decisions about modifications or exemptions will be made by the student's IEP or 504 team, based on medical documentation and professional recommendations. When full participation is not possible, MCA will ensure that students receive an equivalent educational experience that addresses the same learning standards of fitness, teamwork, goal-setting, and wellness. To reduce barriers, MCA will apply Universal Design principles such as visual cues, varied equipment sizes, and modified rules. Coaches and teachers will receive training on inclusive practices, communication, and safety, and MCA will maintain an Athletic Participation Summary for each student with relevant accommodations to ensure ADA and Section 504 compliance while protecting confidentiality. This system ensures that every student is meaningfully engaged in athletics, wellness, and team, in ways that build both skill and belonging.

Alignment with MCA's Mission

MCA's approach ensures that students with disabilities are not separated from the heart of our program, but fully included in the same opportunities that define the MCA experience. With access to rigorous academics, adaptive participation in athletics and wellness, and pathways to purposeful careers, students with disabilities are empowered to grow in confidence, discipline, and belonging alongside their peers.

Question 26: Explain how the school will meet the needs of English Learner (EL) students, including the following:

- Methods for identifying EL students (and avoiding misidentification);
- Specific instructional programs, practices, strategies, curriculum, and materials the school will employ to ensure academic success and equitable access to the core academic program for these students; and
- Plans for monitoring and evaluating the progress and success of EL students to ensure the attainment of each student's goals as set forth in the Individualized Learning Plan (ILP), including exiting students from EL services.

Music City Academy will ensure that English Learners (ELs) have equitable access to the full academic program and acquire English proficiency as quickly as possible, in compliance with Title III and Tennessee State Board of Education regulations. MCA's plan includes clear identification processes, research-based supports, and continuous monitoring of progress until successful program exit.

Identification of English Learners

At enrollment, if a student has not been previously enrolled in a US school, MCA will administer the state-mandated Home Language Survey (HLS) for all students, in accordance with Tennessee State Board of Education Rule 0520-01-19-.03(2)(a)[82]. If a student was previously enrolled in a US school, we will obtain the full cumulative folder in order to access the student's HLS. Upon enrollment, all students' cumulative folders will be obtained from their previous schools (if applicable) in order to determine if the student's family has already completed the Home Language Survey and if the student has already been identified as Non-English Language Background (NELB). If a language other than English is indicated, MCA will administer the state-approved English Language Proficiency screener (currently ELPA21) within 30 calendar days of the start of the school year, or within two weeks if the student enrolls later, as required by Tennessee State Board of Education Rule 0520-01-19-.03(2)(b)[83]. This ensures timely identification and prevents misidentification.

[82] Tennessee State Board of Education Rule 0520-01-19-.03(2)(a).
[83] Tennessee State Board of Education Rule 0520-01-19-.03(2)(b).

Delivery of Supports

Services for EL students will be individualized through an Individual Learning Plan (ILP), created collaboratively with oversight from the Dean of Student Supports, case management by the ESL teacher, and input from general education teachers and families. ILPs will be reviewed quarterly and updated as needed. ILPs will also be shared with families in their preferred language to ensure transparency and partnership.[84]

Support will be aligned to Tennessee's ESL program requirements, including a maximum ratio of 1:35 students per ESL teacher and a minimum of 60 minutes per day of language instruction for each identified EL.[85] As MCA grows, the ESL team will expand in alignment with enrollment projections, beginning with one ESL teacher in Year 1 and scaling to three as enrollment grows, ensuring the 1:35 ratio is consistently maintained. To strengthen capacity, many core teachers will be dually certified in their content area and ESL, and all MCA teachers will receive ongoing professional development in EL instructional strategies. In the event that enrollment exceeds projections, MCA will utilize dually certified teachers and initiate immediate hiring to ensure compliance with required EL staffing ratios.

MCA will deliver services using the TDOE-approved models based on ELPA 21 scores:

- **Sheltered English Instruction (ELD course):** General education content is "sheltered" to make grade-level material accessible, using strategies such as graphic organizers, visual supports, and structured vocabulary development. In a sheltered environment the student will be instructed by an EL teacher.
- **Co-Teaching English Instruction (SDAIE):** ESL teachers will co-teach with general education teachers, primarily in ELA classes, aligning lessons and ensuring accommodations are implemented. In these courses English and content instruction will happen simultaneously. These teachers will collaborate outside of the classroom with shared planning time to prepare.
- **Structured English Immersion (SEI):** Certified ESL teachers will provide targeted instruction focused on rapid language acquisition, through stand-alone English language development courses when needed. This will take place during intervention time through pull-out services.

Services will be provided in one-on-one, small group, or whole-class settings. In all cases, ESL teachers will collaborate with general education staff to ensure instructional and assessment accommodations are delivered consistently. MCA will also ensure that EL students who are dually identified as students with disabilities receive coordinated support, including both ILPs and IEPs/504 Plans as appropriate and aligned. Beyond academics, MCA's inclusive model guarantees that EL students fully participate in athletics, wellness, and Career and Technical Education Programs of Study alongside their peers.

While curriculum choices are pending, we are considering materials IXL, Read 180, English 3D, and others specifically designed to serve English language learners. These final curricular materials decisions will be made by the Chief Academic Officer.

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[84] TDOE, *English as a Second Language Program Guide*, 2023.
[85] TDOE, *English as a Second Language Policy 3.207*. TSBE, 2022.

Monitoring and Evaluating Progress

MCA will monitor EL progress using multiple measures:

- Ongoing monitoring: Teachers will track student growth through observations, benchmark performance, and classroom assessments, with ESL and general education staff collaborating to monitor ILP goals in the areas of speaking, listening, writing and reading.
- Annual assessment: All EL students will take the ELPA21 each year to measure growth in listening, speaking, reading, and writing and to inform instructional planning and exit decisions.
- Quarterly ILP review: ESL teachers will meet with families and general education teachers to review ILPs, progress toward language and academic goals, and update accommodations as needed.
- Program evaluation: MCA will compare EL performance as a cohort to non-EL peers to ensure equitable outcomes.

Exit and Post-Exit Monitoring

MCA will follow the TDOE's exit criteria. Students will exit services once they demonstrate proficiency in all domains of language on the ELPA21 assessment. After exiting, MCA will monitor students for two academic years, providing transitional support and accommodations if students struggle during this period.

Alignment with MCA's Mission

MCA's EL program is not an isolated service, but fully integrated into the school's broader model of strong minds, strong bodies, and strong character. English Learners will not only receive high-quality academic instruction, but will also experience the full benefits of MCA's team-based culture, daily movement and athletics, and Career and Technical Education Programs of Study. This ensures that EL students grow in confidence, belonging, and resilience while mastering English and thriving across all aspects of the MCA experience.

Through this comprehensive approach - timely identification, high-quality service delivery, rigorous monitoring, and alignment with MCA's inclusive model - MCA will ensure that English Learners develop proficiency in English, achieve academically alongside their peers, and graduate prepared for college and career success.

Student Assessment and Evaluation

Pursuant to T.C.A. § 49-13-111, public charter schools must administer state-mandated assessments (e.g., TCAP, TCAP End-of-Course Assessments, ACT, ELPA21). Pursuant to T.C.A. § 49-1-905, public charter schools must administer an approved universal reading screener to all students in grades K-3 during three administration windows each school year.

Question 27: In addition to all mandatory state assessments, identify other formative and/or summative assessments the school will use to assess student learning needs and progress throughout the year and describe the frequency with which those assessments will be administered. Explain how those assessments are aligned with Tennessee Academic Standards and the proposed school's curriculum and instructional model.

MCA uses a clear, consistent assessment system to understand student progress, guide instruction, and ensure students are supported academically and prepared for life after high school. In addition to all mandatory state assessments, MCA will use a balanced combination of formative, interim, and summative assessments that align to the Tennessee Academic Standards[86] and reflect how students are learning throughout the year. Each assessment in MCA's system serves a distinct purpose, selected intentionally to inform different levels of instructional decision-making without creating unnecessary testing burden for students or teachers.

All students will take the i-Ready Universal Screener in reading and mathematics three times per year: at the beginning of the school year (August), mid-year (January), and end of year (April). i-Ready provides a baseline of student performance, measures growth over time, and helps place students in appropriate instructional supports within MCA's Multi-Tiered System of Supports (MTSS). This screener is distinct from all other assessments in that it measures student growth trajectories rather than content mastery, making it the foundation of MCA's intervention and acceleration decisions. Its three-times-per-year cadence is the minimum necessary to capture meaningful growth data and adjust Tiered supports in real time**.**

To monitor college readiness and academic growth, MCA will administer a Pre-ACT each fall and a Practice ACT Test each spring for all 10th-grade students. These assessments help the school understand where students are academically, identify gaps early, and adjust instruction and supports as needed to keep students on track for postsecondary success. This is not duplicative of i-Ready, which measures foundational literacy and numeracy growth rather than postsecondary readiness benchmarks. By administering both a fall and spring administration, MCA can identify gaps early and adjust instruction and Academic Practice supports across the school year to keep students on track for postsecondary success.

MCA will also administer quarterly interim assessments using the MasteryConnect platform in October, December, and March. These assessments are aligned to Tennessee End-of-Course (EOC) standards and provide predictive insight into how students are progressing toward mastery of grade-level standards. Together with weekly formative assessments, they allow instructional teams to identify what students have mastered and where reteaching or additional support is needed. Interim assessments fill the gap between weekly formative data and

[86] Tennessee Department of Education, *Academic standards*.

end-of-course summative data, giving instructional teams a mid-range view of student progress that is actionable at the unit and course level. Three administrations per year are the minimum needed to course-correct meaningfully before EOC windows.

Formative assessments will include teacher-created and content team-developed common assessments embedded within curricular platforms such as Savvas, Pearson myPerspectives, and Miller & Levine Biology. These assessments give teachers immediate feedback and help guide daily instruction. Summative assessments will include quarterly content-team assessments, midterm exams, and semester exams to measure cumulative mastery of standards. These are the only assessments in MCA's system that operate at the lesson and unit level, informing real-time instructional adjustments rather than longer-term program decisions. Because they are embedded within existing curricular materials, they add minimal additional testing burden while maximizing instructional responsiveness.

CTE Pathway Assessments and Certifications

In alignment with MCA's career-connected learning model, students enrolled in Career and Technical Education pathways will complete industry-recognized, performance-based assessments and certification exams that are approved by the Tennessee Department of Education (TDOE) and selected exclusively from the TDOE Industry Credential List and Information document. These assessments are the only measures in MCA's system that validate technical knowledge, applied skills, safety compliance, and professional readiness within each career pathway, serving as validated indicators of college and career readiness that no academic assessment can replicate.

All certifications are pathway-specific and intentionally embedded within each approved Tennessee CTE Program of Study to ensure alignment to course content, industry standards, and postsecondary or workforce expectations. MCA will review the TDOE Industry Credential List annually to confirm continued alignment and will update certifications as required to remain in compliance with state approval and evolving industry demands.

These certification assessments measure students' technical knowledge, applied skills, safety compliance, and professional readiness within each career pathway and serve as validated indicators of college and career readiness. For a full list of certifications see Question 23.

MCA Assessment Summary

Assessment Summary					
Type	**Student Subgroup**	**Assessment**	**Frequency**	**Purpose**	**Person Responsible**
Universal Screeners	All	i-Ready [Reading & Math]	3 x / Year	Establish baseline proficiency; monitor growth; determine Tiered supports [MTSS]	CEO + CAO
Predictive College	9, 10	Pre-ACT + ACT Practice	2 x / Year	Monitor college readiness and academic growth	CAO + GM

Readiness Assessments					
College Readiness Assessments	10, 11	ACT	Annually	Measure post-secondary readiness	CAO + GM
Interim Assessments	All	MasteryConnect + Interims	3x / Year	Predict EOC performance; identify in-classroom mastery and remediation needs	CAO
Formative Assessments	All	Internally-created assessments + embedded curriculum assessments (i.e. End of Unit)	Weekly	Inform daily instruction	CAO
Summative Assessments	All	Internally-created assessments	2 x / Course	Measure mastery of standards and cumulative learning	CAO
Industry Credential Exams	All	Varies	Varied	Support in transferable skills and credentials, for postsecondary	DPS

Together, this assessment system ensures that MCA is regularly checking student progress, responding to what students need, and using data to strengthen instruction and support every learner's growth toward college and career readiness.

TN Ready

Music City Academy's modified A/B hybrid block schedule is intentionally structured to ensure students are well-prepared for state accountability assessments while maintaining a focused, yearlong instructional sequence. As part of TCAP, TNReady End-of-Course (EOC), assessments are administered for high school students in specific subjects. MCA's scheduling model — with daily ELA and Mathematics instruction and core academic courses distributed across the A/B rotation — ensures students receive consistent, uninterrupted exposure to assessed content throughout the full school year rather than in compressed semester blocks. This alignment minimizes instructional disruption and allows teachers to plan assessment preparation as a natural culmination of learning rather than an interruption.

Question 28: Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Content Team Common Planning and Fidelity Checks at MCA

Music City Academy implements a rigorous, data-driven instructional model that ensures high fidelity across all classrooms through structured professional learning communities (PLCs), interim assessment cycles, and targeted teacher support. These PLCs are composed of grade-level and content-area teachers, Dean of Academics, and school leaders, who collaborate regularly to analyze student performance data, identify learning gaps, develop intervention strategies, and refine instructional practices. This system emphasizes continuous analysis of student performance, collaborative problem-solving, and actionable plans to improve learning outcomes for all students. Data collection is the engine of MCA's instructional decision-making at every level of the organization, from the classroom to the governing board.

Data Systems and Analysis

- MCA leverages data dashboards to collect and visualize assessment data, including summative assessment completion, student performance, and growth. Dashboards allow instructional leaders and teachers to analyze data by response frequency, standards-level analysis, error patterns, subgroup performance, and cohort performance.
- Weekly Academic Progress Meetings, attended by the Chief Academic Officer, Dean of Student Support, and school counselor, review recent summative assessment results aligned to a quarterly academic monitoring cycle. For instance, mid-quarter meetings focus on end-of-unit assessment results, culminating in clear action steps delivered to teachers, Dean of Academics, and other stakeholders to drive student achievement.
- Teachers participate in weekly grade-level and content-area PLC meetings, facilitated by Dean of Academics or content leads, where they analyze student assessment data, review mastery of standards, identify struggling students, plan targeted interventions, and align instructional strategies to UDL principles. Meetings also include discussions on curriculum pacing, best practices, and progress toward IEP goals for students with disabilities.
- MCA's data system is designed so that every stakeholder, from the classroom teacher to the governing board, receives the right data, at the right time, to make the right decisions. The matrix below outlines how data flows through MCA's organization and the specific decisions each stakeholder group is empowered to make.

Data Use Matrix: Who Sees What Data, How Often, and What Decisions Are Made				
MCA's data system ensures every stakeholder receives the right data, at the right time, to make the right decisions. This matrix outlines how data flows through MCA's organization and the specific decisions each stakeholder group is empowered to make.				
Stakeholder	**Data Source**	**Frequency**	**Decisions Made**	**Dissemination Method**
Teachers	Weekly formative assessments, exit tickets, embedded curriculum data	Weekly	Adjust instructional grouping; reteach standards; modify pacing; identify students for Academic Practice Tier II support	PLC meeting analysis; dashboard review
Dean of Academics / Content Leads	Interim assessments (MasteryConnect), PLC data summaries, i-Ready screener data	Bi-weekly / Per IA cycle	Adjust instructional coaching focus; identify teachers needing support; modify intervention groupings; align reteaching plans	Achievement meetings; DDP review; data dashboards
CAO + Dean of Student Support	Quarterly interim data, universal screener results, attendance and discipline data, subgroup performance	Weekly + Quarterly	Adjust Tiered supports (MTSS); evaluate academic program fidelity; identify systemic gaps; drive staffing and resource decisions	Weekly Academic Progress Meetings; Quarterly Data Team Meetings
School Counselor	i-Ready growth data, attendance trends, SEL survey results, discipline data	Monthly	Identify students for counseling support; connect families to resources; adjust SEL programming	Academic Progress Meetings; student case reviews
CEO + Senior Leadership	Quarterly interim projections, ACT/Pre-ACT results, credential attainment data, graduation tracking	Quarterly	Evaluate overall academic program effectiveness; adjust staffing and budget; communicate progress to board and community	Quarterly Data Team Meetings; board reporting
Governing Board	Quarterly TCAP projections, graduation rates, credential attainment, attendance and discipline trends,	Quarterly	Evaluate academic program health; assess mission alignment; make governance decisions; hold leadership accountable to goals	Quarterly board reports; annual academic dashboard presentation

Data Use Matrix: Who Sees What Data, How Often, and What Decisions Are Made				
MCA's data system ensures every stakeholder receives the right data, at the right time, to make the right decisions. This matrix outlines how data flows through MCA's organization and the specific decisions each stakeholder group is empowered to make.				
Stakeholder	**Data Source**	**Frequency**	**Decisions Made**	**Dissemination Method**
	postsecondary outcomes			
Students	Individual i-Ready growth reports, formative feedback, Huddle academic check-ins, goal-tracking data	Weekly (Huddle) + Each assessment cycle	Set personal academic goals; track growth; identify areas to seek support through Academic Practice	Huddle academic check-ins; teacher conferences; portfolio reflections
Families	Weekly access to grade platform, Quarterly progress reports, i-Ready family reports, credential attainment updates, attendance data	Weekly & Quarterly	Engage in postsecondary planning; advocate for student needs; participate in family-school partnership	On demand access to student grades through grade platform; Quarterly family reports; family conferences; school communication platforms
Data is not collected for reporting purposes alone; it is the engine of MCA's instructional decision-making at every level of the organization, from the classroom to the governing board.				
Music City Academy — Developing Strong Minds, Strong Bodies, and Strong Character				

CTE Credential Data

Industry credential assessment data is tracked separately from academic assessment data because it measures a fundamentally different set of competencies. These assessments are the only measures in MCA's system that validate technical knowledge, applied skills, safety compliance, and professional readiness within each career pathway, serving as validated indicators of college and career readiness that no academic assessment can replicate. Credential attainment data is reported to the Dean of Academic on a rolling basis, reviewed by the CAO at each Quarterly Data Team Meeting, and included in board reports as a key indicator of MCA's college and career readiness outcomes. Gaps in credential attainment trigger pathway-specific instructional reviews and, where necessary, adjustments to CTE course pacing, industry partner engagement, or exam preparation supports.

MCA Professional Development and Teacher Support			
Topic	**When**	**Description**	**Owner**
Culturally Responsive Teaching	Pre-Year Bootcamp / First Week	Training on equitable teaching practices, culturally relevant pedagogy, inclusive classroom strategies, and understanding student backgrounds	CAO, Dean of Culture, Dean of Student Supports, Dean of Humanities, Dean of STEM
Movement Based Instruction	Pre-Year Bootcamp & Quarterly PD	Techniques to integrate physical movement into lessons to boost engagement, executive functioning, and memory retention	CAO, Dean of Culture, PE Teacher, Director Student Support
Social Emotional Learning (SEL) Integration	Pre-Year Bootcamp & Monthly PD	Training on SEL strategies, building student resilience, classroom climate, and trauma-informed practices	WillowEd, School Counselor
Universal Design for Learning (UDL)	Pre-Year Bootcamp & Quarterly PD	Instruction on designing lessons accessible to all learners, scaffolding, differentiation, and embedding multiple modalities	CAO, Dean of Culture, Dean of Student Support
Interim Assessment (IA) Cycle & Data Analysis	Pre-Year Bootcamp & Ongoing	Guidance on IA implementation, interpreting results, Data-Driven Plan (DDP) creation, norming, and identifying student misconceptions	CAO, Dean of Humanities/STEM, Dean of Student Supports
Quarterly Interim Assessments	Quarterly, Year-Round	Quarterly interim assessments will be administered year-round to monitor student mastery of Tennessee Academic Standards, identify needs for targeted intervention or acceleration, and ensure instruction remains rigorous and responsive.	CEO, CAO, Dean of Humanities, Dean of STEM, Dean of Culture, Dean of Student Supports, EL Teacher
Quarterly Data Team Meetings	Quarterly/ Year-Round	Quarterly data meetings to analyze common assessment data, Universal Screeners and identify academic trends. RTI² framework by informing targeted interventions and the use of the daily intervention block to provide timely, data-driven support.	CEO, CAO, Dean of Culture, Dean of Student Supports, Dean of Humanities, Dean of STEM, EL Teacher, School Counselor
Collaborative Planning & Reteaching Strategies	Weekly PLCs / During PD Days	Teachers collaboratively plan lessons, analyze assessment data, create reteaching plans, and adjust instruction based on student needs	Dean of Humanities, Dean of STEM, Dean of Culture, CAO, Content Teachers, CEO & Dean of Student Supports

Achievement Meetings & DDP Review	Post-IA, Every 3 Weeks	One-on-one meetings with coaches to reflect on re-teaching strategies, assess mastery, and adjust instructional plans	Dean of Culture, CAO, Dean of Humanities, Dean of STEM, Dean of Student Supports and CEO
Coaching & Mentorship	Year-Round / Weekly Check-ins	Ongoing support including lesson feedback, classroom observation, coaching cycles, and mentoring for new or developing teachers	Dean of Culture, CAO, CEO, Dean of Student Support, Dean of Humanities, Dean of STEM
Technology & Classroom Resources Training	Pre-Year Bootcamp & As Needed	Training on instructional technology, assessment platforms, and data management systems	CAO, Dean of Culture

Quarterly Interim Assessment Cycle

- MCA's IA cycle begins with the administration of interim assessments, followed by teacher and leader completion of DDPs, achievement meetings, and DDP implementation.
- **DDPs address critical instructional questions:**
    - **Headlines:** Are students on track to meet End-of-Year (EOY) goals?
    - **Standards Analysis:** Which standards are high-performing? Which requires re-teaching?
    - **Re-teaching Plans:** What content or skills need to be re-taught, why, and how?
    - **Spiraling:** Which content should be revisited through cumulative review, and when?
    - **Student-Level Interventions:** Which students grew most/least, and what targeted supports are needed?

Quarterly Data Meetings

Following each interim assessment window, MCA conducts Quarterly Data Meetings that function as RTI²-aligned data-based decision-making meetings. These meetings provide a structured opportunity for teachers, instructional leaders, and support staff to review academic performance data in conjunction with behavior and attendance indicators.

Quarterly Data Meetings focus on:

- Reviewing interim assessment results and growth trends at the course, grade, and subgroup levels
- Identifying students requiring Tier II or Tier III academic interventions
- Examining behavior and attendance data as direct contributors to academic performance
- Confirming or adjusting instructional groupings and intervention plans
- Monitoring the fidelity and effectiveness of previously implemented interventions

These meetings ensure consistent progress monitoring, informed movement between tiers of support, and coordinated responses across academic, behavioral, and attendance domains.

Weekly Formative Assessment and PLCs

- Teachers administer weekly formative assessments aligned to each course's scope and sequence to monitor student mastery in real time.
- MCA implements structured "Looking at Student Work" PLC sessions on a regular, embedded cadence within the school's instructional and planning framework. These PLCs are intentionally designed to support professional learning and collaboration without reducing access to core instructional time.
    - PLCs include grade-level teams, content-area teams (Math, ELA, Science, Social Studies), SPED and EL specialists, Dean of Academics, and administrators.
- Dean of Academics facilitates structured protocols, such as evaluating data, and reteaching plan development. Teachers review formative and summative assessment trends, identify students needing targeted support, and adjust instructional practices accordingly.
- This system ensures accountability and promotes continuous growth by giving teachers protected time to reflect on student data, align instruction, and coordinate interventions such as RTI and targeted support for SPED and EL learners. The every-other-Friday PLC structure creates a predictable, sustainable cycle that strengthens instructional quality and drives consistent academic improvement across the school.

End-of-Year Data Review

- At the end of each school year, the Chief Academic Officer and the Chief Executive Officer analyze performance data from universal screeners, ACT, and TNReady EOCs, disaggregated by student subgroups.
- This analysis informs school-wide instructional adjustments, professional development planning, and resource allocation for the upcoming academic year.

Question 29: Outline the school's strategies to identify and address academic underperformance, including plans for Response to Instruction and Intervention (RTI2) that align with Tennessee guidelines pursuant to State Board Rule 0520-01-03-.03.

MCA implements the Tennessee RTI² Framework in alignment with State Board Rule 0520-01-03-.03, within the daily schedule to ensure daily, protected access to tiered academic supports without removing students from core instruction or electives. MCA's daily Academic Practice block operationalizes the RTI² framework by embedding tiered intervention into the master schedule, ensuring consistency, instructional continuity, and equitable access to support for all students. This design eliminates common implementation barriers such as inconsistent pull-outs, missed core instruction, and fragmented intervention delivery. By leveraging a cross-functional instructional team, including core teachers, deans, and special education staff, MCA ensures that RTI², by way of the Academic Practice block, is a shared responsibility and fully integrated into the instructional program rather than a parallel or isolated system.

Prioritizing Interventions

At MCA, we take a structured and proactive approach when students are below grade level in both ELA and math, ensuring that support is both targeted and effective. We are able to identify issues and address them through our year-long ELA and Math blocks. For students with an active IEP, priority subject designation is determined first and foremost by the goals, accommodations, and service delivery requirements outlined in the student's IEP, with the intervention plan developed in direct alignment with the IEP team's recommendations. For all other students, following each i-Ready screening, our Data Team conducts a rapid triage to determine which subject presents the greatest risk to the student's academic trajectory.

Identification

MCA 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, i-Ready 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 URS Matrix for Early Warning System in grades 9-12.

Early Warning System ("EWS") Processes

MCA's Early Warning System is intentionally aligned to high school success indicators, allowing the school to intervene early in areas such as attendance, course performance, and behavior that are predictive of on-time graduation and postsecondary readiness. This proactively identifies students integrating data from various sources. We plan to utilize PowerSchool, our 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 through 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 Dean of Student Supports, Dean of Academics, and CAO. 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 list below of programs and strategies.

Progress Monitoring & Fidelity Checks

Tier II: Targeted	Tier III: Intensive Intervention
Programs and Strategies ● Small group instruction ● Adaptive computer programs ● Evidence-based, standard-aligned intervention programs **Frequency and Duration** 45 minutes daily, during Academic Practice **Progress Monitoring** ● Every two weeks ● Data used to continue, adjust, intensify, or revise intervention support	**Programs and Strategies** ● Individual and small group instruction ● Adaptive computer programs ● Evidence-based, standard-aligned intervention programs ● Highly targeted instruction focused on foundational skills **Frequency & Duration:** 45 minutes daily, during Academic Practice **Progress Monitoring:** ● Weekly monitoring per state guidelines ● Data used to continue, adjust, intensify, or revise intervention support

Special Education Referral and Evaluation Procedures

Within MCA's school-based RTI² framework, the problem-solving team regularly reviews academic, behavioral, and intervention data, including Tier II and Tier III progress monitoring and fidelity documentation, to determine whether a student is responding adequately to intervention. A special education evaluation may be initiated at any time a disability is suspected, regardless of a student's RTI tier, though referrals are often triggered when Tier III data demonstrate insufficient growth despite evidence-based interventions implemented with fidelity. When a referral is initiated, parents are promptly notified, Prior Written Notice is provided, and written consent is obtained before any evaluation begins. MCA uses a culturally responsive and inclusive communication process to ensure families understand their rights and procedural safeguards. Evaluations are conducted by licensed school psychologists or other qualified evaluators through MCA or MNPS partner providers and draw upon multiple data sources, including universal screener results, Tier II and Tier III progress monitoring, work samples, classroom observations, and teacher and parent input. Consistent with Tennessee RTI Framework and State Board Rule 0520-01-03-.03, RTI² interventions do not delay or replace a special education evaluation, interventions continue during the evaluation period to prevent instructional stall-out, and all evaluation timelines strictly adhere to federal and state requirements.

Educational Program Capacity

Question 30: Complete Table 4, adding rows as needed, to identify all individuals who are part of the proposed school. The table should include all school-based staff, board members, and all members of the applicant team identified on the Cover Sheet of this application. For members of the applicant team, please indicate whether those individuals plan to continue with the school if authorized and if so, what their role will be.
Additionally, for each individual who will be part of the proposed school, if authorized, include:

- Attachment 2: Resumes for each school-based staff member
- Attachment 3: Resumes/biographies for each board member

- See **Attachment 2** for Resumes for each school-based staff member listed below.
- See **Attachment 3** for Resumes/biographies for each board member

Table 4. Team Members

Name	City and State of Residence	Current Title and Employer	Area(s) of Expertise	Part of the Applicant Team? (Y/N)	Position in Proposed School (e.g., board chair, school leader)
Dr. Kevin Dyson	Nashville, TN	School Founder; Fellow, at Nashville Charter School Incubator	School leadership, academic program development, athletics, public presence, and community engagement.	Y	Co-Founder / Chief Executive Officer
Christina McDonald	Nashville, TN	Senior Director of Leadership, Intrepid College Prep	Instructional leadership; teacher coaching and evaluation; school turnaround; data-driven instruction; founding school operations	Y	Chief Academic Officer
Bobbe Hill	Nashville, TN	Director of Strategic Partnerships · Goodwill Industries of Middle Tennessee, Inc.	School operations; systems; founding; community engagement	Y	School Design Team Member
Russell McBryde	Brentwood, TN	CEO at Longevity Health	Health & wellness; fundraising; executive leadership	Y	Board President

Table 4. Team Members					
Name	City and State of Residence	Current Title and Employer	Area(s) of Expertise	Part of the Applicant Team? (Y/N)	Position in Proposed School (e.g., board chair, school leader)
Crystal Cole, Esq.	Nashville, TN	Attorney at CRC	Law; governance oversight; compliance	Y	Board Secretary
Jim Maddux	Franklin, TN	Founding and Managing Partner, Maddux Wealth Management	Finance; budgeting; investment oversight	Y	Board Treasurer
Rawle Andrews, Esq.	Washington, DC	President, American Psychiatric Association	Mental health; behavioral health; national nonprofit networks	Y	Board Member
Adolfo Birch, Esq.	Nashville, TN	Senior VP Business Affairs & Chief Legal Officer, Tennessee Titans	Legal; sports industry partnerships	Y	Board Member
Dr. Leigh Ann Danzey-Bussell	Nolensville, TN	Trevecca Nazarene University	Professor: Sports Management; Sports and Entertainment Management	Y	Board Member
Ken Thomas	Nashville, TN	Chairman & CEO, Archangel Protective Services, Inc.	Education partnerships; truancy; safety; founding	Y	Board Member
Clint Story	Nashville, TN	Senior Vice President, Business Relations, Citizens Bank	Commercial banking; financial literacy; community outreach; business development	Y	Board Member
Kris Schneider	Franklin, TN	Assistant Director, Innovation Center, Williamson County Schools	STEM/CTE education; workforce development; curriculum innovation	Y	Board Member
Al Smith	Nashville, TN	NFL Compliance Officer; Former Tennessee Titan Executive	Athletics leadership; compliance; nonprofit fundraising; student-athlete development	Y	Board Member

Question 31: If the sponsor has identified a proposed principal/head of school candidate, explain why this individual is well-qualified to lead the proposed school in achieving its mission, including:

- A summary of the proposed leader's academic and organizational leadership record as it relates to the role and expectations at the proposed school
- Specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.

Christina McDonald will be the Chief Academic Officer at Music City Academy. Ms. McDonald brings over a decade of demonstrated instructional leadership in charter school environments, with a track record of measurable, dramatic academic outcomes in Nashville and beyond.

Most recently, Ms. McDonald served as Senior Director of Leadership and Executive Principal at Intrepid College Prep's Independence Academy in Nashville, where she led a comprehensive schoolwide turnaround that elevated the school's Tennessee State Accountability Rating from a D to a B within three academic years. Under her leadership, math proficiency increased from 6% to 60% and ELA proficiency increased from 14% to 45% on TCAP, representing a combined 42.5-percentage-point gain in proficiency. Students achieved Level 5 TVAAS growth across 18 content areas and scored highest in 15 TN Ready content areas among all MNPS District 6 schools during the 2023–24 school year. Intrepid was recognized as the 2023 Overall High School Changemaker by the Tennessee Charter School Center.

Prior to Intrepid, Ms. McDonald founded Reimagine Prep in Jackson, Mississippi. This was the first charter school authorized in Mississippi, and built it into the highest-performing open-enrollment middle school in the city, earning a state accountability rating of B. She launched the school with 150 fifth graders and scaled it through eighth grade, designing the academic model, governance structure, and operational framework from the ground up.

Ms. McDonald's earlier career includes serving as Executive Principal of Nashville Prep Middle School, where she led the school through the operational and instructional challenges of COVID-19 while accelerating academic recovery. She began her career as a founding fifth grade teacher at Nashville Prep, earning Level 5 TVAAS recognition, before serving as Assistant Principal of Culture. She holds a Bachelor's degree in Education from Belmont University and completed the Principal and School Leadership program at Harvard Business School. She was named Nashvillian of the Year by the Nashville Scene in 2012 and is a BES Fellow.

Ms. McDonald's appointment as CAO ensures that MCA's instructional program will be led by a proven charter school leader with specific, quantifiable experience raising student achievement in Nashville schools serving comparable populations. Her expertise in observation and feedback frameworks, data-driven instructional strategy, and schoolwide turnaround complements the CEO's strengths in school culture, athletics integration, and community relationship-building.

Question 32: Describe the collective capacity and qualifications of the currently-identified team of school-based staff (not board members) to design and execute the academic plan in areas such as:

- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Meeting the needs of special populations including students with disabilities, English learners, homeless students, students in foster care, migrant students, at-risk students, and gifted students;
- Performance management; and
- Parent and community engagement.

Music City Academy has identified its founding school-based leadership team (CEO and CAO), who together provide strong capacity to design and execute the academic plan during the planning year. The current team brings demonstrated results in secondary school leadership, charter school turnaround, instructional program design, performance management, and family engagement. Dr. Kevin Dyson, as CEO, provides school culture, operations, and community leadership; Christina McDonald, as CAO, provides instructional leadership, teacher development, and data-driven academic systems. Together, they ensure that all core domains of the academic and organizational plan are actively led by experienced school-based leaders throughout the pre-opening year.

Evidence from the Music City Academy Founding Team

School leadership, administration, and governance

- Dr. Kevin Dyson brings 6 years of executive principal experience, with 4 serving as the principal and led Centennial High School to its first-ever Reward School designation within three years while maintaining a 96% graduation rate. He has established accountability structures, supervised instructional teams, and partnered effectively with district leadership and governing bodies.
- Christina McDonald brings over a decade of charter school leadership experience spanning founding, turnaround, and multi-campus work. She founded Reimagine Prep in Jackson, Mississippi, the first charter school authorized in Mississippi, and built it into the highest-performing open-enrollment middle school in the city, earning a B state accountability rating. As Executive Principal and Senior Director of Leadership at Intrepid College Prep in Nashville, she led Independence Academy from a D to a B state rating within three years. She has served as a founding principal, executive principal, and senior director overseeing cross-campus strategy, giving her direct experience with the governance, administration, and organizational demands of charter school leadership at every stage of development.

Curriculum, instruction, and assessment

- Dr. Dyson has led curriculum alignment and instructional coaching and implemented core assessment and data systems (TVAAS, i-Ready, and MasteryConnect) to drive improvements in ELA, science, and AP proficiency. His experience designing PLC

structures and data-driven cycles supports MCA's plan to monitor learning continuously and respond quickly through targeted reteach and acceleration.

- Ms. McDonald's instructional leadership is grounded in measurable student outcomes. At Intrepid, she drove a 42.5-percentage-point combined gain in math and ELA proficiency on TCAP — math from 6% to 60% and ELA from 14% to 45%. She architected the observation and feedback framework that trained both instructional leaders and teachers, increased real-time data implementation from 54% to 78%, and elevated cognitive rigor from 33% to 55%. Students achieved Level 5 TVAAS growth across 18 content areas and scored highest in 15 TN Ready content areas among MNPS District 6 schools during the 2023–24 school year. As founding principal of Reimagine Prep, she designed the academic model, assessment systems, and data cycles from the ground up. This experience directly informs MCA's instructional architecture: observation-driven coaching, standards-aligned reteach cycles, and data meetings that produce actionable next steps for teachers.

Meeting the needs of special populations

- Dr. Dyson has led schools with strong performance for students with disabilities, English learners, and at-risk subgroups, contributing to districtwide Level 5 TVAAS growth, expanding AP participation to increase equity, and reducing discipline disparities through restorative practices.
- Ms. McDonald has led schools serving high percentages of students with disabilities, English learners, and economically disadvantaged students across multiple charter contexts in Tennessee and Mississippi. At Reimagine Prep, she built inclusive student support systems from scratch for a diverse open-enrollment population. At Intrepid, she led subgroup growth strategies that produced measurable gains for priority student populations through structured data meetings and targeted intervention systems. Her experience designing MTSS frameworks, managing special education compliance as a building leader, and coordinating support services across multiple campuses positions her to lead MCA's approach to special populations while the Dean of Student Supports is hired and onboarded.

Performance management

- Dr. Dyson has built performance frameworks tied to TVAAS and formative assessments and led transparent goal-setting and coaching cycles that improve teacher effectiveness through consistent data use.
- Ms. McDonald designed and institutionalized a Leader Competencies rubric and evaluation protocol at Intrepid that built leadership capacity through targeted coaching, calibration training, and performance alignment to schoolwide priorities. She led high-impact, data-driven strategic planning cycles that facilitated structured data meetings producing measurable subgroup growth and double-digit gains in priority content areas. Her performance management approach is rooted in a direct feedback culture: frequent observation, actionable coaching, and transparent goal-setting tied to student outcomes. This positions MCA to implement a performance management

system where adult effectiveness is measured by its impact on student learning, not by compliance alone.

Parent and community engagement

- Dr. Dyson has led parent academies and advisory councils and increased PTSO membership 42% through family-centered engagement, demonstrating strong stakeholder responsiveness and trust-building.
- Ms. McDonald's founding experience at Reimagine Prep required building community trust. She recruited the founding student body, establishing family partnerships, and earning community credibility for Mississippi's first charter school in a contested environment. At Nashville Prep and Intrepid, she sustained strong staff culture and retention by fostering mission-aligned professional environments, which in turn strengthened family relationships and community confidence. Together, Dr. Dyson and Ms. McDonald bring both the relationship-based community leadership and the operational credibility needed to build family trust in a new school.

Athletics-Based Leadership

- Dr. Kevin Dyson's background as a former NFL athlete shapes a culture of discipline, goal-setting, accountability, and team-based performance, aligning athletics with academics to drive motivation, resilience, and achievement. Dr. Dyson has extensive experience as a secondary coach and athletics director further reinforces this approach, bringing expertise in program development, athlete mentorship, and the integration of academic and athletic systems to support whole-student success.
- Ms. McDonald's instructional leadership complements Dr. Dyson's athletics expertise by ensuring that the academic program is rigorous. MCA's premise is that athletics drives engagement and engagement drives achievement. Ms. McDonald's track record of dramatic academic gains in Nashville charter schools provides the evidence that MCA's academic program will convert athletic engagement into measurable postsecondary outcomes.

Identified Gaps and Plans to Address

MCA's founding team already brings strong expertise across academics, operations, compliance, and community engagement. However, to ensure excellent execution and consistent fidelity as the school during pre-operation and Year 1 for launch, MCA will add dedicated, role-specific capacity so that these critical functions are led by individuals whose primary responsibility is program success during our first year of operation.

- **Dedicated campus-level operational leadership (Year 0):** Hire a founding General Manager (similar to a Chief of Staff) to own day-to-day operational execution that supports the Academic program. While the founding team has demonstrated academic leadership experience, the General Manager role ensures that there are high quality day to day systems, vendor management and operational support to the academic program beginning day one.
- **Director of Post-Secondary (Year 0–Year 1):** While MCA's CEO has led schools with strong pathway-aligned and career-connected programming, MCA recognizes that the

technical implementation of TDOE-approved CTE Programs of Study requires specialized expertise. To address this proactively, MCA has hired a strong Chief Academic Officer with direct experience implementing Tennessee CTE pathways, and will ensure CAO completes updated targeted TDOE-aligned CTE training and onboarding prior to full pathway launch in Year 2. In Year 3 we plan to hire a full-time Director of Post-Secondary.

- **External Expertise and Compliance Assurance:** During the pre-opening year, MCA will engage experienced Tennessee CTE consultants and industry-aligned advisors to support program design, ensure accurate use of CTE pathway designation, align coursework and work-based learning to TDOE standards, and verify compliance with state approval, reporting, and work-based learning requirements, while simultaneously building sustainable internal capacity within the MCA leadership team.
- **Specialized SPED/EL service delivery and compliance (Year 1):** Hire a Dean of Student Supports to oversee MTSS, IDEA/504 compliance, service schedules, and provider management, and contract with Diverse Learners Cooperative for licensed service delivery and staff training. While MCA's leaders have experience supporting diverse learners, dedicated oversight and providers ensure services are timely, individualized, and fully compliant as student needs emerge. The Dean of Student Supports will also serve as the point person for McKinney-Vento students, students in foster care, migrant students, and other at-risk populations, coordinating with community partners and ensuring barriers to attendance and access are addressed. Gifted and advanced learners will be supported through acceleration during Academic Practice and advanced coursework planning.

Question 33: Identify any gaps in the current school leadership team, including the school leader if applicable, and describe plans to fill those gaps with future hires. Discuss the timeline, qualifications, criteria, and recruiting and selection process for hiring key leadership positions.

Music City Academy has assembled a strong founding leadership team with demonstrated experience in instructional leadership, school operations, and mission-driven program design. The team brings deep expertise in curriculum alignment, data-driven instruction, and culture-building rooted in MCA's mission. While this leadership foundation positions MCA well for launch, the school recognizes that additional specialized expertise is required to ensure compliance, instructional quality, and sustainability, particularly in areas governed by complex state and federal regulations.

To address these needs, MCA has intentionally planned for a phased leadership development model that leverages highly qualified consultant experts in the start-up and early implementation years, with a clear pathway toward full-time, in-house leadership roles as enrollment and programming scale.

Identified Leadership Gaps

1. **Special Education and EL Leadership:** As MCA scales to serve a diverse student population, including students with disabilities and English learners, we know this takes dedicated leadership to design and manage high-quality systems. While the founding team brings strong instructional and operational experience, MCA recognizes the need for specialized expertise to build and oversee these systems with fidelity from day one and will prioritize both internal and external support to meet this need.
2. **General Manager / Operations:** The first major leadership hire post authorization will be a General Manager who will oversee the operations and athletic administration of MCA. As we plan to launch we purposefully decided to prioritize academic preparation and thus hired a CAO to work beside our CEO. The current CAO has significant school operations, launch, and principal leadership experience as well as our current CEO, but to ensure one person is full-time focused on a strong operations start we will hire a General Manager to lead this work.
3. **Career-Technical Education (CTE):** While both Dr. Dyson and Mrs. McDonald have led high schools with CTE programs, ensuring they have content area expertise, training, and support to ensure alignment with industry standards and state requirements will be an important layer of support as they launch.
4. **Facilities:** The founding team brings experience launching school operations and establishing functional school facilities. As MCA plans for facility acquisition and potential build-out, the school recognizes the need for additional expertise related to site selection, construction, and capital project management and we have engaged experienced partners and advisors to support this work.

Positions to Fill Gaps

Special Education and EL Leadership

Leadership Hire: Dean of Student Supports

Role: The DSS will oversee MCA's student support systems, ensuring students receive timely, compliant, and effective academic, behavioral, and attendance interventions. This role owns the implementation and monitoring of MTSS structures, special populations compliance, EL supports, and coordination of student services, working closely with school leadership, staff, families, and external providers to ensure fidelity and impact.

Key Qualifications:

- Knowledge of IDEA, Section 504, and Tennessee-specific special populations and EL requirements
- Special Education Endorsement on a Tennessee Teaching License
- Demonstrated experience leading MTSS, ideally in a High School context
- Proven ability to analyze student data to identify needs and monitor intervention effectiveness
- Exceptional skill in building trusting relationships across all key stakeholders (e.g. teachers, families, service providers, etc) to meet student needs

Hiring Timeline: We will launch recruitment for this role in January of 2027 with a goal of hiring in the spring of 2027.

External Support: Music City Academy has partnered with the Diverse Learners Cooperative to ensure we are designing for all learners from the start. This partnership ensures MCA has immediate access to high-level expertise while laying the groundwork for recruiting a highly-qualified Director of Student Support leader. The DLC brings expertise in:

- Special education leadership and compliance
- Inclusive service delivery models
- SPED and EL program design in charter and traditional public school settings
- Coaching school leaders on IDEA-aligned systems and practices

In partnership with MCA, the DLC will:

- Support the design of MCA's SPED and EL service delivery models
- Ensure early alignment with TDOE RTI², MTSS, and special education identification, and athletic requirements
- Provide training and support to MCA's founding leadership team to strengthen capacity in meeting the needs of all learners

General Manager / Operations Leadership

Leadership Hire: General Manager (GM)

Alongside the CEO and school leadership team, the General Manager will lead the design, implementation, and day-to-day execution of Music City Academy's operational and athletic systems, ensuring that MCA's 9–12 program is safe, well-organized, student-centered, and aligned to the school's broader mission and vision. This role will function as MCA's senior school-based operations leader, overseeing core non-instructional systems including facilities, transportation, school scheduling logistics, vendor management, compliance support, student enrollment systems, event operations, and campus-wide routines that allow instructional leaders and teachers to focus on teaching and learning. In addition, the General Manager will provide strategic oversight of MCA's athletics program, including sports scheduling, coaching coordination, athletic operations, student-athlete expectations, and the development of an athletics culture that reinforces discipline, teamwork, leadership, and school pride. The GM will serve as a key partner to the CEO in building a strong operational foundation from the ground up while ensuring that both school operations and athletics reflect MCA's standards for excellence, safety, accountability, and community engagement.

Key Qualifications:

- Demonstrated experience leading school operations, campus systems, logistics, or organizational management in a K–12, charter, nonprofit, or youth-serving environment
- Ability to build and manage systems for facilities, transportation, scheduling, safety, procurement, vendor relationships, enrollment, compliance, and event execution
- Experience managing, coaching, or supervising adults, including operations staff, coaches, contractors, vendors, or school support personnel

- Strong understanding of high school student culture, student-athlete development, extracurricular programming, and the role of athletics in building school identity
- Ability to oversee sports scheduling, coaching coordination, athletic communication, eligibility expectations, and game-day/event logistics
- Strong project management, communication, and problem-solving skills, with the ability to manage multiple priorities in a fast-paced school environment
- Commitment to MCA's mission and ability to partner effectively with families, staff, students, community partners, and athletic organizations to support student success

Timeline: MCA will launch recruitment for the General Manager role in fall 2026 and hire by March 1, 2027.

CTE External Consultant: To address CTE program development and compliance, MCA is working with an external consultant who brings over two decades of experience in CTE curriculum development, program approval, and regional workforce alignment.

Consultant expertise includes:

- Tennessee CTE program design and approval processes
- Industry-aligned curriculum development
- Teacher licensure and occupational endorsement pathways
- Regional workforce and postsecondary partnerships

In partnership with MCA, the CTE consultant will:

- Support the design and sequencing of MCA's Health Science and Audio/Visual CTE pathways
- Ensure alignment with TDOE CTE standards and graduation requirements
- Advise on instructor licensure and endorsement pathways
- Assist in building industry and postsecondary partnerships
- Support documentation required for CTE program approval

Facilities Leadership

Facilities Consultant: To address facility acquisition, development, and compliance, MCA is working with Shelby Goodfriend, Director of Facilities at the Nashville Incubator. Ms. Goodfriend is a strategic facilities advisor with deep experience in charter school development, construction oversight, and state-level compliance. As Director of Facilities at the Nashville Incubator, she supports founders through site selection, due diligence, budgeting, design, and construction, and has helped successfully launch incubation sites for Encompass Community School, Invictus Nashville, and Nurses Middle College Nashville, while also supporting the work of The Rock Academy and Jackson Museum School. She has guided multiple schools to open on time, under budget, and without debt service, and currently advises a nine-school portfolio on long-term facilities strategy. Shelby's background as Director of Charter Schools at the Tennessee Department of Education, combined with her private-sector and school operations construction experience, enables her to provide practical, cost-conscious, and compliance-aligned guidance at every stage of the facilities process.

Ms. Goodfriend's expertise includes:

- Charter school site selection and facility acquisition

- Facilities due diligence, budgeting, and long-term planning
- Design coordination and construction oversight
- State and local compliance, safety, and operational requirements
- Capital project management for school launches and expansions

In partnership with MCA, Ms. Goodfriend will:

a. Support site selection and evaluation to identify facilities aligned to MCA's programmatic and enrollment needs
b. Advise on budgeting, design, and construction planning to ensure projects remain cost-effective and on schedule
c. Ensure alignment with state and local facility, safety, and compliance requirements
d. Support coordination with vendors, architects, and contractors as needed
e. Advise on short- and long-term facilities strategy as MCA scales

MCA Facilities Team Development: Dr. Kevin Dyson has been involved in rigorous facility training and professional development, including:

Facilities Professional Development sessions with the Nashville Incubator:

- Facility Partner Charrette: Building your Team
- Your Facilities Team and their Matrix of Responsibilities
- Facility Finance 101 led by Raymond James Public Finance team
- Process of Facility Acquisition
- How to Assess Site Viability

Finance and Real Estate Development (FRED) Conference sessions:

- A Lens into Educational Facilities Planning led by 22Beacon
- Building an A+ Team led by Facility Resource Center
- Selecting A+ Team Members led by PSWrx
- State Charter School Facilities Explained led by National Alliance for Public Charter Schools
- Financing the Future: Unlocking Capital for High-Impact Facilities led by CFC Advisors
- 9-Step FRED Framework led by Mike McGregor

MCA Facilities Team

Music City Academy has intentionally built a facilities team that reflects the complexity and importance of securing and developing a school facility. Rather than relying on a single role, MCA's facilities work is led by the founding team and governing board, with support from experienced partners already described in the Facilities section (Question 45) of this application, including the Nashville Incubator, Shelby Goodfriend, real estate brokers, architectural partners, legal counsel, financial advisors, and construction professionals.

This work is further supported by a formal decision-making matrix developed by the sponsor team to guide and evaluate facility options in a consistent, transparent, and criteria-driven way.

This team-based approach ensures that facility decisions are reviewed through multiple lenses - educational, financial, legal, and technical - before moving forward. It allows MCA to balance program needs, student safety, regulatory compliance, affordability, and long-term sustainability while maintaining transparency and strong governance.

By building a facilities team that includes both internal leadership and specialized external expertise, MCA is positioned to make disciplined, well-informed decisions as it moves from site identification to feasibility analysis and, ultimately, facility execution.

Recruiting and Selection Process

Music City Academy recruits leadership through a combination of targeted outreach and open application. Positions are posted through the Nashville Incubator's network, Tennessee charter school talent pipelines, national platforms, and direct outreach to high-performing schools and educator preparation programs.

The selection process is designed to evaluate candidates in practice, not just on paper, and to ensure alignment with MCA's mission of building every student into an academically excellent, well-supported, and confident student-athlete.

What We're Looking For in Every Leader

Music City Academy recruits leaders who understand that their primary role is to advance student success to meet our mission. We seek candidates who:

- Believe every student can achieve excellence and demonstrate this belief through action
- Bring proven expertise in designing and leading systems that serve all learners equitably
- Lead collaboratively, building strong teams rather than working in silos
- Use data to make decisions and measure impact
- Build authentic relationships with families, staff, and students
- Align their leadership approach with MCA's three core values: Team Over Self, Passion to Purpose, Wellness for Life

For the Dean of Student Supports position, all candidates complete a multi-stage process:

- Initial application and portfolio review, including examples of SPED/EL program design or MTSS implementation in previous roles
- Mission-alignment interview with CEO and CAO focused on understanding of inclusive practices, compliance expertise, and commitment to reducing exclusionary discipline
- Performance task or problem-solving scenario observed by at least two members of the hiring committee (e.g., review of sample IEP documentation, analysis of school data to identify intervention needs, or facilitation of a simulated parent-staff meeting around student support)
- Final interview with Board representative focused on leadership approach, experience building systems in startup/scaling contexts, and fit with MCA's collaborative, data-driven culture

For the General Manager position, candidates complete:

- Initial application and portfolio review, including examples of successful school operations, athletic program development, or campus management in K–12 or youth-serving environments
- Operational fit interview with CEO and at least one board member focused on experience with facilities management, vendor/contractor coordination, compliance oversight, and coaching/mentorship of adult teams
- Performance task or case study (e.g., scenario-based problem solving around scheduling logistics, facility crisis management, or athletic program planning)
- Final interview with the Board Chair, CEO, and CAO focused on operational philosophy, experience building strong school cultures through non-instructional systems, and alignment with MCA's commitment to safety, equity, and mission-centered operations

For external partners and contracted roles (such as special education and CTE consultants), selection is based on demonstrated track record in similar contexts, direct references from schools that have benefited from their expertise, alignment with MCA's operational needs and values, and proven ability to transfer knowledge and build internal capacity.

The hiring committee for each position includes the CEO, CAO (for academic leadership hires), Board representation, and external expertise as needed (e.g., special education consultant for DSS hire, experienced operations leader for GM hire). All hiring decisions prioritize candidates who bring not only technical expertise but also commitment to MCA's vision of inclusive, team-centered, student-athlete-focused education.

Question 34: Describe the collective qualifications of the current set of board members (not school-based staff) to provide effective oversight and strategic direction in the following areas:

- Governance and fiduciary responsibilities, including compliance with legal and regulatory requirements;
- Oversight of academic performance, including holding the school leader accountable, monitoring progress toward academic goals, and ensuring alignment with the school's mission;
- Financial oversight, including budget approval, financial controls, and long-term fiscal planning; and
- Community engagement and stakeholder responsiveness, including maintaining trust and transparency with families and local partners.

Collective Qualifications of the MCA Board

The MCA Board is composed of accomplished professionals with extensive experience across education, athletics, law, finance, health, and community leadership. Collectively, they bring the strategic expertise and governance capacity required to provide strong oversight and ensure the school's success in academics, operations, and community impact.

	President Russell McBryde	Secretary Crystal Cole, Esq.	Treasurer Jim Maddux	Rawle Andrews, Esq.	Adolfo Birch, Esq.	Dr. Leigh Ann Danzey-Bussell	Ken Thomas	Clint Story	Al Smith	Kris Scheider
Governance and Fiduciary Responsibilities	X	X	X		X			X	X	
Academic Performance Oversight						X	X		X	X
Financial Management Oversight	X	X	X		X			X		
Community Engagement & Stakeholder Responsiveness	X			X		X	X		X	X

Alignment to MCA's Mission and Model

Collectively, the MCA Board's experience in professional athletics, sports management, health care, behavioral health, and education is intentionally aligned to MCA's mission to bring student-athletes together in pursuit of both academic excellence and athletic success. Board members with backgrounds in professional sports organizations and sports management reinforce the commitment to support students in translating their passion for sports into viable college and career pathways. Health care and behavioral health leaders ensure that student wellness and safety remain central to decision-making, while legal and financial experts safeguard the operational and fiduciary foundation needed to sustain MCA's long-term success. This blend of expertise uniquely positions the Board to govern a high school that integrates rigorous academics, athletics, and wellness into a coherent, student-centered model.

Governance and Fiduciary Responsibilities

The MCA Board demonstrates strong governance capacity rooted in legal, operational, and fiduciary expertise:

- **Russell McBryde**, MCA Board President and CEO of Longevity Health, adds experience in executive leadership, systems thinking, and organizational growth, reinforcing MCA's governance and operational foundation.
- **Crystal Cole, Esq.**, MCA Board Secretary and Owner of CRC Legal Group, provides extensive experience in legal compliance, policy, and organizational governance, essential for ensuring MCA's adherence to charter regulations and state requirements.
- **Jim Maddux**, MCA Board Treasurer and Managing Partner of Maddux Wealth Management, brings a robust background in financial management, investments, and fiscal oversight.

- **Adolfo Birch, Esq.**, Senior Vice President and Chief Legal Officer for the Tennessee Titans, contributes deep knowledge of charter schools, business affairs, risk management, and corporate governance.
- **Clint Story**, Senior Vice President of Business Relations at Citizens Bank, brings nearly two decades of experience in commercial banking, financial management, and community-based financial empowerment. His work supporting small businesses, nonprofits, and underserved communities strengthens the Board's fiscal stewardship and community finance expertise.
- **Al Smith**, former NFL All-Pro football player, executive, and current Compliance Officer for the National Football League, adds extensive leadership experience in professional sports, organizational compliance, and executive management. His background in governance, player development, and national nonprofit leadership strengthens the Board's ability to oversee organizational integrity, compliance and mission alignment.

Together, these members ensure that MCA operates with transparency, accountability, and fidelity to legal and regulatory expectations.

Oversight of Academic Performance

The Board is uniquely positioned to support and monitor academic excellence through leadership experience, instructional insight, and student-centered perspectives. The Board will review an academic dashboard at least quarterly, including growth/achievement, attendance, discipline, credit accumulation, on-track-to-graduate, and subgroup performance, and will use these data to set interim targets and hold the school leader accountable. The Academic Excellence Committee will lead deeper analysis and bring findings and recommendations to the full Board for action.

- **Dr. Leigh Ann Danzey-Bussell**, Professor of Sports and Entertainment Management at Trevecca Nazarene University, provides academic expertise in research-based instructional strategies and higher education partnerships.
- **Ken Thomas**, CEO of Archangel Protective Services and Board Vice-President, offers experience working with educational partnerships, student safety, and engagement initiatives.
- **Kris Schneider,** Assistant Director of the Innovation Center for Williamson County Schools, brings over 18 years of experience in STEM and CTE education, workforce-aligned program design, and industry partnerships. Her expertise strengthens MCA's ability to design rigorous, career-connected pathways aligned to workforce demands.
- **Al Smith** contributes a unique perspective on student development, leadership, and character education through his experience in player development at Vanderbilt University and his work mentoring youth through national initiatives. His focus on discipline, teamwork, and personal growth reinforces MCA's commitment to whole-child development.

Collectively, the board has the background and systems-level understanding necessary to hold the school leader accountable for academic outcomes, monitor progress toward goals, and ensure alignment with MCA's mission to prepare students as lifelong learners and leaders.

Question 35: Explain the process by which board members have been and will be selected, including the criteria that have been and will be used to evaluate potential board members. Identify any gaps in the current governing board and describe plans to fill those gaps with future recruitment efforts.

Selection and Formation Process

The Music City Academy founding board was intentionally assembled through a structured, mission-aligned recruitment and selection process designed to ensure the board possessed the expertise necessary to govern a Tennessee public charter school effectively. The process was led by Dr. Kevin Dyson in partnership with the Nashville Incubator during the school design and nonprofit formation phase. The founding team developed the following criteria to guide the search for founding board members:

- A commitment to expanding opportunity for Nashville youth through education;
- Deep belief in MCA's mission of unifying academics and athletics;
- Expertise in high-priority areas aligned to the school's core design (e.g. wellness, CTE) and/or professional areas that support effective nonprofit oversight (e.g. law, finance, governance);
- Willingness to engage in training and uphold fiduciary, legal, and ethical responsibilities;
- A track record of reliability, follow-through, and constructive collaboration.

Prospective founding board members were identified through professional networks, community partnerships, nonprofit and education contacts, and referrals from civic and business leaders in Nashville. Candidates were selected based on demonstrated leadership experience, commitment to educational equity, alignment with MCA's mission and values, and the ability to contribute a needed area of expertise to the governing board.

Each prospective member participated in an intentional vetting and selection process that included:

- An introductory conversation regarding MCA's mission, school model, and founding vision;
- A review of the candidate's professional background, leadership experience, and potential governance contributions;
- Discussions regarding commitment, capacity, and alignment with Tennessee charter school governance expectations;
- An opportunity to engage with members of the founding team and Nashville Incubator regarding board responsibilities and school design priorities.

Individuals who demonstrated both mission alignment and the necessary professional competencies were invited to serve initially as members of the planning committee. During this stage, participants contributed to nonprofit formation, charter development, governance planning, community engagement, and alignment with Tennessee charter school requirements.

Upon the establishment of MCA's nonprofit entity, the planning committee transitioned into the official founding board. At this point, governing authority shifted to the board, consistent with nonprofit law and charter governance expectations. As MCA moves toward opening, school leaders continue to support the board by identifying areas where additional expertise may strengthen governance capacity, such as special education, finance, or community representation, and by recommending potential candidates. However, all future board appointments are made solely by the board in accordance with the bylaws. This approach ensures that MCA's governance model remains stable, accountable, and aligned with the expectations of Tennessee charter school authorizers.

Board Competency Gaps & Future Recruitment

While the current board represents a strong foundation, MCA has identified several areas where additional expertise and representation will strengthen long-term governance capacity.

Identified Gaps and Recruitment Priorities:

- **CTE Expertise:** The board is actively recruiting for a member with direct K–12 instructional leadership experience (e.g., a retired principal, curriculum director, or district-level academic leader); with a focus on experience with Career and Technical Education. We plan to add this member by March of 2026 to support strong early planning of CTE pathways.
- **Facilities and Real Estate Development:** As MCA scales to full capacity, the board will recruit a member with expertise in facilities planning, capital projects, or educational real estate. We intend to have this person in place by May of 2026.
- **Family Representation:** Music City Academy will add a parent representative to the governing board within six months of the school's opening, in full compliance with T.C.A. § 49-13-109. This process is intentionally designed to ensure that the selected parent is both representative of the school community and well-prepared to contribute meaningfully to governance, oversight, and mission alignment (please see Question 37 for detailed timeline and process).

Recruitment Process and Timeline:

- **Year 0–1 (Founding Phase):** Recruit and maintain 7–9 members with core expertise in governance, finance, law, and education. We will prioritize closing high priority gaps in CTE, Special Populations and Facilities during this phase to align to start-up priorities.
- **Year 2–3 (Growth Phase):** Expand to 9–11 members, adding family representation and other needs as determined by the board in our early years of operations.
- **Ongoing:** Conduct annual board composition reviews to identify emerging needs as the school grows in enrollment and complexity.

Selection Criteria:

Future board candidates will be evaluated using the following criteria:

- A commitment to expanding opportunities for Nashville youth through education;
- Deep belief in MCA's mission of unifying academics and athletics;

- Expertise in high-priority areas aligned to the school's evolving needs and/or professional areas that support effective nonprofit oversight (e.g., finance, law, governance, special populations, facilities, academics, or community engagement);
- A willingness to engage in ongoing board training and uphold fiduciary, legal, and ethical responsibilities;
- A track record of reliability, follow-through, constructive collaboration, and professional integrity;
- Demonstrated leadership experience and the ability to contribute strategically to board oversight and long-term organizational sustainability;
- The ability to contribute perspectives and experiences that strengthen the board's connection to the Nashville community and MCA's student population.

Evaluation and Sustainability of Governance

The MCA Board Governance Committee will oversee the recruitment and evaluation process, maintaining an updated Board Composition Matrix to track expertise, demographics, and term limits. The committee will use this matrix annually to identify competency gaps, prioritize recruitment needs, and evaluate prospective members against the board's established selection criteria and strategic priorities. Annual governance training and retreats will ensure members remain informed on Tennessee law, school finance, academic accountability, and equity-centered governance.

This structured approach ensures:

- Ongoing alignment between board composition and MCA's mission and strategic needs.
- Representation that reflects the Nashville community and student population.
- The long-term sustainability of a mission-driven, high-performing governing body capable of supporting MCA's success.

The MCA Board selection and recruitment process is intentional, mission-aligned, and designed for continuity. Each member brings complementary expertise that collectively ensures strong legal compliance, fiscal responsibility, academic oversight, and community partnership. Future recruitment efforts will strategically fill identified gaps and strengthen the board's capacity as MCA grows, ensuring effective governance that exceeds state expectations for oversight, accountability, and community trust.

Operations Plan and Capacity

Governance

Question 36: Describe powers and duties of the board, specifically describing the board's role in academics, operations, and finance.

The Music City Academy Governing Board serves as the governing body responsible for ensuring that the school fulfills its mission and remains legally, ethically, and financially sound. The Board governs in accordance with Tennessee Code Annotated § 49-13-101 et seq., the school's bylaws, and all applicable federal, state, and local requirements. The Board holds ultimate authority over the strategic direction of the school and exercises its powers through policy-setting, fiscal stewardship, performance oversight, and accountability. Daily management of the school is delegated to the CEO and school leadership team to balance oversight and efficient school operations.

Board Powers	Delegation to School Leadership
Per the bylaws (**Attachment 7**), the Board reserves authority over: • Mission and strategic direction • Annual budget approval • Academic, operational, and financial performance oversight • CEO hiring, evaluation, and termination • Adoption and revision of organizational policies • Approval of major contracts • Approval of facility decisions, and fiscal obligations • Compliance with state, federal, and charter contract requirements, including the timely submission of required authorizer reports and performance frameworks.	The Board delegates the following responsibilities to the CEO: • Daily operations • Personnel supervision (except the CEO) • Curriculum implementation and instructional management • Professional development and coaching systems • Enrollment execution, discipline administration, and parent communication • Vendor management, facility maintenance, and safety protocols • Financial management within board-approved policies and budget limits

To support effective oversight, MCA maintains standing committees:

1. Academic Excellence Committee: Monitors academic outcomes, reviews dashboards, evaluates progress toward goals, and prepares recommendations for the full board.

2. Finance & Audit Committee: Oversees budget development, monthly financials, audits, fiscal policy, internal controls, and long-term sustainability.

3. Governance Committee: Manages board recruitment, onboarding, bylaws, compliance, self-evaluation, conflict-of-interest processes, and CEO evaluation coordination.

4. Facilities Committee: Monitors facilities, safety, transportation, technology, risk mitigation, and major operational contracts.

The Board hires, evaluates, supports, and, if necessary, terminates the CEO. The Board oversees an annual CEO evaluation that includes metrics in the following core areas:

- **Academic achievement** (TVAAS, proficiency, subgroup performance, RTI², attendance)
- **Operational health** (compliance, safety, staffing, culture systems, family engagement)
- **Financial stewardship** (accuracy, budget adherence, audit outcomes, internal controls)

The Governance Committee leads the evaluation process and recommends contract decisions to the full Board. If performance falls below board-approved targets, the Board directs the CEO to present a corrective action plan and monitors progress.

Board's Role in Academics, Operations, and Finance

Board Role in Academic Oversight

The MCA Board is responsible for ensuring that the school delivers high-quality instruction aligned with its mission to bring student-athletes together in pursuit of both academic excellence and athletic success. The Board sets annual academic priorities, approves academic performance goals, and monitors progress throughout the year through the Academic Excellence Committee meetings and regular board meetings. Key duties include:

- **Approving the school's academic performance framework**, including annual goals, key performance indicators, and accountability measures aligned to Tennessee standards and MCA's whole-child model.
- **Monitoring academic outcomes** including, but not limited to TVAAS growth, proficiency trends, subgroup performance, attendance, student engagement indicators, RTI² outcomes, and progress for students with disabilities and English learners.
- **Holding the CEO accountable** for ensuring the implementation of rigorous, evidence-based instructional practices and the successful execution of MCA's integrated academic and wellness model.
- **Reviewing high-level reporting** from school leadership on the effectiveness of professional development, coaching structures, and school culture systems.
- **Ensuring alignment between MCA's academic program and its athletics and wellness priorities,** reinforcing the Board's commitment to developing well-rounded students in accordance with the school's mission.

Through this oversight, the Board maintains clear governance boundaries while ensuring academic excellence remains central to MCA's identity and operational decisions.

Board Role in Operations Oversight

The Board oversees school operations by ensuring compliance with all applicable federal and Tennessee laws (including Tennessee Open Meetings and Open Records requirements), approving key policies, and monitoring risk. While day-to-day operations are managed by the GM and school leadership team, the Board establishes clear accountability structures and monitors progress against key operational indicators. Core responsibilities include:

- **Ensuring legal and regulatory compliance**, including adherence to federal, state, and local requirements; fulfillment of the charter contract; IDEA/504 obligations; student data privacy protections; and safety and reporting requirements.
- **Approving major organizational policies** such as enrollment processes, discipline frameworks, safety and emergency procedures, transportation policies, FERPA protections, and foundational HR policies.

- **Monitoring operational performance** through dashboards and CEO reports, including staffing plans, facility readiness, transportation services, nutrition program compliance, and scheduling structures that support MCA's integrated academics–athletics–wellness model.
- **Overseeing strategic community partnerships,** ensuring MCA builds relationships with families, neighborhoods, athletic organizations, wellness partners, and other stakeholders aligned with the school's mission.
- **Monitoring risk management practices**, including legal matters, safety protocols, insurance coverage, audits, emergency preparedness, and crisis response procedures.
- **Ensuring sustainable talent and organizational capacity,** including approving staffing standards, reviewing leadership effectiveness through the CEO evaluation, and confirming that MCA's structure supports long-term growth and operational stability.

Through these governance responsibilities, the Board safeguards MCA's operational integrity, protects public resources, and ensures strong alignment between organizational systems and the school's mission, while empowering the CEO and leadership team to manage daily operations effectively.

Board Role in Financial Oversight

The MCA Board serves as the fiduciary steward of the school, ensuring that all financial practices are transparent, compliant, and aligned with nonprofit and public charter requirements. While day-to-day financial management is executed by the CEO and operational leadership, the Board maintains high-level oversight to safeguard public funds and ensure long-term sustainability. The Finance Committee owns the detailed financial review and brings recommendations to the full board. Core board responsibilities include:

- **Approving the annual budget,** ensuring alignment with MCA's strategic priorities, staffing plans, academic model, athletics and wellness commitments, and projected growth across school years.
- **Monitoring financial health** through monthly financial statements, cash flow reports, enrollment trends, fundraising updates, and variance analyses provided by the CEO and GM team.
- **Ensuring strong internal controls**, including clear financial policies, procurement procedures, segregation of duties, and compliance with state and federal financial regulations.
- **Overseeing long-term financial planning**, including multi-year revenue and enrollment forecasting, facility financing strategies, partnership development, and fiscal reserves needed to support stability and expansion.
- **Engaging in annual independent audits**, ensuring timely submission of required filings, adherence to sound accounting practices, and full transparency for authorizers and the public.
- **Holding the CEO accountable** for financial accuracy, compliance, and the effective implementation of board-approved budgets, financial systems, and reporting structures.

Through this fiduciary responsibility, the Board ensures that MCA remains financially stable, mission-aligned, and capable of delivering high-quality academics, athletics, and wellness programming for all students.

Collectively, the MCA Board's powers and duties ensure that:

- The academic program is rigorous, inclusive, mission-aligned, and continuously improving.
- Operational systems are compliant, efficient, and structured to support student safety, wellness, and belonging.
- Fiscal decision-making is responsible, transparent, and aligned to long-term sustainability.

Through strong governance and a commitment to accountability, the Board positions Music City Academy to thrive as a school where teamwork, discipline, and academic and athletic excellence are woven into every student's experience.

Question 37: Describe plans to add a parent representative to the board within six months of the school's opening pursuant to T.C.A. § 49-13-109. Detail the process for recruitment, selection, and onboarding of the parent representative.

Music City Academy will add a parent representative to the governing board within six months of the school's opening, in full compliance with T.C.A. § 49-13-109. This process is intentionally designed to ensure that the selected parent is both representative of the school community and well-prepared to contribute meaningfully to governance, oversight, and mission alignment.

Timeline at a Glance

Date	Key Actions	Responsible Party
Sept 2027-Nov 2027	Launch recruitment campaign; introduce opportunity across multiple platforms and distribute parent leadership packet.	Governance Committee & CEO
Nov–Dec 2027	Review applications, conduct interviews, and identify finalist	Governance Committee
By January 2028	Board vote and formal appointment of parent representative	Governing Board
January–March 2028	Governance onboarding, board training, and mentorship meetings	Board President

Recruitment

Anticipated: September 2027-November 2027

MCA will launch a transparent, multi-step recruitment process that reflects the school's values of teamwork, accountability, and belonging. Recruitment will begin within the first 90 days of school to allow families time to build trust and familiarity with MCA's culture, priorities, and expectations for governance.

Recruitment efforts will include:

- A formal announcement at Family Orientation, Back-to-School Night, and through MCA's communication platforms (website, newsletters, text alerts, and the Parent Portal).

- Targeted outreach to ensure representation from a diverse set of families, including those from different grade levels, athletic teams, and demographic backgrounds.
- Information sessions facilitated by current board members to explain the role, time commitment, responsibilities, and ethical expectations of a charter school board member.
- Distribution of a "Parent Leadership Packet," including MCA's mission, governance handbook, bylaws, family engagement commitments, and an overview of the Parent Representative's statutory role.

This approach ensures that all families, not only those traditionally active in school leadership, are aware of the opportunity and feel welcomed to participate.

Selection Criteria and Evaluation Process

Anticipated: November 2027-December 2027

The selection process will mirror MCA's governance by emphasizing collaboration, clarity of purpose, and accountability. Parent applicants will complete an interest form and short written application outlining their commitment to MCA's mission, willingness to represent a broad constituency, and ability to engage in strategic-level governance.

Selection criteria include:

- Demonstrated alignment with MCA's mission of unifying sports and academics.
- Commitment to representing the interests of all families, not a narrow subgroup.
- Willingness to engage in training and uphold fiduciary, legal, and ethical responsibilities.
- Ability to communicate effectively and contribute a parent's perspective to discussions of academics, athletics, operations, and school culture.
- A track record of reliability, follow-through, and constructive collaboration.
- Must be a current parent/guardian of an enrolled student.
- Capacity to commit to a minimum of two year term of service to the board.

The Governance Committee will score applications on a 1–4 rubric that includes across mission alignment, ability to represent all families, reliability, communication, and governance readiness and finalists will complete a short interview. The Board will vote to appoint the selected parent representative no later than the sixth month of school operation. The parent representative will serve a two-year term, renewable by Board vote, and must maintain an enrolled student at Music City Academy at the time of appointment and throughout each term of service.

Onboarding and Capacity Building

Anticipated: January 2028-March 2028

Once selected, to ensure the parent representative is prepared for effective governance, MCA will provide a structured onboarding process, which includes:

- 1:1 meetings with fellow board members and the CEO to establish strong working relationships.
- A governance orientation led by the Board President covering roles, responsibilities, bylaws, fiduciary duties, conflict-of-interest policy, and strategic priorities.
- Virtual board training sessions specific to new start charters using the materials created by Nashville Incubator and Tennessee Public Charter School Center.

- An introduction to all academic, financial, and operational dashboards used for MCA oversight led by the Board President.

This onboarding plan ensures that the parent representative is not only placed on the board but fully equipped to participate confidently and effectively in high-quality governance.

Commitment to Authentic Parent Voice

Adding a parent representative is not a symbolic act at MCA; it is an essential part of our core play - team-centered. Including parent voice strengthens transparency, deepens community trust, and reinforces the school's belief that families are partners in student success. The parent representative will participate in all board functions, including committee work, monitoring mission metrics, supporting family engagement strategies, and informing decisions that impact academics, athletics, wellness, and school culture.

Through this structured, inclusive, and mission-driven approach, MCA ensures that the parent representative is selected thoughtfully, onboarded thoroughly, and empowered to contribute meaningfully to the long-term success and accountability of the school.

Question 38: Explain how the board will interact with the school leader, including how the board will support, develop, and evaluate the school leader each year. Include, as Attachment 4, an organization chart that shows the relationship among the school's governing board, management, and leadership in:

- Year 1; and
- At full capacity.

Note the organization chart should clearly delineate the roles, responsibilities, and lines of authority and reporting among the governing board, school leadership, any related bodies (such as advisory bodies or parent/ teacher councils), and any external organizations that will play a role in managing the school and how these roles and responsibilities will evolve between Year 1 and full capacity.

The Music City Academy Governing Board oversees the mission, strategy, compliance, and fiduciary responsibility of the organization, while the CEO is entrusted with full operational authority to implement the school model. The Music City Academy board will support the CEO in three key ways:

- Maintaining regular lines of communication and a clear meeting cadence
- Providing the CEO with resources and development they need to thrive in their role
- Evaluating the CEO's performance towards goals ongoing and through annual formal evaluation

Regular Meetings & Communication

- The CEO and Board President will meet 1:1 bi-weekly to monitor short cycle progress towards goals and collaborate towards mission metrics.
- The board will create a clear roles and responsibilities overview to ensure clear lines or ownership, minimize confusion, and facilitate active collaboration across domains.

- The board will meet monthly, with the CEO as an ex-officio/non-voting staff liaison for reporting and discussion purposes.
- The Board President will own the development of meeting agendas in collaboration with the CEO during their standing 1:1 meetings.
- The CEO participates in select committee meetings (e.g. Finance, Academic Excellence) to voice school leadership team perspectives and support key decisions as appropriate.

CEO Development

- The board is committed to monitoring key metrics throughout the year and providing regular feedback to the CEO to ensure development is an ongoing v. once a year process.
- Aligned to school priorities and evaluation feedback, the board will support the CEO with access to executive coaching and/or professional development to ensure continued growth in role.

Formal Evaluation

A rigorous, transparent evaluation of the CEO is the Board's most essential governance tool and the primary mechanism through which the Board ensures accountability across academic, operational, and financial performance. Because the CEO is the Board's only direct hire, the quality of the CEO's leadership directly determines MCA's ability to deliver strong student outcomes, maintain operational reliability, steward public funds responsibly, and uphold the mission of "strong minds, strong bodies, strong character." A strong evaluation process ensures that the Board remains deeply informed and able to make mission-driven decisions grounded in reliable data, clear performance metrics, and evidence of impact. In this way, CEO evaluation is not merely a procedural requirement, it is the primary lever through which the Board exercises its fiduciary duty, protects organizational integrity, and drives continuous improvement across the school.

Each year, the Board completes a comprehensive CEO evaluation aligned to MCA's Mission Metrics, which reflect holistic performance across all major domains of school quality. These mission metrics are identified yearly at the board retreat and include a range of critical outcomes such as:

- **Academic Achievement:** TNReady results, TVAAS growth, subgroup performance, early college, and dual enrollment participation.
- **Athletic Success:** Daily physical activity participation, team sports engagement, fitness benchmarks, and progress toward NCAA eligibility preparation.
- **Student Belonging & Wellness:** Attendance, behavioral indicators, school culture surveys, huddle integration, and SEL outcomes.
- **Operational Systems:** Facility operations, staffing capacity, compliance, safety, transportation, nutrition, and scheduling effectiveness.
- **Financial Management:** Audit results, balanced budgeting, internal controls, fundraising progress, and reserve levels.
- **Enrollment & Community Engagement:** Recruitment and retention rates, family partnership data, and quality of external partnerships.

While much of this data is reviewed during board meetings, it is essential to take a holistic review of data from the year and identify trends and areas of celebration or concern.

Formal Evaluation Steps:

1	The governance committee sets annual deadlines by July 1st each year for all stages of the performance evaluation. The process will run between March and June in order to include state assessment data into the evaluation.
2	The governance committee gathers 360° Feedback from staff, families, and key community partners.
3	CEO completes a self-assessment aligned to mission metrics.
4	The governance committee reviews the mission-metric dashboard, including yearlong academic, financial, and operational data.
5	The governance committee drafts a written performance report summarizing overall scores, strengths, gaps, and key recommendations. Board recommendations include: ● **Contract renewal/continuation** with goals set for the next cycle. ● **Renewal with an improvement or professional growth plan**, including timelines and board-approved support. ● **Contract adjustments** (role scope, compensation, or performance targets) aligned to results. ● **Non-renewal/termination** if performance falls materially below expectations
6	After internal review, the full board typically adopts or modifies the written performance report via a formal vote or consensus.
7	Annual goal-setting meeting between the CEO and the Board to establish goals for the coming year aligned to MCA's strategic priorities.

The Board evaluates only the CEO and communicates exclusively through this single point of authority.

Individual board members do not direct staff, engage in operational matters, or involve themselves in management decisions. This structure preserves a clear governance–management boundary, ensures coherence across the organization, and reinforces accountability through the CEO as the instructional, operational, and cultural leader of the school.

Organizational Chart

Our organizational charts can be found in **Attachment 4.** Our organization evolves from a lean structure with cross-functional roles to a more specialized set of positions as we approach our capacity to ensure the execution of our mission.

There are two advisory bodies that are in the organizational chart: program advisory committee, and alumni advisory committee (after our first cohort graduates).

The Program Advisory Committee is required as a part of state-approved CTE programs at a state and federal level. MCA's Program Advisory Committee 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 include:

- **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.

Question 39: Describe the board's policies related to:
- Planned meeting frequency;
- Committee or advisory board structure(s);
- Ethical standards and procedures for identifying and addressing conflicts of interest; and
- Hearing and addressing complaints.

Policy and Meeting Overview

Music City Academy's governing board operates under a clearly defined set of policies designed to ensure strong oversight, transparency, and alignment with the school's mission: "At MCA, we believe in the unifying power of sports to bring student-athletes together in pursuit of both academic excellence and athletic success." These policies reflect best practices in nonprofit governance and the unique demands of launching and sustaining a high-performing public charter school.

The Board meets monthly during the planning year and first operational year, and no fewer than quarterly meetings annually thereafter. The Board also holds an annual retreat focused on strategic planning, board training, and evaluation.

All meetings will comply with the Tennessee Open Meetings Act. Meeting dates, times, locations, and agendas will be posted on the school's website at least five days in advance and made available in the languages most commonly spoken by families. Minutes will be approved by the Board and posted publicly within five business days of approval. The MCA board will adopt a formal annual planning calendar customized from the illustrated example below.

Example Arc of the Year for MCA Board Meetings
(Adapted from *TN New Start Charter Board Training*[87])

Month	Key Tasks & Deadlines	Responsible Committee/ Officer	Notes
July	● New Fiscal Year Begins ● Approve final budget (if not done) ● Onboard new board members (if applicable)	Finance Committee / Board President	Confirm all signatures & compliance docs

[87] https://tnincubator.org/newstartcharterboardtraining

August	● Finalize School Opening Logistics ● Launch Development/Fundraising Plan ● Schedule site visits or walk-through	Development Committee / CEO	Coordinate with local community partners
September	● Board Self-Assessment ● Review Academic Performance Data (early indicators)	Governance & Academic Committees	Check on any needed mid-course corrections
October	● Submit Authorizer-required fall reports ● Plan for mid-year finance review ● Mid-fall fundraising event	Finance & Development Committees	Ensure timely submission to authorizer
November	● Conduct Mid-Year Budget Check ● Assess enrollment and retention ● Recruit additional volunteers/committee members	Finance Committee / Board President	Start identifying potential new board members
December	● Board Meeting: Prepare for holidays ● Brief year-end financial forecast ● Initial facility expansion discussion (if relevant)	Full Board / Finance Committee	Consider scheduling a strategic retreat
January	● Approve any budget amendments ● Review mid-year academic data ● CEO informal Performance Check-In	Board Chair / Academic Committee	Align updates with new semester start
February	● Begin Budget Process for Next Fiscal Year ● Prepare for State Testing Updates ● Launch Spring Development Campaign	Finance & Academic Committees / CEO	Consult with staff for operational needs
March	● Draft Budget and Enrollment Projections ● Governance Committee checks on bylaws/policies ● Community Engagement Activities	Finance & Governance / CEO	Involve parents, volunteers, local sponsors
April	● Finalize Budget for Board Review ● Conduct CEO Performance Evaluation ● Plan for Board Officer Elections (if any)	Finance & Governance / Board President	Publish CEO evaluation timeline & process
May	● Approve Annual Budget (if not already done) ● Approve CEO Contract (if renewing) ● Board Self-Assessment	Full Board / Finance Committee	Prepare for summer transitions
June	● School Year Closes / Year-End Wrap-Up ● Committee Year-End Reports ● Final Authorizer Reports Due ● Strategic Retreat	All Committees / Board President	Reflect on lessons learned & set next year's goals

Officer Roles

The MCA bylaws (**Attachment 7**) require the Board have the following officer roles:

- **President:** The President will preside at all meetings of the Board; appoint committee chairs (unless otherwise specified by the bylaws), and execute any other duties as assigned by the bylaws.
- **Secretary:** The Secretary will keep minutes, maintain and protect Board files and documents, and perform any other responsibilities as assigned by the bylaws.
- **Treasurer:** The Treasurer will oversee the budget, keep full and accurate accounts of all receipts and disbursements; maintain an inventory of assets and record of liabilities, deposit money and all other securities, disperse funds, prepare statements and reports, and fulfill any other duties as outlined by the bylaws.

Committee and Advisory Board Structure

MCA's bylaws (**Attachment 7**) use a flexible committee structure that enables deep work on specific priorities while maintaining efficient full-board decision-making. The board will formally adopt the following standing committees to support MCA, with them meeting at least monthly during the planning year and as needed thereafter:

- **Facilities Committee:** Monitors facilities, safety, transportation, technology, risk mitigation, and major operational contracts.
- **Finance Committee:** Oversees financial health, budgets, internal controls, audits, and financial reporting to the full Board.
- **Academic Excellence Committee:** Monitors student performance, academic programming, and alignment to the charter's goals and accountability metrics.
- **Governance Committee:** Leads Board member recruitment, training, evaluation, and succession planning, including the recruitment and onboarding of the required parent representative.
- **Development Committee (if needed):** Supports fundraising, partnership development, and community engagement.
- **Ad hoc:** As permitted in the bylaws, the Board may establish ad hoc committees to address time bound needs (e.g., facility planning, charter renewal preparation). All committees report back to the full Board, which retains final decision-making authority.

Advisory Boards

There are two advisory bodies that are in the organizational chart: program advisory committee and alumni advisory committee (after our first cohort graduates).

The Program Advisory Committee is required as a part of state-approved CTE programs at a state and federal level. MCA's Program Advisory Committee 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. This committee serves in an advisory capacity only to serve MCA's mission and CTE commitment, but does not hold authority over board decisions. Responsibilities include:

- **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.

Conflict of Interest and Ethical Standards

MCA's bylaws (**Attachment 7**) establish standards of conduct requiring Directors to act in good faith, exercise prudent judgment, and make decisions in the best interest of the school. Directors and officers may not receive compensation for board service, may be reimbursed only for reasonable expenses, and the school is prohibited from making loans to board members.

Consistent with MCA's bylaws and T.C.A. § 49-13-111, the Board maintains a formal conflict-of-interest policy. Directors, officers, and committee members with delegated powers must disclose any actual or potential financial interest in matters before the Board. After disclosure, the individual may provide information but must exit the meeting during deliberation and abstain from voting. The disinterested members determine whether a conflict exists, consider reasonable alternatives, and approve a transaction only if it is fair, reasonable, and in the school's best interest. Board minutes document disclosures, deliberations, alternatives considered, and final votes.

If a Director fails to disclose a conflict, the Board will investigate and take appropriate corrective action as allowed by the bylaws. MCA will also use an annual written disclosure process and Board training to reinforce compliance and ethical governance, and be trained yearly meeting TN State Board of Education requirements including all open meeting rules.

Policies for Hearing and Addressing Complaints

Music City Academy is committed to a clear and accessible process for resolving concerns raised by staff, families, students, or community stakeholders while maintaining appropriate distinctions between school operations and Board governance. Consistent with MCA's bylaws and Tennessee law, all concerns follow the same complaint process, regardless of the complainant. Stakeholders are first encouraged to raise concerns with the staff member or school leader most directly connected to the issue, as many matters can be resolved quickly through school-level problem solving.

If a concern cannot be resolved by school leadership, any stakeholder may submit a written complaint to the Board. The Board President, or an officer designated by the President, will acknowledge receipt and determine whether the matter is operational requiring referral back to school leadership or a governance, legal, or fiduciary issue that warrants Board review within 24 hours. When a complaint is appropriate for Board consideration, it will be placed on the agenda of a properly noticed meeting, handled in accordance with the Tennessee Open Meetings Act, and documented in the minutes. Public comment will be a standing agenda item at each regular board meeting, with time limits and sign-up procedures posted in advance.

The Board may refer matters to a standing committee for fact-finding, but all final decisions rest with the full Board as required by the bylaws. Complaints involving allegations of discrimination,

student safety, financial impropriety, or other legally sensitive issues will be addressed consistent with state and federal reporting obligations.

This process ensures that concerns are handled respectfully, transparently, and in a manner aligned with the Board's governance role and statutory responsibilities.

Question 40: Provide the following attachments:
- Attachment 5: Articles of Incorporation
- Attachment 6: Proof of nonprofit* and tax-exempt status
- Attachment 7: Governing board bylaws

*If a sponsor has applied for nonprofit status and not yet received approval, the sponsor should submit evidence of the application and describe the steps that have been taken. As required in state law, a charter shall not be granted to a for-profit corporation. Proof of nonprofit status must be provided in order to be recommend and approved by the authorizer.

The following items have been provided in the Attachment Section:

- **Attachment 5**: Articles of Incorporation
- **Attachment 6**: Proof of nonprofit and tax-exempt status
- **Attachment 7**: Governing board bylaws

Staffing

Question 41: Describe the school's leadership and staffing structure.

Music City Academy will operate under a clearly defined and scalable leadership and staffing structure that separates governance, executive leadership, academic and CTE leadership, culture and athletics, and operations. This structure establishes clear reporting lines, differentiates academic and operational responsibilities, and is designed to scale intentionally as enrollment grows. MCA's organizational charts for Year 1 (opening year) and Year 4 (full enrollment) are included below to illustrate leadership roles, reporting relationships, and staffing growth over time. As MCA scales, leadership responsibilities deepen rather than shift, ensuring continuity of vision, accountability, and culture from Year 1 through full enrollment.

This structure is intentionally designed to integrate athletics and movement into the core student experience by placing culture and athletics within the leadership team, ensuring student motivation and wellness are aligned with academic outcomes rather than treated as separate programs.

For a full view of the organization chart, please see **Attachment 4**.

Governance and Executive Leadership

MCA is governed by an independent Governing Board responsible for mission alignment, financial oversight, legal compliance, and evaluation of the Chief Executive Officer. The Board does not engage in day-to-day operations and employs one staff member, which is the CEO. The CEO serves as the school's chief executive and is accountable for overall school performance, including academic outcomes, CTE implementation, school culture, and organizational health. The CEO directly supervises the Chief Academic Officer and the General Manager, ensuring alignment between instruction, career pathways, student experience, and operational systems. All instructional, operational, and personnel decisions are made by school leadership under the CEO's authority. The Program Advisory Committee and Alumni Advisory Committee are advisory-only bodies that provide input to school leadership and do not sit within the supervisory chain of command. Advisory bodies provide input and expertise but do not hold decision-making power.

Academic and CTE Leadership

Year 1

- **CAO:** leads curriculum implementation, instructional quality, and teacher supervision across core academic and CTE courses.
- **Dean of Student Supports:** oversees special education, English Learner services, and intervention systems.
- **CTE teachers** report through the academic leadership structure and collaborate with school leadership to ensure alignment with state CTE standards and industry-aligned coursework.
- **Counselor:** Monitoring and supporting to ensure students are on track to meet graduation and postsecondary requirements.

- **Teacher/Coaches:** All teachers serve as teacher-coaches, modeling teamwork, discipline, and relationship-building; they collaborate across academic, CTE, and wellness areas to reinforce MCA's athletics-inspired culture and support consistent expectations for student engagement, effort, and growth.

Year 4

- Academic leadership expands to include a **Dean of Humanities and a Dean of STEM,** providing deep content specific expertise in instructional coaching.
- **Director of Postsecondary** supports college, career, and credential planning, ensuring alignment between CTE pathways and postsecondary outcomes. They also manage two counselors that ensure students are on track to meet graduation and postsecondary requirements.
- **Dean of Student Supports** continues to oversee special education and EL services.

This structure ensures that CTE is embedded within the school's academic program and supported by leadership with clear responsibility for instructional quality and student success.

Culture, Athletics, and Wellness Leadership

MCA's model intentionally integrates athletics, movement, and character development into the school day. Culture and athletics are therefore embedded within the leadership structure rather than treated as extracurricular functions. In Year 1, the Director of Athletics/Dean of Culture reports through the operations branch (GM) to ensure strong daily execution and supervision systems, while collaborating closely with the CAO to align culture and athletics with academic goals.

- **Year 1:** A Director of Operations & Athletics (one position) oversees athletics programming, daily movement structures, huddle systems, and school culture. The Director of Operations & Athletics also coordinates closely with the PE teacher to ensure daily movement structures and wellness programming are implemented consistently.
- **Year 4:** Leadership expands to include a dedicated Director of Athletics, Dean of Culture, and Assistant Dean of Culture, with athletic coaches reporting to the Director of Athletics.

Operations and Support Structure

All non-instructional functions are overseen by the General Manager, who is responsible for facilities, finance, compliance, enrollment systems, safety, and vendor management.

- **Year 1: Front Desk Coordinator** manages enrollment processes, family communication, visitor systems, and front-of-house safety protocols.
- **Year 4: Director of Operations** oversees daily site operations, facilities coordination, and operational staff, including enrollment and front desk functions.

Transportation, food service, and select maintenance services are provided through vetted third-party vendors and overseen by the GM and Director of Operations.

Rationale for the Structure

MCA's leadership and staffing model is intentionally phased to balance strong leadership capacity with fiscal responsibility. In Year 1, leadership roles are designed to support a start-up environment while maintaining clear accountability for academics, CTE implementation, culture, and operations. As enrollment grows, MCA adds specialized leadership roles to deepen instructional quality, expand CTE capacity, strengthen postsecondary readiness, and ensure operational stability.

By clearly separating academic and operational leadership while embedding CTE and athletics within the school's leadership structure, MCA ensures that all core components of its model are implemented with fidelity and sustained as the school scale.

Question 42: Explain the school's strategy to recruit and 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.

Music City Academy recognizes that teacher quality is the single most important in-school factor influencing student success. MCA's staffing model is intentionally designed to attract and retain high-performing, mission-aligned educators who see teaching as both an academic and coaching role. To do so, MCA will offer a competitive and transparent compensation structure, comprehensive benefits comparable to surrounding districts, and a professional culture that mirrors the clarity, accountability, and teamwork of an athletic environment.

In alignment with Tennessee licensure requirements, MCA will actively support educators across multiple licensure pathways, ensuring compliance while expanding access to a diverse, high-quality talent pool, particularly in hard-to-staff areas such as special education and CTE.

Recruiting & Selection Approach

1. **Targeted Outreach**

   Post on TeachTN, TN Charter School Center, local university teacher-prep pipelines (Vanderbilt, Lipscomb, MTSU, TSU), and athletic/CTE networks.

   a. Leverage athletic and CTE networks to identify educators with dual certifications and/or coaching experience.
   b. Recruit through athletic, health science, and CTE professional networks to identify candidates with dual certifications and coaching or industry experience.
   c. Prioritize outreach for candidates that are former athletes, retired coaches, and educators with a proven commitment to student-athlete development.

2. **Active Recruitment Trips**

   Attend local teacher job fairs, hire at regional career/education expos and partner with college career centers for dual-certified candidates and CTE instructors.

a. Establish and maintain relationships with former professional or collegiate athletes interested in teaching/coaching roles, and seeking a second career path.
b. Attend regional teacher job fairs, education expos, and university career centers to identify licensed educators and licensure eligible candidates.

3. **Competitive Offer Package**

Include signing bonus, clear career ladder language, relocation assistance if needed, and early access to classroom resources (technology, planning time).

a. Integrated coaching responsibilities are reflected in competitive salaries, eliminating the need for separate stipends while ensuring compensation is attractive to those passionate about coaching and teaching.

4. **Selection Process**

Structured interviews + performance tasks (mini-lesson, data analysis task, or coaching scenario), reference checks, and culture-fit panel including teacher leaders and athletic staff.

a. Reference checks and culture-fit panel including teacher-leaders, athletic staff, and administrators to ensure alignment with MCA's "team over self" ethos.

5. **Job-Embedded Practitioner Licensure (Alternative Pathway)**

MCA will partner with Tennessee-approved Educator Preparation Providers[88] and alternative providers to support candidates hired as teachers of record while completing licensure requirements.

a. Structured mentoring by a licensed MCA teacher and/or Dean of Culture.
b. Praxis and content-assessment preparation supports.
c. Leveraging partnerships with Belmont, Lipscomb, TSU, and Relay GSE for job-embedded licensure programs.

MCA's Teacher Recruitment and Retention Strategy

Music City Academy recognizes that teacher quality is the single most important in-school factor influencing student success. To attract and retain high-performing educators, MCA will provide a competitive salary structure, robust professional development, and a collaborative, wellness-centered culture that supports long-term teacher growth.

- **Competitive Pay:** MCA's proposed salary range ($52,000–$80,000) aligns with or exceeds the median pay of surrounding districts, ensuring the school remains regionally competitive in the Middle Tennessee market.
- **Comprehensive Benefits:** MCA will offer full medical, dental, and vision coverage; participation in the state retirement system; and access to wellness and professional learning stipends.
- **Professional Growth:** Teachers will have weekly embedded professional learning time, peer collaboration, and career advancement pathways such as mentor teacher or lead teacher roles.
- **Supportive Environment:** Small class sizes (20–25 students) and a strong huddle model enable teachers to build deep relationships and provide personalized instruction.

[88] TDOE Educator Preparation Programs/Providers

- **Work-Life Balance and Mission Alignment:** MCA's daily schedule incorporates wellness and movement for both students and staff, reinforcing the school's commitment to holistic health and sustainable teaching practices.
- **Novice Teacher Retention:** year-long induction for new teachers (mentor teacher + weekly PLCs), funded PD opportunities, frequent formative feedback, and well-defined evaluation tied to growth/support rather than punitive measures.

By combining competitive compensation, purpose-driven professional culture, and embedded wellness practices, MCA will position itself as a destination for mission-aligned, high-performing educators across Metro Nashville and surrounding counties. MCA will use a multi-pronged recruitment and retention strategy that combines competitive pay, targeted incentives for hard-to-fill roles, strong professional support, career advancement opportunities, and a wellness-and-team culture that teachers value. Key elements:

- Competitive base salary schedule.
- Clear teacher career ladder with commensurate pay supplements.
- Robust onboarding and mentoring, weekly PLCs, and funded, job-embedded PD.
- Benefits package mirroring or exceeding local public plans (health/dental/vision, retirement plan participation, etc.).
- Family-friendly and wellness supports (flex time for movement/wellness work, wellness stipend, access to on-site mental health/SEL resources)
- Targeted outreach and posting through state and national channels such as TSSAA, Charter School Jobs, Charter School USA, and Tennessee Department of Education Job Board.

Proposed MCA Teacher Salary + Benefits

MCA is committed to attracting and retaining highly effective, mission-driven educators through competitive compensation, comprehensive benefits, and a supportive professional environment. Compensation reflects the dual role of teachers as instructors and athletic coaches, ensuring pay is market-competitive with local districts while simplifying the salary structure by integrating coaching responsibilities into base pay.

Proposed Salary Ranges (10-Month / 200-Day Schedule, Year 1):

- New Teacher (Bachelor's, Step 0–1): $58,000 – $62,000
- Experienced / Mid-Career Teacher (Master's or Step 5–12): $65,000 – $80,000
- Lead Teacher / Specialist: $78,000 – $90,000
- Dean/Director Roles (12-Month): $85,000 – $100,000
- Chief Academic Officer (CAO, 12-Month): $100,000 – $120,000

Benefits:

- Health, Dental, and Vision: Employer-sponsored plans with contributions comparable to local public districts.
- Retirement: All certified teachers and leaders participate in the Tennessee Consolidated Retirement System (TCRS), a defined benefit plan with vesting after five years, lifetime benefits, disability coverage, and survivor benefits.
- Leave & Vacation:
    - 10-Month Employees (Teachers): Sick and personal days aligned with Metro Nashville Public Schools, Williamson County Schools, and Wilson County Schools, where teachers

typically receive approximately 2 personal days and 10 sick days annually under Tennessee laws T.C.A. § 49-5-710, T.C.A. § 49-5-711, and local board policy.
    - 12-Month Employees (Deans/CAO): Vacation and leave aligned with MNPS and Williamson County models.
- Professional Development & Mentorship: Embedded PD, huddle structures, and career-connected support enhance teacher growth and retention.
- Smaller Class Sizes: 20–25 students per class enable individualized instruction and engagement.
- Strong Huddle & Mentorship Model: Structured support for teachers and students enhances professional satisfaction and student outcomes.
- Embedded Wellness Programs & Career-Connected CTE Opportunities foster a supportive teaching and learning environment.
- Professional Growth Culture: Focused on RTI²/MTSS practices, data-driven instruction, and Special Education collaboration.

Public District Teacher Salary Benchmarks (2024–2025)			
District	Starting Salary (BA Step 0)	Top Salary (MA+30/Doctorate, Max Step)	Contract Days
Williamson County[89]	$51,000	$78,000	200
Wilson County[90]	$47,000	$70.000	200
Rutherford County[91]	$48,500	$72,000	200
MNPS[92]	$52,000	$85,000	200
Nashville Charter Avg[93].	$44,268	$58,564	200
Ex: Intrepid CTE Teacher[94]	$51,292	$91,334	200

Non-Salary Recruitment Differentiators

- Smaller Class Sizes: 20–25 students per class enable individualized instruction and engagement.
- Strong Huddle & Mentorship Model: Structured support for teachers and students enhances professional satisfaction and student outcomes.
- Embedded Wellness Programs & Career-Connected CTE Opportunities foster a supportive teaching and learning environment.
- Professional Growth Culture: Focused on RTI²/MTSS practices, data-driven instruction, and Special Education collaboration.

[89] Williamson County Schools, Teacher Salary Schedule.
[90] Wilson County Schools, *Salary schedules.*
[91] Rutherford County Schools, *Certified employee salary information*.
[92] Metro Nashville Public Schools, *Salaries and resources.*
[93] ZipRecruiter, *Charter school teacher salaries in Tennessee*.
[94] Intrepid Charter School, CTE Position

Question 43: Describe the core components of the school's professional development plan and detail how those components will support effective implementation of the school model and instructional plan.

Professional Development Plan

Music City Academy believes that school work is learning work, for both students and adults. As a sports-based secondary school intentionally integrating rigorous academics, athletics, wellness, and career pathways, MCA recognizes that sustained professional learning is essential to successful implementation of its model. While MCA will intentionally recruit educators with a "coach's heart", including former athletes, coaches, and educators experienced in student-centered and culturally responsive environments, and MCA's uniquely integrated academic, athletic, and wellness design. As such, MCA is committed to investing time, resources, and leadership capacity to ensure that faculty and staff are deeply supported, continuously developed, and empowered to refine practice in pursuit of the school's mission.

At Music City Academy), professional development (PD) is designed not as a series of isolated training sessions but as a continuous cycle of growth, reflection, and alignment to the school's mission: to leverage the unifying power of academics and sports to drive student-athletes toward academic excellence, post-secondary opportunities, and wellness for life.

Leadership Roles in Professional Development Delivery

Music City Academy's staffing and leadership structure is intentionally designed to support a coherent, distributed, and sustained professional learning system. During the pre-opening year and throughout school operation, MCA employs a comprehensive leadership team in which professional development is a shared responsibility, tightly aligned to each leader's expertise and directly connected to classroom practice.

Rather than treating professional development as a series of isolated trainings, MCA's leaders collectively design, deliver, and monitor PD to ensure strong implementation of the school's instructional model, one that integrates academic rigor, sports-based pedagogy, movement, wellness, and belonging.

Leadership Roles in Professional Development Delivery	
Leader	**Primary Professional Development Contributions**
CEO	Anchors PD in MCA's mission, vision, and core values; reinforces school culture and the "life athlete" mindset; supports leadership development and adult culture.
General Manager	Supports PD related to systems and operations, including policies and procedures, HR processes, data systems, safety protocols, and daily logistics (arrival, dismissal, and transitions).
CAO	Leads the instructional vision; oversees curriculum and assessment; designs and monitors instructional coaching systems; ensures alignment to UDL, MTSS/RTI², data-driven instruction, and movement-integrated instruction and Sports-based pedagogy.
Dean of	Facilitate lesson design and internalization; lead sports-based and

Humanities and/or Dean of STEM	movement-integrated instructional training; support interim and formative assessment analysis; implement and monitor Jim Knight Impact Cycles.
Dean of Student Supports	Leads professional learning related to MTSS/RTI² implementation; IEP, 504, and ILP compliance; Child Find responsibilities; inclusive discipline practices; collaboration between general and special education.

Music City Academy – Professional Development Time Allocation

PD Component	Days	Hours per Day	Total Hours
Training Camp (Summer PD)	10	8	80 hours
Full Professional Development Days	10	8	80 hours
Daily Collaborative Planning	175	1	175 hours
		Total Annual PD Hours	335 hours

With a 10-day Training Camp, 10 full PD days, and daily collaborative planning embedded into the school schedule, Music City Academy provides approximately 335 hours of professional development annually. This structure exceeds local district offerings and aligns with leading charter practices by prioritizing continuous, job-embedded learning, instructional coaching, and collaborative planning. MCA's professional development system ensures strong implementation of its academic, wellness, and career-connected model while supporting teacher effectiveness and retention.

MCA Professional Development Framework		
Type	Purpose	Frequency
Training Camp	Establish shared culture, instructional identity, and foundational practices aligned to MCA's mission. Includes sports-based pedagogy, culturally responsive teaching (Reality Pedagogy), UDL, MTSS, SEL/huddle systems, movement-based instruction, and wellness integration. Provides a common "playbook" for all staff.	10 days annually prior to school opening; repeated yearly for new and returning staff, refined using prior-year data
Full Professional Development Days	Deepen practice across three strands, Instruction, Culture & Discipline, and Operations. Focus on data-driven instruction, movement integration, culturally responsive teaching, special populations (IEPs, ILPs, ELs), wellness, and schoolwide improvement priorities.	10 full days annually (embedded in school calendar)
Instructional Coaching (Impact Cycle)	Support continuous teacher growth through Jim Knight's Impact Cycle (Identify–Learn–Improve). Coaches model strategies, provide feedback, analyze classroom data/video, and support goal-setting tied to student outcomes and engagement.	Weekly coaching with 6–8 week cycles
Daily Collaborative Planning / Professional	Enable team-based collaboration focused on data analysis, movement-integrated lesson design, CTE and core integration, SEL/huddle practices, differentiation,	Weekly, with biweekly data-focused sessions

Learning Communities	and equity audits. Includes Learning Labs with peer observation and debriefs	
Leadership Development	Build internal leadership capacity through "Coach the Coach" sessions, Advisory leadership training, and Instructional Leadership Team meetings. Prepares teachers for expanded roles and long-term retention.	Monthly with ongoing informal leadership opportunities

MCA's Professional Development System

Training Camp

Music City Academy will provide a 10-day Training Camp prior to the start of each school year for all instructional and support staff. This pre-service induction serves as the foundation of MCA's professional learning system, establishing a shared instructional identity, common expectations, and deep alignment to the school's mission before students arrive. The Training Camp will launch for all staff in early July and conclude immediately prior to student opening. The purpose of the training camp is to establish a shared instructional identity, common expectations, and deep alignment to MCA's mission before students arrive. Training Camp is anchored in three standards: Culture & Belonging, Instructional Practices and Collaboration & Operations.

Core Training Camp Components

- **MCA Mission, Vision, and "Life Athlete" Mindset**
  Staff develop a shared understanding of MCA's purpose and philosophy, including the expectation that every adult serves as both an educator and a coach of students' academic, social, and personal growth.
- **Sports-Based Pedagogy and Movement-Integrated Instruction**
  Teachers receive intensive training on leveraging physical movement, teamwork, rhythm, and competition to increase engagement, focus, and persistence. As part of this work, MCA will partner with representatives from Urban Dove, a national leader in sport-based youth development, to facilitate a dedicated day of professional learning focused on translating athletic principles, such as effort, feedback, resilience, and team accountability, into daily classroom practice.
- **Culturally Responsive Teaching and Reality Pedagogy**
  Drawing on the work of Christopher Emdin and aligned practices, teachers learn strategies that elevate student voice, honor lived experience, and foster authentic relationships that support belonging and academic relevance.
- **Universal Design for Learning (UDL)**
  Staff are trained to proactively design instruction that provides multiple means of engagement, representation, and expression to ensure equitable access for all learners, including students with disabilities and English Learners.
- **MTSS / RTI² and Data Systems**
  Teachers learn how MCA's tiered supports function within Tennessee's RTI² framework, how to interpret data dashboards, and how to use screening, progress monitoring, and classroom data to inform instruction and intervention.

- **Huddle, SEL, and Wellness Integration**
  Training focuses on relationship-building, facilitation of Willow Education (SEL & Postsecondary planning curriculum), wellness routines, and the effective use of MCA's huddle and team structures to support the whole child.
- **Serving Special Populations**
  Dedicated sessions address instructional and legal responsibilities related to students with disabilities and English Learners, including:
    - Implementation of IEPs, ILPs, and 504 Plans
    - Inclusive instructional practices
    - Collaboration with student support teams and families
- **Operational Readiness and Schoolwide Systems**
  Staff are oriented to daily routines, behavior expectations, safety protocols, communication systems, and operational procedures to ensure a strong, consistent launch of the school year.

Training Camp Overview (10-Day)				
Days	Focus Area	Execution	Facilitators	Deliverables
Days 1-2	Who is MCA? Culture & Belonging "Life Athlete"	Mission, Vision, Culture launch, Huddle training, team identity workshops, postsecondary expectations, SEL integration	School Leadership	Scripted advisory lessons & Team Norms
Days 3-5	Instructional Design & Curriculum Alignment	Sports-based pedagogy, lesson redesign, collaboration and PLC alignment, content-specific breakouts, curriculum overviews	School Leadership &, and external support as needed	Best practices for movement and engagement, aligned lesson plans, planning & expectation norms
Days 6-8	Special Populations, MTSS / RTI² & Data	Serving students with IEPS, 504s, Gifted; Data training, analysis protocols, intervention planning	School Leadership & Diverse Learners Cooperative	IEP/504/EL training, inclusive practices, co-teaching strategies, accommodation plans, Intervention plans, progress trackers & differentiated lessons
Day 9	Operations & Systems	Procedures training, routines practice, emergency management, instructional classroom set-up	School Leadership	Classroom systems plan, first 10 days plan
Day 10	Full Scrimmage	Practice in the classroom, team planning, coaching, reflection	Coaches	Finalized plans, coaching goals,

				teacher work day

Continuous Refinement and Sustainability

After Year 1, MCA will continue to offer a 10-day Training Camp annually for returning and new staff, although structured intentionally to support both onboarding and continuous improvement. The first three days will serve as a “Rookie” Mini-Camp, dedicated to teachers and staff who are new MCA, providing immersive orientation to MCA's culture, instructional model, coaching philosophy, and non-negotiables before the full team assembles. The other seven days bring all staff together to conclude the Training Camp season, with a shared emphasis on that year's point of emphasis, a data-informed priority identified from the previous year's outcomes in academics, culture, wellness, and student performance.

This structure ensures new staff are grounded in MCA's identity before joining the broader team, while veteran staff have the opportunity to reflect, recalibrate, and recommit to continuous improvement.

Session design and emphasis will be refined each year based on::

- Prior-year instructional and assessment data
- Walkthrough and coaching trends
- Staff feedback and climate surveys
- Student academic, behavioral, and engagement outcomes

By the conclusion of Training Camp, all staff leave with a shared instructional “playbook”, common language, and a deep understanding of how to integrate movement, rigor, wellness, and belonging into every classroom, ensuring consistency, fidelity, and strong implementation of MCA’s model.

Calendar Alignment and Implementation

Music City Academy's professional development system ensures continuous, structured learning throughout the year. The system begins during the summer in-service window with Training Camp, a structured, immersive pre-launch experience designed to ensure every teacher and staff member is fully prepared and ready to deliver on day one of school. Throughout the year, MCA leverages quarterly professional development days to deepen instructional practice through structured data review, modeling, collaborative planning, and practice-based learning opportunities, resulting in ongoing adjustments to instructional plans.

At the midpoint of the year, MCA utilizes a day in January as a formal reset, conducting a schoolwide data deep dive, recalibrating instructional priorities, and providing targeted support to refine pacing and intervention strategies.

The system concludes during the end-of-year in-service period in May, where leadership team members engage in comprehensive data analysis, program reflection, and strategic planning to inform continuous improvement and the redesign of the upcoming Training Camp.

In addition to scheduled in-service days, MCA embeds ongoing professional learning into the weekly schedule through structured Professional Learning Communities. Each PLC cycle includes data analysis, where instructional leaders guide teachers in reviewing student performance and

identifying trends; instructional planning, where PLC teams collaboratively design and refine lessons; and reflection and feedback, where teachers analyze student work alongside coaches and instructional leaders to make targeted adjustments. This consistent cycle ensures that professional development remains job-embedded, data-driven, and directly connected to improving student outcomes.

Ongoing Instructional Coaching and Impact Cycles

During the school year, Music City Academy implements a structured, differentiated instructional coaching model grounded in Jim Knight's Impact Cycle[95]. Coaching at MCA is designed to support continuous improvement while honoring teachers' experience levels and ensuring that sports-based pedagogy and movement-integrated instruction are consistently embedded across classrooms.

Coaching Cycle Design and Duration

Instructional coaching occurs in deliberate Impact Cycles lasting approximately 6–8 weeks, allowing sufficient time for skill development, implementation, reflection, and measurable improvement.

- Early-career and less-seasoned teachers participate in full Impact Cycles with intensive support.
- Experienced and veteran teachers engage in refinement cycles, using the same framework to strengthen practice and ensure fidelity to MCA's instructional model, particularly the integration of movement, engagement, and team-based learning strategies.

This differentiated approach ensures equity of support while maintaining high expectations for all educators.

The Impact Cycle at MCA

Each coaching cycle follows three intentional phases:

Identify (Weeks 1–2)
Teachers and Dean of Academics collaboratively analyze multiple data sources, including:

- Classroom observation evidence
- Student engagement indicators
- Formative and interim assessment data

Together, they identify a clear, student-centered goal aligned to MCA priorities, such as:

- Increasing on-task behavior through movement-based routines
- Improving student discourse via cooperative learning structures
- Embedding sports-based pedagogy to strengthen persistence and teamwork

Learn (Weeks 2–4)
During this phase, coaches support teachers in developing the targeted skill through:

- Modeling lessons that integrate movement, rhythm, and team dynamics

[95] *Knight, J. (2018). The Impact Cycle: What instructional coaches should do to foster powerful improvements in teaching. Corwin Press.*

- Co-planning lessons aligned to core content and CTE pathways
- Practice opportunities with feedback
- Use of exemplars and video analysis

The Learn phase emphasizes practice over theory, ensuring teachers build confidence and fluency before full implementation.

Improve (Weeks 4–8)

Teachers implement the strategy consistently in their classrooms while receiving:

- Ongoing observation and feedback
- Reflection conversations grounded in student outcomes
- Adjustments based on evidence of impact

This phase focuses on refinement and sustainability, ensuring the strategy becomes part of the teacher's regular instructional practice rather than a short-term initiative.

Purpose and Impact

The Impact Cycle empowers teachers to take ownership of their professional growth while ensuring consistent implementation of MCA's instructional expectations. Over time, this system:

- Builds a shared instructional language across the school
- Normalizes movement-rich, student-centered instruction
- Strengthens alignment between teaching practice and MCA's mission

Professional Learning Communities (PLCs)

In addition to individualized coaching, MCA embeds protected weekly time for PLCs, ensuring collaboration remains central to instructional improvement. PLCs are organized by department and grade level and include general education teachers, special educators, EL specialists, and Dean of Academics.

PLCs are structured around:

- Data analysis and student work protocols
- Movement-integrated lesson design
- Integration of CTE pathways with core academic content
- SEL and huddle best practices
- Differentiation, equity audits, and inclusive instructional planning

Learning Labs and Peer Observation

As part of PLC work, instructional teams participate in Learning Labs, where teachers:

- Observe peers implementing sports-based and movement-integrated pedagogy in real time
- Engage in structured debriefs to analyze instructional choices and student response
- Identify strategies to replicate and adapt within their own classrooms

These peer-learning experiences reinforce collective efficacy and ensure that movement, engagement, and belonging are consistently embedded across MCA classrooms.

Month	PLC Focus	PD & Coaching Emphasis
July & August	Training Camp	• MCA mission & "life athlete" mindset • Sports-based pedagogy & movement instruction *(Urban Dove–facilitated day)*

		• Culturally responsive teaching & Reality Pedagogy • UDL, MTSS/RTI², IEP/ILP/504 implementation • Huddle (advisory), SEL, wellness integration • Semester 1 curriculum internalization
August	Content-Specific Strategies	• Semester 1 launch • Essential Standards • Movement norms & instructional routines • Impact Cycle Identify phase (full cycles for least-seasoned teachers)
September	Student Engagement / Assessment Instruction	• Sports-based engagement strategies • Common Assessments and Disaggregate Data • Cooperative learning & active instruction • Impact Cycle Learn phase • Peer Learning Labs begin • TNReady Standards Alignment
October	Data-Driven Instruction	• Common assessment analysis • UDL-aligned differentiation • Impact Cycle Improve phase • Coaching focused on engagement & mastery • TNReady Standards Alignment
November	Instructional Routines Literacy Strategies	• Cross-content literacy integration • Common assessment analysis • Career-aligned reading & writing tasks • Semester pacing checks & coaching reflection • TNReady Prep
December	Assessment & Feedback Student Work Analysis	• Semester 1 summative review • Student work protocols • TNReady Winter Testing Window • Semester 2 curriculum internalization
January		• Semester 2 launch • Movement routine reset • New Impact Cycles begin (refinement cycles for veteran teachers or new cycle with least-seasoned teachers)
February		• TNReady standards alignment • Career & college readiness integration • Impact Cycle Learn phase
March		• TNReady standards alignment • Reteach, review, and wellness supports • Coaching emphasizes fidelity & consistency
April	Assessment & Feedback Content-Specific Strategies	• TNReady Spring Testing Window • Enrichment & mastery instruction • Impact Cycle Improve phase

May	Assessment & Feedback Student Work Analysis	• Post-assessment data analysis • Teacher growth portfolio review • Student work showcases • Leadership pipeline & Training Camp planning

Leadership Development

MCA views every teacher as a potential leader. As part of its distributed leadership model, PD includes:

- "Coach the Coach" sessions for huddle leaders, focusing on mentoring, SEL facilitation, and house culture.
- Instructional Leadership Team meetings where teachers co-develop PD sessions and analyze schoolwide data trends.

This approach ensures that leadership capacity grows internally.

Alignment to MCA's Instructional Model	
Instructional Priority	**Supporting PD Practice**
Movement-Based Learning	Coaching cycles on physical engagement strategies; Learning Labs demonstrating "teaching through movement."
Culturally Responsive	Reality Pedagogy workshops; peer feedback sessions focused on student voice and relevance.
Career and College Readiness	PD intentionally prepares teachers to embed career-aligned skills and postsecondary expectations into daily instruction.
Wellness & SEL Integration	Huddle facilitation training; professional development trips.
Continuous Growth and Reflection	Implementation of the Impact Cycle for individualized, data-driven professional learning.

Evaluation and Continuous Improvement

Effectiveness of MCA's professional development will be assessed through:

- Classroom Observation Rubrics: Teachers will be formally observed using the Tennessee Teacher Evaluation, Assessment, and Measurement rubric, ensuring alignment with state standards while also capturing movement-rich, student-centered instructional practices.
- Teacher Growth Portfolios documenting Impact Cycle goals and outcomes.
- Staff Climate and Feedback Surveys to refine future PD topics.
- Student Achievement and Engagement Data to evaluate instructional impact.

Data from these measures will inform quarterly PD adjustments, ensuring ongoing responsiveness and alignment with MCA's mission.

MCA's professional development system is coherent, continuous, and mission-aligned, ensuring teachers are not only well-trained but deeply invested in the school's unique instructional vision. Through induction, coaching, collaborative learning, and reflection cycles, teachers master the art of integrating movement, wellness, and rigor into every lesson.

By cultivating reflective practitioners who view themselves as both educators and "coaches of life athletes," MCA's PD framework ensures that every classroom embodies the school's promise: a place where students, and teachers grow stronger in mind, body, and character.

Facilities

Question 44: Describe facility needs based on the educational program and projected enrollment.

Music City Academy uses a clear facility search and feasibility rubric to guide how we identify and evaluate potential school sites. The rubric helps ensure that any facility we select can support our academic program, planned enrollment, state and local code requirements, and long-term financial sustainability.

Our facility search and development work follows a phased timeline aligned to our pre-opening startup plan. This includes evaluating site feasibility and conducting due diligence, completing planning and programming, securing permits and completing pre-construction work, carrying out construction and tenant improvements, and finishing final inspections and move-in preparation. This approach helps ensure the facility is ready on time, stays within budget, and fully supports students and staff before opening. MCA evaluates whether a potential facility can be delivered within the timelines outlined in its pre-opening startup plan (see Question 52). This includes time for due diligence, planning and design, permitting, construction or tenant improvements, final inspections, and receipt of a use and occupancy permit. Facilities that cannot reasonably meet these milestones are deprioritized.

Additional milestones, owners, and timelines are outlined in Question 52. A more detailed Facility Decision Making Matrix, developed with the support of the Nashville Incubator, is included at the end of this question.

Music City Academy Facility Feasibility Evaluation Rubric

Metric 1: Base Project Needs	☐ Feasible ☐ Conditional ☐ Not Feasible
● What jurisdiction and county is the property located in? ● What District and Cluster[96] is the property located in? ● What is the existing building use or occupancy classification? ● Can the building be converted to an educational use[97]? ● What grades will be served at this facility? ● What is the anticipated student enrollment supported by this site? ● What is the total building area (square footage)? ● How many stories does the building have, and are entrances located at grade? ● What type of building is this, and is it appropriate for a school? ● What is the approximate age of the existing building?	

Metric 2: Zoning & Land Use	☐ Feasible ☐ Conditional ☐ Not Feasible
Music City Academy reviews local zoning and land use early in the facility search to confirm that a property can legally operate as a school. MCA uses the Metro Nashville Zoning District Land Use Table[98] to determine whether school use is permitted by right, permitted with conditions, or requires a special exception. MCA prioritizes sites where educational use is permitted by	

[96] MNPS Cluster Pathway Maps by High School
[97] 2024 IBC Code
[98] Metro Nashville Zoning District Land Use Table, 2024

right or subject to clear, defined conditions. Sites that would require special exceptions or other discretionary approvals are carefully evaluated and deprioritized if zoning uncertainty could delay the school's development timeline. As part of site due diligence, MCA reviews the applicable zoning district and identifies any requirements related to parking, setbacks, building height, or zoning overlays before advancing a site.
● What zoning district is the property located in? ● Is a school allowed at this site, or are approvals required? ● Are there limits on how much of the site can be built on? ● Are there zoning limits on how much of the site can be built on, and does the property meet those limits? ● Are there required distances between the building and property lines, and does the site meet them? ● Are there height limits or zoning rules that restrict how tall the building can be? ● Does the site meet parking requirements, including accessible parking? ● Is there adequate outdoor or playfield space available on site? ● Is the site located in a floodplain or historic overlay district? ● Are additional local approvals required (e.g., stormwater, ADA, HOA)?

Metric 3: Building Code Analysis	☐ Feasible ☐ Conditional ☐ Not Feasible
Music City Academy evaluates building code feasibility using applicable Tennessee State Fire Marshal requirements[99], Metro Nashville Codes and Building Department regulations[100], and the 2024 International Building Code (IBC)[101] to confirm that a facility can be approved for educational occupancy. This review includes evaluation of allowable building size and height, construction type, egress and exit capacity, corridor requirements, assembly space capacity, fire separation, and other life-safety requirements applicable to school facilities.	
● How is the building currently classified under code? ● What code classification is required for school use? ● Is the building type acceptable for a school? ● Is the building size and height allowed for a school? ● Does the building require fire separation between uses? ● Are required fire protection systems (sprinklers, alarms) present or feasible? ● Can required fire alarms and emergency announcements be installed? ● Does the site provide adequate fire department access and apparatus reach? ● Are there enough safe exits for students and staff? ● Are hallways wide and safe enough for student movement? ● Can the gym or cafeteria safely hold the school population?	

[99] Tennessee State Fire Marshal
[100] Metro Nashville Codes of Ordinances
[101] 2024 International Building Code

Metric 4: Accessibility Compliance	☐ Feasible ☐ Conditional ☐ Not Feasible
Music City Academy evaluates accessibility compliance using the 2010 Americans with Disabilities Act (ADA) Standards[102] and ICC A117.1[103] to ensure that facilities provide accessible parking, entrances, interior routes, restrooms, and assembly spaces for students, families, staff, and visitors.	
● Is accessible parking provided in sufficient quantity and appropriate location? ● Can the building meet ADA accessibility requirements? ● Can students and families get from the sidewalk or bus stop into the building? ● Are building entrances accessible or reasonably modifiable to meet ADA standards? ● Do interior routes to classrooms, cafeteria, and gym meet accessibility requirements? ● Are restroom facilities sufficient and accessible for student and staff use? ● Are doors usable for people with disabilities? ● If there are large gathering spaces, can they be made accessible? ● If outdoor or play areas are provided, can they be made accessible?	

Metric 5: Fire & Life Safety Review	☐ Feasible ☐ Conditional ☐ Not Feasible
Music City Academy evaluates fire and life safety compliance in coordination with the Tennessee State Fire Marshal[104], using the State Fire Marshal - adopted International Code Council (ICC)[105] and International Fire Code (IFC)[106] set to ensure that facilities meet all fire protection, life safety, egress, and emergency access requirements prior to occupancy.[107]	
● Is state fire safety approval required? ● Is a sprinkler system required, and is one provided or feasible? ● Can required fire alarms and emergency announcements be provided? ● Are portable or temporary classrooms anticipated, and would approval be required? ● Is the building far enough from nearby structures for fire safety? ● Can fire trucks safely access the building? ● Are fire hydrants located close enough to the building? ● Will a Fire Marshal site visit be required prior to occupancy?	

Metric 6: Site / Building Utilities & Infrastructure	☐ Feasible ☐ Conditional ☐ Not Feasible
Music City Academy evaluates whether each potential site can support school operations from a utilities and infrastructure standpoint in accordance with Metro Nashville Codes and Building Department requirements. This review includes an assessment of water supply and pressure, sanitary and stormwater systems, electrical service capacity, HVAC and ventilation systems, emergency vehicle access, and overall site circulation. Building systems are evaluated to confirm they can safely, reliably, and sustainably support daily student occupancy and the	

[102] 2010 Americans with Disabilities Act (ADA) Standards
[103] ICC A117.1
[104] Tennessee State Fire Marshal Fire Codes
[105] International Code Council (ICC)
[106] 2021 International Fire Code (IFC)
[107] Tennessee State Fire Marshal's Office Currently Adopted Codes

operational demands of a public high school. Where upgrades or modifications are required to meet code or programmatic needs, these improvements are incorporated into the site's feasibility assessment, project scope, and budget planning prior to lease execution or construction.[108]

- Is water pressure sufficient for fire safety?
- Can plumbing systems support a school?
- Can vehicular drop-off and bus circulation be safely accommodated on site?
- Does the site provide adequate ADA parking, and are slopes compliant or correctable?
- Is emergency vehicle access available on all required sides of the building?
- Are stormwater retention requirements satisfied or manageable?
- Does the building provide enough fresh air for classrooms?
- Is electrical service adequate for school operations?
- Does the building's structure need reinforcement?
- Is the building structure safe for school use?
- What is the condition and remaining lifespan of the roof?

Metric 7: Other Agency Requirements	☐ Feasible ☐ Conditional ☐ Not Feasible

School Safety and Security: Music City Academy evaluates school safety and security requirements, as required by state law.[109] MCA ensures that any selected facility can support secure entry, controlled access, emergency communication systems, and compliance with state-required school safety planning prior to occupancy.

Metro Nashville Health Department: Music City Academy evaluates whether a facility can meet all applicable Metro Nashville Health Department requirements[110] related to student health, sanitation, and food service operations prior to occupancy. This includes the ability to obtain required permits and approvals for any on-site food preparation or meal service, as well as compliance with local health regulations governing kitchen layouts, plumbing, ventilation, handwashing facilities, and waste management.During site evaluation and programming, MCA reviews whether a facility's layout and infrastructure can reasonably be adapted to meet Health Department standards for school-based food service and student health needs. Where modifications are required, these improvements are incorporated into the facility scope, timeline, and budget prior to final site selection.

- Can the facility meet state education facility guidelines?
- Can secure entry and school safety features be installed?
- Can County or Metro Health Department requirements for food service be met?
- Are environmental hazards likely based on building age (asbestos)?
- What local building department approvals are required?

Facility Space Need Requirements

Music City Academy's facility space needs are driven by projected enrollment, class size assumptions, program offerings, and student movement throughout the day. Instructional and shared spaces are designed to support high-quality high school instruction while meeting

[108] Metro Nashville Codes and Building Department
[109] Tennessee Public Chapter 367 (2023)
[110] Metro Public Health Department

Tennessee academic requirements and best practices. MCA evaluates potential sites based on their ability to support enrollment growth without compromising instructional quality, safety, or operational efficiency. By Year 4, MCA's planned facility provides approximately 100 square feet per student, inclusive of classroom, shared program, and circulation space. Class size assumptions are aligned with Tennessee State Board of Education guidance.

Facility needs are assessed in accordance with applicable federal, state, and local requirements, including zoning, building, fire, life safety, and accessibility codes. MCA's facilities team oversees permitting, inspections, and compliance throughout design and construction to ensure all regulatory requirements are met prior to occupancy.

Music City Academy is currently engaged in a comprehensive space programming study with Manuel Zeitlin Architects to determine minimum and maximum facility needs, including acreage for sport and physical activity space. While we are deeply committed to providing students with high-quality facilities, we are equally mindful of the financial implications that expansive square footage and property acquisition carry for a startup school. As such, we are actively pursuing strategic partnerships to supplement our campus footprint, including the agreement outlined in Attachment 1.7 C with Tennessee State University, which will provide students access to the space required to accomplish the athletic and physical education objectives described throughout this application. It is worth noting that Intrepid College Prep has won back-to-back TSSAA Soccer Class A State Championships[111] without a practice field on their campus[112], a powerful example of what is achievable through creativity and community partnership, particularly during a school's startup phase. Music City Academy is committed to securing what is truly needed, while pursuing innovative solutions that allow us to meet our programmatic goals without overextending the organization financially.

The chart below summarizes minimum MCA's facility space needs over time based on its educational model and enrollment projections and guides site evaluation and long-term facility planning.

[111] Shames, "How an entire community helped Independence Academy repeat as TSSAA soccer champs" *The Tennessean*

[112] Mehling, "Antioch soccer team wins first state title despite not having their own field to practice on", *WSMV4*

MUSIC CITY ACADEMY

FACILITY SPACE NEEDS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	2027-28	2028-29	2029-30	2030-31
GRADES SERVED	9	9 - 10	9 - 11	9 - 12
NUMBER OF STUDENTS	120	240	360	480
NUMBER OF STAFF	20	27	38	51
MAX STUDENTS PER TRADITIONAL CLASS	35	35	35	35
MAX STUDENTS PER CTE COURSE	25	25	25	25

EDUCATIONAL SPACES

Room Type	YEAR 1 # Needed	YEAR 2 # Needed	YEAR 3 # Needed	YEAR 4 # Needed
Classrooms	4	8	12	16
Science Labs	0	1	2	4
Sport and Human Performance CTE Space	1	1	1	1
Therapeutic Services CTE Space	0	1	1	1
AV Production CTE Space	1	1	1	1
Computer Lab	0	1	1	1

LARGE ASSEMBLY SPACES

Room Type	YEAR 1 # Needed	YEAR 2 # Needed	YEAR 3 # Needed	YEAR 4 # Needed
Cafeteria	0	1	1	1
Warming Kitchen	1	1	1	1
Multipurpose	0	0	1	1
Gymnasium	1	1	1	1
Weight Room	0	1	1	1
Yoga/Meditation/Sensory Space	0	0	1	1

ADMINISTRATIVE SPACES

Room Type	YEAR 1 # Needed	YEAR 2 # Needed	YEAR 3 # Needed	YEAR 4 # Needed
Main Office	1	1	1	1
Conference Room	1	1	2	2
Staff Work Space	2	2	3	3
Resource Room	1	1	1	1
Nurses Clinic	1	1	1	1
Counseling Offices/Social Workers	1	1	2	2

OTHER SPACES

Room Type	YEAR 1 # Needed	YEAR 2 # Needed	YEAR 3 # Needed	YEAR 4 # Needed
Security Vestibule	1	1	1	1
Mother's Room	1	1	1	1
Staff/Break Room	1	1	1	1
Copy Room	1	1	2	2

STORAGE SPACES

Room Type	YEAR 1 # Needed	YEAR 2 # Needed	YEAR 3 # Needed	YEAR 4 # Needed
Custodial	1	1	2	2
IT Closet	1	1	1	1
Storage	3	3	3	3
File Room	1	1	1	1

RESTROOMS

Room Type	YEAR 1 # Needed	YEAR 2 # Needed	YEAR 3 # Needed	YEAR 4 # Needed
Student Restroom	4	4	6	6
Adult Restroom	2	2	3	3
Guest Restroom	1	1	1	1

TOTALS

Square Footage Allocation Per Student *(100 Sq Ft Per Student)*	12000	24000	36000	48000

Viability and Affordability

Music City Academy will pursue a leased facility strategy that supports its instructional model, projected enrollment, and long-term financial sustainability. The school anticipates opening in a leased facility with flexibility to transition to a long-term site as enrollment stabilizes. MCA evaluates whether a site can support both initial operations and longer-term growth. While short-term facilities may be considered if they meet program needs and budget constraints, MCA prioritizes facilities that can accommodate enrollment growth, program expansion, and long-term occupancy without requiring disruptive relocation.

Facility strategy

- Single-building, leased facility during initial years of operation
- Site may function as a short- to medium-term incubation facility or a longer-term home
- Facilities evaluated for affordability, flexibility, and scalability to minimize future relocations

Affordability and cost assumptions

- Total occupancy costs evaluated, including rent, utilities, operating expenses, and routine maintenance
- Budget assumptions informed by comparable charter schools, facilities advisors, and financial modeling
- Rent estimated on a per-square-foot basis using conservative market assumptions

Tenant improvements and setup

- Projected tenant improvement costs to support instructional spaces, CTE programming, accessibility compliance, and school safety
- Estimated tenant improvement costs: approximately $500,000, budgeted in the appropriate planning year

Budget alignment and oversight

- Facility and occupancy costs projected at approximately 15% of annual operating revenue, consistent with charter sector norms
- All facility-related costs reflected in multi-year budget projections and aligned with enrollment growth
- Founding Board and school leadership will review facility expenditures regularly to ensure financial sustainability and academic alignment
  Facility Space Needs

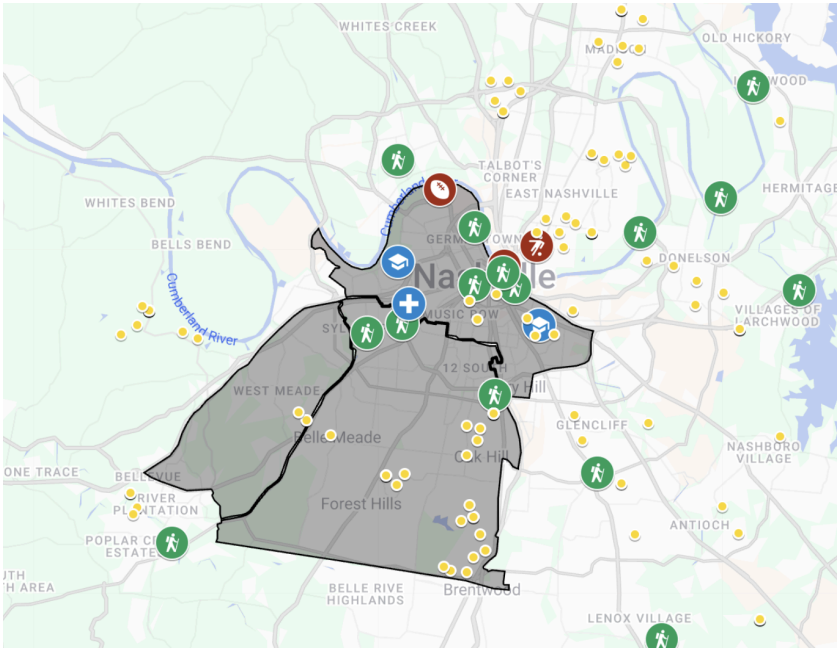
Targeted Location

Music City Academy is prioritizing sites in the core of Davidson County that are centrally located and accessible to families across Nashville. Targeted locations must be:

- Centrally positioned to serve families from North, West, East, and South Nashville
- Located near major transportation corridors and public transit routes
- Close to potential partnerships to utilize community athletic fields, facilities, and greenways that support MCA's wellness and sports-based model
- In proximity to healthcare, higher education, and workforce partners aligned to MCA's CTE pathways
- Able to safely and efficiently support student arrival, dismissal, and transportation operations

This ensures MCA is located in a place that is both accessible for families and embedded within the network of partners and resources needed to support its academic, athletic, and career-connected programming.

Catchment Area Map



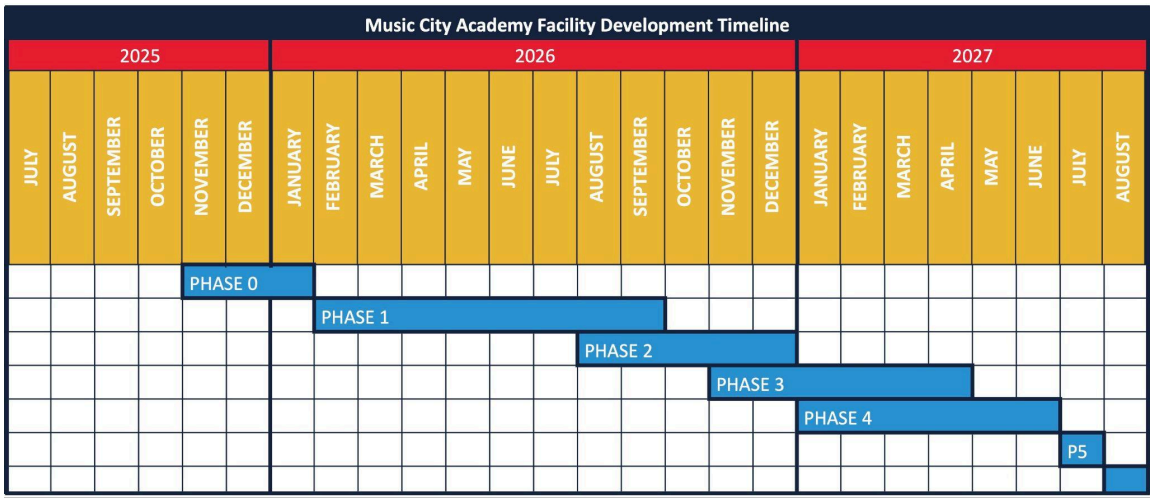
The proposed catchment area, outlined in grey, reflects the targeted area for MCA's facility. Four major components supported this decision:

1. **Family Interest:** Where do the families that have demonstrated interest in MCA live?
   - Yellow dots on the map represent these families, showing that demand is already concentrated within this geography.
2. **Model-Aligned Community Partnerships:** Where are our community partners located?
   - Red icons represent confirmed community partners.
3. **Workforce-Aligned Partnerships:** Where are potential workforce aligned opportunities for students?
   - Blue icons represent confirmed health and higher education partners.
4. **Proximity to Metro Parks and Recreation:** Where are public parks and facilities that may be utilized for free or through reservations?
   - Green icons indicate Metro Nashville athletic fields, facilities, and greenways that support MCA's focus on movement.

Together, these layers show that MCA's catchment is intentionally positioned around real, existing infrastructure and partnerships that strengthen the school's model. Rather than relying on a single neighborhood or feeder pattern, the catchment area connects family demand with accessible transportation routes, athletic resources and workforce-aligned partners. This makes the geography both practical for families and deeply aligned with MCA's mission and programming. Additional conversations and partnerships are ongoing, and the map will continue to grow as MCA expands its community presence.

Facility Decision-Making Matrix

This working document provides a high-level overview of the facility development process for Music City Academy including a Facility Development timeline and a detailed breakdown of roles and responsibilities across each phase, from early needs assessment through move-in. This matrix, developed with the support of the Nashville Incubator's Director of Facilities, is specifically designed to give school founders a 30,000-foot view of decision-making ownership and collaboration points. It supports clarity and alignment as schools navigate complex facilities development in partnership with internal and external contributors. This matrix is a live, evolving document for Music City Academy as the project progresses.



PHASE 0: Assess School Needs and Define Team

Item	Music City Academy		Nashville Incubator	Broker	General Counsel	Architect
	Dr. Kevin Dyson	Board	Shelby Goodfriend	Avison Young	SRVH	HMK
Define instructional and operational facility requirements: identify needs: square feet, location, amenities	Responsible for completion of template, informing broker of information for site search	-	Supports by creating template and consults though pushing to expand thinking to true minimum needs	Receives information from founder to conduct site search	-	Reviews and provides feedback to adjust
Establish approval processes within school team and board						
Hold Initial Stakeholder Launch meeting						
Source Real Estate Broker	Interview candidates provided and select one to move forward with	Must approve founder signing any exclusive agreement	Provide possible candidates	Interview with founder	-	-
Engage with Legal Counsel	Interview candidates provided and select one to move forward with	Must approve founder signing any agreement	Provide possible candidates	-	Provide representation agreement	-
Source Architect for Feasability Study	Interview candidates provided and select one to move forward with	-	Provide possible candidates	-	Review any agreements from architect	-

PHASE 1: Site Viability & Facility Acquisition

Item	Music City Academy		Nashville Incubator	Broker	General Counsel	Architect	Owner's Rep	General Contractors
	Dr. Kevin Dyson	Board	Shelby Goodfriend	Avison Young	SRVH	HMK	True North	Multiple
Source Viable Sites	Ultimate owner. Ensures broker provides survey, reviews sites, selects which sites to tour based on initial review	Receives updates, provides guidance to founder	Reviews broker survey with founder using viability framework	Owns process by creating survey of available sites that meets needs	-	Reviews sites in advance of touring to ensure initial viability of location	-	-
Conduct Initial Site Visit and Feasability Tour	Ensures that site meets legal and practical requirements based on Facility partners review of sites (eg. ADA, zoning, occupancy, safety, traffic flow, storm water, etc) Releases Architect to conduct full feasability review for top sites toured	Invited to attend	Hire and pay for Initial Architect and Owner's Rep for Phase 1 Support Supports by attending tour to translate specific construction language for founders, provide guidance regarding questions to ask, etc. Ensures site meets all legal and practial requirements. Flag any concerns to stakeholders.	Schedules tours of sites	Reviews any legal concerns flagged during site walk	Reviews site and plans for viability (ADA, zoning, occipancy, safety, traffic flow, storm water, etc) as well as school specific space needs. Complete full feasibility review upon request of founder.	Attends site walk	Attend site visit to gather data for initial pricing
Create Concept Drawings of Site	Review concept drawings against instructional and operational requirements. Provides feedback	-	Supports founder with review and feedback to stakeholders	-	-	Creates concept drawings of site	Review concept drawings against instructional and operational requirements. Provides feedback	Utilize concept drawings to gather data for initial pricing
Get Inital GC Pricing for Improvements	Reviews initial pricing and compare to budget targets	-	Review GC Pricing and provide support with founder analysis	Review GC Pricing and provide analysis for how to negotiate deal terms based on pricing	-	Provide answers to any questions from GC	Review GC Pricing and provide analysis to founder	Provide initial GC price estimate
Submit RFQ to Landlord	Reviews all drafts and revisions, provide feedback Inform board of RFQs going out to potential sites	-	Review RFQ and provide feedback ahead of submission	Creates RFQ and sends to stakeholders to review as requested by founder	Review RFQ and provide feedback ahead of submission	-	Review RFQ and provide feedback ahead of submission	-
Submit Letter of Intent (LOI) to Landlord	Reviews all drafts and revisions, negotiation points and sign final draft with single site	Must approve Founder signing	Reviews LOI and provides feedback	Creates LOI	Reviews LOI and provide feedback ahead of submission	-	Reviews LOI and provide feedback ahead of submission	-
Lease Agreement	Reviews all drafts and revisions, negotiation points and sign final draft with single site	Must approve Founder signing	Reviews lease and provides feedback	Reviews lease and provides feedback	Creates lease, supports with negotiation and ongoing edits to lease based on landlord feedback	-	Review lease and provide feedback ahead of submission	-

PHASE 2: Facility Planning

Item		Music City Academy		Nashville Incubator	General Counsel	Owner's Rep	Architect	General Contractors
		Dr. Kevin Dyson	Board	Shelby Goodfriend	SRVH	Selected in Phase 2	Selected in Phase 2	Multiple
Due Diligence Period		Review recommednations from architect with incubator to decide which diligence items are necessary to go forward with. Review proposals for due diligence needed Request Incubator covers payment for due diligence surveys or inspections needed	Approve any diligence items required per bylaws as needed if items exceed cost of Incubator soft cost grant	Review recommednations from architect and make recommendations to founder about which to go forward with. Review proposals for due diligence needed Pay for due diligence surveys or inspections needed	Provides risk assessment regarding property and which diligence items are highest priority	Gets proposals for additional due diligence needed Begins and leads weekly OAC meetings with stakeholders to ensure all facility partners are aligned	Leads diligence efforts and makes recommendations on needs based on codes and preliminary conversations	-
Undergo Request for Proposals (RFP) s for Services	Owner's Representative Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder and Incubator. Vote to select Owner's Representative if required by bylaws, state and federal guidelines	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received Requests contract from owners rep who wins the bid Pay for services on behalf of school with incubator soft costs grant	Reviews RFP process to ensure compliance	Submits RFP	-	-
	Architectural Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder, Incubuator, and Owner's Rep. Vote to select Architect if required by bylaws, state and federal guidelines	Review proposals with founder and board and provide recommendation based on bids received.	Reviews RFP process to ensure compliance	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received	Submits RFP	-
	General Contractor Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder, Incubuator, Architect, and Owner's Rep. Vote to select General Contractor if required by bylaws, state and federal guidelines	Review proposals with founder and board and provide recommendation based on bids received.	Reviews RFP process to ensure compliance	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received Requests contract from architect who wins the bid	Reviews RFP before publishing Hosts walkthrough of building with general contractors	Submits RFP
	School Nutrition	Create RFP based on TDOE School Nutrition Procurement Procedures. Work with Nutrition office to ensure full compliance throughout process	Ensure compliance with TDOE School Nutrition Procurement process during RFP and selection. Vote to select Food Service Agency if required by bylaws, state and federal guidelines	Supports by providing context and connecting founder to resources	Reviews RFP process to ensure compliance	Attends walkthrough of site to ensure alignment between parties	Updated on type of food service to ensure space needs are met Attends walkthrough of site to ensure alignment between parties	-
	Cleaning Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder and Incubator Vote to select Cleaning Services Vendorif required by bylaws, state and federal guidelines	Supports by providing context and connecting founder to resources	Reviews RFP process to ensure compliance	-	-	Updated on scope of work needed for construction closeout and final deep clean
	IT Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder and Incubator Vote to select IT vendor if required by bylaws, state and federal guidelines	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received Requests contract from vendor who wins the bid	Reviews RFP process to ensure compliance	-	-	-
	Furniture Vendor	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder and Incubator Vote to select furniture vendor if required by bylaws, state and federal guidelines	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received Requests contract from vendor who wins the bid	Reviews RFP process to ensure compliance	-	-	-

PHASE 2 (continued): Facility Planning								
Review & Sign Contracts or Proposals for Services	Architectural Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback, negotiates with architect. If unable to come to resolution, involve attorney	Creates standard AIA contract	-
	General Contractor Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback	Reviews contract and provides feedback	Creates standard AIA contract
	Owner's Representation Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Provide proposal and contract for review	-	-
	Food Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Ensure TDOE Nutrition team has active involvement and approves of final selection, and reviews contract prior to moving forward Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders. Ensure full compliance with TDOE process. Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	-	-	-
	Cleaning Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback	-	-
	IT Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback	-	-
	Furniture Vendor	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback	-	-
Complete schematic design and construction documents		Reviews CD set and provides feedback Keeps digital copy in school records	-	Reviews CD set and provides feedback	-	Reviews CD set and provides feedback	Creates CD set	Reviews CD set and provides feedback
Create Project Manual		Keeps digital copy in school records	-	Receives project manual	-	Distributes project manual	Creates project manual	Receives project manual

PHASE 3: Pre-Construction							
Item	Music City Academy		Nashville Incubator	Owner's Rep	Architect	General Contractors	Furniture Vendor
	Dr. Kevin Dyson	Board	Shelby Goodfriend	Selected in Phase 2	Selected in Phase 2	Selected in Phase 2	Selected in Phase 2
Submit construction documents to local and state permitting agencies	Aware of status of process	-	Support as needed	Ensures all parties are collaborating as necessary	Submit construction drawings to State Fire Marshal and Local Codes Offices	Pick permitting up and expedite through process accordingly	-
Local Codes & Fire Marshal Plan Review	Aware of status of process	-	Supports as needed	Ensures all parties are collaborating as necessary	Holds preliminary conversations to prevent major barriers	Supports any barriers as needed	-
Finalize Construction Budget	Reviews and approve of any budget changes	Reviews and approves any budget changes as required by bylaws	Reviews all changes with founder to answer any questions	Reviews all changes and sends to founder for review and approval	Reviews all changes and shares any feedback with owner's rep and founder	Finalizes budget based on any changes required during permitting process	-
Order FF&E	Owner of entire process. Approves items to purchase and places order in alignment with timeline	Must approve any expenditure above threshold per bylaws	Supports by providing context, reviewing options, and connecting founder to resources	Aware of timeline to implement into overall project schedule	Provides context for any code restrictions based on building limitations. Provides CAD drawings to vendor	Aware of timeline to implement into overall project schedule	Provides pricing, options, and samples for FF&E. Ensures compliance with competitive procurement process
OAC Meetings	Attends OAC meetings as requested by Owner's Rep	-	Attends OAC meetings	Hosts weekly OAC meetings	Attends OAC meetings	Attends OAC meetings	Attends OAC meetings as needed

PHASE 4: Construction						
Item	Music City Academy		Nashville Incubator	Owner's Rep	Architect	General Contractors
	Dr. Kevin Dyson	Board	Shelby Goodfriend	Selected in Phase 2	Selected in Phase 2	Selected in Phase 2
Owner, Architect, Contractor (OAC) Meetings	Attends OAC meetings as requested by Owner's Rep	-	Attends OAC meetings	Hosts weekly OAC meetings	Attends OAC meetings	Attends OAC meetings
Inspections	Gets updates regarding inspections, updates board as needed	Receives updates	Attend as needed	Attends all inspections	-	Manages all site inspections
Weekly Walkthroughs	Attends at least every other site walk	Invited at least once to do site walk	Attend weekly site walk	Schedules weekly site walk	Attend weekly site walk	Leads weekly site walk with updates regarding construction status
Change Orders	Reviews and signs change orders	Reviews all change orders and approves any above the threshold per bylaws	Reviews all change orders with founder to answer any questions	Reviews all change orders and sends to founder for review and approval	Reviews all change orders and shares any feedback with owner's rep and founder	Submits all change orders to Owner's Rep for review
Pay Applications	Reviews and signs pay application after both architect and owner's rep sign off Processes payment to general contractor	Reviews all pay applications as required per bylaws	Reviews all pay applications with founder to answer any questions	Reviews all pay applications and sends to founder for review, approval and payment processing	Reviews, approves and signs off on all pay applications based on work completed during most recent walkthrough	Submits pay application to architect and owner's rep for review and approval
Construction Punch	Attends punch walkthrough	-	Attends punch walkthrough	Leads punch walkthrough	Attends punch walkthrough	Attends punch walkthrough

PHASE 5: Final Inspections and Move-In							
Item	Music City Academy		Nashville Incubator	Owner's Rep	General Contractors	Architect	Furniture Vendor
	Dr. Kevin Dyson	Board	Shelby Goodfriend	Selected in Phase 2	Selected in Phase 2	Selected in Phase 2	Selected in Phase 2
Receive Use & Occupancy	Send U&O letter to authorizer	-	Attend final inspection as needed	Attend final inspection	Lead final inspection Request U&O letter from local codes office Send U&O letter to founder	Attend final inspection	-
Install FF&E and technology	Ensure all furniture is delivered free of damages prior to signing off on delivery	-	Support with any FF&E punch walk necessary	Confirm GC clean is complete and vendors are prepared to install Ensure all FF&E purchased is delivered	Ensure final clean is complete prior to installation	-	Complete installation of all FF&E and technology
Final Pay Application	Reviews and signs final pay application after both architect and owner's rep sign off, and all work is 100% complete Processes payment to general contractor	Reviews final pay applications as required per bylaws	Reviews final pay applications with founder to answer any questions	Reviews all pay applications and sends to founder for review, approval and payment processing	Submits pay application to architect and owner's rep for review and approval	Reviews, approves and signs off on all pay applications based on work completed during most recent walkthrough	-
Final closeout meeting (lessons learned)	Attend Meeting	-	Schedule lessons learned meeting and invite all facility vendors	Attend meeting	Attend meeting	Attend meeting	Attend meeting
Ribbon Cutting	Plans and executes ribbon cutting celebration for school launch	Attends ribbon cutting	Attends ribbon cutting	Attends ribbon cutting	Attends ribbon cutting	Attends ribbon cutting	Attends ribbon cutting

Together, MCA's Facility Feasibility Evaluation Rubric, Facility Space Needs Assessment, and Facility Decision-Making Matrix demonstrate the school's capacity to identify and deliver a facility that supports its educational model and enrollment growth.

The facilities team described in Question 45 oversees permitting, inspections, and code compliance throughout design and construction to ensure all regulatory requirements are met before opening.

Question 45: Describe the progress to date of identifying and securing a facility in the proposed neighborhood/community that will meet the needs of the proposed school, as described above. Name the individual(s) on the sponsor's team leading the search as well as any brokers or real estate consultants supporting the search.

Music City Academy recognizes that securing a school facility is challenging, especially in a competitive real estate market like Nashville. Limited inventory, rising lease costs, zoning constraints, and competition from commercial and nonprofit users require early planning and flexibility. In response, MCA began its facility search well in advance of its planned opening and intentionally pursued multiple viable options rather than relying on a single site.

Since spring 2025, MCA has conducted an active facility search across the Greater Nashville area, meeting with 30+ property owners, brokers, and facilities partners. To prepare for this work, the team participated in the FRED Charter School Facility Conference, facility charrettes, and ongoing facilities-focused development sessions with the Nashville Incubator and Shelby Goodfriend. This preparation helped MCA build a strong understanding of zoning, land use, occupancy requirements, procurement, and the full school facility development process.

MCA's facility search is led by the school team and governing board, with support from experienced brokers, architects, owner's representatives, legal counsel, financial partners, and contractors. Together, this group provides the expertise needed to ensure the facility strategy is thoughtful, financially responsible, aligned to the school's educational model, and achievable within the startup timeline.

Collectively, MCA's facilities partners have supported more than a dozen successful charter school facility projects, including recent Tennessee launches such as Nurses Middle College, Invictus, Encompass, The Rock, and Nashville Classical West. This experience gives MCA confidence that its facility plan is realistic, compliant, and aligned with state and local requirements for educational occupancy. At this stage, the school has not selected a final architect or general contractor for construction drawings, by design.

Music City Academy

School Team

Dr. Kevin Dyson - CEO

Dr. Kevin Dyson brings extensive experience overseeing school facilities as a principal at both the middle and high school levels. In these roles, he managed daily building operations, supervised safety and emergency procedures, coordinated maintenance teams, and oversaw arrival and dismissal systems that shaped student flow and campus safety. He has directed the use of athletic and instructional spaces, supported capital improvements, and partnered with district operations teams to ensure buildings met occupancy, supervision, and compliance expectations. Kevin leads the **coordination** of MCA's facility planning and execution - not performing technical work, but managing the experts who do it.He will:

- Coordinate the work of brokers, architects, owner's representatives, legal counsel, and contractors
- Lead MCA's participation in due diligence, including site tours, feasibility reviews, and occupancy analysis

Music City Academy

- Oversee zoning, permitting, ADA considerations, and safety requirements in partnership with experts such as architects, the Nashville Incubator, SRVH, and owner's representation.
- Manage timeline development, turnover planning, and buildout logistics
- Lead affordability modeling with Vertex Education (formerly EdTec), Raymond James, and the Board Treasurer
- With support of the General Manager, ensure smooth handoff from construction/turnover to day-one operational readiness, including technology, signage, furniture, safety systems, and traffic flow

Christina McDonald

Christina brings extensive, practical experience in launching schools and ensuring they are operational and academically ready. As the founding principal of ReImagine Prep in Jackson, MS, Christina was responsible for supporting the on-time delivery of her school building and successfully launched. As Principal, Christina has overseen daily building operations, repairs, vendor management, transportation and traffic systems, technology infrastructure, emergency procedures, and campus-wide safety systems.

Her experience opening, expanding, and operating multiple campuses gives her a grounded understanding of how facilities must function to support strong academics, student flow, athletics, CTE programs, and core school operations. Chrisitina's role centers on ensuring the facility supports the academic program and student experience. She will:

- Provide leadership on program-fit analysis for each site
- Evaluate academic, CTE, and athletic spaces for alignment with the master schedule
- Review layouts for student flow, supervision, and safety routines
- Ensure the building supports MCA's daily movement block and culture goals
- Serve as the instructional and cultural voice in site selection and design decisions

Board Members

Jim Maddux - Board Treasurer

See board member resumes in **Attachment 3.** Jim brings over twenty years of financial leadership through his work with Maddux Wealth, a Tennessee-based tax-focused advisory firm. His direct experience includes long-term financial planning, risk assessment, and investment strategy. As a board member, Jim provides financial oversight for the facility process, reviews lease affordability and long-range cost modeling, and ensures that all facility decisions align with the board's fiduciary responsibilities and MCA's multi-year financial capacity.

Crystal Cole - Board Secretary

See board member resumes in **Attachment 3**. Crystal is an attorney with experience in nonprofit governance, compliance, and policy. She has supported boards in navigating state requirements, contract reviews, and organizational oversight. As a board member, Crystal ensures that all facility-related agreements, approvals, and board actions comply with state law and charter requirements. She provides legal and governance guidance throughout lease negotiations, contracting, and major facility decisions.

Strategic Advisors & Owners Representatives
Nashville Incubator
The Nashville Incubator is a nonprofit organization that identifies, prepares, and supports leaders to launch excellent public charter schools in Nashville. Their team has helped open five charter schools in the city - Invictus, Nurses Middle College - Nashville, EnCompass Community School, Tennessee Nature Academy, Aventura Community School - building deep expertise in facilities, finance, school design, and charter launch operations. For MCA, the Nashville Incubator serves as a hands-on coaching and project-management partner: guiding our facility search, keeping us aligned to key milestones, reviewing our plans, and providing ongoing feedback to ensure our process is realistic, timely, and grounded in local requirements.
Shelby Goodfriend - Director of Facilities, Nashville Incubator
Shelby Goodfriend is a strategic facilities advisor with experience in charter development, construction oversight, and state-level compliance. As Director of Facilities at the Nashville Incubator, she guides founders through site selection, due diligence, budgeting, design, and construction. She has supported the launch and expansion of eight charter schools in Tennessee, most recently supporting Nurses Middle College, Encompass Community School, and Invictus Charter School in opening on time and under budget with no debt service. Shelby advises a portfolio of nine schools on long-term facilities strategy. Shelby previously served as Director of Charter Schools for the Tennessee Department of Education, giving her a clear understanding of the compliance, safety, and operational requirements new schools must meet. In addition to her work in schools, Shelby has opened 10 locations with The Escape Game and brings a strong commercial construction background, including delivering five new launches, two expansions, and three renovations on time. She also holds a Bachelor of Arts in Interior Architecture and brings deep expertise in zoning, permitting, occupancy, ADA requirements, and tenant improvement scoping. Shelby provides MCA with real-time market analysis, comparable charter cost benchmarks, and step-by-step guidance to ensure MCA meets all facility deadlines. Her combined experience allows her to provide founders with practical, cost-aware, and compliance-aligned guidance at every stage of the facilities process.
True North Advisory
True North Advisory is a Nashville-based real estate and construction advisory firm specializing in owner's representation, due diligence, and cost modeling for complex development projects. The firm brings deep experience across preconstruction planning, engineering review, budgeting, and contractor coordination, supporting clients through early feasibility analysis and execution planning. True North has worked across a range of commercial, nonprofit, and mission-driven projects, helping organizations assess site viability, understand total cost of ownership, and manage risk throughout renovation or construction. Their technical expertise and disciplined approach to cost control make them a strong fit to support MCA in securing and executing a facility that is financially sustainable, compliant, and aligned with the school's long-term academic model.
Scott Gibson - Partner, True North Advisory
Scott is a civil engineer and experienced owner's representative who has led facility planning, vendor management, construction coordination, and procurement for school projects nationwide, including Nashville Classical West (planning and teaming), Invictus Nashville

Strategic Advisors & Owners Representatives
Charter School (consultant procurement, preconstruction leadership, development budget and pro forma support, design and schedule oversight, permitting strategy, cost estimating, value engineering, and contract negotiation), Western Kentucky University's Cherry Hall (historic academic building renovation), Western Kentucky University's Gordon Wilson Hall (circulation improvements and elevator inclusion), Murray State University's Veterinary Sciences Building (cost consulting), and Middle Tennessee State University's Parking Garage (cost consulting for an on-campus parking structure). He advises MCA on long-range planning, phasing, construction risk mitigation, and coordination between contractors, architects, and legal teams.

Facility Search & Acquisition
Avison Young
Avison Young is a global commercial real estate advisory firm with deep experience supporting charter schools and nonprofit organizations through site selection, lease negotiation, and long-term facilities planning. The firm combines national resources with strong local Nashville market expertise, allowing Music City Academy to navigate a competitive real estate environment with discipline and informed decision-making. Avison Young specializes in tenant and occupier representation for charter schools, supporting requirement definition, market searches, financial modeling, LOI and lease negotiations, and move-in execution. Their structured approach helps MCA identify viable facilities, evaluate total cost of occupancy, and reduce long-term facilities risk. The Nashville-based team has advised mission-driven and education-focused organizations on millions of square feet of leased space and has supported charter schools including Invictus Nashville Charter School, Nurses Middle College, The Rock Academy Charter School, and Celebree Schools. This experience provides MCA with direct expertise in navigating the financial, timing, enrollment, and regulatory constraints unique to charter school facilities.
Jody Elder - Broker, Avison Young
Jody has represented multiple Tennessee charter schools - including Nurses Middle College, Invictus, and The Rock - and brings deep local market knowledge. With 25 years of experience in tenant representation, most recently focused on supporting mission-driven and educational organizations, he supports MCA by running availability scans, conducting lease comparisons, and identifying suitable properties across the Greater Nashville area.

Architectural Feasibility & Design Team
Manuel Zeitlin Architects (MZA)
MZA Architecture & Interiors is a Nashville-based, employee-owned architecture and interior design firm with more than 40 years of experience delivering educational, nonprofit, and community-focused facilities. MZA brings deep expertise in charter school design, including new construction, renovation, and adaptive reuse, and has designed numerous award-winning K–12 and charter school campuses across Middle Tennessee. Their portfolio includes schools such as KIPP Antioch Global High School, KIPP Antioch College Prep Elementary and Middle School, Valor Collegiate Academies, Rocketship Public Schools, Nashville Classical (Brookmeade), and RePublic High School. MZA specializes in aligning educational models with

Architectural Feasibility & Design Team
enrollment growth, operational needs, zoning and life safety compliance, ADA requirements, and long-term facility flexibility. The firm maintains strong working relationships with Metro Planning, Metro Codes, and the Tennessee State Fire Marshal's Office, allowing them to efficiently navigate permitting, occupancy approvals, and regulatory processes critical to charter school development.
Chris Riley - Architect, Co-Owner
Chris Riley brings extensive experience in K–12 and charter school design and has worked closely from design through construction with schools including Rocketship Public Schools, Aventura, and KIPP. His background spans large-scale renovations, adaptive reuse projects, and new construction, with a strong focus on balancing educational programming, building code requirements, and community responsibility to deliver functional, compliant, and student-centered learning environments.
Ethan Levine - Architect, Co-Owner
Ethan Levine brings over 13 years of experience leading charter school and adaptive reuse projects, including multi-phase campus developments, and has earned MZA multiple design awards for his work with schools such as Valor, KIPP, and Intrepid College Prep. He is a versatile architect capable of moving seamlessly between programs and working across different scales, balancing design quality, affordability, and constructability. Ethan supports facilities planning that helps schools make disciplined, sustainable decisions about space, growth, and long-term viability.
HMK Architects
HMK Architects PLLC is a Brentwood-based architecture firm with more than 26 years of experience planning and designing K–12 educational facilities across Middle Tennessee. The firm has extensive familiarity with public school standards, zoning and code requirements, life safety, ADA compliance, and regulatory approval processes, developed through decades of work with Metro Nashville Public Schools and charter schools. HMK brings particular strength in feasibility-first planning, supporting schools in evaluating potential sites and buildings before lease or purchase decisions are made. Their work emphasizes early identification of regulatory and physical constraints, realistic scope definition, and alignment between instructional vision, enrollment projections, and facility feasibility—an approach well-suited to early-stage charter schools. Most recently, HMK partnered with the Nashville Charter Incubator to design Invictus Nashville Charter School, which opened in August 2025. That project required close coordination among school leadership, contractors, and regulatory agencies to align educational programming, occupancy requirements, life safety standards, and schedule certainty for opening. If selected through the RFP process, HMK would support The Gate School through early facility feasibility analysis, including site and building evaluations, test fits, zoning and allowable use verification, life safety and occupancy analysis, and ADA review. HMK would also provide architectural design, documentation, regulatory coordination, and construction administration through occupancy and future phased growth, as appropriate. HMK's charter-specific experience, regional regulatory knowledge, and feasibility-driven approach exemplify the type of architectural partner The Gate School intends to engage through its facilities RFP process.

Architectural Feasibility & Design Team
Logan Newton - Principal & Beth Kickirillo - Founding Principal
Logan Newton is an architect at HMK Architects with 13 years of experience supporting K–12 school facilities through early planning, site evaluation, and feasibility analysis. Logan provides overall project leadership and ensures alignment between a school's educational vision and architectural decision-making. His work emphasizes disciplined, feasibility-first thinking, helping school teams understand the real constraints and trade-offs that shape successful facilities outcomes. He previously served on the Metro Nashville Board of Zoning Appeals, where he developed deep expertise in zoning interpretation, regulatory processes, and entitlement risk. This experience brings added rigor to facilities planning, particularly in complex or uncertain site conditions common to urban charter schools. Beth Kickirillo is a senior architect at HMK Architects with 32 years of professional experience, including 26 years at HMK, leading the design and technical execution of K–12 educational facilities. Beth brings deep expertise in educational design and a strong command of the architectural and construction process. She is known for guiding project teams and school representatives through complex decisions with clarity, rigor, and attention to detail, particularly in environments where school leaders may be less familiar with facilities development.Her career includes decades of experience working with K–12 schools, where her commitment to technical excellence, thoughtful design, and disciplined execution has contributed to consistently successful outcomes.

Finance & Affordability
Raymond James
Raymond James Financial, Inc. is a national public finance and investment banking firm with a dedicated charter school practice focused on financing school facilities and growth. Their Charter School Public Finance team has completed more than 250 charter school transactions totaling over $5 billion, including extensive work with start-up schools. Recent projects include Alturas Academy North (ID), Tulsa Classical Academy (OK), GEM Prep (ID), Elevate Academy (ID), Academir Charter Schools (FL), Vegas Vista Academy (NV), Capstone Academy (FL), SSS Academy (AZ), and Harrisburg Global Academy (SC). With lead bankers based in Nashville, the team brings strong local knowledge of Tennessee's charter landscape. Raymond James will support MCA with early affordability and debt-capacity modeling, financing strategy development, lender and investor outreach, transaction execution, and post-closing compliance to ensure facilities decisions are financially sound and sustainable.
Vertex Education (EdTec)
Vertex Education (EdTec) is a nationally recognized charter school back-office services provider that supports over 300 charter schools, including Nashville Classical and Intrepid College Prep. EdTec provides Music City Academy with financial management, budgeting, accounting, compliance, and operational support, bringing deep experience in helping schools align facilities costs with sustainable long-term operating models. Their work enables MCA's leadership to make data-driven decisions regarding short and long term facility planning.

Base Bids for General Construction
DWC Construction

Base Bids for General Construction
DWC Construction is a Nashville-based construction management firm with more than 75 years of experience delivering educational, nonprofit, and community-focused facilities across Middle Tennessee. The firm brings deep expertise working in active school environments and understands the schedule, safety, and regulatory demands of K–12 projects. DWC has significant charter school experience, having partnered with schools including LEAD Public Schools (multiple campuses), Valor Collegiate Academies, Nashville Classical Charter School, STEM Preparatory Academy, Invictus Charter School, and Ironwood Academy. Their work includes new construction, renovations, and phased expansions aligned to fixed school opening timelines. The firm emphasizes early feasibility and preconstruction planning, helping school leaders understand scope, cost, and schedule before construction commitments are made. DWC brings particular strength in phased and occupied school projects, supporting continuity of operations while facilities work is underway. DWC utilizes an open-book, competitive pricing model, pre-qualifying subcontractors and securing multiple bids to ensure cost transparency and value. Their project management approach includes regular progress reporting and schedule tracking to support informed decision-making by school leadership.
DF Chase
D.F. Chase Construction Group is a Nashville-based, employee-owned construction management firm with nearly 40 years of experience delivering complex education facilities across Tennessee and the Southeast. The firm has completed more than 150 education projects, including extensive work in public, private, and charter school environments. Within the charter sector, D.F. Chase has delivered 20 charter school projects over the past decade, totaling nearly 770,000 square feet and serving more than 8,700 students, with construction costs exceeding $160 million. These projects have primarily been completed using CM/GC and CM-at-Risk delivery models, emphasizing early cost certainty, schedule discipline, and strong owner advocacy. D.F. Chase brings particular strength in early preconstruction and feasibility planning, working closely with school leadership, architects, and owner's representatives to establish realistic budgets, timelines, and phasing strategies before construction commitments are made. Their approach includes comparative analysis of renovation versus new construction, pricing for future expansion phases, and early identification of code requirements, permitting constraints, and long-lead items that are critical to on-time school openings. The firm has significant experience delivering charter school facilities through both adaptive reuse and ground-up construction, including conversions of large commercial and big-box retail spaces. Notable charter clients include KIPP Nashville, Valor Collegiate Academies, Rocketship Public Schools, and Republic High School, with projects spanning elementary, middle, and high school campuses.
Moffitt Builders
Moffitt Builders, LLC is a Nashville-based commercial general contractor with experience delivering educational, civic, and institutional projects across Middle Tennessee. Founded in 2020, the firm brings a hands-on, relationship-driven approach to construction management, with a strong emphasis on schedule discipline, transparency, and close collaboration with school leaders and design teams. Moffitt has direct experience supporting K–12 school facilities, including new construction, renovations, expansions, and phased improvements on active campuses. Their portfolio includes projects such as Franklin Classical School, Metro Christian

Base Bids for General Construction
Academy, Goodpasture Christian School, and Intrepid Charter School, with work ranging from adaptive reuse of commercial buildings into charter school campuses to ground-up academic facilities and specialty learning environments. The firm brings particular strength in renovation and adaptive reuse, a pathway frequently pursued by early-stage charter schools. Moffitt's experience includes converting former office and retail spaces into fully code-compliant school facilities, requiring close coordination around life safety, ADA compliance, occupancy approvals, and accelerated schedules aligned to school-year openings. Moffitt's team structure emphasizes strong on-site leadership and clear communication, with projects led by experienced project managers and superintendents who coordinate consultants, manage subcontractors, and maintain financial transparency.

Legal	SRVH
SRVH is a Tennessee-based law firm with a strong real estate and construction practice supporting complex commercial, institutional, and public-serving facilities. The firm advises clients across the full development lifecycle, including site acquisition and leasing, zoning and land use approvals, construction contracting, and regulatory compliance. SRVH has supported numerous real estate and renovation projects across Tennessee, including work with nonprofit and education-adjacent organizations. Their experience navigating Metro Nashville zoning, permitting, and construction risk positions SRVH to effectively support Music City Academy's school facility development and adaptive reuse strategy.	

Governance & Risk Management

Music City Academy uses a team-based approach to facility planning so that no single person makes or executes facility decisions alone. Facility decisions are reviewed by school leadership, governing board members, legal counsel, architects, owner's representatives, financial advisors, and brokers. Each group reviews decisions through a different lens - legal, technical, financial, and governance - to reduce risk and ensure transparency and accountability. Prior to Opening, MCA is supported by the Nashville Incubator, which provides funding for early facilities-related planning costs such as feasibility analysis, site evaluation, and advisory support. As MCA moves from planning to execution, the school will use formal procurement processes, including RFPs, to select vendors and contractors, with final approval from the governing board. MCA's facility strategy is designed to remain flexible in a competitive real estate market. Rather than relying on a single site, MCA has evaluated multiple properties that meet programmatic, regulatory, and financial requirements, allowing the school to pivot if a preferred site becomes unavailable.

Contingency Planning

If MCA is unable to secure a long-term facility within the initial search window, the school has identified short-term facilities that can support opening with limited turnover and modest tenant improvements. These options allow MCA to open as planned while continuing to pursue a permanent facility aligned with long-term enrollment growth.

MCA's phased facility timeline, aligned to the Pre-Operations startup plan described in Question 52, includes buffer time for lease negotiations, permitting, construction, and inspections. This allows adjustments to scope or site selection without compromising safety, program quality, or financial health.

Sites Evaluated to Date

Preliminary architectural feasibility is being conducted by HMK Architects to inform site evaluation only; this engagement does not constitute a formal procurement or commitment to a design partner. Once a site is deemed viable, the school will conduct a competitive RFP process at a minimum for design and construction partners in accordance with T.C.A. 12-4-107 and all other applicable Tennessee procurement requirements. The costs associated with preliminary feasibility work are covered by Nashville Incubator, not by the proposed school, as reflected in Attachment 1.2 B.

MCA has toured and evaluated four priority properties, referred to in this application as Properties A, B, C, and D. Three of these sites are expected to be vacant prior to MCA's 2027 opening and could serve as short-term options with limited turnover needs. Property D is being explored as a potential long-term location.

Across all four sites, MCA reviewed:

- Building condition and occupancy potential
- Zoning and educational use allowances
- Egress and life-safety considerations
- Ability to support classrooms, CTE labs, movement spaces, and student supports

MCA also reviewed lease structures, standard Nashville escalations, and early turnover needs limited to signage, paint, minor repairs, and security upgrades. Turnover costs are estimated at approximately $100,000 per site, avoiding assumptions of major renovation.

Affordability was tested using identified lease rates for the three short-term sites. MCA worked with Vertex Education (formerly EdTec), Raymond James, and the Board Treasurer to model each option against projected enrollment, per-pupil revenue, and multi-year budgets.

- Property A uses a Triple Net (NNN) lease, with property taxes modeled separately.
- Properties B and C use Full Service Gross (FSG) leases, with taxes and operating costs included.

All three short-term options fall within MCA's feasible budget range. Property D, which would require rezoning, is being evaluated for long-term growth and sustainability.

In addition to site tours and financial modeling, MCA has engaged advisors to support lease review, code compliance, architectural test fits, and early construction pricing. As a result, MCA enters the next planning phase with multiple viable options, realistic cost expectations, and a clear path toward securing a facility that supports academics, CTE programming, and daily movement.

A summary of these sites and their key characteristics is included below:

Property Summary with key characteristics				
Property	**Property A**	**Property B**	**Property C**	**Property D**
District	District 7	District 4	District 2	District 5
Zoning Land Use	**RS7.5**	**CL**	**RM9**	**IR**
Education Permitted?	With Conditions	Permitted by Right	With Conditions	Re-Zoning Needed
Current	Educational Use	Educational Use	Educational Use	Warehouse Use

Property Summary with key characteristics				
Property	**Property A**	**Property B**	**Property C**	**Property D**
Occupancy				
Site Visit Completed	Yes	Yes	Yes	Yes
Annual Lease Rate	$433,268.00	$ 267,346.80	$214,835.00	In Negotiation
Lease Type	Triple Net (NNN)	Full Service Gross (FSG)		
If NNN - Property Taxes	2025 Taxes: $31,851.64	-	-	-
Improvements Needed	All properties are in compliance with current requirements for school occupancy and will only require cosmetic turnover upgrades, approximately $100,000			Awaiting pricing from GCs
Feasibility Study	Complete	Complete	Complete	Complete
Long Term Viability	Short Term (2 Years)	Short Term (1 Year)	Short Term (2 Years)	Permanent Facility
Property Type	Stand Alone Building	Shared Use	Shared Use	Co-location with Community Partners
Sq Ft Available	~20,000 Sq Ft	~22,000 Sq Ft	~15,000 Sq Ft	~80,000 Sq Ft
Discussed Lease Agreement	Yes	Yes	Yes	In Negotiation

Identification and Feasibility Milestones

- Began facility search in Spring 2025 across the Greater Nashville area
- Met with 30+ property owners, brokers, and facilities partners
- Participated in the FRED Charter School Facility Conference and multiple incubator-led facility charrettes
- Conducted site tours and evaluations for four priority properties (Properties A, B, C, and D)
- Identified three short-term viable opening sites and one long-term permanent site candidate
- Established baseline turnover scope and cost assumptions (approximately $100,000 per site)
- Modeled lease affordability for each site with finance team
- Confirmed zoning pathways and educational use allowances for all priority properties

Technical Due Diligence Completed

- Initial zoning and land use verification for all four sites
- Review of educational use permissions and rezoning requirements where applicable
- Life safety and egress feasibility screening
- ADA accessibility review
- Square footage validation against academic, CTE, athletic, and movement program needs
- Preliminary architectural feasibility and test-fit analysis
- Review of lease structures (NNN vs. FSG) and operating cost assumptions
- Preliminary construction scope defined as limited turnover and minor improvements

Rationale for Incubation Space

- Allows MCA to open on schedule while continuing to pursue a permanent long-term facility
- Minimizes upfront capital risk by avoiding major renovation or construction commitments
- Provides flexibility in a competitive real estate market
- Aligns with early-stage charter financial capacity
- Supports enrollment growth without locking into an inflexible long-term lease
- Enables MCA to build operating history before pursuing permanent financing

Readiness and Pathway to Securing a Facility

- MCA has identified multiple candidate properties and completed initial feasibility reviews (Properties A–D)
- MCA has screened each option for basic program fit (classrooms, CTE needs, movement space) and initial compliance considerations (zoning, occupancy, life safety)
- MCA has begun early affordability screening using preliminary lease terms and assumptions and will complete final affordability modeling once a preferred site and final lease terms are available
- MCA has engaged or is in active conversations with key facilities advisors (brokerage, architectural feasibility/design, owner's representation, legal counsel, and finance) to support the path from site selection to execution
- Next steps include: selecting a preferred site, confirming final lease terms, completing technical due diligence (code/ADA/life safety), finalizing a test fit and scope, pricing the work, and securing board approval
- Music City Academy has developed a structured, milestone-driven pathway to securing a facility for a 2027 launch; the Facility Decision-Making Matrix outlines each milestone alongside the responsible stakeholders who will drive progress at every stage.

Transportation

Question 46: Describe the plan to provide daily transportation to students, if applicable. Detail whether the proposed school will provide its own transportation services, contract out for transportation, or a combination thereof. 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.

Music City Academy will ensure that transportation is never a barrier to enrollment, attendance, or participation for any student. Because MCA anticipates drawing students from multiple Nashville neighborhoods, the school will use a multi-layered transportation model that combines public transit partnerships, contracted bus service, and supplemental support for families facing transportation challenges. Rather than locking into rigid routes or assumptions years in advance, MCA will design and refine its transportation systems annually using actual enrollment and geographic data. This ensures transportation remains innovative, equitable, and aligned with real student needs.

Geographic Analysis and Route Design

Each spring, MCA will conduct a geographic analysis using the home addresses of enrolled students to identify areas of highest student density, assess proximity to public transportation routes, and determine where school-supported transportation would have the greatest impact. Once the analysis has been completed, the GM will decide on where and how many contracted bus routes are needed, location of pickup hubs or specific neighborhood stops may be effective, and if students can be best supported through public transit access.

Multi-Layered Transportation

WeGo Public Transit Access

In the summer prior to MCA's founding year, the school will conduct a detailed route analysis using accepted students' home addresses and the existing WeGo Public Transit networks and daily WeGo bus schedules. MCA will either (1) purchase annual WeGo passes for students or (2) formalize a partnership with WeGo to secure student transit cards at a reduced rate. Once identified on transportation options, the MCA Operations team will work with families to review daily bus schedules and routes to ensure efficient drop-offs. This strategy ensures that any student living near frequent or high-capacity WeGo routes can access zero-cost, reliable public transportation to and from school each day. The MCA team will keep record of students who will use WeGo transit to review any scheduling or route changes and challenges throughout the school year.

Contracted Bus Service

For students who do not live near a WeGo stop, MCA will contract a state approved transportation vendor to operate dedicated school bus routes. MCA's budget includes $85,000 per bus annually, with the following projected fleet growth:

Year	Number of Buses	Total Budgeted Funds
Year 1	2	$170,000
Year 2	3	$255,000
Year 3	4	$340,000
Year 4	4	$340,000

Transportation for Co-Curriculars and Extra-curriculars

Because participation in athletics and Career and Technical Education pathways, including internships and work-based learning, is a required component of MCA's design, transportation for these experiences is intentionally embedded into daily operations rather than treated as optional or supplemental.

MCA will provide transportation during and after the school day for all programming that requires students to travel off campus, including: Athletic practices, competitions, and team events; CTE coursework and industry partner experiences; Internships, job shadowing, and work-based learning placements; Credentialing programs and postsecondary visits; Field experiences connected to academic and wellness programming. Transportation for these experiences will be provided through a flexible combination of: Contracted transportation providers; School-operated shuttle vehicles for smaller groups; Public transportation when appropriate.

This structure allows MCA to scale transportation based on group size, scheduling demands, and program design without overcommitting to a single transportation method. By embedding transportation directly into the athletic and CTE program design, MCA ensures that no student is excluded from required programming due to transportation access.

School-Operated Shuttle Vehicles

MCA will operate at least one 9 passenger shuttle vans to transport small groups of students during the school day and after school for athletic events, CTE partner visits and work-based learning placements, special academic programming and field experiences. All shuttle vehicles will comply with applicable state and federal safety requirements, including T.C.A. § 29-20-101 et seq., and will be driven by properly licensed, trained, and school-approved employees.

Transportation Vendor Selection

To select the best transportation vendor for our school, we will use a competitive Request for Proposal process. The GM will lead this process, with the Director of Operations/Athletics being the Transportation Supervisor for full execution. 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, experience, and 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 GM with input from the CEO and final approval from the Board.

To ensure compliance with T.C.A. 49-6-2116 and SBE Rule 0520-01-05, we will assign a transportation supervisor to ensure compliance with all state and federal laws and regulations who will engage in necessary training and support in any documentation.

Logistics

MCA will publish draft pickup/drop-off windows and stop locations approximately 4-5 weeks before the year starts, based on enrolled student addresses and the spring family transportation survey. Final routes, stop times, and WeGo pass/transit-card assignments will be confirmed and communicated to families no later than 3 weeks before the first day of school, with rider rosters finalized.

Each morning, buses will arrive within designated windows, and students will be received by campus staff for arrival and safe entry; bus riders will be checked in against daily bus rosters maintained by the Transportation Supervisor. In the afternoon, dismissal will occur through structured release procedures (bus, WeGo, and family pick-up), with staff supervising loading and conducting roster checks before departure.

MCA will operate a dedicated transportation hotline/text line for real-time updates (i.e. delays, missed stops, service changes), and the Transportation Supervisor will monitor daily on-time performance, ridership, and incident reports, escalating concerns to the Director of Operations and Athletics for immediate corrective action, as necessary.

Question 47: Describe the plan to provide transportation to students whose individualized education plan (IEP) or 504 plan requires transportation to ensure the student receives a free and appropriate public education (FAPE) pursuant to 34 CFR § 300.34(c) and Section 504 of the Rehabilitation Act of 1973.

Music City Academy is fully committed to meeting all federal and state requirements related to transportation as a related service. Pursuant to 34 CFR § 300.34(c) and Section 504 of the Rehabilitation Act of 1973, MCA will provide transportation at no cost to any student whose IEP or 504 plan requires it in order to ensure the student receives a free and appropriate public education (FAPE).

MCA will select a contracted transportation provider that can fully accommodate students with disabilities, including those who require wheelchair-accessible vehicles, specialized equipment, modified seating arrangements, individualized pick-up/drop-off, or additional safety support. As part of the vendor selection and contracting process, MCA will require the provider to:

- Maintain a fleet with vehicles capable of meeting accessibility needs
- Execute individualized routing that aligns with each student's IEP or 504 plan
- Ensure all transportation personnel receive training in disability awareness, safety procedures, and all relevant IDEA and Section 504 requirements

To ensure financial readiness, MCA has allocated an additional $25,000 annually to support specialized transportation needs beyond standard contracted bus services. Should the number of students requiring IEP/504 transportation exceed projections, MCA will adjust its budget and reallocate resources to guarantee that all required services are provided without interruption.

MCA's Front Desk Coordinator, in collaboration with the Chief Operating Officer, will conduct ongoing monitoring of IEP/504 transportation services. This includes periodic reviews of driver training, student safety protocols, compliance with all federal and state requirements, and communication with families to ensure services remain responsive, safe, and aligned with each student's individualized plan. The IEP team will document transportation needs and MCA will implement them immediately upon enrollment/IEP finalization

This proactive approach ensures that every student entitled to transportation under an IEP or 504 plan receives timely, compliant, and high-quality transportation services tailored to their needs.

Health and Safety

Question 48: Describe the plan for meeting the medical needs of students, including how the school will provide nursing services.

Music City Academy will meet all student medical needs in full compliance with all applicable Tennessee and federal requirements. In Years 1 and 2, MCA will contract with a licensed school nurse who will provide on-site coverage each school day and remain available on call during school hours. Beginning in Year 3, MCA will transition this role to a full-time, on-staff school nurse to support increased enrollment and expanded student needs. The school nurse will be supervised and supported by the Director of Operations and Athletics.

The nurse will oversee all core health services, including developing and maintaining Individualized Health Plans (IHPs), supervising medication administration and secure storage, completing required health screenings, and supporting staff in responding to routine and emergency medical situations.

To ensure consistent and responsive coverage, MCA will implement a comprehensive training plan for all staff. All employees, including athletic coaches and physical education teachers, will be trained in CPR, first aid, medication administration, EpiPen use, and emergency response procedures. This training will occur during summer professional development and will be refreshed through annual recertifications. Staff will also receive student-specific training aligned to IHPs and emergency action plans as needed.

MCA will maintain secure medication storage systems, clear protocols for medication administration, and strong documentation and communication practices to ensure accuracy, confidentiality, and compliance.

The Operations team, led by the Director of Operations and Athletics, will partner closely with the school nurse to monitor regulatory compliance, maintain medical supplies, and regularly review student health plans to ensure timely updates and appropriate care.

This phased staffing model ensures students receive high-quality, consistent nursing services from the school's opening while allowing MCA to scale to a full-time nurse position as enrollment and medical needs grow.

Question 49: Identify the person or position responsible for school safety operations, detailing the responsibilities of this position, and providing the approach and timeline to develop a school safety plan in accordance with T.C.A. § 49-6-804 through T.C.A. § 49-6-808.

School Safety Operations Plan Responsibility

Music City Academy designates its Director of Operations reporting directly to the Chief Operating Officer as the individual responsible for all school safety functions. This role is accountable for emergency preparedness, daily campus security, state compliance, staff training, collaboration with public safety agencies, and the full development and annual revision of the school safety plan in accordance with T.C.A. § 49-6-804 through § 49-6-808.

In accordance with Tennessee Code Annotated § 39-16-502 (False Reporting), knowingly providing false information to law enforcement or school officials regarding a threat, emergency, or criminal activity is prohibited and may result in legal consequences. MCA explicitly communicates to students and families that intentionally false or malicious reports undermine school safety systems will result in immediate removal and investigation; loss of extracurricular eligibility during investigation.

Core Responsibilities

1. Safety Plan Development & Compliance

- Lead development of a comprehensive Emergency Operations Plan (EOP) in alignment with T.C.A. § 49-6-804 through § 49-6-808, including crisis intervention, emergency response, and incident management.
- Create and supervise a safety team and a building-level safety team, as mandated under Tennessee law.
- Establish and maintain a mobile panic-alert system (or equivalent), per state guidance, to facilitate real-time coordination with first responders.

2. Threat Assessment & Prevention

- Convene and lead an annual Threat Assessment Team, trained on state-level protocols (potentially using Tennessee School Safety Center guidance).
- Implement an anonymous reporting system for students, staff, and families to flag potential concerns.
- Develop behavioral-risk mitigation protocols and response plans for identified threats, in collaboration with mental health staff and local agencies.

3. Drills and Training

- Plan and conduct all required drills each year, including: armed intruder, incident command, and emergency bus drills, in partnership with law enforcement.
- Train all staff in crisis response, reunification, communication protocols, and prevention strategies.
- Organize full-scale or tabletop exercises in coordination with MNPS, MNPD, and other responders.

4. Coordination with MNPS & Local Agencies

- Work in close collaboration with MNPS Safety & Security Department, aligning MCA's safety plan with district-level Emergency Operations Plans and security protocols.
- Maintain regular communication with MNPD School Safety, Nashville Fire Department, and Metro Office of Emergency Management.
- Provide floor plans, response protocols, and other critical documents to first responders, consistent with state law.

5. Communication & Review

- Lead a public comment process on the safety plan, sharing drafts with staff, families, and community partners.
- Finalize and distribute our plan to required agencies, including MNPS, MNPD, and the Tennessee Department of Education.

- Oversee annual updates and reviews of the plan, incorporating lessons from drills, threat assessment meetings, and stakeholder feedback.

Approach & Timeline for Developing the School Safety Plan

MCA's plan aligns with MNPS standards, state requirements, and best practices in school safety.

Timeline for Developing the School Safety Plan		
This timeline will be adjusted as needed to ensure alignment with the final facility layout, building-specific safety requirements, and the authorizer's official checklist and deadlines.		
Phase	**Key Activities**	**Timeline**
Phase 1: Planning & Team Formation	• Establish building-level safety team and threat assessment team • Review Tennessee SAVE-Act requirements and MNPS Emergency Operations templates • Draft EOP: crisis plans, communication protocols, training strategy	Months 1–4 *(Pre-Opening)*
Phase 2: Drafting the Safety Plan	• Share draft plan with MNPS Safety & Security and MNPD for feedback • Revise plan based on agency input • Develop detailed drill calendar, reunification protocols, incident command plans	Months 4–5 *(Before school opens)*
Phase 3: Stakeholder Engagement	• Share final plan with staff, students, and families • Conduct mandatory safety training for all staff and students • Run scheduled drills aligned with state law (e.g., armed intruder, bus, incident command)	July: Share with families and staff, and conduct staff safety training. August - May: Begin and conduct required drills
Phase 4: Ongoing Review & Maintenance	• Conduct a post-drill review to assess lessons learned • Conduct annual review and revision of the EOP per state law • Update safety procedures and report to MNPS and local responders	Annually (per T.C.A. § 49-6-804)

Insurance

State law requires that charter schools have appropriate insurance coverage. 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. If the proposed school intends to have school athletics, additional liability coverage will be required. Sponsors should check with their authorizer to determine the necessary coverage amounts.

Question 50: Include, as Attachment 8, a letter of coverage from an insurance company that:

- Lists the types and corresponding amounts of insurance coverage the proposed school will secure; and
- States that the company will provide the required coverage upon approval of the charter application; and
- Includes 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).

See **Attachment 8** for a letter of coverage from Martin & Zerfoss, Inc.

Food Service

Question 51: Describe the plan to offer food service to the students, including how a food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house, including food preparation, storage, service, and staffing.

Music City Academy will ensure all students have access to nutritious, high-quality meals every school day in alignment with the National School Lunch Program (NSLP), School Breakfast Program (SBP), USDA regulations, and the Tennessee School Nutrition Standards Act (T.C.A. §§ 49-6-2301–2307).

MCA will embed the collection of free- and reduced-price lunch information directly into the enrollment and onboarding process. Required forms will be included in enrollment packets, and staff will be available to support families in completing them. All students and families will also participate in orientation week, which will provide an additional opportunity to collect any outstanding information and ensure all documentation is complete.

MCA will offer breakfast and lunch daily and will utilize either:

- MNPS Nutrition Services
- Mission-aligned, health-focused external vendor to provide meals.

Food Service Delivery Model

MCA will select the model that best ensures reliability, nutrition quality, and alignment with our mission of developing strong minds and strong bodies. MCA is evaluating two primary pathways:

Option A: Partnership with MNPS Nutrition Services

MCA may contract with MNPS to provide food service for our students and will begin formal discussions with the district upon approval of our application. Partnering with MNPS will ensure that our food program fully complies with all applicable district, state, and federal guidelines and regulations.

Depending on the final facility configuration and MNPS capacity, meals may either be prepared off-site in MNPS commercial kitchens and delivered to MCA daily, or MNPS may prepare meals on-site using MCA's approved kitchen space and equipment. Under either model, MNPS would provide USDA-compliant menus, production records, nutritional documentation, and all federally required food service procedures.

Option B: Mission-Aligned, Health-Focused External Vendor

MCA will also solicit bids from external food service vendors that offer health-forward, wellness-oriented meals aligned with MCA's mission and student wellness model. Under this option, meals may be prepared off-site in a licensed commercial kitchen and delivered to MCA daily, or the vendor may prepare meals on-site using MCA's approved kitchen space, if feasible.

Vendors will be evaluated based on their ability to provide fresh, minimally processed options, balanced meals appropriate for active high school students, and full compliance with all district, state, and federal food service regulations.

Process and Timeline

If MCA selects an external vendor, the school will issue an RFP outlining required NSLP/SBP compliance, menu/nutrition standards, delivery and service expectations, food safety/HACCP procedures, and pricing. Proposals will be scored using a weighted rubric (nutrition quality, compliance record, cost, operational capacity, cultural fit/mission alignment, references).

Finalists will complete reference checks and a sample menu review/tasting, with final selection approved by school leadership and the Board.

Food Service Implementation Timeline		
Timeline	**Milestone**	**Owner(s)**
June - August 2026	Conduct food service needs assessment; review NSLP/SBP requirements; begin initial conversations with MNPS; assess kitchen infrastructure for top facility sites	CEO
September - November 2026	Finalize RFP requirements (menu standards, HACCP, compliance expectations, pricing, delivery model); prepare MNPS comparison	
November 2026	Issue RFP for food service provider	
December 2026 - February 2027	Review vendor proposals; complete scoring, reference checks, compliance verification, and tastings; evaluate MNPS option; board review	GM + Board
February 2027	Select and finalize food service vendor (MNPS or external)	
March - April 2027	Execute contract/MOU; finalize kitchen layout and equipment needs; integrate food service requirements into construction; order equipment	GM
May 2027	Finalize food safety plans, storage procedures, meal service systems, and family communication materials; integrate into Operations Manual	
May - June 2027	Coordinate installation of kitchen equipment; complete required health/safety inspections; align with tech installs and punch list	
July 2027	Train staff in compliance, safety, and meal counting; conduct mock meal service	
August 2027	Launch full breakfast and lunch program on Day 1; begin ongoing compliance checks and performance monitoring	

Logistics Supports

Regardless of provider, MCA will maintain appropriate on-site dry, refrigerated, and (if needed) freezer storage, with daily temperature logs and safe holding procedures. Meals will be served through a cafeteria serving line or grab-and-go model aligned to the bell schedule, ensuring a point-of-sale/counting procedures to meet NSLP/SBP requirements. Staffing will include an on-site food service lead/manager and service staff to receive deliveries, store food safely, prepare/heat as applicable, serve meals, and complete sanitation and recordkeeping.

Start-up Plan

Question 52: Provide a detailed timeline of key milestones and deadlines that the founding team must meet to open the proposed school on time. Include key areas such as hiring, student recruitment, and facilities acquisition and who is responsible for overseeing progress and completion.

Collectively, these Pre-Opening goals and milestones (July 2026–July 2027) ensure that Music City Academy opens in August 2027 with strong operational readiness, including full enrollment, fully staffed teams, financial stability, and the systems required to implement its academic program and school culture with fidelity from day one.

Work Stream	Pre-Opening Goals	Owner	Support
Operations	• Meeting 95% or better of authorizer goals (ongoing)	GM	CEO
Facilities	• Facility has U&O permit by July 1st, 2027 • Construction/improvements are completed at or under budget • Facility is ready for staff & students by day 1	GM + Board	CEO + Nashville Incubator
Finance	• Pre-Operating budget revised and approved by December 31st, 2026 • Year 1 operating budget approved by June 30th, 2027 • 30 Days cash on hand by July 1, 2027	CEO + GM	Vertex Education (EdTec) + Board
Fundraising	• Secured ≥ 1 million in start up funding & a strong strategy for fundraising	CEO	Board + CAO
Student Recruitment & Enrollment	• Fully enrolled by May 1	CEO	GM
Talent (Hiring & Staff Development)	• Fully hired by June 30th	CEO	CAO + GM
School Design (Academics & Culture)	• Academic and Culture Playbooks are complete and outline the vision, systems, and routines for all staff by April 1st, 2027	CEO	CAO
Governance	• Board Year 1 Training Complete • Monthly board meetings held and documented, with agendas and minutes	CEO	GM + Board + Nashville Incubator

Pre-Opening Benchmarks / Milestones

Music City Academy will revise the detailed start up plan as needed to align to authorizer expectations upon approval.

Operations		
Deadline	**Milestone**	**Owner(s)**
10/31/2026	• Select Student SIS & Academic Data Platform	CEO
11/1/2025	• Procure insurance providers to ensure protection for the MCA community (e.g general liability, property, workers comp, student accident)	
11/30/2026	• Build detailed operations readiness checklist for start up (i.e. more detailed list of action steps)	
11/30/2026	• Post RFP for food service	
2/28/2027	• RFP & selection for IT vendor	GM + Board to approve
2/28/2027	• RFP & Selection for Transportation Vendor	
2/28/2027	• Finalize selection of food service vendor	
3/31/2027	• All FF&E is Purchased	GM + Board to approve
4/30/2027	• RFP & Selection for Janitorial	
5/31/2027	• Finalize Operations Manual (including, but not limited to: arrival/dismissal, supervision, uniform, tech care, discipline logistics).	GM
5/31/2027	• Create emergency systems and plans	
6/31/2027	• Create transportation routes and any necessary supporting information re: bus procedures for families.	
7/15/2027	• Import students into SIS system and create plan to keep up to date with enrollment /roster shifts	
7/15/2027	• Develop all required state & federal compliance calendars (testing windows, reporting deadlines, Title IX, child nutrition, safety drills).	
7/15/2027	• Select and purchase a visitor management system - (e.g. Raptor)	

Facilities		
Deadline	**Milestone**	**Owner(s)**
To support a longer facilities runway, Music City Academy will begin its site search in Spring 2026 and engage a broker, owner's representative, and architect early in 2026. Further detail on the facilities team and process is included in Question 45.		
Prior to LOI	• Feasibility study complete on preferred site and backup site	CEO
7/1/2026	• Letter of Intent signed for one preferred site and one back up site	CEO
9/30/2026	• Release design to begin Construction Document set	CEO

9/30/2026	• Sign & Execute Lease	CEO, Board
10/1/2026	• General Contractor RFP process with selection occurring 30 days from process selection	
12/1/2026	• Construction Document ("CD") Set in Permitting	GM
3/1/2027	• Construction begins (**adjusting this date as needed based on final scope of improvements)*	
4/30/2027	• Create a plan for assembly of furniture, etc. based on the timeline of building move-in and occupancy	
5/15/2027	• Schedule all final tech installs and safety checks	
6/15/2027	• Final punch list completed	
7/1/2027	• Receive final U&0 Permit	

Finance & Fundraising		
Deadline	**Milestone**	**Owner(s)**
8/31/2026	• Board approval of financial policies	CEO, Board
8/31/2026	• Create planning year fundraising strategy aligned to current budgetary needs	CEO
9/30/2026	• Revise funder pitch materials	
9/30/2026-8/1/2027	• Monitor progress towards fundraising goals and review at least quarterly to adjust strategies as needed (e.g. search for new grants, add additional fundraising events)	
12/31/2026	• Revise pre-opening budget based on updated grant assumptions	CEO, Vertex Education (formerly EdTec)
4/30/2027	• Draft Year 1 budget	
6/30/2027	• Board Approved budget before fiscal year begins	GM, Board

Student Recruitment & Enrollment		
Deadline	**Milestone**	**Owner**
8/31/2026	• Develop student recruitment & marketing strategic plan	CAO
8/31/2026	• Build an enrollment tracker or select vendor tool to track overall pipeline and applications against targets	
08/31/2026	• Submit Lottery plan and procedures to authorizer	
08/31/2026	• Create event calendar for the year that includes The MCA founding team to attend at least two community events per month to recruit prospective families	
9/30/2026	• Create enrollment application	
10/31/2026	• Publish application process and materials on website	

10/31/2026	• Create, approve and post job description for Enrollment/Front Desk Coordinator	CAO, CEO
10/31/2026-1/31/2027	• Launch application marketing campaign (social media, advertisements, mailers, etc) to ensure strong awareness about the application process	
11/1/2026-1/15/2027	• Host monthly family information sessions about the MCA model and application process	
12/31/2026	• Family handbook finalized	CAO
2/1/2027	• Execute Lottery	
2/28/2027	• Send school acceptance emails, mailers, phone calls, etc.	CAO, CEO
3/1/2027	• Enrollment Stepback as a team to identify # of open seats and revise strategic plan to confirm admitted families and recruit additional families aligned to goals	CEO GM CAO
3/15/2027	• Launch spring enrollment strategic plan: targeted outreach to incomplete applicants and family follow-up calls to ensure full rosters.	GM, Support from staff
3/15/2027 - First day of School	• Execute admitted families communication strategy to maintain connection through spring and summer (e.g. mailed welcome back, save the date for orientation, monthly newsletter)	
5/1/2027	• Reach full projected enrollment with confirmed commitments; maintain active waitlist through opening to proactively manage any shifts in enrollment	GM
5/31/2027	• Request student records	
6/30/2027	• Pre-opening readiness review with authorizer	
7/31/2027	• Host Family Orientation	CEO, GM

Talent (Hiring & Staff Development)		
Deadline	**Milestone**	**Owner(s)**
6/30/2026	• Approve job description and determine annual performance measures for CEO	Board
6/30/2026	• Review and set compensation for the CEO	
7/31/2026	• Hire CEO	
9/30/2026	• Create Staff Recruitment & Hiring strategic plan (with clear benchmarks)	CEO
9/30/2026	• Hiring policies and procedures final	
10/31/2026	• Build a hiring tracker or select vendor tool to track hiring against targets	CEO
10/31/2026	• Create, approve and post job description for Enrollment/Front Desk Coordinator	CAO
10/31/2026	• Write and revise Job Descriptions for Pre-Opening and Year 1 roles	CEO

12/1/2026	• Create, approve and post job description for Chief Academic Officer	CEO, CAO
12/15/2026	• Finalize payroll systems for Pre-Opening staff	CAO
1/1/2027	• Post all other roles for the 27-28 school year.	CEO
1/15/2027	• Hire Enrollment/Front Desk Coordinator	CEO, CAO
3/1/2027	• Hire General Manager	CEO, CAO
3/31/2027	• Create Staff Coaching and development plan	CAO
3/31/2027	• Create Training Camp agenda and division of responsibility	
3/31/2027	• Confirm contracts or external support needed for planning and/or execution of Training Camp vision	CEO, CAO
4/30/2027	• Design year long staff PD calendar	CAO
6/30/2027	• Session plans and materials for summer staff training finalized	CEO, GM, CAO
7/1/2027	• Set up staff benefits	GM
7/12/2027-7/30/2027	• Facilitate staff Training Camp	CEO, GM, CAO

School Design (Academics & Culture)		
Deadline	**Milestone**	**Owner(s)**
9/1/2026	• Start drafting Academic playbook *(including intellectual prep & planning, expectations, final curriculum selection, vision of excellence for each course, testing plans, etc)*	CEO
12/31/2026	• Finalize daily and weekly schedule	CEO
12/31/2026	• Academic playbook final	CEO
1/31/2027	• Start drafting Culture playbook	CEO
2/1/2027	• Finalize 27-28 Academic Calendar	CEO
3/1/2027	• Order textbooks and curricular materials	GM
4/1/2027	• Culture playbook final	CEO

Governance		
Deadline	**Milestone**	**Owner(s)**
June 2026 +	• Execute monthly board meetings	Governing Board
8/30/2026	• Finalize governing board member role & relationship between board members and CEO	
8/1/2026-9/30/2026	• Engage in annual board training	
12/31/2026	• Recruit additional board members aligned to procedures outlined in Question 37.	

Question 53: Describe contingency plans for common startup challenges including:
- Not meeting enrollment targets;
- Not meeting fundraising goals;
- Hiring challenges; and
- Facility delays.

Contingency Plans

MCA has developed proactive contingency plans to address common startup challenges, drawing on charter school best practices, cross-sector consultation, and due-diligence work completed since Summer 2025. These plans are informed by MCA's comprehensive enrollment, staffing, fundraising, and facility preparation efforts, including multiple viable facility pathways, detailed turnover cost analysis, and ongoing collaboration with architects, financial partners, and real estate advisors, to ensure short-term stability and long-term organizational sustainability from launch through full enrollment.

1. Not Meeting Enrollment Targets

Monitoring & Engagement: Starting with weekly assessments and moving to bi-weekly enrollment audits ensure early identification of trends, allowing leadership to adjust recruitment strategies promptly.

Strategic Recruitment & Marketing: MCA maintains a robust, data-driven recruitment plan that ensures the school can rapidly identify and close enrollment gaps. MCA conducts weekly enrollment monitoring during peak recruitment season and bi-weekly audits thereafter to track interest and applications by geographic zone, demographic subgroup, and CTE interest area. These analyses allow MCA to quickly recognize where outreach is trending ahead or behind projections. When gaps are identified, MCA quickly reallocates recruitment resources, including:

- Direct outreach through youth sports networks, including football, basketball, volleyball, and soccer leagues where MCA leadership already has strong credibility and recognition.
- Community-based recruitment, placing informational tables at recreation centers, churches, neighborhood events, and partnering with organizations such as Nashville PROPEL to be as visible as possible in the community.
- Expanded canvassing teams to visit targeted neighborhoods connected to current interest lists, athletic clubs, and MCA's existing community partnerships.
- Youth Sports Organizations (e.g. Pro Skills Basketball, Backfield in Motion)

Flexible Staffing & Resource Allocation: In the event of lower-than-expected enrollment, MCA will adjust class sizes, teaching assignments, and resource distribution without compromising instructional quality or legal requirements.

2. Not Meeting Fundraising Goals

In the event that MCA does not meet projected fundraising or philanthropic goals, leadership will ensure core services are protected while implementing a structured, mission-aligned contingency plan to safeguard student experience and maintain the integrity of MCA's athletics-integrated, career-aligned model.

Diversified Funding Streams: MCA's development strategy includes federal and state grants, private philanthropy, corporate partnerships, and community fundraising initiatives. See the budget and budget narrative for additional information.

Contingency Budget Planning: A tiered budget is established, prioritizing core academic, operational, and student support needs, ensuring essential services remain fully funded even if initial fundraising goals are not met. See the budget narrative for additional information.

Board and Community Support: The MCA board and advisory committees are committed to leveraging professional networks to secure additional resources if gaps arise.

Ongoing Fundraising Review: Monthly financial reviews allow leadership to track cash flow, assess risk, and deploy corrective measures as needed.

3. Hiring Challenges

MCA's recruitment strategy is deeply rooted in its athletic identity, leveraging partnerships with youth sports organizations, athletic networks, former athletes, and professional associations that naturally align with MCA's mission and student profile.To strengthen recruitment and fill gaps, MCA conducts outreach through the following existing and active partnerships and events:

Early Hiring & Staggered Onboarding: Critical positions are prioritized for early recruitment, with contingency plans for staggered onboarding to maintain instructional readiness.

Targeted Recruitment Pipeline: MCA will partner with local agencies, community teaching networks and partnerships, national teaching networks, and professional associations to identify highly qualified staff for core subjects, special education, ESL, world language, and CTE pathways. Additionally, we will work with alumni of college athletic programs in education fields.

- Local higher education partners: TNU and others pending

Alternative Licensure & Endorsement Flexibility: MCA is prepared to leverage alternative teaching licenses[113], including the Tennessee Practitioner License[114], temporary CTE authorizations[115], and ESL endorsements,[116] while actively supporting staff to complete full certification.

- Recruitment of Industry Professionals: We will target former athletes, coaches, fitness professionals, sports medicine practitioners, EMS workers, media/production technicians — individuals with relevant industry certification or substantial experience. These candidates could be eligible for Occupational Licensure under state guidelines, which aligns with MCA's mission to combine athletics, career readiness, and academic instruction.

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[113] TDOE, *CTE Endorsement Requirements & Permitted Assignments.*
[114] Tennessee Department of Education, *Educator licensure.*
[115] Tennessee Department of Education, *CTE Occupational Licensure Endorsement Guidance.*
[116] Tennessee Department of Education, *TDOE offers additional SPED and ESL endorsement opportunities to 5,000+ Tennessee educators*, 2021

- Flexibility while Ensuring Compliance: If a qualified, licensed educator cannot be found, MCA may apply for a temporary occupational permit, provided we document a targeted recruitment effort. This ensures classes are covered without sacrificing compliance.

Competitive Compensation & Culture: MCA offers competitive salary packages, mentorship through instructional coaching and intentional professional development opportunities, to attract and retain talent; including sports-based pedagogy training, access to industry aligned CTE partnerships, to attract and retain impactful educators and administrators. MCA's culture of teamwork, daily movement integration, huddles, and opportunities to coach and support students through the power of sports strengthens our ability to attract and retain candidates.

- **Highly Competitive Compensation:** Above-market salary ranges benchmarked.
- **Professional Growth & Leadership Pathways:** Instructional coaching for every teacher, focused on growth and not compliance. Opportunities to lead grade-level teams, huddle, cohorts, athletic performance blocks.
- **Athletics-Driven School Culture That Appeals to Former Athletes & Coaches:** A daily schedule built around teamwork, movement, and practice-style routines that naturally attracts former athletes, retired coaches, and educators with sports backgrounds. Opportunities to design and lead wellness/movement blocks, ideal roles for teachers with athletic experience. Close alignment with MCA's sports-education identity, which resonates strongly with candidates from athletic backgrounds.

4. Facility Delays

Regular Project Monitoring: Weekly construction and facilities meetings ensure leadership remains aware of progress, and alternative plans can be executed quickly if deadlines are at risk.

Temporary Facility Solutions: In the event of construction or renovation delays, MCA can utilize temporary incubation facilities equipped with modular units on a compliant site if all four properties experience delays simultaneously, drawing on cost estimates already vetted by general contractors.

Phased Opening Plans: The school's schedule and staffing are designed to allow staggered enrollment or partial capacity operation until permanent facilities are ready.

By anticipating these common startup challenges and implementing a multi-layered response plan, MCA ensures that students receive uninterrupted access to high-quality instruction, supportive services, and the full breadth of the MCA experience, including academic rigor, huddle, athletics, and wellness.

Operations Capacity

Question 54: Based on the team identified in Table 4, describe the sponsor's team's individual and collective qualifications for implementing the operational plan successfully. Identify any gaps in the sponsor's team and describe plans to fill those gaps with future hires. The discussion of both current team capacity and future hires should include a discussion of capacity in areas such as the following:

- Professional development and performance management;
- Student health;
- School safety and security;
- School operations such as food service and transportation; and
- Facilities acquisition and management.

Music City Academy's founding team possesses deep and complementary expertise across all operational areas required to successfully launch and sustain a high-performing public charter high school. Table 4 identifies the founding team and board; the narrative below outlines individual and collective strengths, organized into five key operational domains. MCA has also identified targeted future hires that will complete the school's operational capacity prior to opening.

MCA's operational capacity is supported through a clear distinction between governance oversight and day-to-day school management. Board members contribute strategic expertise, fiduciary oversight, and external perspective aligned to their professional backgrounds, while the CEO and school leadership team maintain responsibility for implementation and daily operations.

MCA Full-Time Team Members

- **Dr. Kevin Dyson, Chief Executive Officer:**
  Dr. Dyson provides MCA with senior leadership capacity across **professional development and performance management**, **school safety and security**, **school operations**, and facility-use planning. As a high school principal and assistant principal, he led professional development cycles, implemented PLC structures, established coaching systems, and conducted instructional observations and evaluations. He also used TVAAS, iReady, and MasteryConnect data to guide teacher development and academic improvement. In school safety and security, Dr. Dyson has overseen schoolwide safety planning, emergency communication protocols, crisis response, student supervision systems, staff safety expectations, and restorative culture systems. His experience managing staffing, daily school systems, and operational routines also supports MCA's implementation of food service, transportation, arrival/dismissal, and student movement systems. While he is not a facilities acquisition specialist, his school leadership experience positions him to align building use, safety routines, staffing, and academic programming during launch and daily operations.
- **Christina McDonald, Chief Academics Officer:**
  Ms. McDonald strengthens MCA's capacity in **professional development and**

performance management through more than a decade of school leadership experience, including service as Senior Director of Leadership, Executive Principal, and Founding Executive Principal. She has led cross-campus strategy, coached campus leaders, trained teachers and instructional leaders, implemented observation and feedback systems, and designed leadership evaluation protocols tied to schoolwide priorities. Her founding-school experience also supports **school operations**, as she helped design, authorize, launch, staff, and scale Reimagine Prep while building systems across academics, operations, talent, and student support. Her experience leading Nashville Prep through COVID-19 adds relevant capacity in **student health and well-being**, continuity of learning, and school stabilization during disruption. Her prior role as Assistant Principal of Culture also supports **school safety and security** through student culture systems, behavior expectations, and structured school routines. Her facilities capacity is indirect; she supports alignment between academic programming, staffing, student supports, and facility use rather than construction or renovation management.

Board Member Expertise and Experience

- **Adolpho Birch, Board Member:**
  Mr. Birch adds board-level capacity in **professional development and performance management**, **school safety and security**, and **facilities acquisition and management**. His experience overseeing organizational training, compliance systems, workforce expectations, and staff performance structures across the NFL and Titans organizations supports MCA's development of fair, compliant, and legally sound staff policies. His compliance and risk-management background also strengthens MCA's school safety planning, emergency preparedness review, and organizational risk oversight. For facilities, he contributes strategic expertise in large-scale project oversight, external partnerships, permitting, compliance, and contractor coordination. His role is governance-focused rather than day-to-day implementation.
- **Leigh Ann Danzey-Bussell, Board Member:**
  Ms. Danzey-Bussell supports MCA's capacity in **professional development and performance management**, **school operations**, and **facilities acquisition and management**, especially as they relate to MCA's athletics-integrated model. Her 27-plus years of sport-industry leadership include staff development, team operations, event management, athletics operations, and coordination of high-capacity physical spaces. This experience supports MCA's ability to design staff training, manage athletics-related operations, coordinate events, and plan safe and effective use of athletic and instructional facilities. Her role is strategic and advisory, supporting operational planning rather than daily school management.
- **Russell McBryde, Board President:**
  Mr. McBryde contributes governance capacity in **student health** and wellness. His executive experience in preventative health and imaging sectors supports MCA's planning for wellness education, preventative care partnerships, and broader student well-being systems. As board president, his role is not clinical implementation; rather, he

provides strategic oversight to ensure that MCA's health-related partnerships, policies, and wellness priorities align with the school's mission, student needs, and operational plan.

- **Rawle Andrews, Board Member:**
  Mr. Andrews strengthens MCA's capacity in **student health**, particularly mental health, behavioral health, trauma-informed practices, youth well-being, and community wellness systems. His expertise supports MCA's planning for student support systems, mental-health programming, trauma-informed school practices, and community resource partnerships. This capacity complements the school's planned licensed clinical health supports by ensuring that MCA's student health approach includes both physical and behavioral health considerations.
- **Ken Thomas, Board Member:**
  Mr. Thomas provides strategic expertise in **school safety and security**. His background in security, truancy support, youth safety, emergency planning, and secure campus operations supports MCA's development of practical safety systems, student supervision structures, and emergency response planning. His contribution is board-level oversight and guidance, helping ensure that safety infrastructure, campus procedures, and youth safety strategies are aligned to MCA's operational needs.
- **Crystal Cole, Board Secretary:**
  Ms. Cole supports MCA's **school operations**, especially food service, transportation, procurement, and vendor management. Her expertise in contract development, legal review, vendor agreements, and procurement compliance strengthens MCA's ability to manage operational contracts in alignment with state and federal requirements. This is particularly relevant to food service, transportation, janitorial, facilities, and other contracted services. Her role provides governance-level oversight to ensure that vendor relationships are legally sound, transparent, and aligned with MCA's operational needs.
- **Jim Maddux, Board Treasurer:**
  Mr. Maddux contributes financial oversight capacity across **school operations**, including food service, transportation, facilities, vendor contracts, and long-term operational sustainability. As board treasurer, he helps ensure that operational decisions are aligned with MCA's budget, that vendor costs are monitored appropriately, and that food service, transportation, and facility-related expenses remain financially viable. His role is especially important in maintaining fiscal discipline as MCA contracts with external providers and scales operational systems over time.

Collective Capacity

- **Collective Team Capacity:** Collectively, MCA's founding team provides capacity across the five operational criteria through a combination of school leadership, instructional development, governance oversight, health and wellness expertise, safety planning, legal compliance, finance, athletics operations, procurement, and facilities-related strategic guidance. Dr. Dyson and Ms. McDonald provides school-based leadership experience in professional development, performance management, culture systems, instructional operations, and launch planning. Board members provide strategic

oversight in wellness, mental health, school safety, procurement, finance, athletics operations, compliance, and facilities planning. This structure distinguishes between management and governance: the CEO and school leadership team are responsible for daily implementation, while the board provides oversight, accountability, policy guidance, and specialized expertise.

Future Capacity and Hiring Plan

- **General Manager / Operations Lead:** MCA will identify a dedicated General Manager who will serve as operations leader before opening to provide daily implementation capacity across food service, transportation, vendor coordination, front-office systems, school logistics, and facilities workflows. This General Manager position will also oversee the implementation of the athletic and wellness programs of the school. This hire will happen prior to the launch of the school.
- **Dean of Student Supports:** This role will support special education, English learners, intervention systems, compliance, and student support services. The role also strengthens MCA's student health and well-being infrastructure by coordinating academic, behavioral, and support interventions.
- **Director of Operations & Athletics / Dean of Culture:** This role will support daily student supervision, school culture systems, arrival and dismissal, student movement, athletic operations, coach coordination, equipment systems, and safety routines.
- **Recruitment Coordinator / Front Office Coordinator:** This role will manage attendance, enrollment records, admissions communication, SIS updates, visitor entry, front-office workflows, family communication, and real-time operational coordination.
- **Contracted Licensed School Nurse, transitioning to full-time nurse:** MCA will need licensed clinical capacity for student health implementation, including individualized health plans, medication administration, screenings, emergency health procedures, student health documentation, and coordination with families and medical providers. These services will be contracted out in the early years.
- **Athletic Trainer:** MCA will add athletic training capacity as athletics programming expands to support student-athlete health, injury prevention, immediate care, rehabilitation coordination, and return-to-play protocols. These services will be contracted out in early years.
- **Annual CPR, First Aid, and EpiPen Certification for Staff:** MCA will maintain annual staff certification to ensure schoolwide health and emergency preparedness.
- **Vendor Partners for Food Service, Transportation, Janitorial, Custodial, and Facilities Support:** MCA will rely on qualified vendor partners for specialized operational execution while maintaining internal oversight through the operations lead, CEO, board treasurer, and board secretary. These partnerships will support daily meal service, bus routing and transportation communication, facility upkeep, sanitation, preventative maintenance, and campus readiness.

Operational Gaps and Mitigation Plan:
MCA's primary operational gaps are in daily operations leadership. MCA's plan to address these gaps should include hiring a General Manager who will serve as a dedicated operations leader, contracting with a licensed school nurse, securing qualified food service and transportation vendors, hiring front-office support, and engaging custodial and facilities vendors. All of this will be done between January and June previous to the 2027 opening. Board members will provide governance oversight in finance, procurement, safety, wellness, compliance, and facilities planning, while the CEO and General Manager will manage daily implementation.

Question 55: Explain how organizational health will be measured, including performance in pre-operations, during early years, and as an established organization. If the board determines a need to intervene regarding organizational performance, what form(s) would that take?

Music City Academy defines organizational health as the school's ability to execute its mission with fidelity while maintaining strong academic outcomes, effective operations, financial sustainability, and a healthy adult and student culture. Organizational health is measured through clear, phase-specific indicators during pre-operations, the early years of operation, and as the school matures. These indicators are intentionally aligned to Tennessee charter authorizer performance frameworks and are used by the Board and school leadership to monitor progress, identify risks early, and intervene when necessary to ensure success.

Pre-Operations (July 2026-July 2027)

During the planning year, organizational health is defined by readiness to open with strong systems racked through benchmarks across operations, facilities, finance, enrollment, staffing, and governance. The purpose of pre-operation monitoring is to ensure the school opens fully prepared, so that Year 1 oversight can focus on performance rather than startup execution.

Pre-Operations key indicators include:

- **Operations:** Meeting 95% or more of authorizer-required benchmarks and on-time submission of the required deliverables from the authorizer.
- **Facilities:** Facility secured on schedule; construction completed on time and on or under budget; issuance of a valid Use & Occupancy permit by July 1, 2027.
- **Finance:** Operating budgets are board-approved; 30 days of cash on hand by July 1, 2027; internal controls fully implemented
- **Enrollment:** Full projected enrollment with confirmed commitments by June 1, 2027 with a maintained waitlist of at least 40% of initial enrollment.
- **Staffing:** All Year 1 staff fully hired by June 1, 2027; completion of Training Camp
- **Governance:** 100% of policies adopted; Board training is complete by Year 1 and there have been roles, decision rights, and reporting structures created.

The CEO, CAO, and GM maintain a readiness dashboard aligned to the benchmarks that are set, with progress reviewed monthly with the Board to allow for early identification of risks and corrective action before opening.

Early Years (Years 1-4)

During the early years of operation, organizational health is defined by the school's ability to execute its academic program with fidelity while maintaining stable operations, financial sustainability, and a healthy adult and student culture. The purpose of monitoring during Years 1–3 is to ensure consistent performance, early identification of risk, and timely Board intervention aligned to authorizer performance expectations.

Year 1-4 key indicators include:

- **Academics:** Student achievement and growth data (formative and summative assessments)
- **Enrollment**: Stable enrollment with minimal mid-year attrition (<5%)
- **Attendance:** Average daily attendance of at least 95%+; chronic absenteeism below 15%; year over year behavioral referrals and suspensions
- **Operations:** On-time and compliant submission of all authorizer and state reports; safety and facilities systems operating without material findings; core operational systems (transportation, nutrition, master-scheduling) and functioning reliably.
- **Athletics:** Student participation meets annual targets; athletic operations function reliably; Athletic programs operate safely and in compliance with applicable regulations.
- **Finance:** Budgets are created and approved annually; monthly budget-to-actual variance is within 5%; clean audits, progress to fundraising goals is on track with additional reserve targets, as necessary
- **Staffing:** Annual staff retention of at least 75%; positive staff engagement trends
- **Stakeholder:** Family satisfaction is at least 80%+ on all surveys, all formal complaints are acknowledged and resolved within 15 days

The CEO provides a standardized organizational health dashboard at each Board meeting, with deeper quarterly reviews tied to academic performance, enrollment, attendance trends, financial health, and staff retention. Indicators falling below target for two consecutive reporting cycles trigger formal Board review and intervention (see below).

Established Organization (Years 5 and beyond)

As the school becomes an established organization, organizational health is defined by long-term sustainability and consistent execution of the mission. The purpose of monitoring in this phase is to ensure durability of performance, leadership stability, and continued alignment between academics, culture, and operations.

Year 5+ key indicators include all goals that have been set at the beginning of the application (Question 2) with emphasis on the following:

- Consistently strong academic performance in achievement and growth (TNReady, EOCs, additional formative and summative assessments)
- Postsecondary/alumni outcomes
- Athletic consistency
- Evolution of CTE pathways
- Stability and evolution of athletics and CTE pathways
- High family satisfaction and strong enrollment demand
- Expansion of advisory partnerships

Board Oversight and Intervention

The Board maintains active oversight through monthly reporting, quarterly performance reviews, and annual goal setting with school leadership. If data indicate that organizational health is at risk, the Board intervenes using a tiered approach that is proportional to the issue, aligned to root cause, and time-bound. Interventions are organized across five categories, each tied to clear performance signals.

- Requiring a targeted improvement or recovery plan with clear timelines and metrics
- Increasing monitoring frequency and requesting additional reporting
- Authorizing external coaching or technical assistance (e.g., finance, operations, talent)
- Adjusting strategic priorities, budgets, or staffing plans
- Conducting leadership evaluations and, if necessary, restructuring leadership roles

These interventions are designed to be proportional, data-driven, and focused on restoring strong execution while preserving the integrity of MCA's mission. Below is a sample intervention framework that identifies potential triggers and potential board actions. These will be finalized as a governance committee and presented to the full board for review after the school has been approved and in alignment with authorizer standards.

Category	Triggers	Potential Board Actions
Academic	Below-target results for 2 cycles; subgroup gaps	Require improvement plan; adjust priorities/schedule/interventions; approve external coaching; increase academic reviews
Finance	Budget imbalance; cash decline; audit/reporting issues	Require recovery plan; increase reporting cadence; commission external review; set spending controls
Operations	Vendor failures; safety incidents; facilities/compliance gaps	Require corrective action plan + KPIs; remediate/replace vendors; tighten safety monitoring; request third-party assessment
Staffing Culture	High turnover; low staff engagement; vacancies/HR issues	Require talent stabilization plan; accelerate key hires; strengthen performance management; add coaching/support
Student Culture	Enrollment/attendance declines; rising discipline or safety concerns; poor student or family satisfaction indicators	Direct corrective action plan for student experience; increase monitoring of attendance, discipline, and climate metrics; strengthen student support systems and family communication; engage external support as appropriate
Leadership	Missed obligations; persistent multi-area underperformance	Formal leadership evaluation; clarify roles; restructure leadership; leadership transition if necessary (per bylaws)

Escalation and Timeline

If an indicator falls below target for two consecutive reporting cycles, the Board initiates a formal intervention review and selects the appropriate intervention category/categories, unless there is a safety issue and/or egregious action where the board will act sooner. The Board sets:

- A written plan with owners, milestones, and measurable outcomes

- A monitoring cadence (e.g., monthly or more frequent until resolved)
- A decision point (e.g., 60–90 days) to assess progress and escalate if targets are not met

These interventions ensure the Board's response is data-driven, structured, and aligned to sustaining mission fidelity.

Budget and Finance

Operating Budget

Question 56: Include, as Attachment 9, the completed budget using the state's required template. At a minimum, the budget must include:

- A month-by-month accounting of anticipated revenues and expenditures in Year 0 and revenues and expenditures for two scenarios (minimum and planned/anticipated) for years 1-5 of the school's operation.
- Anticipated budgetary assumptions for the following:
  - Student enrollment counts for years 1-5 of the school's operation;
  - Staff FTE counts for years 0-5 of the school's operation;
  - All anticipated funding sources, including state and local funding, secured grants, philanthropy, and fundraising; and
  - All relevant expenditures, expenses, and assumptions for each of the following expenditure/expense classification categories: salaries and benefits, contracted services, school operations, and facilities operations and maintenance.

The operating budget has been submitted as a separate excel document for **Attachment 9**, consistent with the Tennessee Charter School Application instructions.

Question 57: Provide a budget narrative that includes a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should:

- Address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising);
- Describe anticipated funding sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which have been committed and which are anticipated;
- Describe the minimum student enrollment needed to open and operate in Year 1;
- Discuss the school's planned approach to teacher salaries over time, including whether the school plans to use a step-and-ladder pay schedule or offer annual raises;
- Describe the year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and
- Explain the school's contingency plan to meet financial needs for any year the school projects to be operating at a budget deficit.

Music City Academy has developed a comprehensive, multi-year budget intended to support the school's academic vision while ensuring long-term financial viability. Budget assumptions reflect careful planning and are based on realistic expectations for enrollment, revenue, staffing, and operating expenses. The financial plan spans the planning year (Year 0) and the first five years of operation and is designed to fully support implementation of the instructional model described in the charter application.

Revenue Projections and Funding Sources

As is typical for new charter schools, this application budget reflects a higher reliance on variable funding, including startup grants, philanthropic contributions, and fundraising during the early years of operation. This early concentration of one-time funding is common during the launch phase, when enrollment is still growing and initial start-up costs are highest. As enrollment increases and fixed costs are distributed across a larger student population, the school's revenue mix shifts toward stable, recurring state, local, and federal per-pupil funding. This transition supports long-term sustainability and reduces dependence on temporary funding sources. The chart below illustrates this shift. Public recurring funds account for 95% of annual revenue by Year 3.

Revenue Type as % of Overall Annual Revenue						
Revenue Source	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Recurring State Revenue	0%	53%	78%	85%	87%	87%
Recurring Federal Revenue	0%	6%	9%	10%	10%	10%
Non-recurring Public Revenue	27%	13%	0%	0%	0%	0%
Non-public Revenue	73%	27%	13%	5%	3%	3%

Planning Year Revenue

During the planning year, the school expects to secure a combination of public and private start-up funding to support pre-opening activities.

Planning Year Revenue		
Revenue	Amount	Status
Charter Schools Program (CSP)	$300,000	In progress
Nashville Funding Collaborative Grants	$300,000	Committed
General Fundraising	$225,000	In progress

The school will continue to pursue additional funding opportunities throughout the charter approval process and planning year to strengthen its financial position ahead of opening.

Years 1-5 Revenue

In the first year of operation, most of MCA's revenue is generated through public per-pupil funding tied to projected enrollment and average daily membership (ADM). State and local per-pupil funding assumptions are based on current estimates and are held flat across the projection period, which maintains a conservative outlook. State and local funding rates have historically increased year-over-year. Federal revenues include anticipated formula-based and competitive funding streams, estimated using cautious participation and allocation assumptions. Certain funding sources that may become available in practice are intentionally excluded to provide additional financial flexibility. The chart below summarizes the school's Year 1 public funding, excluding nutrition, which has tentatively included offsetting expenses. The budget provides sufficient cushion to absorb higher food expenses.

Year 1 Public Funding [Excluding Nutrition]			
Public Revenue Source	Rate	Driver	Total Year 1 Revenue
TISA (state and local)	$15,864	Per ADM	$1,776,768

Title I	$845	Modified DC Count	$32,177
IDEA	$1,813	Per SPED student	$24,361.34
CSP	$450,000	Annual total	$450,000

Enrollment is projected to grow annually until the school reaches its planned maximum enrollment. ADM projections account for expected enrollment variability and student attrition.

MCA's student demographics will impact annual funding, but the application budget uses district averages for planning purposes. The school anticipates serving a diverse student population reflective of the overall Nashville community, including:

- 34% designated with direct certification (54% modified direct cert after 1.6x multiplier applied)
- 12% with an active IEP
- 24% designated as ELL

Federal Funding Per-Pupil Rate Breakdown					
	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	**112**	**224**	**336**	**487**	**487**
ED	38.08	76.16	114.24	165.58	165.58
ELL	26.88	53.76	80.64	116.88	116.88
SWD	13.44	26.88	40.32	58.44	58.44
Title I 1.6x	60.928	121.856	182.784	264.928	264.928
Modified ED	54%	54%	54%	54%	54%
Grant Totals					
Title I	$32,177.60	$64,355.20	$96,532.80	$139,915.10	$139,915.10
IDEA	$24,361.34	$48,722.69	$73,084.03	$105,928.34	$105,928.34
School Bfast	$48,384.00	$96,768.00	$145,152.00	$210,384.00	$210,384.00
School Lunch	$80,640.00	$161,280.00	$241,920.00	$350,640.00	$350,640.00
Total	$185,562.94	$371,125.89	$556,688.83	$806,867.44	$806,867.44
Per pupil	$1,656.81	$1,656.81	$1,656.81	$1,656.81	$1,656.81

In addition to recurring public funding, the budget includes projected supplemental revenue from grants, philanthropy, and other non-recurring sources during the first five years of operation. In addition to recurring public funding, the budget includes projected supplemental revenue from grants, philanthropy, and other non-recurring sources during the first five years of operation, totaling approximately $2.4 million. Of this amount, $525,000 has been formally committed, while $1.87 million is anticipated but not yet secured. The chart below summarizes anticipated supplemental funding across the first five years of school operations.

Other Funding			
Other Revenue Source	**Year**	**Status**	**Amount**
National Grants	Year 1-2	Anticipated	$500,000
Nashville Funding Collaborative Grants	Year 1	Committed & Anticipated	$705,000
Other Donations	Years 1-5	Committed & Anticipated	$1,250,000

Anticipated Staffing and Compensation

Staffing projections are closely tied to anticipated enrollment growth and MCA's instructional and extracurricular model. Positions are added in phases to ensure adequate instructional and operational capacity while maintaining fiscal responsibility.

Compensation is structured to remain competitive and support staff retention while aligning with long-term financial sustainability. Salary figures shown in the budget represent average base compensation by role and remain flat due to budget template constraints. MCA plans to implement a compensation strategy that includes step and ladder increases plus cost-of-living adjustments. The Staff counts tab in the budget worksheet details the number of staff and average annual salaries for each budget category throughout the first five years.

Employer Taxes and Benefits

The proposed budget includes employer taxes and benefits accounting for 30 percent of base staff compensation, which reflects a reasonable and conservative estimate for a Tennessee charter school. This assumption accounts for required employer payroll taxes, retirement contributions, including TCRS, Empower, and Metro pension, and health and welfare benefits, and aligns with prevailing practices among comparable charter schools in the state. Budgeting at this level provides sufficient capacity to meet statutory obligations and offer competitive benefits while protecting the school from cost volatility during early operations.

Non-Personnel Expenses

Facilities and Furniture

The budget assumes the school will operate in a leased facility, at least in the early operational phase. Planning-year costs include limited lease payments and anticipated tenant improvements, while ongoing facility expenses are based on projected square footage, market lease rates, and annual escalation. The budget allocates approximately 15% percent of recurring state revenue to facility lease costs. This level of investment reflects a balanced approach to securing appropriate instructional space while maintaining long-term financial sustainability.

The school's facility budget is built on conservative, widely accepted planning assumptions to support long-term financial sustainability. Facility size is projected at approximately 100 square feet per student, scaling proportionally as enrollment grows to full capacity. This assumption aligns with national benchmarks established by the Council of Educational Facility Planners International (CEFPI)[117], which identifies this range as typical for K–12 facilities and inclusive of classrooms, shared spaces, and support areas. This figure has also been recently applied as a planning benchmark by leading charter facility organizations, including LISC[118], which cites 60 to 120 square feet per student as the recommended gross square footage range for charter school facilities, and Bellwether Education Partners[119], whose analysis of national charter construction costs uses 100 square feet per student as the standard rule of thumb for newly constructed buildings.

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[117] Gross Square Feet Per Student: A CEPFI Brief on Educational Facility Issues
[118] LISC: Assessing Your Space Needs
[119] Bellwether Education Partners

To maintain a healthy and balanced operating budget, the school allocates no more than 15% of annual revenue toward facility costs, consistent with recommendations from Raymond James, Nashville Incubator, and national charter finance guidance[120]. This threshold reflects industry standards for sustainable charter operations, as exceeding this percentage is associated with elevated financial risk and reduced long-term viability. Many turnkey charter developers and lenders, including 22Beacon, one of the largest and oldest charter school developers, similarly require facility costs to remain at or below this level as a condition of project approval. Should projected facility costs exceed this benchmark in any year, the school will pursue alternative space configurations, renegotiate lease terms, or phase enrollment growth to ensure alignment with revenue. These assumptions are incorporated into multi-year financial projections and contingency planning to protect cash flow and prevent structural deficits.

The chart below shows the anticipated square footage based on enrollment, as well as budgeted monthly rent.

Anticipated Facility Costs						
Fiscal Year	Student Enrollment	Allocation of Sq Ft per Student	Anticipated Square Footage Needed	Annual Rent	Monthly Rent	Cost per square foot
FY27 (yr 0)	0	100	12,000	$44,420 *(2 months)*	$22,210	$22.21
FY28 (yr 1)	120	100	12,000	$294,336	$24,528	$24.53
FY29 (yr 2)	240	100	24,000	$588,672	$49,056	$24.53
FY30 (yr 3)	360	100	36,000	$883,008	$73,584	$24.53
FY31 (yr 4)	480	100	48,000	$1,261,440	$105,120	$26.28
FY32 (yr 5)	480	100	48,000	$1,261,440	$105,120	$26.28

Further, this cost per square foot and annual lease rate is in line with other schools in the Nashville area. See below for a breakdown of 5 other schools in the area and their lease rates for the next three years as well as cost per square foot.

Lease Rates and Cost Per Square Foot Breakdown for Schools in the Nashville Area							
Sq Ft		2025-2026		2026-2027		2027-2028	
		Annual Cost	Cost per sq ft	Annual Cost	Cost per sq ft	Annual Cost	Cost per sq ft
School A	19,694	$ 354,492	$ 18.00	$ 354,492	$ 18.00	$ 354,492	$ 18.00
School B	14,287	$221,280	$ 15.49	$ 227,918	$ 15.95	$ 234,756	$ 16.43
School C	13,345	$ 240,210	$ 18.00	$ 268,166	$ 19.00	$ 367,611	$ 21.21
School D	21,399	$ 252,000	$ 11.78	$ 259,560	$ 12.13	$ 267,346	$ 12.49
School E	19,694	$ 433,268	$ 22.00	$ 433,268	$ 22.00	$ 433,268	$ 22.00

[120] Introduction to Charter School Finance. Opportunity Zones Charter School Programs. USDOE

Utilities, janitorial services, waste removal, and routine maintenance are budgeted using market-based estimates with built-in annual inflation. Furniture purchases are phased in during the planning year and early years of operation. MCA is budgeting $75K per year from planning year through year 2 ($225K total) for school furniture and another $50K in Year 3. Building repair and maintenance expenses can vary from year to year and are inherently difficult to forecast with precision. The budget includes an allocation of $20,000 for general repairs, with modest annual increases to account for inflation. School leadership will actively monitor this cost area and will pursue appropriate preventive maintenance agreements—such as for HVAC and other building systems—to reduce the likelihood and cost of avoidable repairs.

Technology and Equipment

The budget includes reasonable allocations for staff and student technology, network infrastructure, and ongoing replacement and maintenance needs. Technology expenditures decline over time as initial hardware investments stabilize. These expenses are captured in the Technology and Equipment lines.

Curriculum and Professional Development

Curriculum and Instructional Supplies: Instructional materials, assessments, and classroom supplies are budgeted across multiple expense categories to support the academic program. The school plans to leverage a mix of free and paid curricular resources to maximize instructional impact.

Special Education Services and Supplies: Expenses related to special education are budgeted based on projected student needs, with anticipated efficiencies as enrollment grows.

Professional Development: Professional development funding supports continuous improvement in instructional practice and other areas of priority.

Other Non-Personnel Expenses

Food Service: The school plans to seek SFA designation and manage its food service operations internally. Estimated costs are budgeted at $3 per student for breakfast and $5 per student for lunch over a 180-day school year. Corresponding federal meal reimbursements are incorporated into per-pupil federal revenue assumptions. The overall budget provides adequate margin to account for potential reimbursement shortfalls.

Student Transportation: MCA is budgeting annual transportation cost at $80K/bus with 2% annual cost inflation. The school plans to offer two buses in Year 1, three buses in Year 2, and four buses in Year 3 and beyond.

Insurance: The budget includes appropriate insurance coverage to manage operational risk, and the school will work with insurance providers to implement internal controls and risk mitigation practices to help control costs. Insurance projections reflect reasonable estimates for standard property and liability coverage, with costs increasing over time as enrollment grows.

Student Recruitment: The budget reflects the importance of strong enrollment by allocating $15,000 for recruitment in the planning year and maintaining that investment in future years.

Other Expenses: The budget includes reasonable projections for additional recurring expenses typical of Tennessee charter school operations. These remaining expense lines are designed to

provide the school with flexibility to assess vendor options and finalize contracts as operational needs are clarified.

Minimum Enrollment Threshold

The revenue and expense assumptions presented in the preceding sections are aligned to the school's projected enrollment. The budget workbook also includes a minimum enrollment contingency scenario assuming 96 ADM in Year 1, under which MCA can open and sustain its instructional program. This scenario assumes annual enrollment growth of 96 ADM through Year 3, with total enrollment reaching 288 by Year 3. To support financial sustainability under reduced enrollment, the contingency plan includes adjustments to fixed costs related to facilities, staffing, instructional resources, and administrative functions, while maintaining the integrity of the academic program. Under the reduced enrollment scenario, staffing adjustments are made to preserve instructional quality while reducing overall personnel costs. These adjustments include eliminating the Director of Human Capital position, reducing the number of CTE teachers by one in each of the first three operating years, and delaying the addition of a dedicated special education teacher until Year 2. In Year 1, special education services are supported through a shared caseload model led by the Dean of Student Services, with co-teaching support provided in Year 2 alongside a single special education teacher. In addition to staffing adjustments, the budget reflects corresponding reductions in non-personnel expenses under the reduced enrollment scenario, including one bus. Other variable and discretionary costs, including instructional supplies, student programming, and contracted services, are adjusted to match reduced demand, while fixed expenses are closely managed. This approach allows the school to maintain essential services and program integrity while supporting overall financial sustainability.

Year 1 Cash Flow and Pre-Opening Contingency

School leadership recognizes that proactive cash flow management is critical from the point of charter approval through the early years of operation. To that end, MCA has established a set of contingency strategies designed to reduce risk and respond effectively to potential revenue variability. These strategies are implemented in a tiered manner, as outlined below.

To begin, financial planning for the planning year and first year of operation is grounded in reasonable enrollment and revenue assumptions. Multiple financial scenarios are modeled to reflect varying levels of potential revenue shortfall, allowing leadership to identify appropriate responses in advance. Key commitments, including staffing levels, facility agreements, and vendor contracts, are aligned to these thresholds to prevent overextension prior to opening. Throughout this process, the school's primary objective is to preserve the integrity of the academic program while identifying responsible opportunities for cost reduction.In parallel, the school prioritizes maintaining strong liquidity. MCA will seek to secure adequate pre-opening cash reserves and start-up funding and, if needed, access short-term financing tools such as a line of credit to manage timing differences between expenses and the receipt of per-pupil revenue. Cash flow projections will be reviewed on an ongoing basis to ensure sufficient coverage of payroll and essential operating costs, and the school will avoid dependence on long-term or structurally unsustainable debt to support routine operations.

Additionally, hiring and discretionary spending will be intentionally phased. Non-essential positions, equipment purchases, and program expansions may be deferred until enrollment and revenue levels are confirmed. Staffing plans will emphasize flexibility, including the use of consolidated roles and staggered start dates when appropriate. The school will also seek to negotiate favorable vendor terms, including extended payment timelines, and will closely monitor cash outflows. During the pre-launch period and early years of operation, school leadership and the governing board will engage in frequent reviews of budget-to-actual performance and cash flow trends. These reviews will reveal risks early and support timely adjustments if revenues underperform or expenses exceed projections. Finally, if financial performance falls below established benchmarks, the governing board will activate graduated intervention measures. These may include increased financial reporting, enhanced spending controls, adjustments to staffing or operational plans, or the engagement of external financial expertise to support corrective action.

Budget and Finance Capacity

Question 58: Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including the method for conducting annual audits of the financial, administrative, and program operations of the school. Describe how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. Identify the role and key responsibilities of the individual who will be responsible for overseeing day-to-day financial management and system oversight.

MCA will utilize established financial systems and policies to support budgeting, accounting, purchasing, payroll, and financial reporting. The school plans to outsource a portion of its financial responsibilities to a qualified back-office provider with extensive Tennessee charter school experience. In addition, MCA leadership will include at least one qualified individual with experience managing school-based budgets and financial operations, including accounts payable processing, payroll coordination, and financial monitoring. This internal capacity, combined with outsourced expertise, will ensure appropriate separation of duties, timely oversight, and strong internal controls.

Soon after the charter application is approved, an RFP will be issued to find a qualified back-office provider. Potential providers will be evaluated based on experience supporting TN charter schools, technical competence in accounting and reporting, clear internal controls and risk management, governing board support, service scope, and overall cost. The budget contemplates the annual cost for this support: $18K for pre-launch support with the goal to begin service by January 2027, $64K in Year 1, $80K in Year 2, and $90K in Year 3 as the school reaches maturity. The cost increases commensurate to the increase in school revenue in Years 4 and 5.

Potential back-office providers will be thoroughly vetted to ensure that all proposed outsourced functions align with MCA governing board policies, MNPS requirements, and applicable legal and regulatory standards. Providers must demonstrate established processes, qualified staff, and relevant expertise in areas including general ledger maintenance, payroll and accounts payable processing, monthly bank reconciliations, data security, grant management, Tennessee retirement systems, and required compliance reporting.

Once selected, the back-office provider will support the school's accounting, accounts payable, payroll, budgeting, forecasting, and long-term financial planning functions. The Chief Operating Officer will manage the day-to-day relationship with the provider, while the CEO and the board's finance committee will provide oversight through regular review of financial reports and key performance indicators. In coordination with school leadership, the back-office provider will also support the timely completion and submission of all required district and state financial reports.

The Chief Operating Officer will serve as the school's primary internal manager of financial operations and liaison to the back-office provider. While transactional accounting, payroll, and reporting functions may be outsourced, the Chief Operating Officer and CEO will retain responsibility for day-to-day financial oversight, approval of expenditures, monitoring of budget-to-actual performance, and school-level review of cash flow and financial reports. This

structure ensures that key financial management, internal controls, and accountability remain within the school, with the governing board providing fiduciary oversight through regular reporting and review.

The school has budgeted for an annual audit of school-level operations and plans to bid this service out to qualified CPA firms. Additionally, the contracted firm will file the school's annual 990. The school's back-office provider will work directly with the auditor to ensure all reports and related documents are completed accurately and submitted on time.

MCA also plans to use start-up funds to engage an experienced attorney to provide support, including reviewing the school's fiscal policies to ensure they are legally comprehensive, training board members on effective financial oversight, and providing resources and expertise to mitigate legal risk as questions arise. The budget contemplates the annual cost for this support: $10K for these services in the pre-launch year and $5K in future years for ongoing support.

Finance Policies

Attachment 1 contains a comprehensive set of draft financial policies designed to guide board oversight and financial operations. These policies address governance and budgeting practices, accounting and reporting, banking and cash management, purchasing procedures, capitalization thresholds, internal controls and separation of duties, payroll and benefits administration, grant and restricted fund management, debt and long-term obligations, audit and compliance requirements, records retention, ethical standards, and processes for ongoing financial monitoring and board intervention. The draft policies will be reviewed by legal counsel prior to adoption.

Question 59: Describe the procedures governing the deposit of idle funds, purchasing procedures, and comprehensive travel regulations.

See **Attachment 1** for draft financial policies as part of our MOU with Vertex Education (formerly EdTec). These policies included deposit of funds, purchasing procedures, and comprehensive travel regulations.

Deposit of Idle Funds
BANKING
Checking Account

The Board shall authorize the establishment of a non-speculative commercial checking account with a federally insured banking institution for the purposes of school operations. The bank must also participate in the Tennessee Public Funds Collateral Pool.

- The established checking account shall be the primary account for school financial obligations, as well as the primary account for deposit and receipt of all funds. Authorized signatories to this account shall be the [CEO, Board Treasurer, Board Chair].
- Checks under $5,000 will require the signature of the [e.g., CEO or Board Treasurer or Board Chair, with the CEO as the primary signer].
- Checks of $5,000 or more will require the signature of the [e.g., CEO AND either the Board Treasurer or Board Chair].
- Checks payable to the CEO must be signed by the Board Treasurer. Checks payable to the CEO of $5,000 or more will require the signature of the Board Chair and the Board Treasurer.
- Under no circumstances should the recipient of a check also be a signatory on his or her own check.
- No additional checking accounts shall be established without board approval. The only bank accounts other than MCA Miscellaneous and Cafeteria Accounts that are authorized to be opened and to include MCA's name are accounts in the name of a Parent Teacher Association (PTA) or a courtesy fund in the name of a departmental unit.
- Board approval is also required to close a checking account.

Savings Account

The Board may authorize the establishment of a non-speculative, savings account with a federally insured banking institution that also participates in the Tennessee Public Funds Collateral Pool.

- An account bearing interest will not be considered speculative.
- Checks will not be written out of the savings account, and any transfer of funds to or from the savings account to the general checking account will be done in consultation with the Board Treasurer and will take the most current cash forecast into account.
- No additional savings accounts shall be established without board approval.
- Board approval is also required to close a savings account.

Depository Insurance and Collateralization of Funds

As a public charter school operating as a local education agency in the State of Tennessee, MCA's public funds are subject to statutory requirements governing the safeguarding of governmental deposits.

- **FDIC Insurance:** Funds deposited by MCA are eligible for coverage by the Federal Deposit Insurance Corporation (FDIC) up to the applicable insurance limits. However, because MCA routinely maintains balances in excess of FDIC limits, FDIC insurance alone is not sufficient to fully protect public funds.
- **Tennessee Public Funds Collateral Pool:** To ensure full protection of public funds, MCA shall maintain its primary depository accounts only with financial institutions that participate in the Tennessee Public Funds Collateral Pool (the "Collateral Pool"), as authorized under Tennessee law.

Depository Requirements

Accordingly:

- MCA shall use only financial institutions that are eligible public depositories and active participants in the Tennessee Public Funds Collateral Pool for the deposit of operating and reserve funds.
- Management shall periodically verify MCA's depository institution's continued participation in the Collateral Pool.
- MCA shall not maintain material balances of public funds in institutions that do not provide collateralization protections consistent with Tennessee law.

OVERSIGHT AND RISK MANAGEMENT

The governing board retains responsibility for ensuring that MCA's banking relationships adequately safeguard public funds. Selection of depository institutions shall consider safety, statutory compliance, internal control considerations, and operational needs.

Petty Cash Fund

- The CEO may authorize the establishment of a petty cash fund of up to $1,000 to be maintained by the GM on MCA site in a locked, secure location.
- Initial funding of the petty cash fund should be done as a check from MCA's primary checking account.
- The petty cash fund is maintained by the GM. All requests for petty cash must be made in advance and approved by the CEO.
- The GM records the disbursement in a log and maintains a copy of the approval.
- Any unused funds along with all receipts for items purchased must be returned to the GM.
- Monthly, the log and transactions will be reconciled by the GM and will be submitted to the back-office provider for entry into the accounting system.
- Upon request by the CEO and subject to supporting documentation, funds from the school's primary checking account may be used to replenish the petty cash fund up to $1,000.

Deposits of Receipts

MCA will deposit all public funds within three (3) business days following receipt. In line with the following guidelines:

- Front office staff will open all mail daily, immediately sort and log all checks or money orders and forward them to the GM. Any bank checks or money orders received in person will also be given to the GM for logging. In the absence of the GM, the CEO will fulfill the responsibilities of ensuring mail is processed.
- Cash payments, whether for student activities, donations, or other purposes, will be strongly discouraged. MCA will invest in a reputable point-of-sale system (e.g., Square, Clover, etc.) to accept electronic payments and donations. All cash payments will be processed and tracked through the point-of-sale system with all individuals receiving receipts for purchases and donations. The GM, with the front office staff, will review the cash report each week and affirm that the total collected matches the supporting documentation.
- Checks and cash waiting to be deposited will be stored in a secure location such as a locked deposit box or cash register accessible only by authorized staff.
- The GM or CEO will restrictively endorse ("For Deposit Only") non-public checks or money orders to the checking account and deposit them, along with any cash collections as soon as practicable, at least weekly. The GM will log all deposits with details of what was included

and compile associated backup (check images, deposit receipt, etc.) to keep on file or forward to the back-office provider.

INVESTMENT POLICY

Investment Objectives

The primary objectives of MCA's investment activities are, in order of priority: (1) Safety: Preservation of capital and protection of investment principal; (2) Liquidity: Maintenance of sufficient liquidity to meet operational needs; (3) Yield: Attainment of a reasonable rate of return

Authorized Investments

MCA may invest funds in the following instruments, consistent with Tennessee law governing public funds:

- Certificates of deposit with financial institutions participating in the Tennessee Public Funds Collateral Pool
- United States Treasury bills, notes, and bonds
- Money market mutual funds invested exclusively in U.S. Treasury and agency securities
- Tennessee local government investment pools approved for public fund investment

Prohibited Investments

MCA shall not invest in:

- Individual corporate stocks or bonds
- Derivative securities
- Commodity futures
- Real estate investment trusts (REITs)
- Cryptocurrencies or digital assets
- Any investment not explicitly authorized in this policy

Investment Procedures

The Board Treasurer, in consultation with the CEO and back-office provider, shall:

- Review cash flow projections quarterly to determine funds available for investment
- Ensure investments mature in alignment with anticipated cash needs
- Maintain a ladder approach to investments when feasible to provide regular liquidity
- Obtain competitive quotes when investing amounts over $50,000

Collateralization

All investments not backed by the full faith and credit of the United States government must be held with institutions participating in the Tennessee Public Funds Collateral Pool or be fully collateralized in accordance with Tennessee law.

Reporting

Investment holdings and performance shall be reported to the Board quarterly as part of financial reporting. The report shall include:

- Total investment balance by type
- Maturity dates
- Interest rates and yields
- Compliance with this investment policy

Annual Review

This investment policy shall be reviewed annually by the Finance Committee and approved by the Board. Any modifications must be approved by the full Board.

Purchasing Procedures

Authorization of Expenditures

All purchases of goods and services shall be consistent with the most recent board-approved budget.These expenditures shall not require additional board approval, except for contracts for professional services that will exceed or are likely to exceed a total annual amount greater than $25,000, or if the term will go past one year.

Otherwise, all expenditures must be approved by the CEO or the GM, who will review each proposed expenditure to determine whether it aligns with the board-approved budget.

Nothing in this section shall prevent the CEO from making an assessment to rebalance individual line items within the approved budget, provided the adjustments do not otherwise jeopardize the financial health of MCA or disrupt MCA's educational program. Adjustments greater than $25,000 or that otherwise will decrease projected operating income by more than 2% should be discussed with the Board Treasurer.

Contracts and Bidding

All professional services shall be provided for under a contract. Only the CEO will sign any such contract.

The CEO can execute single year contracts for professional services that will not exceed or are not likely to exceed $25,000. For contracts for professional services that will exceed or are likely to exceed a total annual amount greater than $25,000, or the term will extend for a period greater than one year, board approval will be required prior to execution. Length of contracts shall be at the discretion of the Board in consultation with the CEO, and multi-year contracts shall not be prohibited.

Should a contract require board approval per the above, but timing or other circumstances require execution prior to being approved at a board meeting, the CEO, with the approval of both the Board Chair and Board Treasurer, may conditionally execute said contract. The contract will need to then be formally approved at the next board meeting.

Should an existing contract exceed the stated ceiling or length of the contract, board approval is required.

Unless otherwise expressly required by local or state law, or by conditions of a funding source such as the National School Lunch Program or the Charter Schools Program or any other state or federally funded program, MCA shall not be required to conduct a formal bid process for contracted services and goods. However, the CEO or the GM shall make good faith efforts to secure at least three (3) quotes and proposals to ensure a prudent, cost-effective use of funds. Multiple quotes are not required for a "sole source" contract.

Nothing in this section shall require or be interpreted to require MCA to choose or select the lowest cost provider of goods or contracted services, and MCA will have discretion in what criteria it gives most weight when selecting vendors and providers in order to maximize student achievement and well-being.

Consistent with this section, any rules or regulations governing federal funds shall supersede the above when otherwise contradictory.

Purchasing

Once sufficient diligence has been done by way of quotes, proposals, and/or research and an expenditure has been approved, the GM or an employee with approval will either request an invoice from a vendor or submit a formal purchase order to request an invoice.

Invoice Processing and Requests for Payment

- On a weekly basis, the GM will review invoices for accuracy, as well as review invoices for goods against received goods and packing slips and address any inconsistency with vendors. Each week, the GM will process all invoices received, including both expense and restricted fund account coding. All weekly invoices will be compiled and summarized in a payment approval report to be reviewed by the appropriate approvers based on the approval thresholds described below.
- Notwithstanding the above, MCA shall abide by the back-office provider accounts payable policies and procedures set forth separately regarding documentation requirements, systems, timelines, and submissions. These policies and procedures must, at a minimum, adhere to generally accepted internal control standards that would satisfy a qualified independent auditor.

Payment Approvals

- Payments under $5,000 must be approved by one of the following authorized positions: CEO, Board Treasurer, or Board Chair, with the CEO being the primary approver.
- Payments for $5,000 or more must be approved by the CEO AND Board Treasurer or Board Chair.
- Payments to the CEO should be approved by the Board Treasurer, and if in excess of $10,000, by the Board Chair as well.
- Under no circumstances should the recipient be the approver. For regular recurring, not re-occurring, payments, such as rent, when the amount is fixed and the frequency of payment is set, annual approval is allowed.
- Payment will be issued only after all required approvals have been documented. A check register will be generated for each invoice batch as a record of issuance. If the board prefers to review, the monthly check register will be included in the monthly board packet for board review.

Debit Card Usage

- Debit card use is not allowed unless explicitly approved by the board, and only if other means of payment do not exist.
- Physical debit cards should be destroyed when received to prevent potential misuse or fraud unless a compelling reason exists to keep one on the school premises. Any existing debit cards must be kept in a secure location accessible only by approved staff.

Credit Card Usage

Subject to board approval, MCA may establish a credit card account.

- The credit card account may include spending rewards, but all rewards must be retained for the exclusive use and benefit of MCA.

- The use of a credit card shall be allowed with a maximum authorized credit limit of $20,000 in total and no single cardholder should have a limit above $4,000.
- Credit cards shall only be issued to and used by the CEO and GM. Any additional issuance needs to be approved by the board. Use by any other person is prohibited.
- An individual charge should not exceed $4,000, except with approval by the Board Treasurer or Board Chair. Total charges in a month shall not exceed the credit card limit.
- Authorized credit card holders are responsible for submitting itemized receipts or other printed documentation from the vendor for all transactions and providing sufficient reporting as to the necessity of the charge. Credit card statements may not be considered as sufficient supporting documentation. If the card holder cannot provide a receipt or alternative documentation, s/he will complete a lost receipt form.
- For any purchases that are charged without adequate supporting documentation and justification, the purchaser and/or card holder may be required to reimburse MCA the amount of such purchases.
- Every effort should be made to pay the current balance due in full and mitigate financing charges unless a compelling reason exists for a partial payment.

Comprehensive Travel Regulations

Travel-Related Employee Reimbursements

This section is not applicable to regular travel by employees to MCA site or temporary workspace. This section applies to travel for a school business purpose away from school grounds such as a conference, training, required meeting with a vendor, or a recruitment event/activity.

- All employees must receive documented approval by the CEO for all school-related travel.
- All efforts should be made to make cost-effective, efficient travel arrangements as expeditiously as possible to mitigate cost escalation. This applies to airfare, accommodations, and registration fees.
- Travel arrangements should be made and paid for directly by MCA by check or by the GM or CEO using a school-issued credit card.
- In the absence of a superseding policy concerning per diem benefits, whether via the employee handbook or a separately adopted policy, as a matter of practice, meals during school-related travel will be considered reimbursable.
- Meals should be modest but otherwise appropriate given the circumstances.
- Receipts or documentation must be retained. Lack of documentation may be grounds for non-reimbursement.
- Incidental purchases made during school-related travel and otherwise necessary, such as taxi service, are considered reimbursable. Receipts or documentation must be retained. Lack of documentation may be grounds for non-reimbursement.
- Employees shall submit a reimbursement request with supporting documentation to the GM no later than one month from each purchase. A bank or credit card statement may not be considered adequate documentation, and lack of adequate documentation or timely submission may be grounds for non-reimbursement or delayed reimbursement.
- Under no circumstances shall the purchase of alcohol be reimbursed.

- Nothing in this section shall supersede any personnel policies separately adopted regarding eligible, reimbursable expenses.

Employee Mileage Reimbursements

- All employees are reimbursed at the current standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for school-related travel excluding regular travel to and from the workplace. If mileage is expected to exceed 100 miles or more, it must be pre-approved by the CEO or GM.
- All employees requesting such mileage reimbursement are required to document the destination of each trip, its purpose, miles driven, and any associated parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.
- Per IRS guidance, mileage of an employee driving from his or her residence to MCA or vice versa is not considered reimbursable.
- Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

Personal Use of School Funds

Use of school funds for personal use is prohibited. Violation of this policy may result in discipline up to and including dismissal or, in case of a board member, removal. The board may seek restitution of any funds lost pursuant to this section.

Question 60: Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Contracted Financial Services			
Name	**Type**	**Anticipated Cost**	**Criteria for Selection**
Unknown	Backoffice Provider	$60,000	Experience with TN charter schools, quality of internal processes and controls, staff qualifications, overall cost and service scope (must include payroll, AP, accounting, and audit support)
Unknown	Auditing and 990 Preparation Services	$20,000	Authorized by state comptroller, experience with Nashville charter school audits and 990 preparation

Question 61: Based on the team identified in Table 4, describe the sponsor's team's individual and collective qualifications for implementing the financial plan successfully. Identify any gaps in the sponsor's team and describe plans to fill those gaps with future hires. The discussion of both current team capacity and future hires should include a discussion of capacity in areas such as the following:

- Financial management;
- Fundraising and development; and
- Accounting and internal controls.

Based on the team identified in Table 4, the sponsor demonstrates strong individual and collective qualifications to implement the financial plan successfully. The sponsor's capacity is rooted in a leadership team with demonstrated experience in nonprofit leadership and operations, combined with a governing board structured to provide independent fiscal oversight, risk management, and compliance with Tennessee public fund requirements.

Financial Capacity

School Team Members

Dr. Kevin Dyson, brings extensive experience in nonprofit leadership, organizational governance, and financial stewardship. As CEO, Dr. Dyson holds primary responsibility for executing the board-approved budget, approving expenditures within defined thresholds, and ensuring that financial decisions align with the school's mission and long-term sustainability. His leadership experience in managing complex organizations and stewarding mission-driven resources provides confidence that financial decisions will be made with discipline, transparency, and accountability.

Christina McDonald, provides school-based leadership capacity for academic budget management and resource allocation. As CAO, Ms. McDonald brings direct experience managing instructional budgets, staffing models, and resource allocation across multiple charter school campuses — including building an entire school's financial and operational infrastructure from the ground up as founding principal of Reimagine Prep. Her responsibilities include oversight of instructional materials procurement, professional development expenditures, academic staffing recommendations, and coordination with the CEO and back-office provider to ensure that academic spending aligns with approved budgets and produces measurable returns in student outcomes.

The daily operational financial management (invoice processing, purchasing documentation, deposit handling, and back-office coordination) will be the responsibility of the General Manager upon hire, with CEO oversight during the pre-opening period.

Board Members

Jim Maddux, Jim Maddux is a Nashville-based financial management professional with experience in accounting oversight and resource development. He has managed budgets, implemented responsible financial controls, and successfully fundraised in nonprofits, including support of Lipscomb University soccer initiatives. His background demonstrates the financial

capacity and leadership needed to steward funds effectively and advance long-term development goals.

Rawl Andrews is a senior leader with the American Psychiatric Association, with extensive experience in nonprofit financial oversight and organizational management. He has led and supported nonprofit fundraising efforts, donor engagement, and revenue development initiatives that strengthen mission-driven programs. His background demonstrates the financial capacity and strategic leadership needed to steward philanthropic resources and ensure long-term organizational sustainability.

Adolfo Birch has extensive experience serving on charter school boards, bringing a deep understanding of charter governance and accountability. His service across multiple charter organizations allows him to contribute best practices, comparative insight, and informed financial oversight to board decision-making. He brings valuable perspective from other charter work that strengthens strategic planning, fiscal responsibility, and long-term sustainability.

Board Oversight and Risk Management

The governing board provides independent financial oversight through defined leadership roles, including the Board Treasurer and Board Chair, whose qualifications are further detailed in **Attachment 3**. Collectively, board members bring experience in nonprofit governance, financial oversight, and fiduciary responsibility, positioning them to safeguard public funds and oversee financial performance effectively. Most have experience in both the nonprofit and/or in the education spaces. The Board Treasurer plays a central role in reviewing financial reports, consulting on cash flow projections, approving high-value transactions, and overseeing investment activity in accordance with Tennessee law. The Board Chair provides an additional layer of oversight, particularly for transactions involving senior leadership, ensuring appropriate checks and balances.

Back-Office and Professional Financial Support

The sponsor further strengthens its financial capacity through engagement with a qualified back-office provider that supports accounting, reconciliation, financial reporting, and audit preparation. This partnership ensures that financial records are maintained in accordance with generally accepted accounting principles, reconciled regularly, and prepared for independent audit review. By pairing internal leadership with external financial expertise, the sponsor ensures both operational accuracy and strong oversight.

Fundraising and Development Capacity

Fundraising and development efforts are led by Dr. Dyson in partnership with the governing board. Dr. Dyson's background in relationship-building, community engagement, and mission-driven leadership supports strategic fundraising aligned to the school's long-term vision. Board members actively support development efforts by leveraging community relationships and ensuring that restricted funds are properly tracked and reported within the school's financial systems. This shared leadership model ensures that philanthropic resources are integrated into the financial plan responsibly and managed with the same rigor as public funds.

Identified Gaps and Plans to Address Them

- Growth in enrollment and athletic programming will increase the complexity of financial management and fundraising activities, both through athletics and CTE programming. To address this, capacity will be added through a back office provider. The back-office provider will support in long-term financial planning while preserving strong internal controls and support for board oversight.
- While members of our team have experience in fundraising, we recognize the need for a dedicated full-time position. A potential future hire includes a development staff member who would support our fundraising strategy, including grant management and donor relationships.

Question 62: Explain how the proposed school's financial health will be monitored and measured, including performance in pre-operations, during early years, and as an established organization. If the board determines a need to intervene regarding financial performance, what form(s) would that take?

The governing board will monitor and measure the proposed school's financial health through a structured framework that evolves as the school progresses from pre-operations to early operations and, ultimately, to an established organization. This framework will combine forward-looking planning, routine financial reporting, and will be based in part on the MNPS financial performance framework. The MNPS performance framework will be integral to measuring the financial health of the school.

Pre-Launch Phase

The pre-launch phase spans the period from charter approval through the first day of school. During this phase, the governing board and school leadership will prioritize disciplined cash management, monitoring of actual expenditures against the approved budget, completion of financial readiness activities, and continued refinement of opening-year financial plans.

Revenues during the pre-launch period are largely variable and timing-dependent, so leadership will closely monitor cash flow and adjust spending as needed to maintain adequate liquidity. As opening approaches and expenditures accelerate, the school will ensure that spending remains aligned with the approved budget. Concurrently, all required financial systems, controls, and processes will be fully implemented prior to opening. The school will also continue to evaluate multiple enrollment scenarios and maintain contingency plans to allow for timely financial adjustments if actual enrollment differs from projections.

Below are four categories with metrics the school will use to monitor financial health during the pre-launch phase with the understanding that much remains subject to change:

- **Revenue monitoring:** the school will track confirmed pre-launch revenues against planned assumptions and ensure that 95% of budgeted pre-launch revenues have been formally awarded or are otherwise accessible. The board will also monitor progress toward securing unbudgeted revenue opportunities.

- **Cash on hand:** the school will plan to begin Year 1 of operations (cash on hand at the beginning of July 2027) with 45 days of Year 1 operating expenses on hand.
- **Spending vs. budget:** cumulative pre-launch expenditures will be maintained within ±5% of the board-approved pre-launch budget and will be measured monthly.
- **Enrollment monitoring and contingency planning:** The school will create contingency budgets tied to multiple enrollment shortfall scenarios. The number of required contingency iterations will be two but may increase as needed closer to school opening.

School Growth: Years 1-3

During the school's growth phase, school leadership and the governing board will focus on managing cash, monitoring the school's debt burden, and building a strong financial foundation. As enrollment, staffing, and programming scale, the school will closely manage the timing and reliability of revenues relative to expenditures, maintain sufficient liquidity to absorb variability, and build reserves to mitigate future financial risk. As part of this, the school will closely monitor any debt or long-term obligations to ensure repayment terms remain manageable, covenants are met, and debt service does not constrain core instructional spending. Ongoing oversight of leverage and repayment capacity allows the board to balance access to facilities and capital needs with long-term financial sustainability. This approach enables the governing board to exercise effective fiscal oversight, respond promptly to emerging financial challenges, and support the school's long-term financial sustainability as it transitions from early operations to an established organization.

Below are five categories with metrics the school will use to monitor financial health during the growth phase:

- **Enrollment:** The school will monitor actual enrollment and ADM against budgeted assumptions and regularly assess the resulting impact on cash flow.
- **Cash flow:** The school will aim to have a monthly average at least 45 days cash on hand throughout the growth years with the goal of ending each fiscal year with at least 60 days' cash to support summer cash flow.
- **Spending vs. budget:** total expenditures will be maintained within ±5% of annual board-approved budgets and will be measured monthly.
- **Debt and long-term obligations:** Annual debt service will be maintained within reasonable affordability limits determined by financial performance and in compliance with all lender covenants and reporting requirements.
- **Fund balance development:** The school will build and maintain an unrestricted fund balance to support financial resilience and long-term sustainability. The governing board will set annual goals based on financial performance but at a minimum the school will aim to maintain a fund balance of at least 10% of annual operating expenses by the end of Year 1, 15% by the end of Year 2, and 20% by the end of Year 3.

Established School

As a fully established organization, the school's financial oversight will focus on long-term sustainability, resilience to external circumstances, and continued protection of public funds. With enrollment stabilized and core systems in place, oversight and monitoring will focus on consistent operating performance, strong liquidity and reserves, prudent management of

long-term obligations, and ongoing compliance with financial policies and audit requirements. Financial monitoring at this stage is designed to ensure the school remains well positioned to withstand enrollment fluctuations, funding changes, and unforeseen costs while continuing to support its academic mission.

Below are four categories with metrics the school will use to monitor financial health during the growth phase:

- **Sustained operating performance:** The school will monitor annual net incomes and budget appropriately to ensure long-term sustainability. The school will aim to end each year with a net surplus of between 2-5% of annual revenue.
- **Liquidity:** The school will work to maintain sufficient reserves to absorb variability and unexpected events, with a minimum goal of ending each fiscal year with at least 60 days cash on hand and a target of at least 75.
- **Fund balance:** The school will maintain a fund balance of at least 20% of annual operating expenses.
- **Debt:** The school will regularly assess its current debt burden against future sustainability and long-term obligations. Debt service limits will be evaluated based on financial performance and compliance with existing covenants.

Oversight Summary

In addition to the specific goals and thresholds described above, the school will use annual audits and authorizer oversight reviews as indicators of financial health. The school will always maintain an annual goal of a clean audit with no findings or material weaknesses and an authorizer scorecard indicating that the school exceeds expectations on all financial indicators.

Financial performance metrics will be reviewed by the governing board on a regular basis through scheduled financial reports (e.g., monthly, quarterly, annual) and periodic deeper reviews as the school progresses through each stage of operation. If financial performance metrics are not met, the governing board will review the underlying causes and determine the appropriate level of intervention based on the severity and persistence of the issue. Board action may include increased financial reporting and oversight, direction to revise budgets or spending plans, implementation of corrective controls, or engagement of external financial expertise. Interventions will be timely, proportional, and focused on restoring financial stability while safeguarding public funds.

Addenda

Addendum A - Not Applicable

Sponsors with past or present relationships to other charter schools

Not Applicable

Addendum B - Not Applicable

Sponsors opening a new school that will create a network or as part of an existing network

Not Applicable

Addendum C - Not Applicable

Sponsors contracting with a third-party ESP

Not Applicable

Addendum D - Not Applicable

Sponsors seeking approval of multiple schools in this application cycle

Not Applicable

Addendum E - Not Applicable

Sponsors seeking to convert a traditional public school to a charter school

Not Applicable

Addendum F - Not Applicable

Sponsors applying to operate an opportunity public charter school

Not Applicable

Addendum G - Not Applicable

Higher education institutions seeking to open a charter school

Not Applicable

Attachments

Attachment 1: Evidence of Community Engagement

Attachment 1: Evidence of Community Engagement

Contents of Attachment 1:

Attachments 1.1: Music City Academy Interest and Support
Attachment 1.2: Memorandum of Understanding (MOUs)
- Attachment 1.2 A: Vertex Education, formerly EdTec
- Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

Attachments 1.3: Family Listening Sessions
- Attachment 1.3 A: MCA Coffee Chats with Families
- Attachment 1.3 B: MCA Family Breakfast
- Attachment 1.3 C: MCA Family Information Sessions

Attachments 1.4: Community Events
- Attachment 1.4 A: Backfield in Motion Toy Drive
- Attachment 1.4 B: Vanderbilt Youth Sports Fair
- Attachment 1.4 C: Vanderbilt and TSU 2026 Nashville MLK Day March and Convocation
- Attachment 1.4 D: Rock Academy Community Celebration at Martha O'Bryan Center
- Attachment 1.4 E: Strive Collegiate Academy Basketball Game
- Attachment 1.4 F: Mid State Youth Sports Basketball Tournament 1 (February)
- Attachment 1.4 G: MCA Sports Clinic in Partnership with Pro-Skills Basketball
- Attachment 1.4 H: Youth Basketball Tryout
- Attachment 1.4 I: Mid State Youth Sports Basketball Tournament 2 (April)
- Attachment 1.4 J: Republic High School Senior Tie Up Day
- Attachment 1.4 K: Business of Sports Breakfast
- Attachment 1.4 L: Backfield in Motion Golf Tournament
- Attachment 1.4 M: Joelton Vikings Football Camp

Attachments 1.5: School Fairs
- Attachment 1.5 A: PROPEL Public School Choice Fair
- Attachment 1.5 B: STRIVE School Fair

Attachments 1.6: Cross-School Community Engagement and Learning Visits
Attachments 1.7: Letters of Support
- Attachment 1.7 A: Industry Aligned Organizations
- Attachment 1.7 B: Community Organizations
- Attachment 1.7 C: Schools and Universities
- Attachment 1.7 D: Students & Families
- Attachment 1.7 E: Co-Workers
- Attachment 1.7 F: Facility Partners

Attachments 1.8: Digital Community Engagement and Media Presence
- Attachment 1.8 A: Video Storytelling and Outreach
- Attachment 1.8 B: Community Newsletter
- Attachment 1.8 C: Social Media Outreach and Community Building
- Attachment 1.8 D: Earned Media and Press Coverage

Attachment 1.9: Fundraising

Attachments 1.1

Music City Academy Interest and Support

Evidence of Community Engagement

Community Support for Music City Academy

Music City Academy (MCA) is a proposed new public charter high school opening in 2027.

We're reaching out to families, students, and community members to hear about your experiences with current schools, your hopes for a new high school, and to build support for MCA.

Your input and engagement will help shape the design of the school and strengthen the community behind it.

bobbe@nashvilleincubator.org Switch account

Not shared

* Indicates required question

Full Name

Your answer

Email Address

Your answer

Phone Number

Your answer

Are you a Davidson County Resident? *

- Yes
- No

Do you support the opening of Music City Academy? *

- Yes
- No

What is your relationship to the school? *

- Parent/Guardian/Caregiver
- Student
- Potential Staff Member
- Community Organization (i.e. church, community center, etc.)
- Industry Partner
- Nonprofit
- Service Provider and/or Vendor (MOU)
- Community Member

Next

Clear form

Community Support for Music City Academy

bobbe@nashvilleincubator.org Switch account

Not shared

* Indicates required question

Potential Family Member and/or Student

Zip Code

Your answer

What school(s) do your children currently attend?

Your answer

What grade level is your child(ren) currently in?

- [ ] Pre-K or younger
- [ ] Kindergarten
- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th
- [ ] 6th
- [ ] 7th
- [ ] 8th
- [ ] 9th
- [ ] 10th
- [ ] 11th
- [ ] 12th

Do you think the current public high school options in Nashville are meeting the needs of all families?

- ( ) Yes
- ( ) No
- ( ) Somewhat
- ( ) Unsure

How well do current public high schools provide the following?

	Very Well	Somewhat Well	Not Well	Not at All	Unsure
Rigorous academics	○	○	○	○	○
College and career readiness	○	○	○	○	○
High-quality sport programming	○	○	○	○	○
Health and wellness supports	○	○	○	○	○
High-quality teachers and coaches	○	○	○	○	○

How important are the following features in your choice of a high school?

	Very Important	Somewhat Important	Not Important
Rigorous academics	○	○	○
Career pathways that lead to industry credentials	○	○	○
Every student joining a sports team or daily movement activities	○	○	○
Health and wellness supports (mental health, fitness, nutrition)	○	○	○
High-quality coaches and teachers who mentor students	○	○	○
Safe, inclusive, and welcoming school environment	○	○	○

Are any of these pathways ones you think your child would be interested in exploring in high school? (check all that apply)

- ☐ Sports & Human Performance
- ☐ Emergency Services (EMT, Fire, First Responder)
- ☐ Therapeutic Services (Physical Therapy, Health Professions)
- ☐ Audio/Visual Production

What is the #1 thing you want in a high school for your child?

Your answer

If Music City Academy - a new public charter high school opening in 2027 with a focus on high-quality academics and athletics - were to open, would you consider enrolling your child? *

- (●) Yes
- ( ) Maybe
- ( ) No

Is there anything else you would like to share with us?

Your answer

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MUSIC CITY ACADEMY

Community Support for Music City Academy

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Community Member

Why do you think the school will be a fit for the greater Nashville community?

Your answer

Would you like to stay connected and receive updates about MCA?

- ○ Yes
- ○ No

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Business, Organization, NonProfit

Organization Name

Your answer

How might you support the school?

Your answer

Why do you think the school will be a fit for the greater Nashville community?

Your answer

Would you like to stay connected and receive updates about MCA?

- ◯ Yes
- ◯ No

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Potential Staff Member

What grade and subject do you currently teach?

Your answer

Why are you interested in potentially joining our staff?

Your answer

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MUSIC CITY ACADEMY

Community Support for Music City Academy

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Vendor | Service Provider

Organization Name

Your answer

What service(s) could you provide to the school?

Your answer

Is there anything else you would like to share with us?

Your answer

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Music City Academy Interest and Support Survey - Spanish

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MUSIC CITY ACADEMY

Apoyo Comunitario para Music City Academy

Music City Academy (MCA) es una nueva escuela secundaria pública autónoma (charter) propuesta, con apertura prevista para el año 2027.

Nos estamos comunicando con familias, estudiantes y miembros de la comunidad para conocer sus experiencias con las escuelas actuales, sus expectativas para una nueva escuela secundaria y para construir apoyo comunitario para Music City Academy.

Su opinión y participación ayudarán a dar forma al diseño de la escuela y a fortalecer la comunidad que la respalda.

* Indicates required question

Nombre completo

Your answer

Dirección de correo electrónico

Your answer

Preview mode | Published | Copy responder link

Your answer

¿Es usted residente del Condado de Davidson? *

- Si
- No

¿Apoya la apertura de Music City Academy? *

- Si
- No

¿Cuál es su relación con la escuela? *

- Opciones de respuesta
- Estudiante
- Posible miembro del personal
- Organización comunitaria (por ejemplo, iglesia, centro comunitario, etc.)
- Socio de la industria
- Organización sin fines de lucro
- Proveedor o prestador de servicios
- Miembro de la comunidad

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MUSIC CITY ACADEMY

Apoyo Comunitario para Music City Academy

* Indicates required question

Familia y/o Estudiante Potencial

Código postal

Your answer

¿A qué escuela o escuelas asisten actualmente sus hijos?

Your answer

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- [ ] Pre-K o menor
- [ ] Kindergarten
- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th
- [ ] 6th
- [ ] 7th
- [ ] 8th
- [ ] 9th
- [ ] 10th
- [ ] 11th
- [ ] 12th

¿Cree que las opciones actuales de escuelas secundarias públicas en Nashville están satisfaciendo las necesidades de todas las familias?

- Si
- No
- En parte
- No está seguro(a)

Preview mode | Published | Copy responder link

	Muy bien	Bien	Mal	Muy mal	No está seguro(a)
Maestros y entrenadores de alta calidad	○	○	○	○	○
Académicos rigurosos	○	○	○	○	○
Preparación para la universidad y la carrera profesional	○	○	○	○	○
Programas deportivos de alta calidad	○	○	○	○	○
Apoyos de salud y bienestar	○	○	○	○	○

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	Muy importante	Algo importante	No es importante
Académicos rigurosos	○	○	○
Trayectorias profesionales que conducen a certificaciones reconocidas por la industria	○	○	○
Que todos los estudiantes participen en un equipo deportivo o en actividades diarias de movimiento	○	○	○
Apoyos de salud y bienestar (salud mental, condición física, nutrición)	○	○	○
Entrenadores y maestros de alta calidad que orientan y acompañan a los estudiantes	○	○	○
Un entorno escolar seguro, inclusivo y acogedor	○	○	○

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(Seleccione todas las opciones que correspondan)

- [ ] Producción audiovisual
- [ ] Deportes y rendimiento humano
- [ ] Servicios de emergencia (EMT, bomberos, personal de primera respuesta)
- [ ] Servicios terapéuticos (terapia física, profesiones de la salud)

¿Cuál es la cosa más importante que busca en una escuela secundaria para su hijo(a)?

Your answer

Si Music City Academy — una nueva escuela secundaria pública autónoma con apertura en 2027 y un enfoque en académicos y deportes de alta calidad — abriera, ¿consideraría inscribir a su hijo(a)? *

- ○ Si
- ○ Tal vez
- ○ No

¿Hay algo más que le gustaría compartir con nosotros?

Your answer

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MUSIC CITY ACADEMY

Apoyo Comunitario para Music City Academy

Posible Miembro del Personal

¿Qué grado y materia enseña actualmente?

Your answer

¿Por qué le interesa posiblemente unirse a nuestro personal?

Your answer

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Attachments 1.1: Music City Academy Interest and Support Survey

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MUSIC CITY ACADEMY

Apoyo Comunitario para Music City Academy

Empresa, Organización, Organización sin Fines de Lucro

Nombre de la organización

Your answer

¿Cómo podría apoyar a la escuela?

Your answer

¿Por qué cree que la escuela será una buena opción para la comunidad en general de Nashville?

Your answer

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- Si
- No

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MUSIC CITY ACADEMY

Apoyo Comunitario para Music City Academy

Proveedor o Prestador de Servicios

Nombre de la organización

Your answer

¿Qué tipo de servicios podría proporcionar a la escuela?

Your answer

¿Hay algo más que le gustaría compartir con nosotros?

Your answer

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MUSIC CITY ACADEMY

Apoyo Comunitario para Music City Academy

Miembro de la Comunidad

¿Por qué cree que la escuela será una buena opción para la comunidad en general de Nashville?

Your answer

¿Le gustaría mantenerse en contacto y recibir actualizaciones sobre MCA?

- Si
- No

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Music City Academy Interest and Support Survey - Arabic

MUSIC CITY ACADEMY

الدعم المجتمعي لأكاديمية مدينة الموسيقى

أكاديمية مدينة الموسيقى (MCA) هي مدرسة ثانوية عامة مستقلة جديدة مقترح افتتاحها في عام 2027.

نحن نتواصل مع العائلات والطلاب وأفراد المجتمع للاستماع إلى تجاربكم مع المدارس الحالية، وتطلعاتكم لمدرسة ثانوية جديدة، وبناء الدعم المجتمعي لأكاديمية مدينة الموسيقى.

ستساعدنا آراؤكم ومشاركتكم في تشكيل تصميم المدرسة وتعزيز المجتمع الداعم لها.

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Not shared

* Indicates required question

الاسم الكامل

Your answer

عنوان البريد الإلكتروني

Your answer

رقم الهاتف

Your answer

* هل أنت مقيم في مقاطعة ديفيدسون؟

- نعم
- لا

* هل تدعم افتتاح أكاديمية مدينة الموسيقى؟

- نعم
- لا

* ما هي علاقتك بالمدرسة؟

- ولي أمر / وصي / مقدم رعاية
- طالب
- موظف محتمل
- منظمة مجتمعية (مثل كنيسة أو مركز مجتمعي)
- شريك صناعي
- منظمة غير ربحية
- مقدم خدمة أو مورد
- فرد من المجتمع
- أسرة أو طالب محتمل

MUSIC CITY ACADEMY

الدعم المجتمعي لأكاديمية مدينة الموسيقى

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* Indicates required question

الرمز البريدي

ما المدرسة أو المدارس التي يلتحق بها أطفالك حاليًا؟

Your answer

ما المدرسة أو المدارس التي يلتحق بها أطفالك حاليًا؟

Your answer

في أي صف دراسي يدرس طفلك أو أطفالك حاليًا؟
(اختر كل ما ينطبق)

- [ ] ما قبل الروضة أو أصغر
- [ ] روضة الأطفال
- [ ] الصف الأول
- [ ] الصف الثاني
- [ ] الصف الثالث
- [ ] الصف الرابع
- [ ] الصف الخامس
- [ ] الصف السادس
- [ ] الصف السابع
- [ ] الصف الثامن
- [ ] الصف التاسع
- [ ] الصف العاشر
- [ ] الصف الحادي عشر
- [ ] الصف الثاني عشر

هل تعتقد أن المدارس الثانوية العامة الحالية في ناشفيل تلبي احتياجات جميع العائلات؟

- نعم
- لا
- إلى حد ما
- غير متأكد

إلى أي مدى توفر المدارس الثانوية العامة الحالية ما يلي؟

	جيد جدًا	جيد إلى حد ما	غير جيد	غير جيد إطلاقًا	غير متأكد
مناهج أكاديمية قوية	○	○	○	○	○
الاستعداد للجامعة والمسار المهني	○	○	○	○	○
برامج رياضية عالية الجودة	○	○	○	○	○
دعم الصحة والعافية	○	○	○	○	○
معلمون ومدربون ذوو جودة عالية	○	○	○	○	○

ما مدى أهمية الخصائص التالية عند اختيار مدرسة ثانوية؟

	مهم جدًا	مهم إلى حد ما	غير مهم
مناهج أكاديمية قوية	○	○	○
مسارات مهنية تؤدي إلى شهادات معتمدة	○	○	○
مشاركة كل طالب في فريق رياضي أو أنشطة حركة يومية	○	○	○
دعم الصحة والعافية (الصحة النفسية، اللياقة، التغذية)	○	○	○
معلمون ومدربون يقدمون الإرشاد والتوجيه	○	○	○
بيئة مدرسية آمنة وشاملة ومرحبة	○	○	○

هل تعتقد أن أيًا من هذه المسارات قد تهم طفلك في المرحلة الثانوية؟
(اختر كل ما ينطبق)

- ☐ الرياضة والأداء البشري
- ☐ خدمات الطوارئ (الإسعاف، الإطفاء، المستجيب الأول)
- ☐ الخدمات العلاجية (العلاج الطبيعي، المهن الصحية)
- ☐ الإنتاج السمعي والبصري

ما هو أهم شيء تبحث عنه في مدرسة ثانوية لطفلك؟

Your answer

إذا افتتحت أكاديمية مدينة الموسيقى – مدرسة ثانوية عامة مستقلة جديدة في عام 2027 تركز على الأكاديميات عالية الجودة والرياضة – هل ستفكر في تسجيل طفلك؟ * *

- ○ نعم
- ○ ربما
- ○ لا

(الموظفون المحتملون)
ما الصف والمادة التي تقوم بتدريسها حاليًا؟

Your answer

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الدعم المجتمعي لأكاديمية مدينة الموسيقى

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لماذا تهتم بالانضمام إلى فريق العمل لدينا؟ (الموظفون المحتملون)

(المنظمات / الشركاء)
اسم المؤسسة

Your answer

كيف يمكنك دعم المدرسة؟

Your answer

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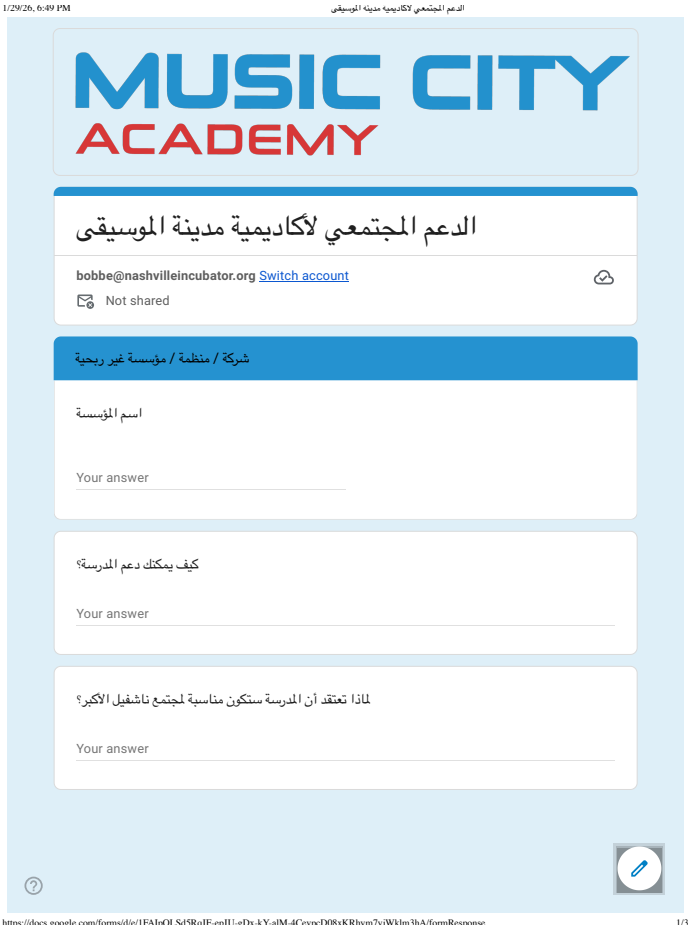

MUSIC CITY ACADEMY

الدعم المجتمعي لأكاديمية مدينة الموسيقى

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شركة / منظمة / مؤسسة غير ربحية

اسم المؤسسة

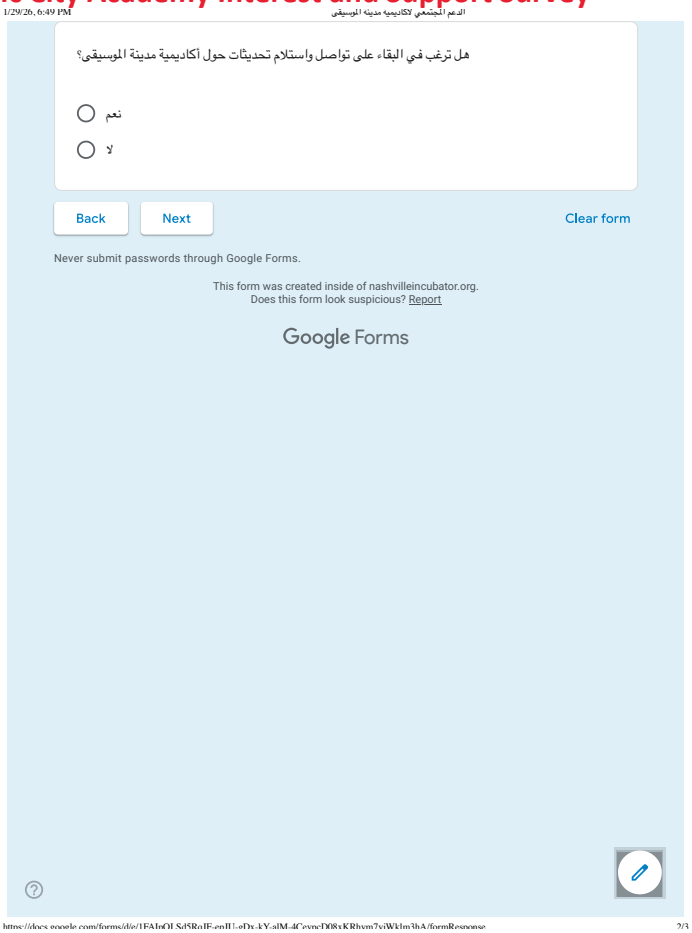
Your answer

كيف يمكنك دعم المدرسة؟

Your answer

لماذا تعتقد أن المدرسة ستكون مناسبة لمجتمع ناشفيل الأكبر؟

Your answer



هل ترغب في البقاء على تواصل واستلام تحديثات حول أكاديمية مدينة الموسيقى؟

نعم

لا

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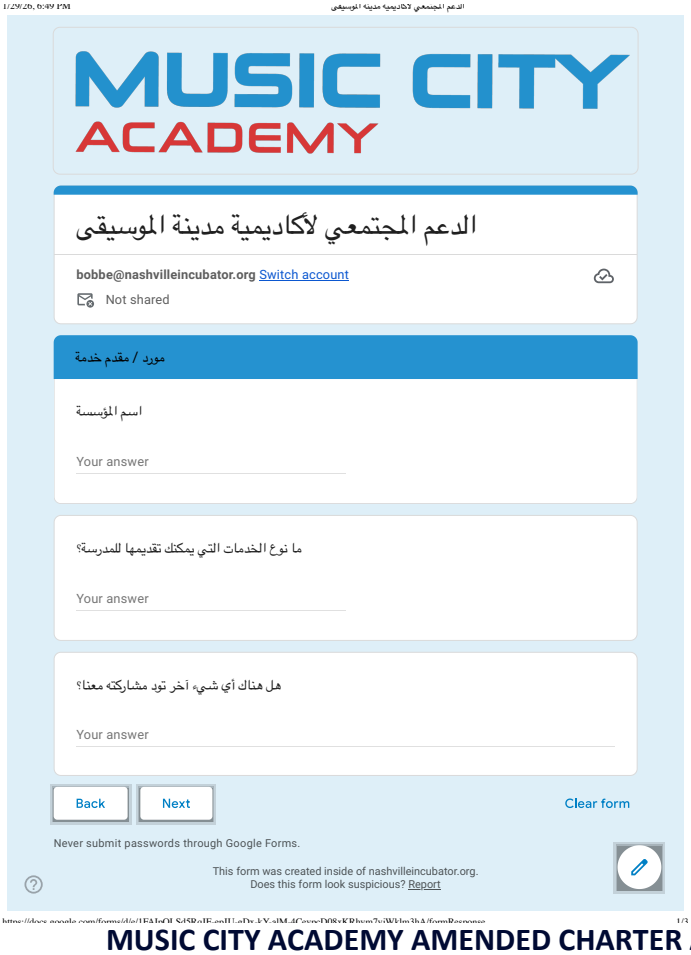

MUSIC CITY ACADEMY

الدعم المجتمعي لأكاديمية مدينة الموسيقى

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مورد / مقدم خدمة

اسم المؤسسة

Your answer

ما نوع الخدمات التي يمكنك تقديمها للمدرسة؟

Your answer

هل هناك أي شيء آخر تود مشاركته معنا؟

Your answer

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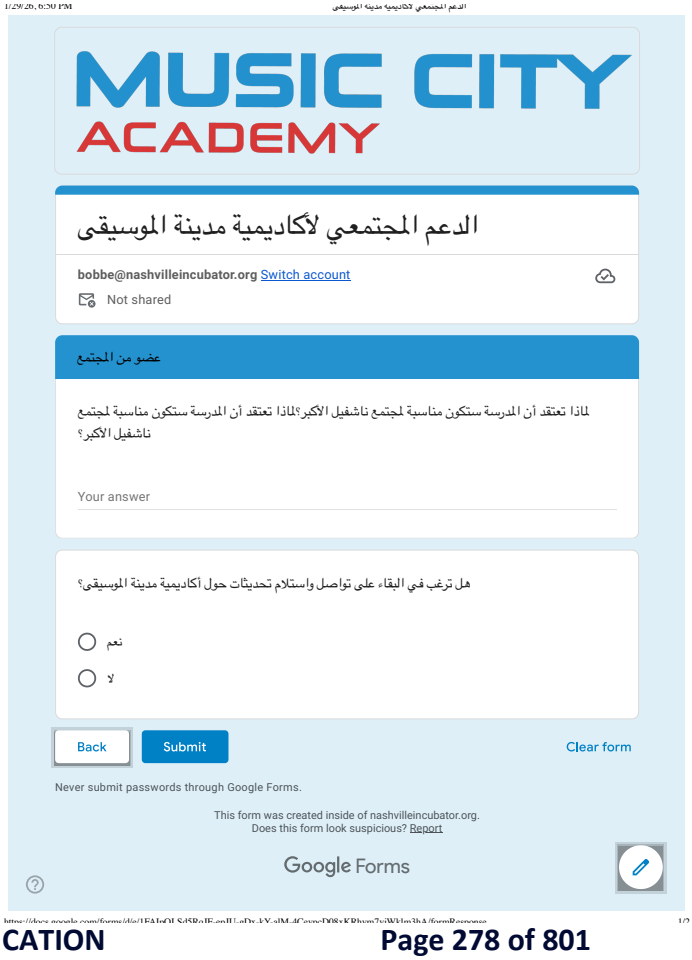

MUSIC CITY ACADEMY

الدعم المجتمعي لأكاديمية مدينة الموسيقى

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Not shared

عضو من المجتمع

لماذا تعتقد أن المدرسة ستكون مناسبة لمجتمع ناشفيل الأكبر؟لماذا تعتقد أن المدرسة ستكون مناسبة لمجتمع ناشفيل الأكبر؟

Your answer

هل ترغب في البقاء على تواصل واستلام تحديثات حول أكاديمية مدينة الموسيقى؟

نعم

لا

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MUSIC CITY ACADEMY

Music City Academy Community Survey Results

Are you a Davidson County Resident?		
Response	Count	Percentage
Total Responses	**440**	
Yes	315	71.59%
No	125	28.41%

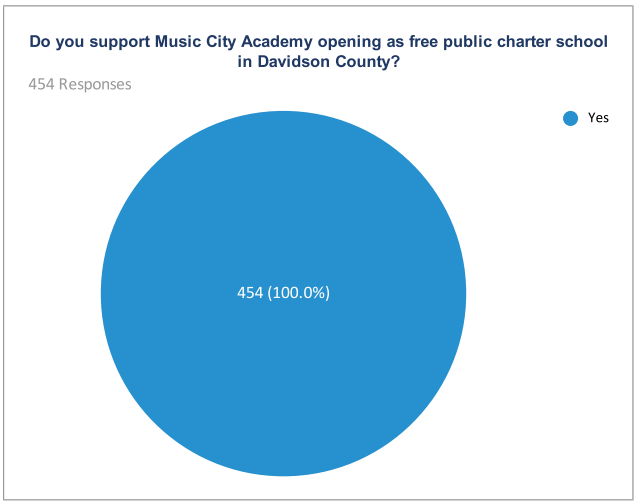
Do you support Music City Academy opening as a free public charter school in Davidson County?		
Response	Count	Percentage
Total Responses	**454**	
Yes	454	100.00%
No	0	0.00%
Maybe	0	0.00%

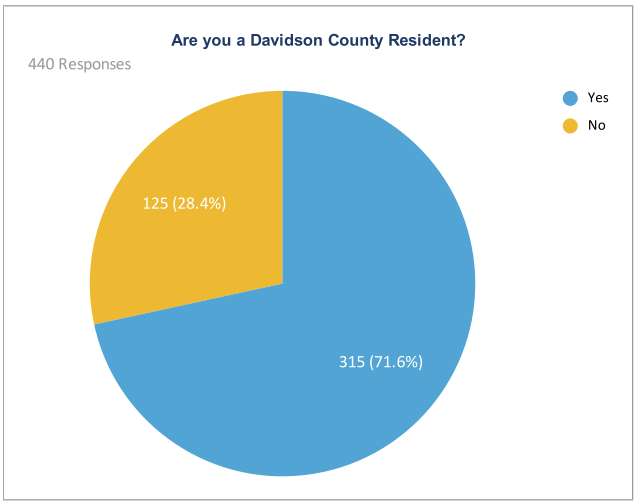
I would be interested in enrolling my child in Music City Academy in 2027 if it were to open:		
Response	Count	Percentage
Total Responses	**238**	
Yes	171	71.85%
No	52	21.85%
Maybe	15	6.30%

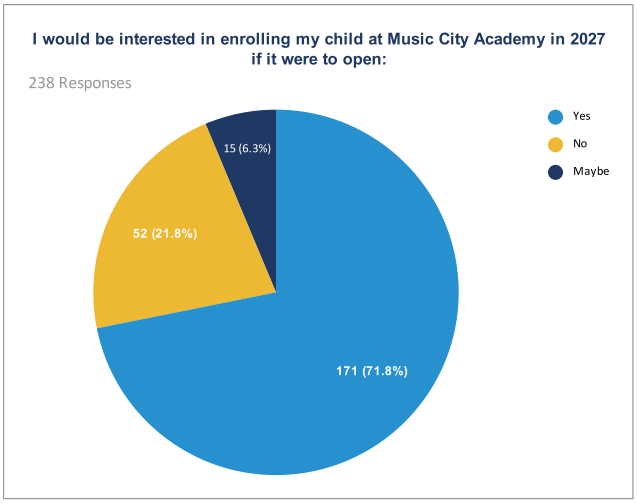
What is your Zip Code?		
Response	Count	Percentage
Total Responses	**454**	
37013	6	1.32%
37027	6	1.32%
37072	4	0.88%
37076	12	2.64%
37115	7	1.54%
37122	2	0.44%
37135	1	0.22%
37138	3	0.66%
37189	1	0.22%
37203	2	0.44%
37204	5	1.10%
37205	3	0.66%
37206	9	1.98%
37207	11	2.42%
37209	6	1.32%
37210	2	0.44%
37211	3	0.66%
37214	6	1.32%
37215	5	1.10%
37216	4	0.88%
37217	1	0.22%
37220	3	0.66%
37221	4	0.88%
37228	1	0.22%
37235	5	1.10%
Non-Davidson County	36	7.93%
No Zip Code Listed	306	67.40%

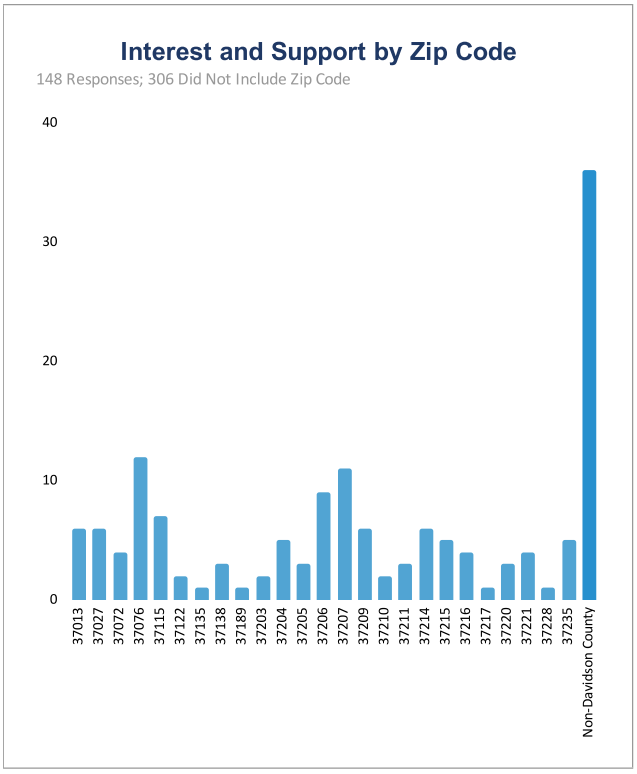
MUSIC CITY ACADEMY

The Music City Academy Community Survey: Visual Summary









MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
10/21/2025 14:43:00	Katherine Wright Hunt	[REDACTED]	[REDACTED]	37205	Yes	Parent/Guardian/Caregiver
10/21/2025 14:49:21	Ellie Clune	[REDACTED]	[REDACTED]	37209	Yes	Parent/Guardian/Caregiver
10/21/2025 18:14:42	Blair Metcalf	[REDACTED]	[REDACTED]	37206	Yes	Parent/Guardian/Caregiver, Potential Staff Member, Potential Community Partner
10/22/2025 7:41:47	Regina Renfro	[REDACTED]	[REDACTED]	37216	Yes	Parent/Guardian/Caregiver
10/22/2025 7:42:44	Ann Mayo	[REDACTED]	[REDACTED]	37206	Yes	Parent/Guardian/Caregiver
10/22/2025 7:43:20	Katey Burriss	[REDACTED]	[REDACTED]	37206	Yes	Parent/Guardian/Caregiver
10/22/2025 13:01:47	Jasmine Jones	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
10/22/2025 13:30:26	Lisa Stone	[REDACTED]	[REDACTED]	37037	Yes	Parent/Guardian/Caregiver
10/22/2025 13:49:15	Derrick Williams	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
10/22/2025 14:06:04	Lynne Ingram	[REDACTED]	[REDACTED]	37204	Yes	Parent/Guardian/Caregiver
10/22/2025 18:03:32	Colin Henson	[REDACTED]	[REDACTED]	37025	No	Parent/Guardian/Caregiver, Potential Staff Member
10/22/2025 18:23:49	Thomas Trey Chappelle	[REDACTED]	[REDACTED]	37013	Yes	Potential Community Partner, Education Partner
10/22/2025 18:31:09	Micah Kimble Sr	[REDACTED]	[REDACTED]	37128	Yes	Potential Community Partner, Education Partner
10/22/2025 18:40:16	Gary Tucker	[REDACTED]	[REDACTED]	37128	No	Parent/Guardian/Caregiver
10/22/2025 19:05:47	Tara Scarlett	[REDACTED]	[REDACTED]	37205	Yes	Parent/Guardian/Caregiver, Funder
10/22/2025 19:06:03	Steven Bergman	[REDACTED]	[REDACTED]	37203	Yes	Education Partner
10/22/2025 19:07:44	Jack Minor	[REDACTED]	[REDACTED]	37135	No	Parent/Guardian/Caregiver, Education Partner
10/22/2025 19:26:21	Austin McMullen	[REDACTED]	[REDACTED]	37204	Yes	Parent/Guardian/Caregiver
10/22/2025 19:30:56	Bennett Graham	[REDACTED]	[REDACTED]	37221	Yes	Parent/Guardian/Caregiver
10/22/2025 20:38:45	Dantriel McWilliams	[REDACTED]	[REDACTED]	37167	No	Potential Staff Member, Potential Community Partner
10/23/2025 9:26:06	Chris McLaughlin	[REDACTED]	[REDACTED]	37062	No	Potential Staff Member
10/23/2025 11:23:10	Steven Oldham	[REDACTED]	[REDACTED]	37066	No	Potential Community Partner
10/23/2025 13:00:22	Angela Post	[REDACTED]	[REDACTED]	37115	Yes	Potential Staff Member
10/23/2025 14:21:29	Steven Oldham	[REDACTED]	[REDACTED]	37066	No	Parent/Guardian/Caregiver, Potential Staff Member, Potential Community Partner
10/26/2025 21:53:09	Chad Degnan	[REDACTED]	[REDACTED]	37128	No	Potential Staff Member
10/30/2025 18:57:33	Crystal Cole	[REDACTED]	[REDACTED]	37216	Yes	Parent/Guardian/Caregiver
10/30/2025 19:56:14	NA	[REDACTED]	[REDACTED]		Yes	Community Member
10/31/2025 5:32:46	Robert Blair	[REDACTED]	[REDACTED]		No	Community Member
11/1/2025 10:53:32	Lasheryl Reed Spurlock	[REDACTED]	[REDACTED]		Yes	Community Member
11/1/2025 11:15:35	Dr. Rubin Cockrell	[REDACTED]	[REDACTED]		No	Service Provider and/or Vendor (MOU)
11/2/2025 6:58:07	Angela Post	[REDACTED]	[REDACTED]		Yes	Potential Staff Member
11/3/2025 10:11:22	Tyler Stone	[REDACTED]	[REDACTED]	37027	Yes	Parent/Guardian/Caregiver
11/3/2025 14:01:40	Jamie S. Jenkins	[REDACTED]	[REDACTED]		No	Potential Staff Member
11/3/2025 15:48:57	Christopher Treece	[REDACTED]	[REDACTED]		No	Service Provider and/or Vendor (MOU)
11/4/2025 5:41:15	Kevin Townsel, J.D.	[REDACTED]	[REDACTED]		No	Community Member
11/6/2025 11:38:55	Kathleen MacLachlan	[REDACTED]	[REDACTED]		No	Community Member
11/6/2025 11:40:04	Kelly MacLachlan	[REDACTED]	[REDACTED]		Yes	Community Member
11/6/2025 12:16:52	Dominique Phavongsay	[REDACTED]	[REDACTED]		No	Community Member
11/6/2025 12:20:58	Brian Welch	[REDACTED]	[REDACTED]		No	Community Member
11/6/2025 14:57:40	Ronda Wagner	[REDACTED]	[REDACTED]		No	Community Member
11/6/2025 17:24:44	James Reese	[REDACTED]	[REDACTED]		Yes	Potential Staff Member

MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
11/7/2025 6:34:47	Jordana Chartok	[REDACTED]	[REDACTED]		Yes	Community Member
11/7/2025 11:12:37	Larry Hale	[REDACTED]	[REDACTED]		Yes	Community Member
11/7/2025 14:54:43	Drake Elcan	[REDACTED]	[REDACTED]		Yes	Service Provider and/or Vendor (MOU)
11/7/2025 16:03:17	Brad Vannatter	[REDACTED]	[REDACTED]		Yes	Community Member
11/7/2025 16:10:48	Josh Casey	[REDACTED]	[REDACTED]		No	Service Provider and/or Vendor (MOU)
11/9/2025 21:26:39	David Bunch	[REDACTED]	[REDACTED]		No	Industry Partner
11/10/2025 13:14:50	Analese Lytle	[REDACTED]	[REDACTED]	40205	No	MNPS grad
11/10/2025 13:20:18	Michael Campbell	[REDACTED]	[REDACTED]	37179	No	Parent/Guardian/Caregiver
11/10/2025 13:28:24	Tina Ruffin	[REDACTED]	[REDACTED]		No	Community Member
11/10/2025 14:09:41	Henry Varnell	[REDACTED]	[REDACTED]	37204	Yes	Parent/Guardian/Caregiver
11/10/2025 15:58:35	Sean Cofoid	[REDACTED]	[REDACTED]	37215	Yes	Parent/Guardian/Caregiver
11/10/2025 17:37:02	Rachel Hopkins	[REDACTED]	[REDACTED]	37221	Yes	Parent/Guardian/Caregiver
11/10/2025 19:30:41	Lindsay Hess	[REDACTED]	[REDACTED]	37221	Yes	Parent/Guardian/Caregiver, Community Member
11/10/2025 21:02:55	Brett Michaels	[REDACTED]	[REDACTED]	37206	Yes	
11/11/2025 8:10:59	Jake Smith	[REDACTED]	[REDACTED]	37204	Yes	Parent/Guardian/Caregiver, Community Member
11/11/2025 8:13:21	John Ford	[REDACTED]	[REDACTED]	37215	Yes	Community Member
11/11/2025 13:31:27	Derrick Williams	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
11/11/2025 21:21:41	Clark Buckner	[REDACTED]	[REDACTED]	37209	Yes	Community Member
11/12/2025 8:33:53	Tim Garrett	[REDACTED]	[REDACTED]	37215	Yes	Community Member, Industry Partner, Education Partner
11/12/2025 9:23:37	Zimbalist Carter	[REDACTED]	[REDACTED]		No	Community Member
11/12/2025 9:28:33	Beth Corsello	[REDACTED]	[REDACTED]		No	Industry Partner
11/12/2025 9:42:02	Dakota Brown	[REDACTED]	[REDACTED]		No	Community Member
11/12/2025 10:10:46	Robert Carter Reed	[REDACTED]	[REDACTED]		No	Community Member
11/12/2025 10:16:34	Steve Pelmore Jr	[REDACTED]	[REDACTED]		Yes	Community Member
11/12/2025 10:31:54	Kennette Pelmore	[REDACTED]	[REDACTED]		Yes	Community Member
11/12/2025 12:46:12	Joshua Ireland	[REDACTED]	[REDACTED]	37209	Yes	Parent/Guardian/Caregiver, Community Member, Industry Partner
11/12/2025 17:52:16	Cedric Myers	[REDACTED]	[REDACTED]		No	Community Member
11/13/2025 7:45:29	Dr. Teresa vasquez	[REDACTED]	[REDACTED]	37013	Yes	Potential Staff Member, Potential Community Partner, Education Partner
11/13/2025 9:46:59	Laura Bauer	[REDACTED]	[REDACTED]	37220	Yes	Parent/Guardian/Caregiver
11/14/2025 18:07:50	Allan Leslie	[REDACTED]	[REDACTED]		Yes	Community Member
11/14/2025 18:45:24	Anne Hancock Toomey	[REDACTED]	[REDACTED]		Yes	Community Member
11/14/2025 18:51:58	Daniel Toomey	[REDACTED]	[REDACTED]		Yes	Community Member
11/14/2025 19:19:06	Josh Margulies	[REDACTED]	[REDACTED]	37067	No	Parent/Guardian/Caregiver
11/15/2025 10:39:46	Brianna Jones	[REDACTED]	[REDACTED]	37206	Yes	Student
11/15/2025 11:37:39	Devin Griffin	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
11/15/2025 11:38:35	Stephanie Richey	[REDACTED]	[REDACTED]		Yes	Community Organization (i.e. church, community center, etc.)
11/15/2025 12:09:34	Latiffany	[REDACTED]	[REDACTED]	37207	Yes	Parent/Guardian/Caregiver
11/15/2025 12:15:11	Danielle Jones	[REDACTED]	[REDACTED]		Yes	Community Member
11/15/2025 12:18:15	Chourdell Covington	[REDACTED]	[REDACTED]		Yes	Community Member
11/15/2025 12:23:42	Ciera Crutcher	[REDACTED]	[REDACTED]		Yes	Community Member
11/15/2025 13:12:04	Judith Langat	[REDACTED]	[REDACTED]	37072	Yes	Parent/Guardian/Caregiver
11/15/2025 14:02:01	Kimberlee Moore	[REDACTED]	[REDACTED]	37207	Yes	Parent/Guardian/Caregiver
11/15/2025 20:26:42	Mehgan Hopper	[REDACTED]	[REDACTED]		Yes	Community Member
11/17/2025 12:17:51	Thomas Goodloe	[REDACTED]	[REDACTED]	37115	Yes	Potential Staff Member

MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
11/17/2025 15:20:47	James Maddux	[REDACTED]	[REDACTED]	37215	Yes	Parent/Guardian/Caregiver
11/17/2025 22:14:36	Christina Carlson	[REDACTED]	[REDACTED]	37027	No	Potential Staff Member
11/18/2025 15:53:27	Kimberly Drabner	[REDACTED]	[REDACTED]	37072	Yes	Potential Staff Member, Volunteer
11/18/2025 17:19:43	Kennedy Emebunor	[REDACTED]	[REDACTED]		Yes	Service Provider and/or Vendor (MOU)
11/21/2025 8:48:54	Kenneth P Thomas	[REDACTED]	[REDACTED]	37014	No	Parent/Guardian/Caregiver
11/21/2025 9:23:04	Brian Roll	[REDACTED]	[REDACTED]		No	Community Member
11/21/2025 20:21:59	Sarah Soliman	[REDACTED]	[REDACTED]		Yes	Community Member
11/22/2025 11:01:17	Janna Landsperger	[REDACTED]	[REDACTED]	37206	Yes	Parent/Guardian/Caregiver
11/23/2025 21:14:47	Melia Bouhabib	[REDACTED]	[REDACTED]	37216	Yes	Parent/Guardian/Caregiver
11/25/2025 12:13:54	Josh Houston	[REDACTED]	[REDACTED]		No	Industry Partner
11/25/2025 13:50:09	Benjamin Caleb Hollis	[REDACTED]	[REDACTED]		Yes	Community Member
11/25/2025 20:57:15	Rick Martin	[REDACTED]	[REDACTED]		No	Community Member
12/1/2025 11:34:17	Ryan Wall	[REDACTED]	[REDACTED]		No	Potential Staff Member
12/2/2025 13:57:35	Cassi Whitworth	[REDACTED]	[REDACTED]		Yes	Community Member
12/2/2025 14:59:38	Maggie Ethridge	[REDACTED]	[REDACTED]		Yes	Community Member
12/9/2025 10:03:46	Robin Lively	[REDACTED]	[REDACTED]	37115	Yes	Parent/Guardian/Caregiver
12/10/2025 16:38:14	Thomas E McCroskey, Jr.	[REDACTED]	[REDACTED]		Yes	Community Member
12/10/2025 16:39:13	Marcus Hampton	[REDACTED]	[REDACTED]		No	Community Organization (i.e. church, community center, etc.)
12/10/2025 17:51:32	Andre Charley	[REDACTED]	[REDACTED]		No	Nonprofit
12/10/2025 18:00:23	Corey McMahan	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
12/10/2025 19:17:46	Kayla Simmons	[REDACTED]	[REDACTED]		Yes	Community Member
12/10/2025 19:19:39	Burley Nelson	[REDACTED]	[REDACTED]		Yes	Community Member
12/10/2025 19:20:12	Jeffrey N. Flowers	[REDACTED]	[REDACTED]		No	Community Organization (i.e. church, community center, etc.)
12/10/2025 19:20:21	Andrae L Mccarter	[REDACTED]	[REDACTED]		No	Community Member
12/10/2025 19:26:36	Kevin Wynn	[REDACTED]	[REDACTED]		Yes	Nonprofit
12/10/2025 19:39:55	Larry Flowers	[REDACTED]	[REDACTED]		No	Community Member
12/10/2025 19:40:57	Sean Baker	[REDACTED]	[REDACTED]		Yes	Community Member
12/10/2025 19:43:06	Elizabeth Goodloe	[REDACTED]	[REDACTED]		Yes	Community Member
12/10/2025 19:44:44	TC Cope	[REDACTED]	[REDACTED]		Yes	Community Member
12/10/2025 20:00:22	Israel Rollins	[REDACTED]	[REDACTED]		No	Community Member
12/10/2025 22:38:49	Darryl Wayne Lunon, II	[REDACTED]	[REDACTED]		Yes	Community Member
12/10/2025 23:56:55	Terrance Winchester	[REDACTED]	[REDACTED]	37043	No	Parent/Guardian/Caregiver
12/11/2025 0:49:43	James Smith	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 6:01:37	Trevor Jones	[REDACTED]	[REDACTED]		No	Community Organization (i.e. church, community center, etc.)
12/11/2025 8:01:08	Marvin Short	[REDACTED]	[REDACTED]		Yes	Community Organization (i.e. church, community center, etc.)
12/11/2025 8:33:19	Josh Bey	[REDACTED]	[REDACTED]	37075	No	Parent/Guardian/Caregiver
12/11/2025 8:41:24	Dave Martin	[REDACTED]	[REDACTED]		Yes	Community Member
12/11/2025 8:42:56	Billy Walker Jr	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 8:51:09	Seyi Alalade	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 8:53:46	LARRY LAYMON	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 9:02:47	Terry Stone	[REDACTED]	[REDACTED]		Yes	Community Member
12/11/2025 9:03:15	James E Huff	[REDACTED]	[REDACTED]		No	Nonprofit
12/11/2025 9:30:13	Michael Nelson	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 9:35:59	Marcus Perry-Hunter	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 9:58:38	Leon Wright	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 11:11:42	Darrell Ransom	[REDACTED]	[REDACTED]		Yes	Nonprofit

MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
12/11/2025 11:19:32	James Vincent Abernathy	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 11:40:10	Lamont Belk	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 12:07:11	Gye Riddick	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 13:26:15	Cornell Schultz	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 14:37:44	Ronald Allen	[REDACTED]	[REDACTED]		No	Community Member
12/11/2025 15:20:11	Bernard Davis, Jr.	[REDACTED]	[REDACTED]		No	Community Member
12/12/2025 7:29:18	Brian Bartley	[REDACTED]	[REDACTED]		No	Community Member
12/12/2025 16:34:53	kinney littlejohn, jr.	[REDACTED]	[REDACTED]		Yes	Community Member
12/12/2025 18:46:43	Mia Abernathy	[REDACTED]	[REDACTED]		No	Community Member
12/13/2025 6:58:42	Edward Littlejohn	[REDACTED]	[REDACTED]		No	Community Member
12/16/2025 1:11:37	Melvin Turner II	[REDACTED]	[REDACTED]		Yes	Community Member
12/16/2025 5:45:45	Miles Turner	[REDACTED]	[REDACTED]		Yes	Community Member
12/16/2025 5:48:55	Antoine Lackland	[REDACTED]	[REDACTED]		No	Community Member
12/16/2025 12:04:46	Patrice Turner	[REDACTED]	[REDACTED]		Yes	Community Member
12/16/2025 13:38:09	Kelly Scott	[REDACTED]	[REDACTED]	37206	Yes	Parent/Guardian/Caregiver
12/19/2025 11:28:24	Pete Olson	[REDACTED]	[REDACTED]	37211	Yes	Parent/Guardian/Caregiver
12/26/2025 6:13:10	Dr. Torie McDonald-Williams	[REDACTED]	[REDACTED]		No	Nonprofit
12/29/2025 12:04:57	Taimeka Berry	[REDACTED]	[REDACTED]	37042	No	Potential Staff Member
12/30/2025 9:19:28	Michael Polk II	[REDACTED]	[REDACTED]		No	Potential Staff Member
1/2/2026 8:38:58	Suzette Laws	[REDACTED]	[REDACTED]		Yes	Community Member
1/2/2026 8:49:45	Khori Martin	[REDACTED]	[REDACTED]	37209	Yes	Potential Staff Member, Potential Community Partner
1/2/2026 10:29:44	Joan Ostrander	[REDACTED]	[REDACTED]		Yes	Community Member
1/2/2026 10:37:04	Jimmy Wheeler	[REDACTED]	[REDACTED]		No	Service Provider and/or Vendor (MOU)
1/2/2026 12:39:20	Robin Hammond	[REDACTED]	[REDACTED]	37064	No	Potential Staff Member
1/2/2026 13:12:29	Delia Casey	[REDACTED]	[REDACTED]		Yes	Potential Staff Member
1/2/2026 15:35:05	J Sulcer	[REDACTED]	[REDACTED]	37027	No	Parent/Guardian/Caregiver
1/2/2026 15:42:32	Amanda Fletcher	[REDACTED]	[REDACTED]	37122	Yes	Parent/Guardian/Caregiver
1/2/2026 18:31:45	Darlene Halmon	[REDACTED]	[REDACTED]	42134	No	Parent/Guardian/Caregiver
1/2/2026 19:14:00	Rheadawn Brown	[REDACTED]	[REDACTED]	37042	No	Potential Staff Member
1/2/2026 19:23:18	Chuck Glass	[REDACTED]	[REDACTED]	42104	No	Potential Staff Member
1/2/2026 19:38:05	Patricia Schladweiler	[REDACTED]	[REDACTED]	37122	No	Parent/Guardian/Caregiver
1/2/2026 19:46:19	Corey McKnight	[REDACTED]	[REDACTED]	37128	No	Potential Staff Member, Education Partner
1/3/2026 6:54:26	Reza Imani	[REDACTED]	[REDACTED]	37204	Yes	Parent/Guardian/Caregiver
1/3/2026 7:51:38	John Stayskal	[REDACTED]	[REDACTED]	37211	Yes	Potential Staff Member, Education Partner
1/3/2026 9:11:28	Hillary Longley	[REDACTED]	[REDACTED]		No	Community Member
1/3/2026 10:30:08	Ashley Pride	[REDACTED]	[REDACTED]	38501	No	Parent/Guardian/Caregiver
1/3/2026 11:06:54	James pfeiffer	[REDACTED]	[REDACTED]		Yes	Service Provider and/or Vendor (MOU)
1/3/2026 15:49:20	Nicole Smith	[REDACTED]	[REDACTED]		Yes	Nonprofit
1/3/2026 19:33:49	Seane Worthy	[REDACTED]	[REDACTED]	37027	No	Potential Staff Member
1/4/2026 8:28:30	Darcy Muller	[REDACTED]	[REDACTED]	37013	Yes	Potential Staff Member
1/4/2026 9:48:57	Richard Marthel	[REDACTED]	[REDACTED]		Yes	Potential Staff Member
1/4/2026 12:49:42	Michael Patrick Leahy	[REDACTED]	[REDACTED]		No	Nonprofit
1/4/2026 13:52:43	Hayley Jones	[REDACTED]	[REDACTED]	37220	Yes	Parent/Guardian/Caregiver
1/4/2026 14:08:04	Kathryn Caplenor	[REDACTED]	[REDACTED]	37214	Yes	Parent/Guardian/Caregiver
1/4/2026 14:15:32	Brandon Dixon	[REDACTED]	[REDACTED]	37013	Yes	Potential Staff Member
1/4/2026 14:54:19	Gina Neckar	[REDACTED]	[REDACTED]	37220	Yes	Parent/Guardian/Caregiver
1/5/2026 11:52:51	Keri O'Neal	[REDACTED]	[REDACTED]	37167	Yes	Potential Staff Member, Education Partner
1/5/2026 12:16:39	Kurt Page	[REDACTED]	[REDACTED]		Yes	Potential Staff Member

MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
1/5/2026 13:08:53	Marvin Muhammad	[REDACTED]	[REDACTED]	37210	Yes	Potential Staff Member
1/6/2026 9:43:00	Selina Seabrooks	[REDACTED]	[REDACTED]	37115	Yes	Parent/Guardian/Caregiver
1/6/2026 14:22:45	Devlin Culliver	[REDACTED]	[REDACTED]		No	Potential Staff Member
1/6/2026 22:43:51	Logan Schwettman	[REDACTED]	[REDACTED]		No	Community Member
1/6/2026 23:21:14	Stephanie Bradford	[REDACTED]	[REDACTED]	37076	Yes	Potential Staff Member, Potential Community Partner, Education Partner
1/7/2026 9:59:20	Nick Carrier	[REDACTED]	[REDACTED]	37209	Yes	Parent/Guardian/Caregiver
1/8/2026 8:31:06	Anthony Law	[REDACTED]	[REDACTED]	37075	No	Potential Staff Member
1/9/2026 11:36:38	Eric Johns	[REDACTED]	[REDACTED]		Yes	Service Provider and/or Vendor (MOU)
1/14/2026 12:37:28	Kaleigh McRoberts	[REDACTED]	[REDACTED]	37207	Yes	Potential Staff Member
1/14/2026 15:42:42	Catronna Batey	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
1/14/2026 15:45:32	Andrew Batey	[REDACTED]	[REDACTED]	37210	Yes	Parent/Guardian/Caregiver
1/14/2026 15:49:30	ana nedreberg	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
1/14/2026 16:08:52	beatrice reese	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
1/14/2026 16:33:10	Jamie McCollum	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
1/14/2026 16:40:53	Patricia Hunt	[REDACTED]	[REDACTED]	37214	Yes	Parent/Guardian/Caregiver
1/14/2026 17:00:08	ella affoumopu	[REDACTED]	[REDACTED]	37214	Yes	Parent/Guardian/Caregiver
1/14/2026 17:08:15	Titana Howard	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
1/14/2026 17:17:46	Viola Williams	[REDACTED]	[REDACTED]	37138	Yes	Parent/Guardian/Caregiver
1/14/2026 17:21:34	Saadia Abbi	[REDACTED]	[REDACTED]	37214	Yes	Parent/Guardian/Caregiver
1/14/2026 17:24:19	Stacey Jones	[REDACTED]	[REDACTED]	37217	Yes	Parent/Guardian/Caregiver
1/14/2026 17:36:22	Rodney Hamilton	[REDACTED]	[REDACTED]		No	Potential Staff Member
1/14/2026 18:00:42	Warren Dean V	[REDACTED]	[REDACTED]	37075	No	Parent/Guardian/Caregiver
1/14/2026 21:57:58	John Little	[REDACTED]	[REDACTED]	37207	Yes	Parent/Guardian/Caregiver
1/14/2026 21:58:10	Taurus McCain	[REDACTED]	[REDACTED]		Yes	Community Member
1/14/2026 22:06:13	Ashley Wright	[REDACTED]	[REDACTED]	37209	Yes	Parent/Guardian/Caregiver
1/14/2026 22:10:45	Jerome Inman	[REDACTED]	[REDACTED]		Yes	Community Member
1/18/2026 12:42:59	Jenny Gale	[REDACTED]	[REDACTED]		No	Service Provider and/or Vendor (MOU)
1/21/2026 13:00:07	ANGELA HOUSTON	[REDACTED]	[REDACTED]	37203	Yes	Potential Staff Member
1/21/2026 20:12:31	Natasha Yvette Clifton	[REDACTED]	[REDACTED]		No	Potential Staff Member
1/22/2026 12:34:18	Emily Hensley	[REDACTED]	[REDACTED]	37069	No	Parent/Guardian/Caregiver
1/22/2026 14:15:26	Tajee Moore	[REDACTED]	[REDACTED]		No	Community Member
1/22/2026 18:09:11	Brittany McLure	[REDACTED]	[REDACTED]		Yes	Potential Staff Member
1/22/2026 19:10:55	Jeremy Hugh Gwynne Hayes	[REDACTED]	[REDACTED]		No	Potential Staff Member
1/22/2026 19:55:39	Tamaurice Trimble	[REDACTED]	[REDACTED]		No	Community Member
1/23/2026 7:03:39	Michelle Carlson	[REDACTED]	[REDACTED]		No	Potential Staff Member
1/23/2026 16:06:27	Juventina AA	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 16:14:14	Corona Alsup	[REDACTED]	[REDACTED]	37214	Yes	Parent/Guardian/Caregiver
1/23/2026 16:21:34	Ella Flourina	[REDACTED]	[REDACTED]	37076	Yes	Parent/Guardian/Caregiver
1/23/2026 16:25:20	Tatiana Wesley	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 16:35:49	Andrew Baley	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 16:39:44	Ca'Tronna Batey	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 16:49:34	Ana Nedebeg	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 16:51:44	Beatrice Reese	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 16:56:07	Frederick Weathersby	[REDACTED]	[REDACTED]		Yes	Community Organization (i.e. church, community center, etc.)
1/23/2026 16:57:43	N Bornea	[REDACTED]	[REDACTED]		Yes	Community Organization (i.e. church, community center, etc.)

MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
1/23/2026 17:02:39	Naja Smith	[REDACTED]	[REDACTED]		Yes	Community Organization (i.e. church, community center, etc.)
1/23/2026 17:07:55	Anne Harris Mengel	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:09:28	Ashley Woodland	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:10:15	Elizabeth Bradley	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:10:31	Viola Williams	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:12:10	Marcus Hawkins	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:12:52	Adrienne Harris	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:13:43	Scott Richardson	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:14:35	Charlie King	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:15:48	Valerie King	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:17:22	Sheldon Crawford	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:19:09	Linda Brooks	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:20:43	Jasmine Brooks	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:21:36	Rob Harris	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:22:39	Matt Scott	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:23:35	Michelle Harper	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:24:28	Taylor Gentry	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:25:28	Stephanie Shaw	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:26:25	Fred White	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:27:33	Jess McGruder	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:28:36	Montayre McDonald	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:29:10	Eleanor Bass	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:29:57	Jackie Barajas Clark	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:30:24	Charlie Williams	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:31:50	Judy Langat	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:33:31	Devin Green	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:34:28	Ambra Hills	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:36:49	Tonya Cromwell	[REDACTED]	[REDACTED]		Yes	Community Member
1/23/2026 17:41:05	Kimberlee Moore	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:45:27	Diamond Williams	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:47:45	Ralonda Gooch	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/23/2026 17:49:15	Gregorio Jasmine	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
1/24/2026 9:44:36	Kevin Townsel	[REDACTED]	[REDACTED]		No	Community Member
1/24/2026 11:33:04	Audrey Woodward	[REDACTED]	[REDACTED]		No	Potential Staff Member
1/26/2026 13:50:00	Lance Capitano	[REDACTED]	[REDACTED]		No	Potential Staff Member
1/29/2026 19:55:47	Kenneth Brooks	[REDACTED]	[REDACTED]		Yes	Community Member
2/2/2026 19:53:04	Hollie Alexander	[REDACTED]	[REDACTED]		No	Potential Staff Member
2/3/2026 10:58:27	Brenna Provence	[REDACTED]	[REDACTED]		Yes	Potential Staff Member
2/6/2026 20:49:49	Kathryn Caplenor	[REDACTED]	[REDACTED]	37214	Yes	Parent/Guardian/Caregiver
2/9/2026 16:10:57	Denise Starr	[REDACTED]	[REDACTED]		Yes	Nonprofit
2/9/2026 21:48:16	Michael Campbell	[REDACTED]	[REDACTED]	37179	No	Parent/Guardian/Caregiver
2/15/2026 18:19:34	Carolyn Shannon	[REDACTED]	[REDACTED]	37221	Yes	Parent/Guardian/Caregiver
2/16/2026 12:27:15	Leigh Maguire	[REDACTED]	[REDACTED]	37062	No	Parent/Guardian/Caregiver
2/17/2026 10:45:05	Seth Keffas	[REDACTED]	[REDACTED]		No	Community Member
2/18/2026 5:31:10	Kurt Schusterman	[REDACTED]	[REDACTED]		No	Service Provider and/or Vendor (MOU)
2/18/2026 12:43:03	Courtney Broome	[REDACTED]	[REDACTED]		Yes	Potential Staff Member
2/18/2026 18:25:39	Monaliza Safarian	[REDACTED]	[REDACTED]	37205	Yes	Parent/Guardian/Caregiver
2/19/2026 8:32:32	Eric Knight	[REDACTED]	[REDACTED]		No	Potential Staff Member
2/23/2026 15:49:25	Shaquana Jones	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:06:12	Travis Rogers	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:07:52	Syerea D. Elam	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:10:04	Derrick Beasley	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:10:50	Maegan Beasley	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver

MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
2/23/2026 16:12:07	Bre Klapper	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:13:31	Kyle Klapper	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:15:35	Antione Wilkerson	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:17:20	Meagan Mora	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:18:49	Kanna Wilkerson	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:21:06	Clera Thomas	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:23:11	Tiffany McHenry	[REDACTED]	[REDACTED]		Yes	Community Member
2/23/2026 16:24:25	Priscilla Hooter	[REDACTED]	[REDACTED]		Yes	Community Member
2/23/2026 16:25:39	Jovana Wright	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:26:39	Marco Wright	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:27:22	Kaylin Moss	[REDACTED]	[REDACTED]		Yes	Community Member
2/23/2026 16:28:57	Kesha Williams	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:30:12	Bernard Eady	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:31:56	Tiffany Owens	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:33:28	Jamonte Graham	[REDACTED]	[REDACTED]		Yes	Community Member
2/23/2026 16:34:51	Ryann McGuire	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:35:56	Kailynn Henderson	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:37:04	Stevie Escoto	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:38:08	Kristen Landers	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:39:14	Cory Willis	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:40:59	Jennifer Altom	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:42:38	Kristin Bates	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:43:26	Leah Carter	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:44:38	EJ Reed	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:46:29	Ruth Vourhies	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:47:45	Michael Woods	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:49:15	Jeffery Anderson	[REDACTED]	[REDACTED]		Yes	Community Member
2/23/2026 16:50:36	Andrea Bates	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:53:05	Jas Jakes	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:54:34	Thomas L.	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:55:25	Jess Smith	[REDACTED]	[REDACTED]		Yes	Community Member
2/23/2026 16:56:39	Toney Husky	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
2/23/2026 16:58:04	Tammie Smith	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 17:55:18	Ella Jones	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 17:56:14	Reginald Jones	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 17:57:42	Katrina Rogers	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:01:08	Treaye Taylor	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:02:56	Cortez Bradford	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:04:16	Nanette Brooks	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:05:11	Billy Brooks	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:12:16	Ariana Hesup	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:13:21	Sabria Wright	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:14:47	Bridgette Finch	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:16:47	Courtney Beasley	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:19:16	Jaimomea Darden	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:19:55	Patrice Kendrick	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:23:09	Lavoris Winfrey	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:24:16	Brandy Winton	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:25:21	Justin G	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:26:53	Manny Darden	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:27:42	Calvin Woods	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:29:49	Allyson Overton	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:31:22	Kavisha Woods	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:32:33	DeAnna Wilcox	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:33:49	Tamarah Royster	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:34:42	Shatika White	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver

MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
3/1/2026 18:36:32	Tiffany Ladd	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:37:34	Craig Pitts	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:38:49	Brittany Dobson	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:39:41	Keivontae Dobson	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:40:46	Lavonda White	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:41:48	Howard Henry	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:44:53	Lonnie Wade	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:46:20	Jennifer Wade	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:47:03	Allyson Stephens	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:48:05	Linda Wilson	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:49:07	David Gaines	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:50:35	Lacrisha Caruthers	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:51:40	Carlotta Lewis	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:52:50	Christopher Whitlock	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 18:54:42	Maurice Dent	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:55:49	Morgan Hicks	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:57:26	MiRiche Graves	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 18:59:01	Jerry Graves	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 19:00:07	Dominick Hanes	[REDACTED]	[REDACTED]		Yes	Community Member
3/1/2026 19:01:57	Aherimal Mcgee	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/1/2026 19:03:05	Ronald Wade	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/2/2026 9:05:39	Kylan Holt	[REDACTED]	[REDACTED]		Yes	Potential Staff Member
3/6/2026	Andrew Beckett	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Ashley Sanford	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Brett Callerd	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Derek Hanserd	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Erica Talbot	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	George Rutherford	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Justin Hollis	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Kevin Ashford	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Leah Harrington	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Logan Carlisle	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Megan Bradford	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Sophie Langley	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Sophie Schlosser	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Tanika Dexter	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026	Tara Livingston	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/6/2026 9:40:04	Laken Puckett	[REDACTED]	[REDACTED]		No	Potential Staff Member
3/9/2026	Amberley Speers	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/9/2026	Anne Dimke	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/9/2026	Brandon Suttler	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/9/2026	Jared Wilber	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/9/2026	Justin Stahl	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/9/2026	Priscilla Willis	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/9/2026	William Richey	[REDACTED]	[REDACTED]		Yes	Parent/Guardian/Caregiver
3/10/2026 12:57:28	Aimee Sizemore	[REDACTED]	[REDACTED]		No	Community Member
3/10/2026 14:04:33	Kenyatte Tidwell	[REDACTED]	[REDACTED]	37207	Yes	Parent/Guardian/Caregiver
3/20/2026 9:42:09	Jake Talor	[REDACTED]	[REDACTED]		No	Community Member
3/20/2026 11:43:50	Joseph Richard	[REDACTED]	[REDACTED]		Yes	Potential Staff Member
4/1/2026 15:15:24	Tre Hunter	[REDACTED]	[REDACTED]		No	Potential Staff Member
4/7/2026 20:43:35	Melia Bouhabib	[REDACTED]	[REDACTED]	37216	Yes	Parent/Guardian/Caregiver
4/14/2026 9:22:43	Aarian L Pope	[REDACTED]	[REDACTED]		No	Community Member
4/15/2026 17:25:51	Megan Michaels	[REDACTED]	[REDACTED]	37206	Yes	Parent/Guardian/Caregiver
4/21/2026 18:25:45	Alice Jenkins-Corlew	[REDACTED]	[REDACTED]		Yes	Community Member
4/21/2026 18:28:49	Kimberlee Moore	[REDACTED]	[REDACTED]	37207	Yes	Parent/Guardian/Caregiver
4/21/2026 18:29:09	Lorrie Wallace	[REDACTED]	[REDACTED]	37207	Yes	Parent/Guardian/Caregiver

MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
4/21/2026 18:42:24	Victoria Gordon	[REDACTED]	[REDACTED]	37207	Yes	Parent/Guardian/Caregiver
4/21/2026 18:49:19	Elizabeth Buckhanon	[REDACTED]	[REDACTED]		Yes	Community Member
4/21/2026 18:52:38	sheryl huff	[REDACTED]	[REDACTED]		Yes	Nonprofit
4/21/2026 18:54:28	Kalindi Edmondson	[REDACTED]	[REDACTED]		Yes	Community Member
4/21/2026 18:54:51	Cheyenne Cutts	[REDACTED]	[REDACTED]		Yes	Community Member
4/21/2026 18:58:18	Monique Robinson	[REDACTED]	[REDACTED]	37207	Yes	Parent/Guardian/Caregiver
4/21/2026 18:59:31	Lisa Gordon	[REDACTED]	[REDACTED]		Yes	Community Member
4/21/2026 19:11:39	Shalita Wells	[REDACTED]	[REDACTED]		Yes	Community Member
4/21/2026 21:24:12	Creaushane Taylor	[REDACTED]	[REDACTED]		Yes	Community Organization (i.e. church, community center, etc.)
4/22/2026 17:06:57	kimberly cavalier	[REDACTED]	[REDACTED]		No	Community Member
4/24/2026 20:42:33	Madeline Porter	[REDACTED]	[REDACTED]		No	Potential Staff Member
4/27/2026 15:07:06	Susan Strasinger	[REDACTED]	[REDACTED]		Yes	Potential Staff Member
4/27/2026 18:50:16	Janelle Douglas	[REDACTED]	[REDACTED]	37115	Yes	Parent/Guardian/Caregiver
4/27/2026 22:40:51	J. R. Malbrough	[REDACTED]	[REDACTED]		No	Potential Staff Member
4/28/2026 11:47:43	Shaquilla Johnson	[REDACTED]	[REDACTED]	37115	Yes	Parent/Guardian/Caregiver
4/29/2026 14:00:06	Lee shull	[REDACTED]	[REDACTED]		Yes	Nonprofit
5/1/2026 10:55:59	Annie Poag	[REDACTED]	[REDACTED]		Yes	Community Member
5/8/2026 22:49:58	Valerie King	[REDACTED]	[REDACTED]		Yes	Community Member
5/10/2026 12:32:02	Ron Wilson	[REDACTED]	[REDACTED]	37174	No	Parent/Guardian/Caregiver
5/17/2026 20:56:07	Terry Toran Jr	[REDACTED]	[REDACTED]	37207	Yes	Parent/Guardian/Caregiver
5/17/2026 21:00:20	Jazman Hayden	[REDACTED]	[REDACTED]		Yes	Community Member
5/17/2026 21:06:28	aubrianna SPENCER	[REDACTED]	[REDACTED]		Yes	Community Organization (i.e. church, community center, etc.)
5/17/2026 21:08:33	Christopher Kennedy	[REDACTED]	[REDACTED]		Yes	Community Member
5/17/2026 21:44:02	Miya Woods	[REDACTED]	[REDACTED]		Yes	Community Member
5/17/2026 21:46:45	promyse mayberry	[REDACTED]	[REDACTED]	37211	Yes	Parent/Guardian/Caregiver
Interest Submission - Paper	Abiola Patterson Williams	[REDACTED]	[REDACTED]	37207	Yes	
Interest Submission - Paper	Adrina Hosey	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Allysian Demtra	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Alphonzo Bradford	[REDACTED]	[REDACTED]	37075	No	
Interest Submission - Paper	Amanda Johnson	[REDACTED]	[REDACTED]	37228	Yes	
Interest Submission - Paper	Amy Williams	[REDACTED]	[REDACTED]	37128	No	
Interest Submission - Paper	Barry Jarnagin, MD	[REDACTED]	[REDACTED]	37069	No	
Interest Submission - Paper	Brandon Sutter	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Brandy Seals	[REDACTED]	[REDACTED]	37189	Yes	
Interest Submission - Paper	Bridgette Funk	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Brittany Robson	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Christopher Whittock	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Clara Thomas	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Clarissa Harris	[REDACTED]	[REDACTED]	37013	Yes	
Interest Submission - Paper	Curtis Practical	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Cynthia Shipman	[REDACTED]	[REDACTED]	37138	Yes	
Interest Submission - Paper	Damon Jennings	[REDACTED]	[REDACTED]	37042	No	
Interest Submission - Paper	Dominique Haines	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Dr. Brian McKinney	[REDACTED]	[REDACTED]	37663	No	
Interest Submission - Paper	Dylan Ogle	[REDACTED]	[REDACTED]	37215	No	
Interest Submission - Paper	Jacob Coners	[REDACTED]	[REDACTED]	37174	No	
Interest Submission - Paper	Jason Jules	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Jerry Cross	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Jessica Weakley	[REDACTED]	[REDACTED]	37075	No	
Interest Submission - Paper	Karen Whidby	[REDACTED]	[REDACTED]	37064	No	
Interest Submission - Paper	Katherine Rosenfield	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Kevan Robinson	[REDACTED]	[REDACTED]	76177	No	

MUSIC CITY ACADEMY

INTEREST AND SUPPORT SURVEY

Timestamp	Full Name	Email Address	Phone Number	Zip Code	Are you a Davidson County Resident?	What is your relationship to the school?
Interest Submission - Paper	KeVantae Robson	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Leonisha Couttins	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Lonnie & Jennifer Wilson	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Marcus Wright	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Megan Minifie	[REDACTED]	[REDACTED]	37064	No	
Interest Submission - Paper	Mirale Anns	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Priscilla Hooks	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Ralu Vaines	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Roy Hill	[REDACTED]	[REDACTED]	37128	No	
Interest Submission - Paper	Ryan Watson	[REDACTED]	[REDACTED]	37174	No	
Interest Submission - Paper	Sabrina Wright	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Samantha Crehan	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Sarah Cragon	[REDACTED]	[REDACTED]	37138	Yes	
Interest Submission - Paper	Savannah Harlow	[REDACTED]	[REDACTED]	37064	No	
Interest Submission - Paper	Seth Jones	[REDACTED]	[REDACTED]	37129	No	
Interest Submission - Paper	Sha'Ayana Shaw	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Sherrond Mizell	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Syrea D Blair	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Tamarah Brewster	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Teresa Lynn Caldwell	[REDACTED]	[REDACTED]	37091	No	
Interest Submission - Paper	Tevin Wallace	[REDACTED]	[REDACTED]	29564	No	
Interest Submission - Paper	Thomas Lowin	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Tiffany Davis	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Tomeka Daniel	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Tray Taylor	[REDACTED]	[REDACTED]			
Interest Submission - Paper	Trevon Hunter	[REDACTED]	[REDACTED]	37174	No	
Interest Submission - Paper	Wilbur Medley	[REDACTED]	[REDACTED]	37075	No	
Interest Submission - Paper	Willie Brown Jr	[REDACTED]	[REDACTED]	37013	Yes	

Attachment 1.2: Memorandum of Understanding (MOUs)

Evidence of Community Engagement

Contents of Attachments 1.2

- Attachment 1.2 A: Vertex Education, formerly EdTec
- Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

Attachments 1.2 A

Vertex Education, formerly EdTec

Memorandum of Understanding (MOUs)

Evidence of Community Engagement

EdTec Budget Development & Pre-Launch Back Office Services Proposal for Music City Academy

EdTec is pleased to present this proposal for Budget Development and Pre-Launch Back Office Services to support the founding of the proposed charter school led by Kevin Dyson. Our team brings deep expertise in charter school finance, operations, and compliance. We specialize in helping new school developers build a strong financial foundation from the pre-approval phase through school launch and operation.

Scope of Work – Budget Development

As discussed with Dr. Dyson, EdTec will support the development of a comprehensive, multi-year budget and application materials aligned with Tennessee authorizer requirements. Our budget development engagement includes:

- Consultation with the school developer regarding the multi-year school budget and key budget planning issues
- Review and/or development of a multi-year school budget in a standardized format, including all government revenues
- Development of detailed cash-flow projections
- Assistance in the development of the budget narrative section of the charter school application

These services will incorporate benchmarking and assumptions based on comparable Nashville charter and traditional schools, as discussed during our consultation.

Scope of Work – Pre-Launch Back Office Services

Following budget development and pending charter approval, EdTec will transition to Pre-Launch Back Office Services. During this phase, we provide critical setup and light accounting support to ensure planning year financial compliance and prepare for school operations, including:

- Accounting system and chart of accounts setup
- Payroll and vendor management readiness
- Grant accounting (CSP) setup and compliance support
- Cash-flow management and financial reporting setup
- Board governance and financial compliance preparation
- Planning year transaction processing

This pre-launch engagement ensures that financial, operational, and governance systems are established and tested well before the first day of school. Additionally, we help ensure that planning year financial compliance is accomplished according to best practices and satisfies financial audit requirements.

Pricing, Deliverables & Partnership

Pricing & Term

Budget Development Engagement

The fee for this engagement (**$3,500 value**) will be waived upon the school's commitment to sign a Pre-Launch Back Office Services Agreement with EdTec.

Pre-Launch Back Office Services

$2,500 per month, commencing upon charter approval, for the period of October 1, 2026, through June 30, 2027, preceding the school's opening year.

Deliverables & Timeline

- Multi-year budget and cash flow projections delivered by **January 16, 2026**.
- Budget narrative and application support completed by the application submission deadlines.
- Pre-Launch onboarding will occur within 30-60 days of charter application approval, ensuring sufficient time to establish systems, assign the client management team, and prepare for financial operations setup prior to launch.

Team & Support Model

Your school will be supported by an assigned EdTec School Finance Manager, who will be backed by assigned accounting and payroll specialists, and overseen by senior leadership. This team-based model ensures timely communication, expert financial oversight, and consistency throughout the pre-launch and operational phases.

Conclusion & Next Steps

EdTec is committed to partnering with your founding team to build a strong fiscal and operational foundation for your new school. We look forward to supporting your vision and demonstrating the value of our services as your trusted back-office partner. Upon acceptance of this proposal, EdTec will prepare a Master Services Agreement, a Budget Development Statement of Work, and a Pre-Launch Services Statement of Work for execution.

> **Sincerely,**
>
> Terence Washington
> EdTec LLC
> twashington@edtec.com | www.edtec.com

Financial Policies and Procedures

Music City Academy

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I. INTRODUCTION AND PURPOSE

The Board of Directors will review and adopt the following financial policies and procedures to ensure the most effective use of the public and private funds to support its mission and to ensure that the funds are budgeted, accounted for, expensed, and maintained appropriately. It is the intent of these policies and procedures to implement both the letter and spirit of all applicable local, state, and federal rules and regulations regarding the expenditure of and accounting for public funds.

Collectively, they comprise a set of internal controls to ensure effective, efficient operations, a segregation of duties and responsibilities, reliability of financial reporting, legal and regulatory compliance, and risk mitigation. As Music City Academy grows and guidance changes, these policies and procedures will be reviewed and updated on, at least, an annual basis.

II. ACCOUNTING

a. Fiscal Year

The fiscal year is July 1 through June 30.

b. GAAP

The accounting procedures shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

c. Accounting Basis

Music City Academy uses the accrual-basis of accounting at year-end, meaning that revenues are recognized in the fiscal year they are earned, and expenses are recognized in the fiscal year that the liability is incurred. This is regardless of when the receipt or payment of cash takes place.

Throughout the year, revenues will also be recognized as they are earned and when contributions are received or awarded in accordance with GAAP.

State and local per-pupil payments will be recognized in the appropriate month with any early payments for a future month deferred and recognized in the appropriate month. A final adjustment will be posted based on an annual reconciliation of average enrollment for the fiscal year.

Cost reimbursement grants such as CSP, Title I, and Title II will be recognized when those funds are earned when eligible expenses are made. Additional considerations are separately enumerated under "Section XV. Federal Grant Compliance."

d. Restricted Grant Tracking

Music City Academy shall maintain its general ledger using unique restricted fund codes for the purposes of tracking restricted revenues and expenses. This is with the specific intention to prevent the double-counting of expenses against restricted revenue sources.

e. Capitalization and Depreciation

Music City Academy will capitalize and depreciate annually all assets of $5,000 or more to coincide with federal fund guidance on capitalization threshold.

All assets purchased with an individual value less than $5,000, but purchased in bulk and exceed $5,000 in bulk, will be considered as meeting the capitalization threshold. All other assets will be charged annually to an expense in the year incurred. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

1. Leaseholder improvements: Lease term or 10 years, whichever is shorter

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2. Facility purchases: 30 years
3. Building and site improvements: 30 years
4. Computers and associated technology: 3 years
5. Furniture & equipment: 5 years

Repair and maintenance costs, which do not extend the useful lives of an asset, are recognized as expenses.

Throughout the year, items will be recognized as expenses. They will be reviewed at year-end for possible capitalization and depreciation. Depreciation will be calculated from when the item was purchased and will be treated as placed in service at that time unless otherwise specified.

Items will be tagged when placed in service by the Chief Operating Officer.

As part of the annual close, the Chief Operating Officer will conduct an inventory of all assets, noting condition and location.

Assets sold, retired, lost, or stolen and related amounts of accumulated depreciation will be eliminated from the asset accounts, and any resulting gain or loss will be recognized within that year.

Nothing in this practice is to prevent Music City Academy from maintaining an estimated impact of capitalization and depreciation on operating income and fund balance for the year on interim financial statements.

f. Bank Reconciliations

A reconciliation of all bank accounts, whether checking or savings accounts, will be performed monthly by a staff accountant or back-office provider's accountant.

If Music City Academy contracts with a back-office provider, Music City Academy will provide the back-office provider with either online access or paper copies of the monthly statements no later than the 5th business day of the following month.

If Music City Academy contracts with a back-office provider, the back-office provider will maintain banking reconciliation documentation for the annual audit.

Uncleared checks older than six months will be reviewed for reissuance, voiding, or escheatment proceedings.

The CEO and Chief Operating Officer will be responsible for reviewing bank reconciliations and determining if financial irregularities exist. Financial irregularities discovered during the banking reconciliation process will be brought to the attention of the Board Finance Committee.

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g. Financial Record Retention and Destruction

All financial records will be retained for no less than 7 years. Records include, but are not limited to, transaction ledgers, bank statements, cancelled and voided checks, payroll records, audits, and tax filings.

Music City Academy's back-office provider shall be considered the custodian of financial records for the purposes of tax Form 990 and financial audit. At termination of the relationship, the back-office provider will transfer all financial records to Music City Academy. Nothing in this section is to preclude, dissuade, or absolve Music City Academy from maintaining its own set of financial records.

After 7 years, Music City Academy may evaluate its documents for secure destruction or alternatively, archival.

Retaining electronic or digital copies of records will be considered compliant with this file retention policy.

Nothing in this section will be considered to supersede the organization's broader record retention and destruction policies.

III. FISCAL MANAGEMENT

a. Site-Based Management

To effectively serve students, Music City Academy's board of directors affirms that the decisions that affect the operation of Music City Academy should be made at the school level to the maximum extent permitted by board policies.

It is the intent of the board to encourage and facilitate the implementation of site-based management, based on the following requirements:

- All site-based management plans must be submitted to the CEO for approval or disapproval.
- All such plans must be reviewed and evaluated by the CEO on an ongoing basis.
- Any such effort must be solely for the purpose of increasing the efficiency and effectiveness of the delivery of educational services to the current and future students at Music City Academy.
- Nothing contained in any site-based management plan may adversely affect the legal status of Music City Academy as an LEA in accordance with all legal requirements.

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- Any such plan may not lessen the responsibility, accountability, or authority of the CEO for the educational results at that school.

Nothing in this policy will have the effect of authorizing or permitting (a) any delegation of authority or responsibility for decision-making to any person other than duly appointed school officials or (b) any contracts with private entities to provide educational services unless specifically approved by the board.

b. PTA and Other Support Group Funds

PTA and other support group funds are not to be maintained by Music City Academy.

No school employee may hold a financial office in the PTA or have any financial responsibilities related to the PTA in Music City Academy in which he/she is employed. This includes check-signing authority. The same applies to the handling of funds of other school support groups such as booster clubs.

When money is collected for fundraisers sponsored by various support groups such as the PTA and booster clubs, parent representatives from the respective organizations must be present to collect money on behalf of the organization.

Any PTA or other support group that uses the name of Music City Academy will be required to prepare and make available in an appropriate way (to be determined as necessary by the CEO) a summary of its receipts and disbursements, no less frequently than once per semester.

c. Responsibility and Accountability

In exercising their responsibility in the handling of school funds, school employees should be actively aware that violation of the provisions of these policies will render the employee subject to disciplinary measures up to and including termination and prosecution as provided in the applicable provisions of local and state law.

IV. BANKING

a. Checking Account

The Board shall authorize the establishment of a non-speculative commercial checking account with a federally insured banking institution for the purposes of school operations. The bank must also participate in the Tennessee Public Funds Collateral Pool.

The established checking account shall be the primary account for school financial obligations, as well as the primary account for deposit and receipt of all funds.

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Authorized signatories to this account shall be the [ADD AUTHORIZED SIGNATORIES - e.g., CEO, Board Treasurer, Board Chair].

1. Checks under $5,000 will require the signature of the [e.g., CEO or Board Treasurer or Board Chair, with the CEO as the primary signer].
2. Checks of $5,000 or more will require the signature of the [e.g., CEO AND either the Board Treasurer or Board Chair].
3. Checks payable to the CEO must be signed by the Board Treasurer. Checks payable to the CEO of $5,000 or more will require the signature of the Board Chair and the Board Treasurer.

Under no circumstances should the recipient of a check also be a signatory on his or her own check.

No additional checking accounts shall be established without board approval. The only bank accounts other than Music City Academy Miscellaneous and Cafeteria Accounts that are authorized to be opened and to include Music City Academy's name are accounts in the name of a Parent Teacher Association (PTA) or a courtesy fund in the name of a departmental unit.

Board approval is also required to close a checking account.

b. Savings Account

The Board may authorize the establishment of a non-speculative, savings account with a federally insured banking institution that also participates in the Tennessee Public Funds Collateral Pool.

An account bearing interest will not be considered speculative.

Checks will not be written out of the savings account, and any transfer of funds to or from the savings account to the general checking account will be done in consultation with the Board Treasurer and will take the most current cash forecast into account.

No additional savings accounts shall be established without board approval.

Board approval is also required to close a savings account.

c. Depository Insurance and Collateralization of Funds

As a public charter school operating as a local education agency in the State of Tennessee, Music City Academy's public funds are subject to statutory requirements governing the safeguarding of governmental deposits.

FDIC Insurance

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Funds deposited by Music City Academy are eligible for coverage by the Federal Deposit Insurance Corporation (FDIC) up to the applicable insurance limits. However, because Music City Academy routinely maintains balances in excess of FDIC limits, FDIC insurance alone is not sufficient to fully protect public funds.

Tennessee Public Funds Collateral Pool

To ensure full protection of public funds, Music City Academy shall maintain its primary depository accounts only with financial institutions that participate in the Tennessee Public Funds Collateral Pool (the "Collateral Pool"), as authorized under Tennessee law.

Depository Requirements

Accordingly:

- Music City Academy shall use only financial institutions that are eligible public depositories and active participants in the Tennessee Public Funds Collateral Pool for the deposit of operating and reserve funds.
- Management shall periodically verify Music City Academy's depository institution's continued participation in the Collateral Pool.
- Music City Academy shall not maintain material balances of public funds in institutions that do not provide collateralization protections consistent with Tennessee law.

Oversight and Risk Management

The governing board retains responsibility for ensuring that Music City Academy's banking relationships adequately safeguard public funds. Selection of depository institutions shall consider safety, statutory compliance, internal control considerations, and operational needs.

d. Petty Cash Fund

The CEO may authorize the establishment of a petty cash fund of up to $1,000 to be maintained by the Chief Operating Officer on Music City Academy site in a locked, secure location.

Initial funding of the petty cash fund should be done as a check from Music City Academy's primary checking account.

The petty cash fund is maintained by the Chief Operating Officer. All requests for petty cash must be made in advance and approved by the CEO.

The Chief Operating Officer records the disbursement in a log and maintains a copy of the approval.

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Any unused funds along with all receipts for items purchased must be returned to the Chief Operating Officer.

Monthly, the log and transactions will be reconciled by the Chief Operating Officer and will be submitted to the back-office provider for entry into the accounting system.

Upon request by the CEO and subject to supporting documentation, funds from the school's primary checking account may be used to replenish the petty cash fund up to $1,000.

e. Deposits of Receipts

Music City Academy will deposit all public funds within three (3) business days following receipt. In line with the following guidelines:

1. Front office staff will open all mail daily, immediately sort and log all checks or money orders and forward them to the Chief Operating Officer. Any bank checks or money orders received in person will also be given to the Chief Operating Officer for logging. In the absence of the Chief Operating Officer, the CEO will fulfill the responsibilities of ensuring mail is processed.
2. Cash payments, whether for student activities, donations, or other purposes, will be strongly discouraged. Music City Academy will invest in a reputable point-of-sale system (e.g., Square, Clover, etc.) to accept electronic payments and donations. All cash payments will be processed and tracked through the point-of-sale system with all individuals receiving receipts for purchases and donations. The Chief Operating Officer, with the front office staff, will review the cash report each week and affirm that the total collected matches the supporting documentation.
3. Checks and cash waiting to be deposited will be stored in a secure location such as a locked deposit box or cash register accessible only by authorized staff.
4. The Chief Operating Officer or CEO will restrictively endorse ("For Deposit Only") non-public checks or money orders to the checking account and deposit them, along with any cash collections as soon as practicable, at least weekly. The Chief Operating Officer will log all deposits with details of what was included and compile associated backup (check images, deposit receipt, etc.) to keep on file or forward to the back-office provider.

V. PURCHASES AND EXPENDITURES

a. Authorization of Expenditures

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All purchases of goods and services shall be consistent with the most recent board-approved budget.

These expenditures shall not require additional board approval, except for contracts for professional services that will exceed or are likely to exceed a total annual amount greater than $25,000, or if the term will go past one year.

Otherwise, all expenditures must be approved by the CEO or the Chief Operating Officer, who will review each proposed expenditure to determine whether it aligns with the board-approved budget.

Nothing in this section shall prevent the CEO from making an assessment to rebalance individual line items within the approved budget, provided the adjustments do not otherwise jeopardize the financial health of Music City Academy or disrupt Music City Academy's educational program. Adjustments greater than $25,000 or that otherwise will decrease projected operating income by more than 2% should be discussed with the Board Treasurer.

b. Contracts and Bidding

All professional services shall be provided for under a contract. Only the CEO will sign any such contract.

The CEO can execute single year contracts for professional services that will not exceed or are not likely to exceed $25,000. For contracts for professional services that will exceed or are likely to exceed a total annual amount greater than $25,000, or the term will extend for a period greater than one year, board approval will be required prior to execution. Length of contracts shall be at the discretion of the Board in consultation with the CEO, and multi-year contracts shall not be prohibited.

Should a contract require board approval per the above, but timing or other circumstances require execution prior to being approved at a board meeting, the CEO, with the approval of both the Board Chair and Board Treasurer, may conditionally execute said contract. The contract will need to then be formally approved at the next board meeting.

Should an existing contract exceed the stated ceiling or length of the contract, board approval is required.

Unless otherwise expressly required by local or state law, or by conditions of a funding source such as the National School Lunch Program or the Charter Schools Program or any other state or federally funded program, Music City Academy shall not be required to conduct a formal bid process for contracted services and goods. However, the CEO or the Chief Operating Officer shall make good faith efforts to secure at least three (3)

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quotes and proposals to ensure a prudent, cost-effective use of funds. Multiple quotes are not required for a "sole source" contract.

Nothing in this section shall require or be interpreted to require Music City Academy to choose or select the lowest cost provider of goods or contracted services, and Music City Academy will have discretion in what criteria it gives most weight when selecting vendors and providers in order to maximize student achievement and well-being.

Consistent with this section, any rules or regulations governing federal funds shall supersede the above when otherwise contradictory.

c. Purchasing

Once sufficient diligence has been done by way of quotes, proposals, and/or research and an expenditure has been approved, the Chief Operating Officer or an employee with approval will either request an invoice from a vendor or submit a formal purchase order to request an invoice.

d. Invoice Processing and Requests for Payment

On a weekly basis, the Chief Operating Officer will review invoices for accuracy, as well as review invoices for goods against received goods and packing slips and address any inconsistency with vendors. Each week, the Chief Operating Officer will process all invoices received, including both expense and restricted fund account coding. All weekly invoices will be compiled and summarized in a payment approval report to be reviewed by the appropriate approvers based on the approval thresholds described below.

Notwithstanding the above, Music City Academy shall abide by the back-office provider accounts payable policies and procedures set forth separately regarding documentation requirements, systems, timelines, and submissions. These policies and procedures must, at a minimum, adhere to generally accepted internal control standards that would satisfy a qualified independent auditor.

e. Payment Approvals

Payments under $5,000 must be approved by one of the following authorized positions: CEO, Board Treasurer, or Board Chair, with the CEO being the primary approver.

Payments for $5,000 or more must be approved by the CEO AND Board Treasurer or Board Chair.

Payments to the CEO should be approved by the Board Treasurer, and if in excess of $10,000, by the Board Chair as well.

Under no circumstances should the recipient be the approver.

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For regular recurring, not re-occurring, payments, such as rent, when the amount is fixed and the frequency of payment is set, annual approval is allowed.

Payment will be issued only after all required approvals have been documented. A check register will be generated for each invoice batch as record of issuance. If the board prefers to review, the monthly check register will be included in the monthly board packet for board review.

f. Debit Card Usage

Debit card use is not allowed unless explicitly approved by the board, and only if other means of payment do not exist.

Physical debit cards should be destroyed when received to prevent potential misuse or fraud unless a compelling reason exists to keep one on the school premises. Any existing debit cards must be kept in a secure location accessible only by approved staff.

g. Credit Card Usage

Subject to board approval, Music City Academy may establish a credit card account.

The credit card account may include spending rewards, but all rewards must be retained for the exclusive use and benefit of Music City Academy.

The use of a credit card shall be allowed with a maximum authorized credit limit of $20,000 in total and no single cardholder should have a limit above $4,000.

Credit cards shall only be issued to and used by the CEO and Chief Operating Officer. Any additional issuance needs to be approved by the board. Use by any other person is prohibited.

An individual charge should not exceed $4,000, except with approval by the Board Treasurer or Board Chair. Total charges in a month shall not exceed the credit card limit.

Authorized credit card holders are responsible for submitting itemized receipts or other printed documentation from the vendor for all transactions and providing sufficient reporting as to the necessity of the charge. Credit card statements may not be considered as sufficient supporting documentation. If the card holder cannot provide a receipt or alternative documentation, s/he will complete a lost receipt form.

For any purchases that are charged without adequate supporting documentation and justification, the purchaser and/or card holder may be required to reimburse Music City Academy the amount of such purchases.

Every effort should be made to pay the current balance due in full and mitigate financing charges unless a compelling reason exists for a partial payment.

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h. Sales Tax Exemption (Tennessee)

As a charter school operating as a local education agency (LEA) in Tennessee, Music City Academy is exempt from Tennessee state sales and use tax on purchases made for school purposes pursuant to Tennessee Code Annotated § 67-6-322.

Certificate of Exemption

Music City Academy shall obtain and maintain a current Certificate of Exemption from the Tennessee Department of Revenue. The Chief Operating Officer shall be responsible for:

- Ensuring the school's exemption certificate remains current and accessible
- Providing copies of the exemption certificate to vendors when making tax-exempt purchases
- Maintaining a file of all exemption certificates provided to vendors
- Renewing or updating the certificate as required by the Tennessee Department of Revenue

Proper Use of Exemption

The sales tax exemption applies only to purchases made directly by Music City Academy for educational purposes. The exemption does not apply to:

- Purchases made by employees using personal funds (even if later reimbursed)
- Purchases of items for personal use
- Purchases made by contractors or vendors on behalf of the school

When making purchases, authorized staff shall:

1. Inform vendors at the time of purchase that the school is tax-exempt
2. Provide the vendor with Music City Academy's Certificate of Exemption
3. Ensure invoices and receipts reflect the tax-exempt status
4. Review all invoices to confirm sales tax was not charged; if charged in error, request a corrected invoice or refund

Credit Card and Online Purchases

For credit card and online purchases, the Chief Operating Officer shall:

- Provide the exemption certificate to frequently used vendors and request tax-exempt status be noted on the account

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- For online purchases, upload the exemption certificate during checkout or contact the vendor to arrange tax-exempt processing
- Monitor credit card statements for erroneous tax charges and dispute or request refunds as appropriate

Documentation and Compliance

All tax-exempt purchases shall be documented in accordance with Tennessee Department of Revenue requirements. Misuse of the sales tax exemption may result in penalties and jeopardize the school's exempt status.

i. Electronic Payments

To preserve payment approval processes and internal controls, electronic methods (wire or ACH) shall be limited and subject to enhanced approval requirements.

Permitted Electronic Payments:

- Payroll and associated employer/employee liabilities
- Recurring vendor payments over $5,000 (utilities, subscriptions, contracted services) when approved annually by the Board or CEO
- Emergency payments when check processing would create operational disruption or vendor hardship

Required Approvals for Electronic Payments: All electronic payments except payroll require documented approval by the CEO AND Board Treasurer prior to initiation.

For payments over $10,000, dual authorization within the banking system (if available) is required, with the CEO initiating and the Board Treasurer or Board Chair approving.

Security Requirements:

- All electronic payment requests must be verified through a second communication channel (phone call to known number) when requested via email
- Payment details (amount, recipient, account information) must be confirmed before processing
- Changes to vendor banking information must be verified by phone to a known contact before updating

Any exception to this policy will require documented approval by the CEO and Board Treasurer.

j. Non-Travel Related Employee Reimbursements

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Employees, except for the CEO and Chief Operating Officer, will limit non-travel-related reimbursable purchases made with personal funds to no more than $500 at a given time.

Should an employee need to make a purchase with personal funds on behalf of Music City Academy for more than $500, documented approval by the CEO or Chief Operating Officer will be required prior to the purchase.

Employees shall submit a reimbursement request with supporting documentation to the Chief Operating Officer no later than one month from each purchase. A bank or credit card statement may not be considered adequate documentation, and lack of adequate documentation or timely submission may be grounds for non-reimbursement at the discretion of the CEO or Chief Operating Officer.

Under no circumstances shall the purchase of alcohol, THC products, or other age-limited products be reimbursed.

Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

k. Travel-Related Employee Reimbursements

This section is not applicable to regular travel by employees to Music City Academy site or temporary workspace. This section applies to travel for a school business purpose away from school grounds such as a conference, training, required meeting with a vendor, or a recruitment event/activity.

All employees must receive documented approval by the CEO for all school-related travel.

All efforts should be made to make cost-effective, efficient travel arrangements as expeditiously as possible to mitigate cost escalation. This applies to airfare, accommodations, and registration fees.

Travel arrangements should be made and paid for directly by Music City Academy by check or by the Chief Operating Officer or CEO using a school-issued credit card.

In the absence of a superseding policy concerning per diem benefits, whether via the employee handbook or a separately adopted policy, as a matter of practice, meals during school-related travel will be considered reimbursable.

Meals should be modest but otherwise appropriate given the circumstances.

Receipts or documentation must be retained. Lack of documentation may be grounds for non-reimbursement.

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Incidental purchases made during school-related travel and otherwise necessary, such as taxi service, are considered reimbursable. Receipts or documentation must be retained. Lack of documentation may be grounds for non-reimbursement.

Employees shall submit a reimbursement request with supporting documentation to the Chief Operating Officer no later than one month from each purchase. A bank or credit card statement may not be considered adequate documentation, and lack of adequate documentation or timely submission may be grounds for non-reimbursement or delayed reimbursement.

Under no circumstances shall the purchase of alcohol be reimbursed.

Nothing in this section shall supersede any personnel policies separately adopted regarding eligible, reimbursable expenses.

l. Employee Mileage Reimbursements

All employees are reimbursed at the current standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for school-related travel excluding regular travel to and from the workplace. If mileage is expected to exceed 100 miles or more, it must be pre-approved by CEO or Chief Operating Officer.

All employees requesting such mileage reimbursement are required to document the destination of each trip, its purpose, miles driven, and any associated parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

Per IRS guidance, mileage of an employee driving from his or her residence to Music City Academy or vice versa is not considered reimbursable.

Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

m. Personal Use of School Funds

Use of school funds for personal use is prohibited. Violation of this policy may result in discipline up to and including dismissal or, in case of a board member, removal. The board may seek restitution of any funds lost pursuant to this section.

VI. PAYROLL

a. New Employees

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The CEO shall hire all employees at both headcount and compensation levels consistent with the approved annual personnel budget. Any material variance from the approved budget shall be presented to the Board for approval.

New employees shall complete an application for employment and all necessary paperwork for payroll addition.

New employees shall be fingerprinted, and background checked consistently with TN law. Fingerprint and background clearance must be received by Music City Academy before any employee may start any work with students.

Employees shall accrue paid time off (PTO) based on the personnel policies and handbook of Music City Academy.

b. Timekeeping for Hourly Employees & Payroll Changes

The Chief Operating Officer or CEO shall track or implement an electronic system for the accurate and timely preparation of timesheets for hourly employees.

Based on policies and timelines delineated separately by the back-office provider or payroll processor, the Chief Operating Officer or the CEO will submit hourly information prior to each pay day, along with any payroll changes for all staff including salary or rate changes, deduction changes, or other payroll items.

c. Payroll Processing and Accounting

The Chief Operating Officer, or appropriate designee, will submit payroll changes within reasonable time each pay period for the payroll changes to be implemented.

Prior to each payroll run, a payroll preview will be generated and sent to the CEO and the Chief Operating Officer for approval.

Once payroll has been approved and issued, payroll information will be uploaded to the accounting system, and the payroll activity will be reconciled to the banking activity.

Staff will be paid on a semi-monthly basis, specifically the 15th and the last business day of the calendar month. In the event the 15th or last business day falls on a Saturday or Sunday, staff will be paid the immediately preceding Friday.

d. Independent Contractor Vs. Employee

Unless otherwise specified, Music City Academy shall treat individuals as employees unless they meet the IRS test for classification as an independent contractor.

If someone is determined to be an independent contractor, he or she will need to provide a W-9, as well as proof of insurance depending on the nature of his or her work on behalf of Music City Academy.

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New contractors who will work with students shall be fingerprinted and background checked consistent with the TN law. Fingerprint and background clearance must be received by Music City Academy before any contractor may start any work with students.

All independent contractors shall be formally engaged under a contract that is approved by the CEO or the Board, based on the contract approval criteria previously enumerated.

Payments to an independent contractor shall be made after receiving an invoice generated by the independent contractor to Music City Academy.

Music City Academy, with the back-office provider's assistance, will generate a 1099-Misc for all independent contractors that received $600 or more in the prior tax year.

e. School Employment Handbook

Music City Academy will create and annually update an employment handbook that details applicable employment policies. The employment handbook should be the official reference for current employment policies and procedures. Employment-related sections of these financial policies do not supersede conflicting policies in the employment handbook.

VII. AUDITS & TAX FILINGS

a. Annual Audit

Each year, no later than April 30th, Music City Academy shall engage an independent and legally authorized accounting firm to perform an audit of the prior year financial statements. The audit shall be performed, and the audit report shall be generated in advance of the statutory audit deadline with adequate review time by the Board (at least two weeks prior to the statutory deadline).

The audit shall include, but not be limited to, (1) an opinion on the financial statements, (2) an audit of the student accounting and restricted revenue compliance, and (3) an audit of the internal controls practices for the purpose of issuing an opinion on the financial statements.

Should Music City Academy expend $1,000,000 or more in federal revenues over the course of a fiscal year, a Single Audit for the fiscal year shall be prepared in accordance with any relevant and effective Office of Management and Budget audit circulars.

Prior to submission of the audit report to MNPS and TDOE, the back-office provider and the Finance Committee will review the audit and respond to any management points,

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findings, material weaknesses, or significant deficiencies identified during the audit. To the extent appropriate, any official change in policies or procedures necessary to address any issue identified during the audit will be brought before the Governing Board for review.

b. Form 990 Federal Tax Return

The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing.

VIII. DONATIONS & PHILANTHROPY

a. Tax Exempt Status & Charitable Solicitation

To the extent that Music City Academy has filed for and received recognition of its 501(c)(3) status as a tax-exempt nonprofit organization, has completed all required annual return filings with IRS, and has completed and maintained all required registration as a charitable organization within the State of Tennessee, Music City Academy may engage in charitable solicitations for tax deductible donations as permitted by local, state, and federal law. Nothing in this section shall prevent Music City Academy from utilizing a fiscal sponsor as an intermediary to solicit and receive donations on its behalf to the extent permitted by local, state, and federal law.

b. Donations

The Chief Operating Officer, separate from the depositing process, will log all cash or cash equivalent donations, recording date of donation, donor's name, donor's contact information, and donation amount.

If Music City Academy receives a donation of $250 or more, the Chief Operating Officer will provide the donor with a written acknowledgement of the donation in compliance with IRS acknowledgement requirements.

c. Donated Stock and Securities

Music City Academy should sell all gifts of stock or securities as soon as practical to convert them into cash and transfer the cash to Music City Academy's checking account. The value of the gift will be recorded based on the cash proceeds less any related sale fees.

d. In-Kind Donations

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Donated goods and services provided for free or at less than market value, and suspected to exceed $500 in fair value, should be logged at the fair value or the otherwise avoided cost.

Fair value shall be determined as specified by the donor and may require follow-up by the Chief Operating Officer.

Music City Academy shall record material in-kind contributions of goods and services in the general ledger at their estimated fair value in accordance with applicable governmental accounting standards. Such contributions shall be recognized as both revenue and the corresponding expense or asset, as appropriate, and shall be supported by documentation of valuation and donor acknowledgment.

The Chief Operating Officer shall maintain an accurate log of all donated goods and services, along with their fair value, and provide all relevant documentation during the annual audit process.

IX. FINANCIAL REPORTING & PLANNING

a. Budget Approval

An annual budget shall be approved by the Governing Board prior to the start of each new fiscal year, no later than June 30.

The approved budget will include a summary of assumptions and include both restricted and unrestricted revenues and expenses.

During the year, the Board may adopt an amended budget as expenses and revenue projections change.

The annual budget and material budget modifications will be reported to our school authorizer by the required deadlines.

b. Monthly Financial Statements

The following documents will be prepared prior to each board meeting: (1) budget vs. actuals report (includes the income statement), (2) balance sheet, (3) statement of cash flow, (4) checking account register, (5) credit card register if applicable. A financial synopsis will accompany these documents.

If circumstances arise, the CEO or the Board may request financial statements outside of the monthly financial statement cycle.

The Finance Committee and the Governing Board shall review these materials on a regular basis.

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c. Other Financial Reports

Any other financial reports required to be submitted to an outside entity by law or authorizer policy will be prepared in a timely manner and reviewed by the Finance Committee and Governing Board prior to submission.

X. INVESTMENT POLICY

a. Investment Objectives

The primary objectives of Music City Academy's investment activities are, in order of priority: (1) Safety: Preservation of capital and protection of investment principal; (2) Liquidity: Maintenance of sufficient liquidity to meet operational needs; (3) Yield: Attainment of a reasonable rate of return

b. Authorized Investments

Music City Academy may invest funds in the following instruments, consistent with Tennessee law governing public funds:

- Certificates of deposit with financial institutions participating in the Tennessee Public Funds Collateral Pool
- United States Treasury bills, notes, and bonds
- Money market mutual funds invested exclusively in U.S. Treasury and agency securities
- Tennessee local government investment pools approved for public fund investment

c. Prohibited Investments

Music City Academy shall not invest in:

- Individual corporate stocks or bonds
- Derivative securities
- Commodity futures
- Real estate investment trusts (REITs)
- Cryptocurrencies or digital assets
- Any investment not explicitly authorized in this policy

d. Investment Procedures

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The Board Treasurer, in consultation with the CEO and back-office provider, shall:

- Review cash flow projections quarterly to determine funds available for investment
- Ensure investments mature in alignment with anticipated cash needs
- Maintain a ladder approach to investments when feasible to provide regular liquidity
- Obtain competitive quotes when investing amounts over $50,000

e. Collateralization

All investments not backed by the full faith and credit of the United States government must be held with institutions participating in the Tennessee Public Funds Collateral Pool or be fully collateralized in accordance with Tennessee law.

f. Reporting

Investment holdings and performance shall be reported to the Board quarterly as part of financial reporting. The report shall include:

- Total investment balance by type
- Maturity dates
- Interest rates and yields
- Compliance with this investment policy

g. Annual Review

This investment policy shall be reviewed annually by the Finance Committee and approved by the Board. Any modifications must be approved by the full Board.

XI. INSURANCE AND RISK MANAGEMENT

a. Required Insurance Coverage

Music City Academy shall maintain the following minimum insurance coverage at all times:

1. General Liability Insurance

- Minimum coverage: $2,000,000 per occurrence / $4,000,000 aggregate
- Shall cover bodily injury, property damage, and personal injury

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- Shall name the authorizer and, if applicable, the facility lessor as additional insured

2. Directors and Officers (D&O) Liability Insurance

- Minimum coverage: $2,000,000 per claim / $4,000,000 aggregate
- Shall cover board members and officers for decisions made in their official capacity
- Employment practices liability rider recommended

3. Property Insurance

- Coverage for all school property at replacement cost
- Shall include building contents, furniture, fixtures, equipment, and technology
- If leasing facilities, shall comply with lease requirements

4. Workers' Compensation Insurance

- Statutory limits as required by Tennessee law
- Employer's liability coverage of at least $500,000/$500,000/$500,000

5. Commercial Auto Insurance

- If school owns or leases vehicles: minimum $1,000,000 combined single limit
- Hired and non-owned auto coverage for school business use of personal vehicles

6. Cyber Liability Insurance

- Minimum coverage: $1,000,000
- Shall cover data breaches, ransomware, business interruption, and crisis management
- Particularly important for protection of student and employee data

7. Student Accident Insurance

- Coverage for student injuries occurring during school hours and school-sponsored activities
- Excess coverage over family health insurance policies

b. Additional Recommended Coverage

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The Board may consider the following additional coverages based on school activities and risk assessment:

- Umbrella liability policy
- Employment practices liability insurance (if not included in D&O policy)
- Abuse and molestation coverage
- Professional liability (errors and omissions) for educational services
- Fidelity bond or crime insurance covering employee theft
- Business interruption insurance

c. Insurance Procurement and Review

The CEO, in consultation with the Board Treasurer, shall:

- Obtain competitive quotes from licensed insurance brokers at least every three years
- Review all policies annually prior to renewal to ensure adequate coverage
- Ensure all policies are renewed without lapse in coverage
- Notify the Board immediately of any claims or potential claims
- Maintain certificates of insurance and provide copies to authorizer, lessors, and other parties as required

d. Certificate Requirements

The Chief Operating Officer shall:

- Maintain current certificates of insurance for all policies
- Provide certificates to the authorizer annually and upon request
- Provide certificates to vendors, landlords, and other parties as required by contract
- Ensure Music City Academy's insurance agent provides updated certificates within 30 days of any policy renewal or change

e. Risk Management

Music City Academy shall implement risk management practices including:

- Annual safety inspections of facilities and equipment
- Regular review and updating of emergency procedures

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- Background checks for all employees and volunteers with student contact
- Regular training on safety protocols, harassment prevention, and data security
- Incident reporting and documentation procedures

f. Claims Management

In the event of an insurance claim:

1. The CEO shall be notified immediately of any incident that may result in a claim
2. The CEO or Chief Operating Officer shall notify the insurance carrier within 24 hours of learning of a potential claim
3. The CEO shall notify the Board Chair and Board Treasurer within 24 hours
4. The Finance Committee shall review all claims and settlements quarterly
5. Claims exceeding $25,000 shall be reported to the full Board immediately

g. Annual Insurance Report

The Board Treasurer shall present an annual insurance report to the Board including:

- Summary of all current policies and coverage limits
- Premium costs and year-over-year changes
- Claims history for the past three years
- Recommendations for coverage adjustments
- Comparison to insurance requirements in the charter agreement

XII. FACILITY AND REAL ESTATE POLICIES

a. Facility Lease Approval

All facility leases, whether for the primary school building, additional instructional space, or administrative offices, must be approved by the Board of Directors prior to execution.

The CEO shall present to the Board:

- Proposed lease terms including rent, escalations, length of term, and renewal options
- Total financial commitment over the life of the lease
- Comparison to market rates for comparable space

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- Impact on the school's operating budget and cash flow
- Facility condition assessment
- Zoning and code compliance verification
- Certificate of occupancy status or timeline

b. Lease Negotiation Authority

The CEO may negotiate lease terms but may not execute any lease agreement without Board approval, regardless of cost or term length.

For lease renewals where terms remain substantially similar to the existing lease (rent increases of 3% or less annually), the Board may grant pre-approval for execution by the CEO with notification to the Board within 10 days of execution.

c. Real Property Purchase

Any purchase of real property by Music City Academy requires:

1. Board approval of the purchase price and material terms
2. Independent appraisal by a licensed appraiser
3. Phase I environmental assessment
4. Title insurance commitment review
5. Legal review of purchase agreement by school counsel
6. Authorizer notification as required by charter agreement
7. Verification of zoning compliance and educational use authorization

The Board may not approve a real property purchase that would jeopardize the financial sustainability of the school or require debt financing not otherwise approved by the Board.

d. Facility Maintenance and Capital Improvements

Annual Facility Budget: The Chief Operating Officer shall develop an annual facility maintenance and repair budget to be included in the school's operating budget.

Emergency Repairs: The CEO may approve emergency repairs up to $10,000 without prior Board approval when necessary to maintain safety or prevent property damage. The Board shall be notified of such repairs within 5 business days.

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Capital Improvements: Any capital improvement or renovation project exceeding $50,000 must be approved by the Board prior to commencement. The CEO shall present:

- Scope of work and project timeline
- Total project budget including contingencies
- Funding source (operating budget, reserves, grants, or financing)
- Impact on school operations during construction
- Required permits and approvals
- Contractor selection process and proposed contractor

e. Disposition of Real Property

Any sale or disposition of real property owned by Music City Academy requires:

1. Board approval by a two-thirds majority vote
2. Independent appraisal within 6 months of proposed sale
3. Documentation that the sale is in the best interest of the school
4. Authorizer notification as required by charter agreement
5. Plan for use of sale proceeds

Proceeds from the sale of real property shall be used first to retire any outstanding debt secured by the property, with remaining proceeds used for educational purposes consistent with Music City Academy's mission and the Board's fiduciary duties.

f. Facility Use by Outside Parties

Music City Academy may permit use of its facilities by outside parties when such use does not interfere with the school's educational program.

The CEO may approve facility use agreements for:

- Educational or community benefit activities aligned with the school's mission
- Use periods not exceeding 30 days per year per organization
- Activities that do not pose liability or safety concerns

All facility use agreements must:

- Be documented in writing

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- Include proof of liability insurance naming Music City Academy as additional insured
- Specify fees (if any) and payment terms
- Hold Music City Academy harmless from claims arising from the use
- Prohibit any political campaign activities or partisan political events

Facility use fees shall be established by the CEO considering the cost of utilities, custodial services, and wear on facilities, and may include a discount for educational or nonprofit community organizations.

XIII. TECHNOLOGY AND CYBERSECURITY FOR FINANCIAL SYSTEMS

a. Financial System Access Controls

Access to Music City Academy's financial systems, including accounting software, payroll systems, and online banking, shall be restricted to authorized personnel only.

The Chief Operating Officer shall maintain a current list of all individuals with access to financial systems, including their specific permissions levels.

Access shall be:

- Granted based on job responsibilities and following the principle of least privilege
- Reviewed quarterly to ensure appropriateness
- Immediately revoked upon separation from employment
- Protected by strong, unique passwords meeting minimum complexity requirements
- Subject to multi-factor authentication (MFA) for all financial system access

b. Online Banking Security

Online banking access shall be limited to the CEO, Chief Operating Officer, Board Treasurer, and Board Chair. The back-office provider may have view-only access in order to download statements.

Required security measures include:

- Multi-factor authentication for all banking access
- Unique usernames and passwords for each authorized user (no shared credentials)

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- Immediate notification to the bank and all board members if unauthorized access is suspected
- Regular review of login history for anomalies
- Dual authorization requirements for ACH or wire transfers over $5,000
- Out-of-band verification (phone call) for any changes to authorized users or transfer limits

c. Payment Processing Security

For electronic payment processing (credit cards, online donations, point-of-sale systems):

- All systems must be PCI-DSS compliant
- Music City Academy shall not store credit card numbers, CVV codes, or full payment card data
- Payment processing shall use reputable, established vendors
- Systems shall be configured to require authorization before processing
- Regular reconciliation of payment processor reports to bank deposits

d. Email and Phishing Protections

Financial transactions via email pose significant fraud risk. Music City Academy shall implement the following safeguards:

- All requests to change payment information (vendor bank accounts, direct deposit information) must be verified by phone call to a known number before implementation
- Email requests for payments, wire transfers, or urgent financial actions shall be verified through a second communication channel
- All staff with financial responsibilities shall receive annual cybersecurity and phishing awareness training
- Email from external sources requesting financial transactions shall be clearly marked
- Suspicious emails shall be reported immediately to the Chief Operating Officer and IT support provider

e. Data Backup and Recovery

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Financial data shall be backed up daily with backups stored securely off-site or in cloud storage with appropriate encryption.

The Chief Operating Officer shall:

- Verify successful backup completion weekly
- Test data restoration capability quarterly
- Maintain encrypted backups for at least 7 years consistent with record retention policy
- Ensure backup systems are protected with same security measures as primary systems

f. Vendor Management and Third-Party Access

Any vendor requiring access to Music City Academy's financial systems or data must:

- Execute a written agreement that includes data security and confidentiality provisions
- Provide evidence of their own cybersecurity practices and insurance
- Use secure, encrypted connections for data transmission
- Limit access to only the data and systems necessary for their services
- Notify Music City Academy immediately of any data breach or security incident

The Chief Operating Officer shall maintain a list of all third-party vendors with financial system access and review this list quarterly.

g. Incident Response

In the event of a suspected or confirmed cybersecurity incident affecting financial systems:

1. The Chief Operating Officer or person discovering the incident shall immediately notify the CEO
2. The CEO shall notify the Board Chair and Board Treasurer within 2 hours
3. Affected systems shall be isolated to prevent further unauthorized access
4. The school's IT provider and cybersecurity insurance carrier shall be notified immediately
5. Law enforcement shall be contacted if criminal activity is suspected

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6. The back-office provider and bank shall be notified if financial accounts are compromised
7. A full incident report shall be prepared for the Board within 7 days

h. Financial System Updates and Patches

All financial software and systems shall be kept current with security patches and updates. The Chief Operating Officer shall coordinate with IT support providers to ensure:

- Operating systems are updated monthly or as critical patches are released
- Financial software is updated within 30 days of vendor release
- End-of-life software is replaced before vendor support ends
- Anti-malware software is active and updated on all devices accessing financial systems

i. Annual Security Assessment

Annually, the Finance Committee shall review:

- Financial system access controls and user lists
- Cybersecurity incident log (if any)
- Vendor security practices
- Staff training completion
- Insurance coverage for cyber risks
- Recommendations for security improvements

XIV. OTHER PRACTICES & FINANCIAL MATTERS

a. Conflicts of Interest

Any board member with a financial interest in a matter presented to the board shall fully disclose such interest prior to board discussion on the issue and shall recuse themselves from the discussion and voting on the matter.

The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Tennessee Code Annotated and IRS requirements.

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Details of the policy on conflicts of interest can be found in Music City Academy Code of Ethics, a copy of which can be found in the appendix to the Employment Handbook.

b. Related Party Transactions

Music City Academy will identify, recognize, and evaluate any related party transactions. Further detail may be found in the Code of Ethics.

c. Whistleblower Policy

Music City Academy policy shall extend to financial matters and improprieties.

If a whistleblower presents a matter to the CEO or the Board, the matter shall be properly reviewed and investigated accordingly.

d. Debt

Music City Academy will only incur debt to the extent necessary to fulfill its mission and will seek to limit short and long-term liabilities to the extent possible.

Any debt, whether loans, notes, or lines of credit must be approved by the Governing Board. Information about covenants, restrictions, and other requirements associated with the debt must be reviewed at time of approval.

The Finance Committee will review ongoing compliance with incurred debt, as well as strategies to reduce debt and associated borrowing expense as expeditiously as possible.

Music City Academy will avoid utilizing vendor financing unless otherwise preferable to other forms of debt.

e. Political Contributions & Advocacy

Music City Academy will not make any direct or indirect contribution of funds, assets, or resources to a political party or individual serving in or seeking public office.

Nothing in this section is to prevent Music City Academy from seeking membership with charter advocacy organizations, local or otherwise, that may be engaged in political campaign activities.

Nothing in this section is to prevent Music City Academy from engaging in lobbying, provided it complies with IRS guidance that a substantial part of Music City Academy activities is NOT devoted to attempting to influence legislation. To the extent Music City Academy does engage in lobbying activities, the CEO or Chief Operating Officer will maintain on file an itemization of both direct and indirect costs for entry and recording in the accounting system.

f. Approvals and Authorizations

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Throughout the preceding financial policies and procedures, various requirements for approvals and authorizations by the CEO, Chief Operating Officer, Board Treasurer, and Board Chair are enumerated. Considering current technological and business practices, an approval shall be deemed valid and in compliance with the financial policies and procedures if it comes in the form of email approval, written in the affirmative of the specific matter or attachment or set of attachments, from the approver's school email account, or if unavailable, his or her regularly-used email account. Silent assent over email or verbal approval by phone will not be deemed valid.

Approvals documented through authorized electronic systems or platforms, including but not limited to secure file-sharing systems, accounts payable platforms, payroll systems, or other board-approved workflow tools, shall be deemed valid and in compliance with this policy, provided such approvals are attributable to the appropriate approving authority and are retained in accordance with the School's records retention requirements.

Board approval or authorization shall be deemed valid if provided pursuant to board action at an official meeting of the Governing Board of Music City Academy.

g. Confidentiality

Confidential information includes information gained during employment with or service of Music City Academy that is otherwise not common knowledge including, but not limited to, student records, personnel records, financial and donation information. All employees and board members must maintain confidentiality to the extent that is allowed by local, state, and federal law.

XV. FEDERAL GRANT COMPLIANCE

a. EDGAR Compliance

In December 2014, the U.S. Department of Education finalized changes to EDGAR, incorporating the Uniform Grants Guidance. Title 2 CFR 200 contains all requirements in entirety. Charter schools were advised to augment their written financial policies and procedures to acknowledge and incorporate these changes. In compliance with Title 2 CFR 200, Music City Academy will:

- Formally identify all direct federal awards in its audited financial statements with the CFDA Title and Number, along with Federal Award I.D. # if applicable, Fiscal Year of Award, and Federal Agency.

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- Meet any performance reporting requirements related to a federal award as established by the U.S. Department of Education and Tennessee Department of Education.
- Maintain adequate documentation for federal award expenditures.
- Implement internal controls over safeguarding of assets and ensuring use for authorized purposes.
- Have the CEO certify on annual and final fiscal report submissions that the report, to the best of his or her knowledge, is accurate and the expenditures are consistent with required purposes and objectives, and that fraudulent or fictitious information may subject him or her to criminal, civil, or administrative penalties.
- Compare expenditures against budgeted amounts for each award.
- Implement cash management procedures that minimize draw from federal or state agencies and actual expenditures, as well as interest earned.
- Implement cost allowability procedures in accordance with Subpart E—Cost Principles, specifically that the costs are necessary, reasonable, and allocable.
- Implement procurement procedures for federal awards that:
    - Ensure contract administration by school.
    - Checks for any conflict of interests including organizational conflicts of interest.
    - Ensure vendors are selected via a full and open competition process, specifically:
        - No competitive quote solicitation required for purchases under $3,000 (micro-purchase threshold).
        - Quotes for purchases between $3,001 and $250,000 (simplified acquisition threshold).
        - No selection of noncompetitive proposals unless noncompetitive criteria are met.
        - All procurements over $250,000 (simplified acquisition threshold) are subject to cost or price analysis.
        - No debarred or suspended vendor participation as listed in SAM, with any contracts over $25,000 requiring some form of positive verification.

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- Implement equipment and supply definitions, thresholds, usage, and disposition requirements for items purchased using federal awards.

To the extent that it is compatible with and does not supersede new EDGAR requirements, Music City Academy will adhere to OMB Circular A-87, which mandates that:

- All expenses paid with federal funds are necessary or needed for performance or administration of the federal grant in question; or
- The expenses are allocable or benefit the program in proportion to the amount of money paid.
- Expenses are reasonable, in that the LEA follows sound business practices, pays a fair market price, and acts with prudence under the circumstances.
- Funds should be targeted where the needs are greatest.
- Federal grant dollars should be used to supplement, not replace (i.e., supplant) spending that would have happened anyway using local money had the federal funds not been available.

For all federal grants, the CEO and Chief Operating Officer will ensure that reimbursement requests cover the appropriate grant period and will verify that all goods and services for which Music City Academy is seeking federal reimbursement have not only been purchased and paid for but have been received by Music City Academy.

b. Federal Cash Management Procedures

To comply with requirements under Title 2 CFR 200 in regard to limiting time between receipt and disbursement of funds, as well as interest earned, Music City Academy will implement a reimbursement-only process for federal grants.

Specifically, Music City Academy will only apply for reimbursement of actual expenditures to date and never for anticipated expenditures or expenditures that have not otherwise been approved.

If any expenditures submitted for reimbursement are determined to be disallowed, Music City Academy will retag the expenditures in question to not charge them to the federal grant in question.

c. Federal Cost Allowability Procedures

Title 2 CFR 200 requires that federal award recipients develop procedures to implement cost allowability oversight of use of funds. Any purchase of goods or services over the

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simplified acquisition threshold shall follow the procurement guidelines of Title 2 CFR 200, as appropriate. Music City Academy will follow the following procedures:

- The CEO, along with the back-office provider, will develop budgets for federal grants collaboratively.
- Prior to submission, the team will review for compliance with program requirements and remove any items not otherwise necessary for implementing the program goals. This includes but is not limited to reviewing the specific items of cost outlined starting at Title 2 CFR 200.420. This determination will be kept on file.
- Approval of the budget submitted by the applicable program office will also be taken to mean tacit approval of the proposed expenditures as being otherwise allowable.
- Any personnel expenditures submitted for federal grant reimbursement will require either a monthly or semi-annual certification of the individuals' time and effort spent. If the individual or individuals are paid via multiple funding sources, this will also be documented. A job description will be kept on file.
- Given that Music City Academy will only apply for reimbursement of expenditures and those expenditures will only be allowable if reimbursed, there should be no unallowable costs paid for with federal funds. However, if an unallowable cost is somehow paid for using federal funds, Music City Academy will refund any monies including interest to the federal government.

Time and Effort Certification Requirements:

For personnel costs charged to federal grants, Music City Academy shall maintain time and effort documentation as follows:

Single Cost Objective Employees (employees who work solely on a single federal program):

- Semi-annual certification signed by the employee and supervisor confirming the employee worked solely on the federal program for the certification period

Multiple Cost Objective Employees (employees whose time is split between two or more cost objectives, at least one of which is a federal program):

- Monthly Personnel Activity Reports (PARs) documenting actual time spent on each cost objective
- Reports must be signed by the employee and approved by a supervisor with direct knowledge of the work

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- Reports must account for 100% of the employee's compensated time

After-the-Fact Documentation:

- Time and effort documentation must reflect actual activity, not budgeted or estimated distributions
- Documentation must be prepared contemporaneously (within the same pay period or monthly for semi-annual certifications)
- Corrections or changes must be initialed and dated with explanation

The Chief Operating Officer or CEO shall be responsible for ensuring timely completion and retention of all time and effort documentation and for providing such documentation to the back-office provider for grant reimbursement requests.

d. Conflicts of Interest in Federal Procurement

Title 2 CFR 200 requires that conflicts of interest and organizational conflicts of interest are identified and mitigated as part of the procurement process when using federal funds. As a matter of practice, Music City Academy already requires any board member with a financial interest in a matter presented to the board to fully disclose such interest prior to board discussion on the issue and recuse themselves from the discussion and voting on the matter. As such, it is already applicable.

Organizational conflicts of interest occur when a vendor or potential vendor to be paid using a federal award creates an unfair competitive advantage for the vendor or the vendor's objectivity. Examples can include engaging a vendor to create procurement rules for federal awards who can then create biased rules for federal procurement to give itself an upper hand, a vendor is contracted with federal funds to evaluate the proposals or past performance of itself or a competitor, or a vendor has unequal access to information as part of its relationship with Music City Academy for future federal procurement. Music City Academy shall identify situations where a vendor may have undue influence over the procurement process using federal funds and take steps to either mitigate or eliminate said influence completely.

e. Disposition of Federally Funded Property

Disposition of Equipment

1. Disposal of federally funded equipment requires prior written approval from the CEO or designee and, when required, the pass-through entity or federal awarding agency.
2. Equipment with Fair Market Value of $5,000 or Less:

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- Music City Academy may retain, sell, or otherwise dispose of the equipment without further obligation to the federal awarding agency.
- Proceeds, if any, shall be used in accordance with grant and Board policy.

3. Equipment with Fair Market Value Greater Than $5,000:
    - Music City Academy may retain or sell the equipment but must compensate the federal awarding agency for its proportionate share of the current fair market value or sale proceeds.
    - The federal share shall be calculated based on the percentage of federal participation in the original purchase cost.
4. When directed by the pass-through or federal agency, the Music City Academy shall transfer or return equipment in accordance with written instructions and maintain documentation of the transaction.

Disposition of Supplies

Unused supplies with a total aggregate fair market value exceeding $5,000 at the end of the grant period shall be compensated to the federal awarding agency in proportion to the federal share, unless otherwise authorized.

Prohibited Actions

- Federally funded property may not be donated, scrapped, transferred, or sold without following these procedures.
- No individual may personally benefit from the disposition of federally funded assets.

Documentation and Audit Trail

All disposition actions must be documented, including:

- Description of the asset
- Original funding source and percentage
- Method of disposition
- Fair market value or sale price
- Calculation of federal share
- Evidence of approval and remittance, if applicable

Records shall be retained in accordance with federal record retention requirements and made available for audit or monitoring.

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XVI. TENNESSEE CHARTER SCHOOL SPECIFIC COMPLIANCE

a. Authorizer Financial Reporting

In addition to the general financial reporting requirements outlined elsewhere in this policy, Music City Academy shall comply with all financial reporting requirements specified in its charter agreement and required by [INSERT AUTHORIZER NAME].

At minimum, this includes:

- Annual budget submission by the deadline specified in the charter (typically June 30)
- Monthly or quarterly financial reports as specified in the charter agreement
- Material budget amendments within 30 days of Board approval
- Annual audited financial statements within 120 days of fiscal year end (or as specified in charter)
- Immediate notification of any financial circumstances that may jeopardize the school's ability to meet its obligations

b. Tennessee Department of Education Reporting

Music City Academy shall comply with all financial reporting requirements of the Tennessee State Board of Education and Tennessee Department of Education, including:

- Annual financial reports in the format and timeline specified by TDOE
- Data submissions for state funding calculations (ADM, enrollment reports)
- Grant-specific financial reports for state-funded programs
- Any additional reports required by Tennessee law or regulation

c. Federal Reporting

As a recipient of federal funds, Music City Academy shall comply with all federal financial reporting requirements, including:

- Single Audit (if federal expenditures exceed $1,000,000 in a fiscal year)
- Grant-specific financial reports (e.g., CSP, Title I, Title II, IDEA)
- Federal subaward reporting as required under FFATA
- SAM.gov registration and annual renewal

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d. Public Financial Transparency

In accordance with Tennessee public records law and charter school transparency requirements, Music City Academy shall:

- Post annual audited financial statements on the school website within 10 days of Board acceptance
- Post annual budget on the school website within 10 days of Board approval
- Post annual Form 990 on the school website (or ensure it is available via GuideStar or similar platform)
- Make financial policies and procedures available upon request
- Respond to public records requests for financial documents within timeframes required by Tennessee law

The Chief Operating Officer shall be responsible for ensuring timely posting and maintaining an archive of financial documents on the school website for at least 7 years.

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Attachments 1.2 B

Shelby Goodfriend, Nashville Incubator Facilities

Memorandum of Understanding (MOUs)

Evidence of Community Engagement

Memorandum of Understanding (MOU)

Between: Nashville Incubator, by and through its Director of Facilities, Shelby Goodfriend ("Incubator") and Music City Academy ("Fellow", "Founder", or "School")

Effective Date: July 3, 2025, with execution as of the date of last signature.

Term: This MOU covers facilities-related support provided by Nashville Incubator from pre-application through the School's early operating years.

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1. Purpose

This Memorandum of Understanding outlines the facilities-focused strategic, technical, and financial support that Nashville Incubator will provide to Music City Academy throughout its fellowship period and into early operations.

This MOU reflects and documents facilities-related support that has been provided since the Effective Date, including work completed prior to the date of execution. The purpose of this support is to assist the School in identifying, securing, developing, and sustaining a facility that aligns with its educational model, budget, and long-term growth.

This MOU reflects a good-faith understanding of roles and expectations. Nashville Incubator serves in an advisory and support capacity and does not operate, manage, or control the School. Nothing in this MOU creates a legally binding partnership, joint venture, or fiduciary relationship. Additionally, Nothing in this MOU guarantees charter authorization, facility availability, financing, or project outcomes, and the School acknowledges that all facilities decisions involve inherent risk.

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2. Scope of Facilities Support by Phase

Phase I: Pre-Application Facilities Support

Timeframe: July 2025 through initial charter application submission

During Phase I, Nashville Incubator supports the School in building a clear, realistic, and well-informed facilities strategy to support charter authorization and early planning.

Facilities support may include:

- Development of an early facilities strategy aligned to the School's educational model, enrollment assumptions, and budget.
- Guidance on space needs, facility types, and phasing considerations
- Support articulating facilities plans and cost assumptions for charter or funding applications
- Review and feedback on facilities-related application sections and budgets
- High-level insight into local real estate feasibility and constraints
- Coordination of Facilities Vision Setting Site Visits to schools aligned with the School's educational model
- Development of a Facility Decision-Making Matrix to support the Fellow's understanding of the facility development process and the roles and responsibilities of all stakeholders, see "Exhibit A"
- Hosting of a Facilities Charrette to introduce the School to a range of facilities partners in a collaborative, roundtable format, see "Exhibit B"
- Collection and sharing of potential facilities partner profiles for review of qualifications and credentials, see "Exhibit C"

Phase II: Pre-Opening Facilities Support

Timeframe: February 1, 2026 through school opening

During Phase II, Nashville Incubator supports the School in advancing facilities planning and decision-making as the School prepares to open.

Facilities support may include:

- Ongoing facilities strategy advising to School leadership
- Support evaluating site options, including lease and purchase considerations
- Strategic review of letters of intent, leases, and other facilities-related agreements
- Guidance on build-out planning, timelines, and sequencing
- Support aligning facilities decisions with budget, enrollment ramp, and operational capacity
- Problem-solving support for facilities-related challenges during pre-opening

Nashville Incubator does not provide legal, architectural, engineering, or construction services, but may advise on and help coordinate the engagement of such professionals.

Phase III: Operating Years Facilities Support

Timeframe: From school opening through early operating years

During Phase III, Nashville Incubator provides continued advisory support as the School operates and stabilizes.

Facilities support may include:

- Strategic advisory support related to facilities performance and sustainability
- Guidance on facility modifications, expansion, or long-term planning
- Support evaluating future space needs as enrollment stabilizes or grows
- Advisory support on facilities-related budgeting and capital planning
- Thought partnership on long-term facilities strategy and risk management

Emergency Facilities Strategic Support
In the event of a facilities-related crisis, including but not limited to flooding, mechanical or building systems failure, severe weather events, or other incidents that materially impact facility operations, Nashville Incubator may provide emergency strategic support.

Emergency support may include:

- Strategic guidance on immediate response priorities and sequencing
- Support evaluating options for temporary mitigation or continuity of operations
- Assistance in coordinating communication among facilities consultants and stakeholders
- Advisory support related to recovery planning and next steps

Nashville Incubator's role during a facilities emergency is advisory in nature. The School retains responsibility for all emergency response actions, regulatory compliance, insurance coordination, contractor engagement, and safety decisions.

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3. Facilities-Related Financial Support

Nashville Incubator maintains a pool of funds designated to support Incubator fellows with facilities-related soft costs only. Nashville Incubator does not fund, reimburse, or directly pay for facilities-related hard costs under any circumstances.

During Phase I, Phase II, and Phase III, Nashville Incubator may, at its discretion, allocate funds to support facilities-related soft costs, including but not limited to planning, consulting, due diligence, design, permitting, feasibility studies, and other facilities-related strategic expenses aligned with the scope of support described in this MOU. Approval timelines are at the discretion of the Incubator and influenced by the internal review and funding availability.

Eligible Facilities-Related Soft Costs
Subject to advance approval, facilities-related soft costs that may be supported include, but are not limited to:

- Facilities planning and feasibility studies
- Space planning, test fits, and programming analysis
- Owner's representation or project management consulting
- Architectural, engineering, or design services
- Due diligence costs, including building inspections, environmental reviews, and code analysis
- Zoning, permitting, and entitlement consulting and application fees
- Facilities-related legal review limited to planning or transaction support
- Financial modeling or cost estimating related to facilities planning
- Market analysis, site evaluation, or real estate advisory services
- Temporary consulting support to advance facilities decision-making
- Facilities visioning activities, including site visits or charrettes
- Other facilities-related strategic or advisory expenses approved in writing in advance

Excluded Costs
Nashville Incubator will not fund, reimburse, or cover any hard costs, including but not limited to:

- Property acquisition or lease payments
- Construction, renovation, or tenant improvement costs
- Furniture, fixtures, or equipment
- Materials, labor, or contractor costs
- Utilities, maintenance, or operating expenses
- Insurance, taxes, or ongoing occupancy costs

Approval and Documentation
The total amount of facilities-related financial support is not allocated in advance and is not guaranteed. Any request for Nashville Incubator to cover or reimburse facilities-related expenses must be reviewed, approved, and agreed upon in advance by Nashville Incubator and documented in writing. Expenses incurred prior to such written approval, including expenses incurred prior to the execution of this MOU, are not eligible for reimbursement or coverage.

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4. Roles and Responsibilities

Music City Academy
The School retains full authority and responsibility for all facilities-related decisions, project outcomes, and agrees to:

- Lead the overall vision, priorities, and strategic direction for the School's facility
- Make final decisions and approvals related to facilities, including site selection, scope, and timing
- Own and drive key facilities documents, including needs assessments, requests for proposals, contracts, and related materials
- Select vendors and execute agreements, with board approval as required
- Remain accountable to the School's board and broader mission
- Ensure that facilities decisions align with educational, operational, and financial priorities
- Participate in key meetings, site visits, and decision-making milestones
- Ensure that the facilities process remains on track and aligned with agreed-upon timelines
- Engage transparently with Nashville Incubator and share relevant facilities-related information
- Use any financial support solely for agreed-upon facilities-related purposes

Nashville Incubator *(Through its Director of Facilities, Shelby Goodfriend)*

Nashville Incubator serves in a consulting and strategic advisory capacity and will:

- Provide facilities expertise, strategic guidance, recommendations, and best practices
- Help shape and expand the Founder's thinking around space needs and feasibility
- Help the Founder navigate tradeoffs, risks, and sequencing
- Source potential vendor options and support the evaluation of proposals
- Review facilities-related documents and provide feedback, templates, and examples as appropriate
- Participate in meetings and site visits central to facilities planning to support informed decision-making
- Support coordination and communication among facilities stakeholders
- Support alignment of facilities work with overall project timelines and milestones
- Coordinate the review, approval, and documentation of any discretionary facilities-related soft cost funding described in Section 3.

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5. Working Relationship and Engagement

Nashville Incubator and the School agree to maintain regular communication and to revisit facilities plans as conditions, timelines, or constraints change. This MOU may be modified by mutual written agreement.

Active Partnership During Phase I and Phase II
During Phase I and Phase II, Nashville Incubator is an active partner in the School's facilities work and will participate directly in meetings that are central to facilities planning and decision-making. This includes meetings with facilities partners, finance partners, board members, and other stakeholders involved in the facility development process.

Nashville Incubator's participation in these meetings is intended to:

- Provide facilities expertise and context in real time
- Help the Founder navigate tradeoffs, risks, and sequencing
- Support clear communication among stakeholders
- Keep facilities work aligned with the School's goals, timelines, and constraints

Any feedback provided by Nashville Incubator on legal or transactional documents is for strategic context only and does not constitute legal advice.

Facilities Coaching

In addition to participating directly in meetings, Nashville Incubator will provide one-on-one facilities coaching to the Founder.

Facilities coaching shall occur according to the following schedule:

- Prior to submission of the charter application: bi-weekly coaching meetings
- From charter submission through school opening: weekly coaching meetings
- Following school launch: coaching available weekly, bi-weekly, or monthly based on School's needs

Following school launch, participation will align with the agreed-upon coaching cadence and the School's needs.

While Nashville Incubator plays an active and engaged role, the School retains final decision-making authority and ownership of all facilities-related decisions.

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NASHVILLE

6. Fees

There are no fees associated with the facilities coaching, advisory services, or support described in this MOU. All facilities-related coaching and services provided by Nashville Incubator under this agreement are provided at no cost to the School. Any financial support referenced herein relates solely to the potential coverage of approved facilities-related soft costs and does not constitute a fee-for-service arrangement.

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7. Interim Engagement of Facilities Consultants

Nashville Incubator may, at its discretion, retain facilities-related consultants, including but not limited to architects and owner's representatives, to provide interim support on behalf of the School prior to the School receiving charter authorization or having access to its own facilities funding. This interim support is intended to help maintain project momentum and ensure that early facilities planning and timelines remain on track.

The School acknowledges and agrees that:

- Any facilities consultants retained by Nashville Incubator during this interim period are engaged as advisors supporting the School and do not replace the School's obligation to conduct its own competitive procurement processes.
- The School remains responsible for complying with all applicable procurement requirements, including the use of a formal request for proposals process when required.
- Interim facilities consultants engaged by Nashville Incubator are expected to transition out or re-compete through the School's procurement process once the School is authorized and able to independently retain vendors.
- No interim engagement by Nashville Incubator obligates the School to retain any consultant beyond the interim period.

Nashville Incubator does not hold decision-making authority, does not execute contracts, and does not assume legal, financial, or construction responsibility for the project.

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8. Termination or Modification

Either party may modify or terminate this MOU with written notice. Any previously approved financial commitments will be honored according to their agreed-upon terms.

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9. Acknowledgment

For Nashville Incubator:

Name: Shelby Goodfriend
Title: Director of Facilities
Signature: Shelby Goodfriend (Jan 29, 2026 10:43:23 CST)
Date: 01/29/2026

For Music City Academy:

Name: Dr. Kevin Dyson
Title: Founder Music City Academy
Signature:
Date: 01/29/2026

Music City Academy Facility MOU

Final Audit Report 2026-01-29

Created:	2026-01-29
By:	Shelby Goodfriend (shelby@nashvilleincubator.org)
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Adobe Acrobat Sign

Exhibit A

Music City Academy Facility Decision-Making Matrix

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Music City Academy
Facility Decision-Making Matrix

Facility Decision-Making Matrix

PHASE 0: Assess School Needs and Define Team

Item	Music City Academy		Nashville Incubator	Broker	General Counsel	Architect
	Dr. Kevin Dyson	Board	Shelby Goodfriend	Avison Young	SRVH	HMK
Define instructional and operational facility requirements: Identify needs: square feet, location, amenities	Responsible for completion of template, informing broker of information for site search	-	Supports by creating template and consults though pushing to expand thinking to true minimum needs	Receives information from founder to conduct site search	-	Reviews and provides feedback to adjust
Source Real Estate Broker	Interview candidates provided and select one to move forward with	Must approve founder signing any exclusive agreement	Provide possible candidates	Interview with founder	-	-
Engage with Legal Counsel	Interview candidates provided and select one to move forward with	Must approve founder signing any agreement	Provide possible candidates	-	Provide representation agreement	-
Source Architect for Feasability Study	Interview candidates provided and select one to move forward with	-	Provide possible candidates	-	Review any agreements from architect	-

PHASE 1: Site Viability & Facility Acquisition

Item	Music City Academy		Nashville Incubator	Broker	General Counsel	Architect	Owner's Rep	General Contractors
	Dr. Kevin Dysonl	Board	Shelby Goodfriend	Avison Young	SRVH	HMK	True North	Multiple
Source Viable Sites	Ultimate owner. Ensures broker provides survey, reviews sites, selects which sites to tour based on initial review	Receives updates, provides guidance to founder	Reviews broker survey with founder using viability framework	Owns process by creating survey of available sites that meets needs	-	Reviews sites in advance of touring to ensure initial viability of location	-	-
Conduct Initial Site Visit and Feasability Tour	Ensures that site meets legal and practical requirements based on Facility partners review of sites (eg. ADA, zoning, occupancy, safety, traffic flow, storm water, etc) Releases Architect to conduct full feasability review for top sites toured	Invited to attend	Hire and pay for Initial Architect and Owner's Rep for Phase 1 Support Supports by attending tour to translate specific construction language for founders, provide guidance regarding questions to ask, etc. Ensures site meets all legal and practial requirements. Flag any concerns to stakeholders.	Schedules tours of sites	Reviews any legal concerns flagged during site walk	Reviews site and plans for viability (ADA, zoning, occipancy, safety, traffic flow, storm water, etc) as well as school specific space needs. Complete full feasibility review upon request of founder.	Attends site walk	Attend site visit to gather data for initial pricing
Create Concept Drawings of Site	Review concept drawings against instructional and operational requirements. Provides feedback	-	Supports founder with review and feedback to stakeholders	-	-	Creates concept drawings of site	Review concept drawings against instructional and operational requirements. Provides feedback	Utilize concept drawings to gather data for initial pricing
Get Inital GC Pricing for Improvements	Reviews initial pricing and compare to budget targets	-	Review GC Pricing and provide support with founder analysis	Review GC Pricing and provide analysis for how to negotiate deal terms based on pricing	-	Provide answers to any questions from GC	Review GC Pricing and provide analysis to founder	Provide initial GC price estimate
Submit RFQ to Landlord	Reviews all drafts and revisions, provide feedback Inform board of RFQs going out to potential sites	-	Review RFQ and provide feedback ahead of submission	Creates RFQ and sends to stakeholders to review as requested by founder	Review RFQ and provide feedback ahead of submission	-	Review RFQ and provide feedback ahead of submission	-
Submit Letter of Intent (LOI) to Landlord	Reviews all drafts and revisions, negotiation points and sign final draft with single site	Must approve Founder signing	Reviews LOI and provides feedback	Creates LOI	Reviews LOI and provide feedback ahead of submission	-	Reviews LOI and provide feedback ahead of submission	-
Lease Agreement	Reviews all drafts and revisions, negotiation points and sign final draft with single site	Must approve Founder signing	Reviews lease and provides feedback	Reviews lease and provides feedback	Creates lease, supports with negotiation and ongoing edits to lease based on landlord feedback	-	Review lease and provide feedback ahead of submission	-

PHASE 2: Facility Planning

Item		Music City Academy		Nashville Incubator	General Counsel	Owner's Rep	Architect	General Contractors
		Dr. Kevin Dyson	Board	Shelby Goodfriend	SRVH	Selected in Phase 2	Selected in Phase 2	Multiple
Due Diligence Period		Review recommednations from architect with incubator to decide which diligence items are necessary to go forward with. Review proposals for due diligence needed Request Incubator covers payment for due diligence surveys or inspections needed	Approve any diligence items required per bylaws as needed if items exceed cost of Incubator soft cost grant	Review recommednations from architect and make recommendations to founder about which to go forward with. Review proposals for due diligence needed Pay for due diligence surveys or inspections needed	Provides risk assessment regarding property and which diligence items are highest priority	Gets proposals for additional due dilligence needed Begins and leads weekly OAC meetings with stakeholders to ensure all facility partners are aligned	Leads diligence efforts and makes recommendations on needs based on codes and preliminary conversations	-
Undergo Request for Proposals (RFP)s for Services	Owner's Representative Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder and Incubuator. Vote to select Owner's Representative if required by bylaws, state and federal guidelines	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received Requests contract from owners rep who wins the bid Pay for services on behalf of school with incubator soft costs grant	Reviews RFP process to ensure compliance	Submits RFP	-	-
	Architectural Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder, Incubuator, and Owner's Rep. Vote to select Architect if required by bylaws, state and federal guidelines	Review proposals with founder and board and provide recommendation based on bids received.	Reviews RFP process to ensure compliance	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received	Submits RFP	-
	General Contractor Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder, Incubuator, Architect, and Owner's Rep. Vote to select General Contractor if required by bylaws, state and federal guidelines	Review proposals with founder and board and provide recommendation based on bids received.	Reviews RFP process to ensure compliance	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received Requests contract from architect who wins the bid	Reviews RFP before publishing Hosts walkthrough of building with general contractors	Submits RFP
	School Nutrition	Create RFP based on TDOE School Nutrition Procurement Procedures. Work with Nutrition office to ensure full compliance throughout process	Ensure compliance with TDOE School Nutrition Procurement process during RFP and selection. Vote to select Food Service Agency if required by bylaws, state and federal guidelines	Supports by providing context and connecting founder to resources	Reviews RFP process to ensure compliance	Attends walkthrough of site to ensure alignment between parties	Updated on type of food service to ensure space needs are met Attends walkthrough of site to ensure alignment between parties	-
	Cleaning Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder and Incubator Vote to select Cleaning Services Vendorif required by bylaws, state and federal guidelines	Supports by providing context and connecting founder to resources	Reviews RFP process to ensure compliance	-	-	Updated on scope of work needed for construction closeout and final deep clean
	IT Services	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder and Incubator Vote to select IT vendor if required by bylaws, state and federal guidelines	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received Requests contract from vendor who wins the bid	Reviews RFP process to ensure compliance	-	-	-
	Furniture Vendor	Review proposals and recommendations, make recommendation to board as required	Review RFPs and recommendations from Founder and Incubator Vote to select furniture vendor if required by bylaws, state and federal guidelines	Creates competitive RFP process including a rubric outlining minimum qualifications. Lead entire process. Review proposals and create recommendation for founder and board based on bids received Requests contract from vendor who wins the bid	Reviews RFP process to ensure compliance	-	-	-

PHASE 2 (continued): Facility Planning								
Review & Sign Contracts or Proposals for Services	Architectural Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback, negotiates with architect. If unable to come to resolution, involve attorney	Creates standard AIA contract	-
	General Contractor Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback	Reviews contract and provides feedback	Creates standard AIA contract
	Owner's Representation Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Provide proposal and contract for review	-	-
	Food Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Ensure TDOE Nutrition team has active involvement and approves of final selection, and reviews contract prior to moving forward Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders. Ensure full compliance with TDOE process. Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	-	-	-
	Cleaning Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback	-	-
	IT Services	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback	-	-
	Furniture Vendor	Review contracts, ensuring legal has reviewed for compliance with bylaws, state, and local requirements. Sign contract upon review of facility stakeholders and approval from board	Review contracts and recommendations from Founder and stakeholders Vote to approve founder and/or board members signing of contract if required by bylaws, state, and federal guidelines	Reviews contract and provides feedback to stakeholders	Reviews contract, provides feedback, handles negotiations as necessary	Reviews contract and provides feedback	-	-
Complete schematic design and construction documents		Reviews CD set and provides feedback Keeps digital copy in school records	-	Reviews CD set and provides feedback	-	Reviews CD set and provides feedback	Creates CD set	Reviews CD set and provides feedback
Create Project Manual		Keeps digital copy in school records	-	Receives project manual	-	Distributes project manual	Creates project manual	Receives project manual

PHASE 3: Pre-Construction							
Item	Music City Academy		Nashville Incubator	Owner's Rep	Architect	General Contractors	Furniture Vendor
	Dr. Kevin Dyson	Board	Shelby Goodfriend	Selected in Phase 2	Selected in Phase 2	Selected in Phase 2	Selected in Phase 2
Submit construction documents to local and state permitting agencies	Aware of status of process	-	Support as needed	Ensures all parties are collaborating as necessary	Submit construction drawings to State Fire Marshal and Local Codes Offices	Pick permitting up and expedite through process accordingly	-
Local Codes & Fire Marshal Plan Review	Aware of status of process	-	Supports as needed	Ensures all parties are collaborating as necessary	Holds preliminary conversations to prevent major barriers	Supports any barriers as needed	-
Finalize Construction Budget	Reviews and approve of any budget changes	Reviews and approves any budget changes as required by bylaws	Reviews all changes with founder to answer any questions	Reviews all changes and sends to founder for review and approval	Reviews all changes and shares any feedback with owner's rep and founder	Finalizes budget based on any changes required during permitting process	-
Order FF&E	Owner of entire process. Approves items to purchase and places order in alignment with timeline	Must approve any expenditure above threshold per bylaws	Supports by providing context, reviewing options, and connecting founder to resources	Aware of timeline to implement into overall project schedule	Provides context for any code restrictions based on building limitations. Provides CAD drawings to vendor	Aware of timeline to implement into overall project schedule	Provides pricing, options, and samples for FF&E. Ensures compliance with competitive procurement process
OAC Meetings	Attends OAC meetings as requested by Owner's Rep	-	Attends OAC meetings	Hosts weekly OAC meetings	Attends OAC meetings	Attends OAC meetings	Attends OAC meetings as needed

PHASE 4: Construction						
Item	Music City Academy		Nashville Incubator	Owner's Rep	Architect	General Contractors
	Dr. Kevin Dyson	Board	Shelby Goodfriend	Selected in Phase 2	Selected in Phase 2	Selected in Phase 2
Owner, Architect, Contractor (OAC) Meetings	Attends OAC meetings as requested by Owner's Rep	-	Attends OAC meetings	Hosts weekly OAC meetings	Attends OAC meetings	Attends OAC meetings
Inspections	Gets updates regarding inspections, updates board as needed	Receives updates	Attend as needed	Attends all inspections	-	Manages all site inspections
Weekly Walkthroughs	Attends at least every other site walk	Invited at least once to do site walk	Attend weekly site walk	Schedules weekly site walk	Attend weekly site walk	Leads weekly site walk with updates regarding construction status
Change Orders	Reviews and signs change orders	Reviews all change orders and approves any above the threshold per bylaws	Reviews all change orders with founder to answer any questions	Reviews all change orders and sends to founder for review and approval	Reviews all change orders and shares any feedback with owner's rep and founder	Submits all change orders to Owner's Rep for review
Pay Applications	Reviews and signs pay application after both architect and owner's rep sign off Processes payment to general contractor	Reviews all pay applications as required per bylaws	Reviews all pay applications with founder to answer any questions	Reviews all pay applications and sends to founder for review, approval and payment processing	Reviews, approves and signs off on all pay applications based on work completed during most recent walkthrough	Submits pay application to architect and owner's rep for review and approval
Construction Punch	Attends punch walkthrough	-	Attends punch walkthrough	Leads punch walkthrough	Attends punch walkthrough	Attends punch walkthrough

PHASE 5: Final Inspections and Move-In							
Item	Music City Academy		Nashville Incubator	Owner's Rep	General Contractors	Architect	Furniture Vendor
	Dr. Kevin Dyson	Board	Shelby Goodfriend	True North	Selected in Phase 2	Selected in Phase 2	Selected in Phase 2
Receive Use & Occupancy	Send U&O letter to authorizer	-	Attend final inspection as needed	Attend final inspection	Lead final inspection Request U&O letter from local codes office Send U&O letter to founder	Attend final inspection	-
Install FF&E and technology	Ensure all furniture is delivered free of damages prior to signing off on delivery	-	Support with any FF&E punch walk necessary	Confirm GC clean is complete and vendors are prepared to install Ensure all FF&E purchased is delivered	Ensure final clean is complete prior to installation	-	Complete installation of all FF&E and technology
Final Pay Application	Reviews and signs final pay application after both architect and owner's rep sign off, and all work is 100% complete Processes payment to general contractor	Reviews final pay applications as required per bylaws	Reviews final pay applications with founder to answer any questions	Reviews all pay applications and sends to founder for review, approval and payment processing	Submits pay application to architect and owner's rep for review and approval	Reviews, approves and signs off on all pay applications based on work completed during most recent walkthrough	-
Final closeout meeting (lessons learned)	Attend Meeting	-	Schedule lessons learned meeting and invite all facility vendors	Attend meeting	Attend meeting	Attend meeting	Attend meeting
Ribbon Cutting	Plans and executes ribbon cutting celebration for school launch	Attends ribbon cutting	Attends ribbon cutting	Attends ribbon cutting	Attends ribbon cutting	Attends ribbon cutting	Attends ribbon cutting

Exhibit B
Nashville Incubator Facility Charrette

INCUBATOR TENNESSEE

Nashville Incubator Facility Charrette Roundtable

Purpose: Introduce The Gate School and Music City Academy to potential facility partners and model the collaborative spirit that drives strong facilities projects

Purpose of the Charrette

Our goal is to introduce new schools to a range of facility partners in a collaborative, round table format. Rather than individual introductory meetings, these sessions give founders a real time sense of how architects, contractors, brokers, and owner's representatives work together to support school facility development. By the end of this round, founders will have met the partners in the room and gained useful insight into your approach, communication style, and role in a typical project.

Structure of the Session

The 90 minute block will follow a simple, consistent structure:

I. **School Vision Sharing**
Each school will have ten minutes to share their mission, program vision, facility needs, and priorities.

II. **Partner Introductions**
Each facility partner group will have **up to ten minutes** to introduce your organization, explain your role in a typical school facility project, and highlight how you support founders through the process.
Please allow time within your ten-minute block for questions.

III. **Collaborative Discussion**
The final portion of the meeting is open dialogue across all participants. Schools will ask clarifying questions, and partners can share insights, risks to consider, and opportunities to support strong design and development.

Presentation Logistics

A projector will be available if you would like to present slides. If you plan to use a slide deck, please email to **shelby@nashvilleincubator.org** by **9:00 AM on Monday, December 8**. I will load all decks and arrange them in the order of presenters.

Questions

If you have any questions about timing, materials, or the flow of the session, please feel free to reach out. Thank you again for participating. Your expertise and presence make these sessions valuable for our founders and set the stage for productive collaboration from day one.

INCUBATOR TENNESSEE

Charrette Roundtable Day Agenda

Facility Charrette Agenda for The Gate School & Music City Academy		
Time	**What**	**Description**
10:40 AM	Arrival	**All fellows and staff must arrive by 10:40 AM**
10:50 - 11:00 AM	Charrette 1 Arrival	• Meeting to begin at 11 AM sharp
11:00 - 12:30 PM	Charrette 1	Charrette 1 Agenda
12:30 - 12:50 PM	Transition	**Transition between Charrettes**
12:50 - 1:00 PM	Charrette 2 Arrival	• Meeting to begin at 1 PM sharp
1:00 - 2:30 PM	Charrette 2	Charrette 2 Agenda
2:30 - 2:50 PM	Transition	• **Transition between Charrettes**
2:50 - 3:00 PM	Charrette 3 Arrival	• Meeting to begin at 3 PM sharp
3:00 - 4:30 PM	Charrette 3	Charrette 3 Agenda
4:30 PM - until the people leave	Transition	• **Transition after Charrettes**
↪	Closeout	• **After all potential partners leave, Shelby is to answer any questions you may have lingering**

INCUBATOR TENNESSEE

Charrette Round 1

Facility Charrette 1 Participants			
Incubator Team			
Staff	Nashville Incubator	Shelby Goodfriend	Director of Facilities
		Scott Campbell	Executive Director
		Lisa Stone	Director of Fellows
Fellows	The Gate School	Burrus Cox	Founder
	Music City Academy	Kevin Dyson	Founder
Facility Partners			
Real Estate Broker	Avison Young	Jody Elder	Principal
		Jenna Muller	Principal
Architect	MZ Arch	Chris Riley	Architect, Co-Owner
		Ethan Levine	Architect, Co-Owner
General Contractor	DWC Construction	Tyler Glover	Director of Project Management
		Daniel Rebula	Senior Project Manager
Owner's Representative	Don Hardin Group	Tre Hardin	Business Development Manager

Facility Charrette 1 Agenda			
Time	**What**	**Description**	**Presenting**
10:50 - 11:00 AM	Arrival	Meeting to begin at 11 AM sharp	All
11:00 - 11:10 AM	Welcome & Framing	Opening remarks from Nashville Incubator Director of Facilities. Quick review of the flow for this round table	Shelby Goodfriend
11:10 - 11:20 AM	School Vision Sharing	Founders share their school vision	The Gate School
11:20 - 11:30 AM			Music City Academy
11:30 - 11:40 AM	Partner Group Introductions	Partners to introduce their role in a typical facility project and how they support schools	Avison Young
11:40 - 11:50 AM			MZ Arch
11:50 - 12:00 PM			Don Hardin Group
12:00 - 12:10 PM			DWC Construction
12:10 - 12:30 PM	Collaborative Discussion & Questions	Clarifying questions will be focused on helping schools understand each partner's approach, communication style, and alignment with their mission.	All
12:30 PM	Closeout	Thank you and adjourn	Shelby Goodfriend

Charrette Round 2

Facility Charrette 2 Participants			
Incubator Team			
Staff	Nashville Incubator	Shelby Goodfriend	Director of Facilities
		Scott Campbell	Executive Director
		Lisa Stone	Director of Fellows
Fellows	The Gate School	Burrus Cox	Founder
	Music City Academy	Kevin Dyson	Founder
Facility Partners			
Architect	HMK Architects	Logan Newton	Principal
		Beth Kickirillo	Founding Principal
General Contractor	Moffitt Builders	Ross Moffitt	Owner, Senior Project Manager
		Robert Maxwell	Project Manager
Owner's Representative	Matter	Alex Weis	Founder, CEO
		Samir Kothari	Project Manager
Finance	Raymond James	Hanna Degen	Vice President

Facility Charrette 2 Agenda			
Time	**What**	**Description**	**Presenting**
12:50 - 1:00 PM	Arrival	Meeting to begin at 11 AM sharp	All
1:00 - 1:10 PM	Welcome & Framing	Opening remarks from Nashville Incubator Director of Facilities. Quick review of the flow for this round table	Shelby Goodfriend
1:10 - 1:20 PM	School Vision Sharing	Founders share their school vision	The Gate School
1:20 - 1:30 PM			Music City Academy
1:30 - 1:40 PM	Partner Group Introductions	Partners to introduce their role in a typical facility project and how they support schools	HMK Architects
1:40 - 1:50 PM			Raymond James
1:50 - 2:00 PM			Matter
2:00 - 2:10 PM			Moffitt Builders
2:10 - 2:30 PM	Collaborative Discussion & Questions	Clarifying questions will be focused on helping schools understand each partner's approach, communication style, and alignment with their mission.	All
2:30 PM	Closeout	Thank you and adjourn	Shelby Goodfriend

INCUBATOR TENNESSEE

Charrette Round 3

Facility Charrette 3 Participants			
Incubator Team			
Staff	Nashville Incubator	Shelby Goodfriend	Director of Facilities
		Scott Campbell	Executive Director
		Lisa Stone	Director of Fellows
Fellows	The Gate School	Burrus Cox	Founder
	Music City Academy	Kevin Dyson	Founder
Facility Partners			
Architect	Southern Architecture Workshop	Neil Parrish	Owner
		Eric Hawkins	Associate Principal
General Contractor	DF Chase	John Morss	Chief Operating Officer
Owner's Representative	True North Advisory	Scott Gibson	Partner

Facility Charrette 3 Agenda			
Time	**What**	**Description**	**Presenting**
2:50 - 3:00 PM	Arrival	Meeting to begin at 11 AM sharp	All
3:00 - 3:10 PM	Welcome & Framing	Opening remarks from Nashville Incubator Director of Facilities. Quick review of the flow for this round table	Shelby Goodfriend
3:10 - 3:20 PM	School Vision Sharing	Founders share their school vision	The Gate School
3:20 - 3:30 PM			Music City Academy
3:30 - 3:40 PM	Partner Group Introductions	Partners to introduce their role in a typical facility project and how they support schools	Southern Architecture Workshop
3:40 - 3:50 PM			DF Chase
3:50 - 4:00 PM			True North Advisory
4:00 - 4:30 PM	Collaborative Discussion & Questions	Clarifying questions will be focused on helping schools understand each partner's approach, communication style, and alignment with their mission.	All
4:30 PM	Closeout	Thank you and adjourn	Shelby Goodfriend

INCUBATOR TENNESSEE

EXAMPLE QUESTIONS

Questions for All Facility Partners

These questions help schools understand each partner's approach, communication style, and alignment with their mission.

1. How do you typically collaborate with schools during early planning?
2. What does a strong working relationship look like from your perspective?
3. What information is most helpful for you to know during the visioning and feasibility phase?
4. What red flags or risks do you watch for early in a project?
5. How do you ensure transparency around budget, scope, and timeline?
6. How do you approach communication during the project?
7. Can you share an example of a successful school project and what made it work?
8. What challenges have you helped schools navigate in past facilities projects?
9. How do you think about supporting mission-driven organizations?
10. What should founders expect from you during a typical OAC meeting?

Questions for Architecture Firms

1. How do you approach understanding a school's instructional model and translating it into space?
2. How do you balance design aspirations with real-world budget constraints?
3. What is your process for incorporating program changes or feedback once the project is already moving?
4. What tools do you use to help founders visualize early concepts?
5. How do you coordinate with the general contractor early to reduce surprises later?
6. How do you plan for school growth, phased development, or future flexibility?

Questions for Owner's Representatives

1. How do you advocate for the school during budget, schedule, and scope decisions?
2. How early should an owner's rep be involved for maximum impact?
3. What does your role look like during design, during construction, and after move in?
4. What is your approach to managing competing priorities and keeping teams aligned?
5. How do you evaluate whether partners are staying accountable to the project plan?
6. How do you communicate risks or decisions that founders need to understand quickly?
7. How do you help founders understand technical decisions without overwhelming them?
8. How do you identify cost-saving opportunities that do not compromise program quality?

INCUBATOR TENNESSEE

Questions for Real Estate Brokers
1. What factors do you evaluate when determining if a site is right for a school? 2. How do you help schools weigh tradeoffs when choosing between multiple sites? 3. What site conditions most affect cost or timeline? 4. How do you gather and share information about landlords, zoning, and permitting for each site? 5. What should founders expect during lease negotiation? 6. How do you manage communication between property owners, partners, and the project team? 7. How do you help schools negotiate for tenant improvements or favorable lease terms? 8. How do you collaborate with architects and contractors during site selection to avoid surprises later?

Questions for Finance Partners
1. How early should founders engage in financing conversations? 2. What financing structures are most common for first time charter school projects? 3. What factors most influence a school's borrowing capacity? 4. How do you help founders anticipate cash flow needs at different project stages? 5. What are the biggest drivers of risk from a lender perspective? 6. How do you support schools in balancing long term affordability with short term feasibility?

Questions for General Contractors
1. How do you determine cost ranges early in a project when drawings are still conceptual? 2. What strategies do you use to avoid cost escalation during construction? 3. How do you coordinate with the architect to prevent design surprises? 4. What is your preferred communication rhythm during active construction? 5. Where do school projects most commonly get off track, and how do you prevent that? 6. How do you incorporate school schedules (holidays, summer timelines) into your planning?

Exhibit C
Potential Facility Partner Profile

INCUBATOR
TENNESSEE

Potential Facility Partner Profiles

Real Estate Brokers

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities



Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

COMPANY OVERVIEW

Avison Young creates economic, social and environmental value as a global real estate advisor, powered by people.

At Avison Young, we believe in creating positive impact wherever we go.

There is a vital role for commercial real estate to create healthy, productive workplaces for employees, cities that are centres of prosperity for its citizens, and built spaces and places that create a net benefit to the economy, the environment and the community.

Our nimble, agile team has global insight, local market expertise and access to some of the smartest technology in the commercial real estate industry – all at the ready to work on creating your competitive advantage. As a private company, you will collaborate with an empowered partner who is invested in your success as much as you are.

Our Vision

Today more than ever, anyone engaged in real estate needs data, technology and consultative solutions to achieve their unique, rapidly transforming goals. Harness the collective intelligence of a company powered by its people.

Our Purpose

At Avison Young, we're driven by a common purpose to create real economic, social and environmental value, powered by people.

Your Partner

A proactive partner invested in your success. The right mix of around-the-corner knowledge and multi-national expertise. Teams backed by the best intelligence technology. A long view of our relationship where your interests come first.

AVISON YOUNG

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

COMPANY OVERVIEW

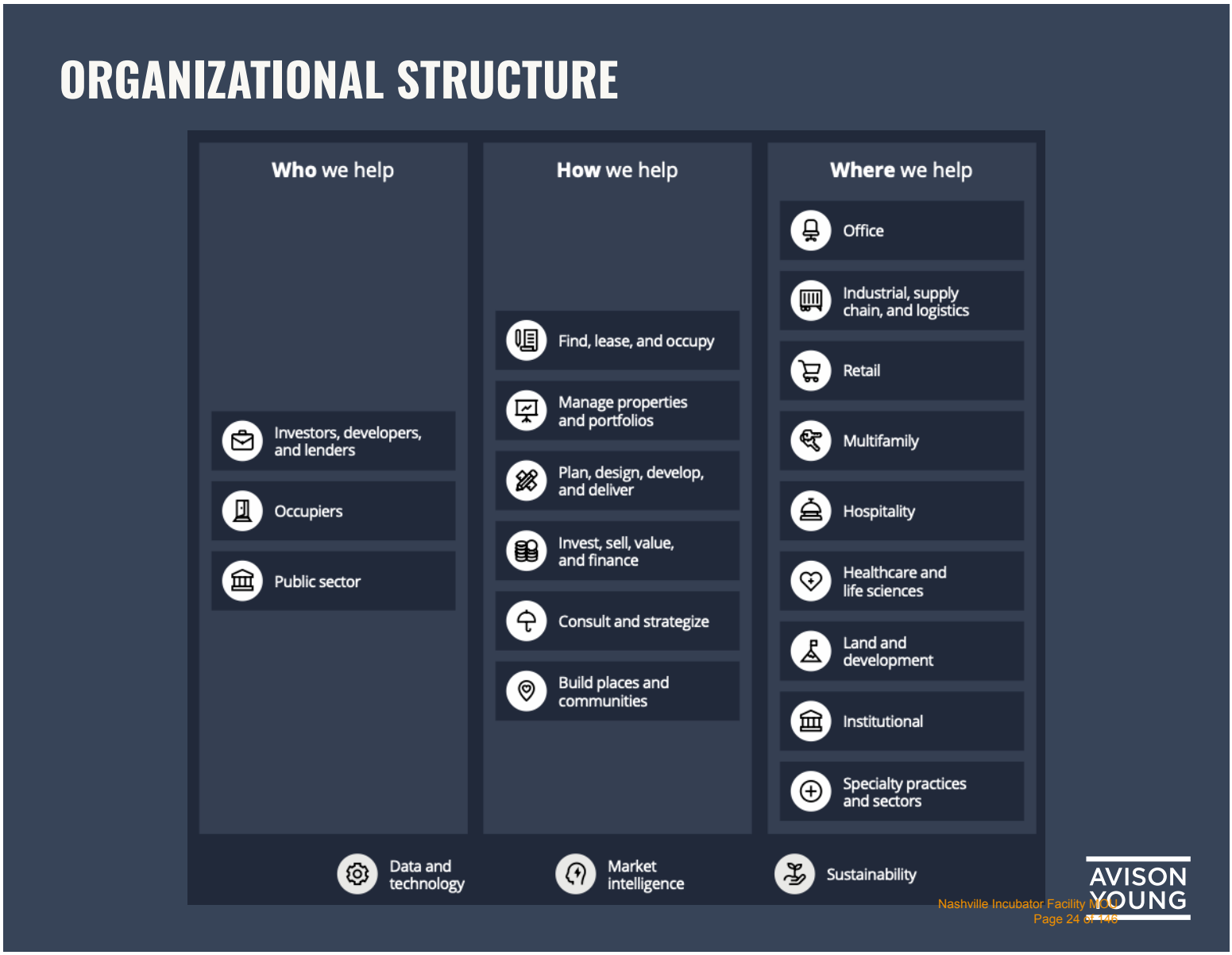


5,000	21	283 msf	100+
real estate professionals	countries	under property management	offices

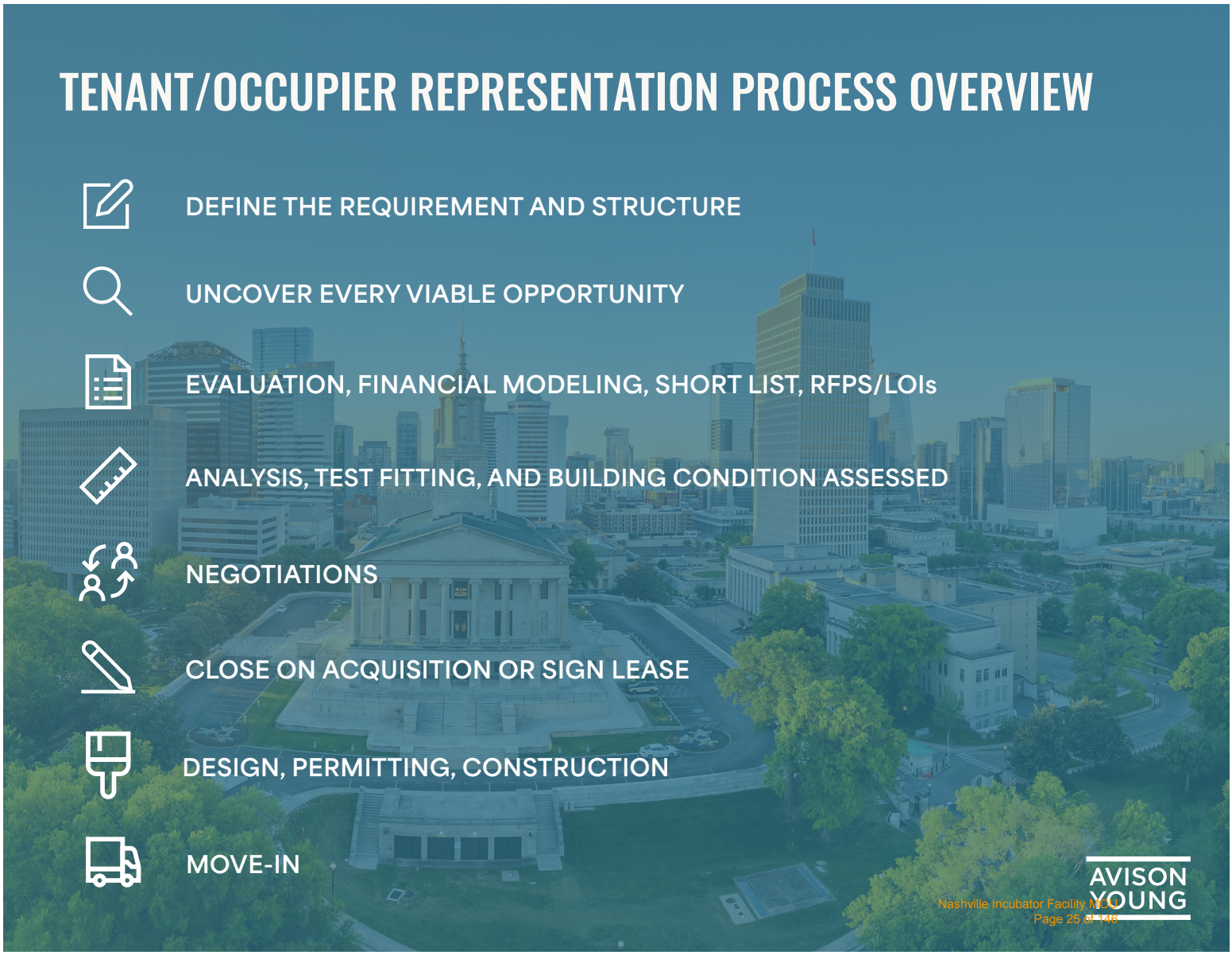
AVISON YOUNG

Nashville Incubator Facility MOU
Page 23 of 145

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities



Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities



Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities





Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

TEAM LEADS



Jody F. Elder, CCIM
Principal

Jody F. Elder is a Principal at Avison Young and specializes in representing office users in their office space needs. A 25-year industry veteran, his expertise includes tenant representation, leasing, purchases / sales, financial analysis, subleasing / lease buy-outs and aligning strategic planning with real estate solutions.

Prior to joining Avison Young in 2015, Jody was a Principal at Cushman & Wakefield | Cornerstone Commercial. His focused and strategic approach to representing his clients' interests, combined with decades of extensive experience in the Greater Nashville office market, has resulted in a long-standing track record of creating value for a long and growing list of repeat clients of all shapes and sizes. Jody heads a team in the Nashville office.



Jenna Muller, CCIM, SIOR
Principal

Jenna Muller is a Principal and leader in the Nashville Office Brokerage Group of Avison Young. Over the course of her career, she has represented clients in over $1.4 billion in office transactions totaling 5 million square feet. She acts as a strategic advisor to her clients, bringing deep expertise in office leasing and tenant representation, combined with a broad knowledge of real estate through experience spanning two decades.

After starting her commercial real estate career in Washington, DC, she became known as a leading commercial real estate advisor in Nashville, where she has built strong relationships for the past nine years while representing transformative real estate investors and leading companies. Her diverse perspective, combined with deep market knowledge, has translated into a proven track record of executing her clients' strategic objectives and delivering results that positively impact the bottom line.

AVISON YOUNG

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

EDUCATION AND NON-PROFIT CLIENT LIST

We have provided tenant representation or consulting expertise on new facilities (for both leases and acquisitions) to all the schools listed below.

Alive Hospice

All Saints Church

American Type Culture Collection

Celebree Schools

Christ Presbyterian Church

Crosspoint Community Church

First Five Years Fund

Fund For Peace

Gigi's Playhouse

Innovage

Invictus Nashville - Charter School

March of Dimes

Maryland Choices

MedStar Health

Montessori Kids Universe

National Association of Letter Carriers

National MS Society

Order of Malta

Nurses Middle College

South College

Taproot Foundation

The Covenant School

The Nature Conservancy

The Rock Academy - Charter School

World Relief

AVISON YOUNG

INCUBATOR
TENNESSEE

Potential Facility Partner Profiles

Strategic Advisors & Owner's Representatives

TRUE NORTH Advisory

Firm Overview

True North Advisory was founded on the simple premise to lead the delivery of high-quality projects with exceptional precision, excelling in complex developments that require a high degree of coordination and alignment among stakeholders.

We see our role through a variety of lenses – sometimes that is as a facilitator, an organizer, or a translator. We understand what it takes to set up and execute complicated projects, and that often comes down to a few key principles –

- Knowing how success is defined and ensuring that all decisions are made with the success as the focus for those decision points.
- Ensuring that the 'right' team is assembled – ensuring those partners have the proper experience and capacity to execute effectively.
- Bringing forward good information for the stakeholders to make decisions.
- Identifying – then removing obstacles that prevent the talented team from executing at a high-level.

Our team has a wide range of experience with educational facilities ranging from Pre-K to higher education. Our most recent educational facility project was the successful completion of a charter school in Nashville, Tennessee, where we provided end-to-end support for facility planning and development: from consultant procurement and preconstruction leadership to development budget and proforma support, design and schedule oversight, permitting strategy, cost estimating, value engineering, and contract negotiation. Throughout construction, we deliver disciplined oversight of submittals, RFIs, schedules, budgets, change management, jobsite inspections, and payment applications.

We anticipate that Scott Gibson will serve as Principal-in-Charge, providing overall leadership, strategic oversight, and client engagement throughout the project. Danielle Kohnen and Emily Mayes will support the effort as Senior Project Managers, working closely with the owner and project team to manage day-to-day coordination, scheduling, budgeting, and communication to ensure the project is delivered efficiently and in alignment with project goals.

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We see our role through a variety of lenses – sometimes that is as a facilitator, an organizer, or a translator. We understand what it takes to set up and execute complicated projects, and that often comes down to a few key principles –

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- Bringing forward good information for the stakeholders to make decisions.
- Identifying – then removing obstacles that prevent the talented team from executing at a high-level.
-

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We anticipate that Scott Gibson will serve as Principal-in-Charge, providing overall leadership, strategic oversight, and client engagement throughout the project. Danielle Kohnen and Emily Mayes will support the effort as Senior Project Managers, working closely with the owner and project team to manage day-to-day coordination, scheduling, budgeting, and communication to ensure the project is delivered efficiently and in alignment with project goals.

Scott Gibson P.E., S.E., LEED AP



PARTNER

18 Years in the Industry

Mercer University – May 2015
MBA, Master of Business Administration

Auburn University – May 2007
BCE, Bachelor of Civil Engineering

Professional Engineer: TN, GA
Structural Engineer: GA
LEED Accredited Professional
OSHA 30 Hour Certified

Scott joined True North Advisory in 2023 and brings a broad background in structural engineering, construction, and development. He provides practical, solution-oriented guidance that helps clients navigate complex decisions with clarity and confidence.

With a focus on preconstruction and planning, Scott has supported educational and institutional projects through consultant coordination, budgeting and proforma support, design and schedule oversight, permitting strategy, cost estimating, value engineering, and GMP development. He has also prepared cost studies and detailed estimates that help owners evaluate options and manage risk early.

Scott is a collaborative leader who values strong relationships, builds effective teams, and is committed to delivering well-planned, successful projects.

SELECT PROJECT EXPERIENCE

Nashville Classical West
Planning & teaming

Invictus Nashville Charter School
Consultant procurement, preconstruction leadership, development budget & proforma support, design & schedule oversight, permitting strategy, cost estimating, value engineering, and contract negotiation.

Western Kentucky University - Cherry Hall
Historic academic building renovation

Western Kentucky University - Gordon Wilson Hall
Improved circulation and inclusion of elevator

Murray state university veterinary sciences building
Cost Consulting

Middle Tennessee State University Parking Garage
Cost consultant for on-campus parking structure

Scott Gibson – P.E., S.E., LEED AP
TN P.E. License 119566 (Exp. 12/20/26)
GA S.E. License SE000482 (Exp. 12/31/26), GA P.E. License PE037653 (Exp. 12/31/26)
Partner, 18 Years in the Industry
Mercer University – May 2015
MBA, Master of Business Administration
Auburn University – May 2007
BCE, Bachelor of Civil Engineering

Scott joined True North Advisory in 2023 and represents a wide range of design and construction experience and uses his diverse background to provide solution-oriented guidance to all clients. Scott's unique perspective is a culmination of extensive experience in structural engineering, construction, and development.
While his experience spans all phases of design and construction, Scott specializes in preconstruction and planning to facilitate decision making and set-up of complex construction projects. He firmly believes in positioning each project with the right teams and empowering each team member to perform at their highest level. With a passion for learning, Scott stays at the forefront of industry advancements, enabling him to implement innovative solutions. He is a proven leader, fostering collaboration and driving excellence in every endeavor.

LEGISLATIVE PLAZA
Cost studies and in-house estimating for a multi-phase renovation with a budget in excess of $100M

MIDDLE TENNESSEE STATE UNIVERSITY - PARKING GARAGE
Cost consultant for on-campus parking structure

WESTERN KENTUCKY UNIVERSITY - CHERRY HALL
Historic academic building renovation

WESTERN KENTUCKY UNIVERSITY - GORDON WILSON HALL
Improved circulation and inclusion of elevator

EDGEHILL MASTERPLAN
Conducted an independent 3rd party cost analysis to support design efforts on the infrastructure of the Edgehill Neighborhood Plan

EASTWORKS
Cost analysis and GMP preparation for a 284 unit for-rent multifamily project with a precast parking deck and retail

OLD LIBRARY AND ARCHIVES AND SUPREME COURT RENOVATION - TENNESSEE
Program verification opinion of probable cost.

2ND & GAY - METRO DEPARTMENTAL HEADQUARTERS

Danielle Kohnen NCIDQ, LEED AP



Senior Project Manager

16 Years' Industry Experience

Arizona State University – May 2019
Master of Construction Management

Arizona State University – May 2009
Bachelor of Science Interior Design

Danielle joined True North Advisory in 2024. Through her years of experience, she has a proven track record of overseeing higher education, commercial, aeronautical, and industrial projects from design through construction. She has successfully delivered results through budget constraints, supply chain disruptions, labor shortages and challenging municipal, state and federal environments. Her focus on client satisfaction ensures success for all stakeholders.

SELECT PROJECT EXPERIENCE

Arizona State University Office of the University Architect: Interior Design Manager – 2012 through 2020

Owner's representative responsible for managing more than 30 projects simultaneously by coordinating University department representatives, University facilities, architects and contractors to successfully complete tenant improvements and new construction on ASU campuses through planning, design and construction. Key leader in strategic planning with the University Panners Office. Participated in RFP and RFQ selection committees for architects, contractors and vendors. Created and implemented specification standards for building interiors and furniture.

Arizona State University Mix Center

$93M new facility for the Herberger Institute of Design and the Arts focusing on technology, media, film and experience design. Team member through design coordinating department needs and building standards.

Arizona State University California Center

$40M historic renovation of an 85,770 building in Downtown Los Angeles. Developed interior standards of the building. Coordinated the requirements of multiple stakeholders to successfully incorporate into the final design with the architect of record during design and construction.

Arizona State University Armstrong & Ross Blakley Hall

$25M renovation of two adjacent buildings for The College of Liberal Arts & Sciences and the Department of English. Participated in facilitating a change management strategy team to assist in the move and communication with employees. Developed an interior standard for both buildings.Design Manager for the project through design and construction.

Danielle Kohnen – NCIDQ, LEED AP
Senior Project Manager, 16 Years' Industry Experience
Arizona State University – May 2019
Master of Construction Management
Arizona State University – May 2009
Bachelor of Science Interior Design

Danielle joined True North Advisory in 2024. Through her years of experience, she has a proven track record of overseeing higher education, commercial, aeronautical, and industrial projects from design through construction. She has successfully delivered results through budget constraints, supply chain disruptions, labor shortages and challenging municipal, state and federal environments. Her focus on client satisfaction ensures success for all stakeholders.

Arizona State University (ASU) Office of the University Architect:

Interior Design Manager 2012-2020

Owner's representative responsible for managing more than 30 projects simultaneously by coordinating University department representatives, University facilities, architects and contractors to successfully complete tenant improvements and new construction on ASU campuses through planning, design and construction. Key leader in strategic planning with the University Panners Office. Participated in RFP and RFQ selection committees for architects, contractors and vendors. Created and implemented specification standards for building interiors and furniture.

ASU MIX CENTER
$93M new facility for the Herberger Institute of Design and the Arts focusing on technology, media, film and experience design. Team member through design coordinating department needs and building standards.

ASU CALIFORNIA CENTER
$40M historic renovation of an 85,770 building in Downtown Los Angeles. Developed interior standards of the building. Coordinated the requirements of multiple stakeholders to successfully incorporate into the final design with the architect of record during design and construction.

ASU ARMSTRONG & ROSS BLAKLEY HALL
$25M renovation of two adjacent buildings for The College of Liberal Arts & Sciences and the Department of English. Participated in facilitating a change management strategy team to assist in the move and communication with employees. Developed an interior standard for both buildings. Design Manager for the project through design and construction.

Emily Mayes



Senior Project Manager

18 Years' Industry Experience

Western Kentucky University - May 2003
Bachelor of Science, Interior Design

Emily joined True North Advisory with over 18 years' experience in the design, construction and project management industry. She brings deep expertise in planning and programming, interior design, FF&E, cost and budget analysis and project and relationship management across commercial office, industrial and hospitality sectors. She earned a B.S. in Interior Design from Western Kentucky University.

SELECT PROJECT EXPERIENCE

Western Kentucky University - Planning, Design & Construction: Renovation Project Manager – 2004 through 2007

Administered and managed all phases of design and renovation projects, including space planning, floor plan development, FF&E specification, cost estimating and budget oversight, and contracting with and managing contractors and vendors in compliance with WKU's procurement requirements.

matter REAL ESTATE

MATTER REAL ESTATE MATERIALS

Presented to:

MUSIC CITY ACADEMY AND THE GATE SCHOOL

JANUARY 2026





SECTION I:
COMPANY BIO

Matter Real Estate is a privately held real estate advisory and owner representation firm based in New York. Established in 2017, the firm has operated under the same name for over eight years and currently employs a team of eight. Matter specializes in guiding organizations through complex real estate projects by conducting rigorous analyses of available options and overseeing all aspects of design and construction with precision.

With a proven track record of success, long-standing relationships with top-tier professional partners, and the ability to deliver projects on time and within budget, Matter has earned a reputation for reliability and excellence. The firm's primary office—where work for Music City Academy and The Gate School will be performed—is located at Tower 49, 12 East 49th Street, Floor 15, New York, NY 10017.

Our firm has significant experience and an excellent reputation managing projects with a similar size and scope to the projects Music City Academy and The Gate School are pursuing. Working on this project will be Alex Weis, Chris D'Amato, Samir Kothari, Ryan Daniusis, Anthony Mallozzi, and Anthony Del Greco.

Thank you for the opportunity to present our qualifications and services for this project.

SECTION I: PRIOR EXPERIENCE

From renovations to relocation, we provide tailored solutions that align with each institution's mission, timeline, and budget.

NURSE'S MIDDLE COLLEGE

Location: Nashville, Tennessee
Date Involved: 2025-Present

Contact: Pam McCue:
Contract Type: Owner's Representative
Temporary Facility:

- 20,000 sq. ft. Fit-Out
- Project Budget: ~$1.0M

Permanent Facility:

- 40,000–60,000 sq. ft. Site Search
- Project Budget: $15M–$18M



Scope:
Temporary Facility Delivery: Matter served as Owner's Representative for the fast-tracked delivery of Nurses Middle College's temporary Nashville campus—coordinating consultants and vendors, managing budget and schedule, overseeing GC/IT/FF&E/signage, and securing Temporary and Final Use & Occupancy approvals to open on time and within budget for the academic year.

Permanent Facility Strategy & Site Search:
Matter is supporting the transition to a permanent Nashville campus by leading a structured site search and feasibility process—advising leadership and the board, coordinating brokers and design/build partners, managing RFPs and analyses, and establishing a roadmap for acquisition and construction.

AMBER CHARTER SCHOOL

Location: Inwood, Manhattan
Date Involved: 2020 – 2023

Contact: Kirsys Gomez
Contract Type: Owner's Representative
Project Size: 65,000 sq. ft. | **Project Budget:** $15 M



Scope: Matter served as the Owner's Representative for a renovation project, acting on behalf of the owner to guide the work through each phase with a focus on quality control, timely execution, and cost efficiency. Matter facilitated negotiations with the developer, monitored project milestones, and maintained transparent reporting throughout. The team oversaw a competitive procurement process to identify and engage key vendors and manage coordination across specialties. Matter also supported document review, performed financial oversight including budget management and cost analysis, and delivered succinct, decision-ready reports for the school's leadership.

SECTION I: PRIOR EXPERIENCE

From renovations to relocation, we provide tailored solutions that align with each institution's mission, timeline, and budget.

EQUALITY CHARTER SCHOOL

Location: Bronx. New York
Date Involved: 2020 – Present

Contact: Caitlin Franco
Contract Type: Owner's Representative
Project Size: 64,000 sq. ft. | **Project Budget:** $24 M

Scope: Matter acted as the Owner's Representative for a gut renovation, serving as the owner's primary advocate by overseeing construction to ensure adherence to quality, schedule, and budget. Matter negotiated key terms and changes with the developer, tracked progress through structured reporting, and led the competitive bidding process for vendor selection. The team managed and coordinated critical vendors including low-voltage/IT (LVIT), kitchen equipment suppliers, interior designers, and FF&E procurement. Matter also reviewed legal documents, conducted financial analysis including budget tracking and value engineering, and prepared clear, strategic board reports outlining project updates, financials, and critical decisions.

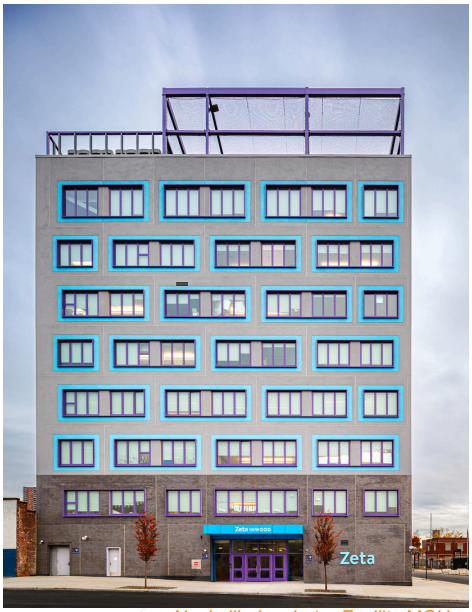


ZETA CHARTER SCHOOL

Location: Inwood, Manhattan
Date Involved: 2023 – 2024

Contact: Christopher D'Amato
Contract Type: Owner's Representative
Project Size: 123,611 sq. ft. | **Project Budget:** $47 M

Scope: Matter was brought on as the Owner's Representative in the final months of construction to help deliver a school project that was at risk of delay. Stepping in at a critical moment, Matter quickly established control over project tracking, resolved outstanding issues with the developer, and streamlined coordination across all teams to regain lost momentum. The team expedited vendor oversight—including low-voltage/IT (LVIT), kitchen equipment, interiors, and FF&E—to ensure timely installation and integration. Matter also provided targeted financial guidance, reviewed key documentation, and kept the board closely informed through clear, action-oriented reporting. As a result, the school was delivered on time despite initial expectations.



SECTION II: TEAM BIOS

Our relevant experience and technical qualifications is demonstrated in the resumes of the proposed staff.

Matters' team of specialists stand out from the competition with an individualistic and customizable service, listening and understanding the needs of our clients.



ALEX WEIS

CEO

Alex founded Matter Real Estate in 2017 to develop a new model of collaboration between like-minded architects, engineers, builders, and others. Alex Weis has 20 years of real estate experience and currently serves as Principal of Matter Real Estate. Alex provides strategic advice and leadership to our New York City based clients by successfully planning, overseeing, and executing complex real estate projects. From 2017, Alex has successfully provided real estate advisory and owner's representative services to a multitude of clients based in New York, New Jersey, Connecticut and Tennessee. Notable clients include Goodwill, Nurse's Middle College, Zeta Schools, the Jackson Museum School, Academy of the City Charter School and Seton Education Partners. Alex received his Master of Science in Real Estate Development degree from the School of Architecture at Columbia University.



ANTHONY DELGRECO

Project Manager

Samir Kothari joined Matter in July of 2023. He provides project management, real estate advisory, and owner representation services to our clients. Samir also contributes to the firm's strategic goals and business development initiatives. His track record includes effectively communicating with clients and creating comprehensive reports that assist them in optimizing their real estate portfolios, identifying new property opportunities, facilitating lease negotiations, and managing construction projects. Samir provides extensive support to a diverse clientele, including Amber Charter School, Zeta Charter School, the Connecticut Charter School Association, Cambria Center for the Gifted Child, Goodwill NY/NJ, Seafarers International House, and Manhattan Bible Church. Samir completed his Bachelors in International Business and Finance from Bryant University and a Master's in Real Estate Development from New York University.



RYAN DANIUSIS

Project Manager

Ryan provides project management, development, advisory, and owner rep services for educational, residential, and commercial projects in the New York metro area. Ryan's scope of work spans the full development lifecycle, from site selection and feasibility analysis to construction management and project close-out. Ryan is responsible for coordination, budget management, and financial analysis, ensuring successful execution and client satisfaction. Prior to joining Matter, Ryan worked as a Development Analyst at Spandrel Development Partners, managing all aspects of residential and hospitality ground up developments throughout the Southeast. Before that, he worked as an Architectural Designer at Arquitectonica Miami, where he project-managed several high-profile luxury developments with a combined projected sales value of over $1 billion. Ryan holds a Master's degree in Real Estate Finance from New York University and a Bachelor of Architecture from the University of Miami.

SECTION II: TEAM BIOS

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CHRIS D'AMATO

Chief Operating Officer

Chris D'Amato is the Chief Operating Officer of Matter Real Estate, where he leads the company's operations and ensures the team has the systems and tools needed to deliver for clients. He is responsible for making sure the team works effectively, with urgency, and delivers high quality projects. His work provides clients faster responses, cost savings, and excellent buildings. Chris has more than 15 years of leadership experience building practical systems for staffing, budgeting, and day-to-day operations. At Zeta Schools, he directed the expansion of 450,000 square feet of new space and developed the operational frameworks that supported more than 4,000 students. He began his career as a special education teacher, an experience that shaped his problem-solving approach to leadership.



ANTHONY MALLOZZI

Project Associate

Anthony Mallozzi joined Matter Real Estate in September 2024 as a Project Associate. Anthony responsibilities include overseeing development workflows and offering strategic real estate guidance to clients. He contributes to design and construction oversight, facilitates communication between clients and project teams, manages budgets and project timelines, and regularly participates in site visits and walkthroughs to help ensure successful project delivery. His background includes design, market research, and project management. Notable projects include Voice Charter School, Nurses Middle College, and the Cambria Center for the Gifted Child. Anthony holds a degree in Residential Environments & Design with a minor in Real Estate Finance from Virginia Tech, providing him with a strong foundation in both design principles and the financial dynamics of real estate.

SECTION III:
ORGANIZATIONAL STRUCTURE

Matter Real Estate will assign a dedicated team of experienced professionals to oversee all phases of the Music City Academy and Gate School projects, from preconstruction through completion. Our team structure is designed to ensure clear lines of communication, responsive decision-making, and seamless coordination across all boards. The core project team will include the following (4) team members:

ALEX WEIS
Founder & CEO

Provides executive-level leadership and strategic oversight throughout all project phases. Serves as the primary point of contact for the boards and leadership during critical decision-making moments. Oversees high-level risk mitigation, contract strategy, and stakeholder alignment.

SAMIR KOTHARI
PROJECT MANAGER

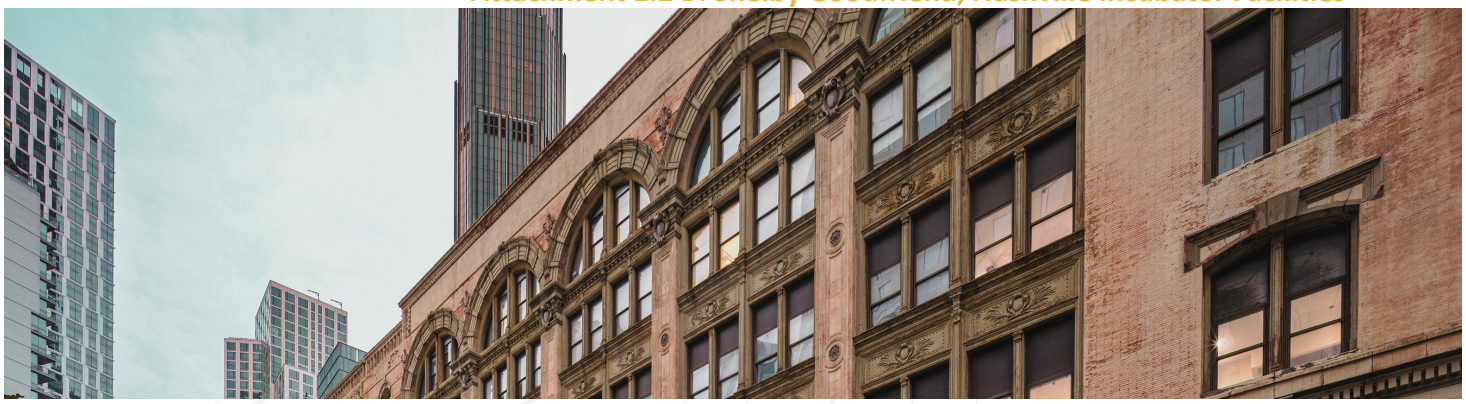
Leads overall project execution and serves as day-to-day advisor. Manages all consultants, design teams, and contractors. Tracks critical milestones, ensures accountability across teams, and drives communication with city agencies, and vendors.

RYAN DANUSIS
PROJECT MANAGER

Leads overall project execution and serves as day-to-day advisor. Manages all consultants, design teams, and contractors. Tracks critical milestones, ensures accountability across teams, and drives communication with city agencies, and vendors.

ANTHONY MALLOZZI
PROJECT ASSOCIATE

Supports documentation, coordination, and reporting. Prepares agendas, logs meeting notes and action items, tracks submittals and change orders, and manages document control. Ensures project data remains organized and accessible throughout all phases.



SECTION III: PROJECT STRUCTURE

Matter Real Estate ("Matter") proposes to serve as Owner's Representative and advisor to Music City Academy and The Gate School. Our services will encompass strategic planning, site search and selection, permitting, design and construction oversight, and project close-out—ensuring alignment with the school's enrollment growth, schedule, and budget goals.

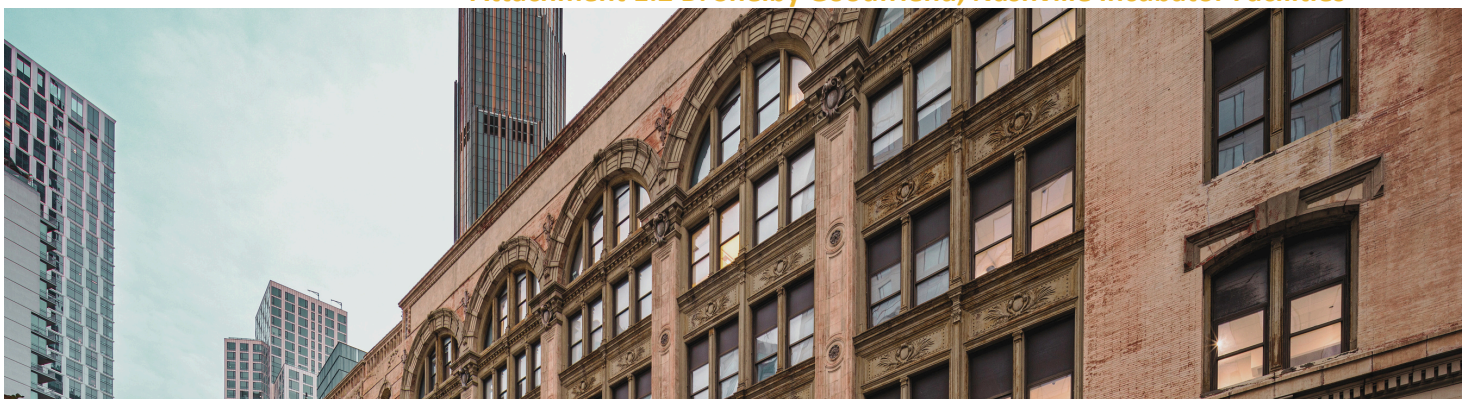
SITE SEARCH & NEGOTIATION SUPPORT

TASK 1: REVIEW PREVIOUSLY COMPLETED BACKGROUND AND UNDERSTAND NEEDS

- Weekly calls or in-person meetings with clients to discuss open issues and to obtain feedback.
- Analyze key metrics to gain a deeper project understanding of:
  - Current school facility needs and projected space needs
  - Existing and projected student enrollment and staff count
  - Music City Academy and The Gate School's operational budgets and capital that is available for the new project
  - Location analysis to understand proximity preferences of students and staff
- Identify and develop an understanding of the expansion scenarios being contemplated, including analyzing each expansion scenario with respect to:
  - Financial Impact – create a financial model to evaluate the financial feasibility of each option
  - Space – complete an assessment of how space requirements are met
  - Timeline – create a high level timeline to evaluate readiness
  - Location – understand how location impacts students and staff
  - Complexity – understand any complexity that should be accounted for
  - State Approvals - understand how each site will conform with SED requirements
- Meet with Music City Academy and The Gate School's leadership to identify most feasible and desirable options and develop proposed implementation approach, including key steps, necessary team members and other support, along with timeline projection

TASK 2: BOARD COMMUNICATION, UPDATES, AND FACILITATION OF FINAL DECISION

- Assist and short-list vendors including Architects, General Contractors, IT consultants, FF&E vendors, design professionals, kitchen and food service vendors, as needed.
- Assist school in developing a financing / funding plan
- Guiding clients through our report summarizing: proposed approach, schedule, project cost, and financing strategy for the selected options. For each of the potential options, including real world examples and comparison of pros and cons.
- Provide any other requested support to facilitate a productive discussion with Board of Directors



PROJECT MANAGEMENT SUPPORT

TASK 1: PROJECT MANAGEMENT

- Assist vendors including Architects, General Contractors, IT consultants, and FF&E vendors, as needed
- Facilitate the compliance process with state education department facility rules and regulations, required submissions, and other laws, rules, and regulations that apply to charter schools
- Provide any other requested support to facilitate a productive discussion with Board of Directors

TASK 2: DESIGN OVERSIGHT

- Oversee architect and the rest of the design team to ensure key milestones are met during design
- Participate in weekly meetings / calls with the design team
- Develop agendas and meeting minutes to record decisions and action items
- Coordinate site visits with architects and general contractors
- Work with architects to develop design documents & construction documents
- Manage the quality control and coordination process between architect and general contractors
- Review design development documents with general contractors
- Obtain cost estimates from general contractors during design development and value engineer
- Review CDs to ensure requirements are satisfied before submitting drawings to public agencies

TASK 3: FILING AND PERMITTING

- Provide oversight of the government/town filing and permitting process
- Coordinate with the architect and general contractor to obtain construction permits
- Assist in problem solving filing-related issues and make recommendations to client

TASK 4: BIDDING AND CONTRACTOR SELECTION

- Produce leveling documents, highlight important findings and recommend a preferred contractor
- Assist client in the negotiation of a CM agreement with general contractor
- Participate in weekly meetings / calls with the design team
- Monitor the project schedule and the feasibility of meeting key milestone dates

TASK 5: CONSTRUCTION

- Monitor the project schedule and the feasibility of meeting key milestone dates
- Review strategies and work plans with the general contractor and address challenges, as needed
- Participate in weekly project meetings to coordinate construction and vendors, discuss questions concerning design and monitor progress against the schedule
- Draft meeting minutes to make sure responsible parties are identified and a time frame for completion of the task is included
- Provide frequent and regular on-site presence
- Review project reports and records produced by general contractor
- Review change orders that arise from changes to the project requested by client
- Work with architect and general contractor to develop solutions to obstacles that arise and potentially negatively impact the schedule and quality of space that will be delivered to client
- Monitor and report to client the status of expenditures including hard costs, soft costs, contingencies, allowances and potential exposure
- Manage the change order process by reviewing change orders for validity and cost accuracy, making recommendations to client on how to proceed
- Review payment applications and provide recommendations

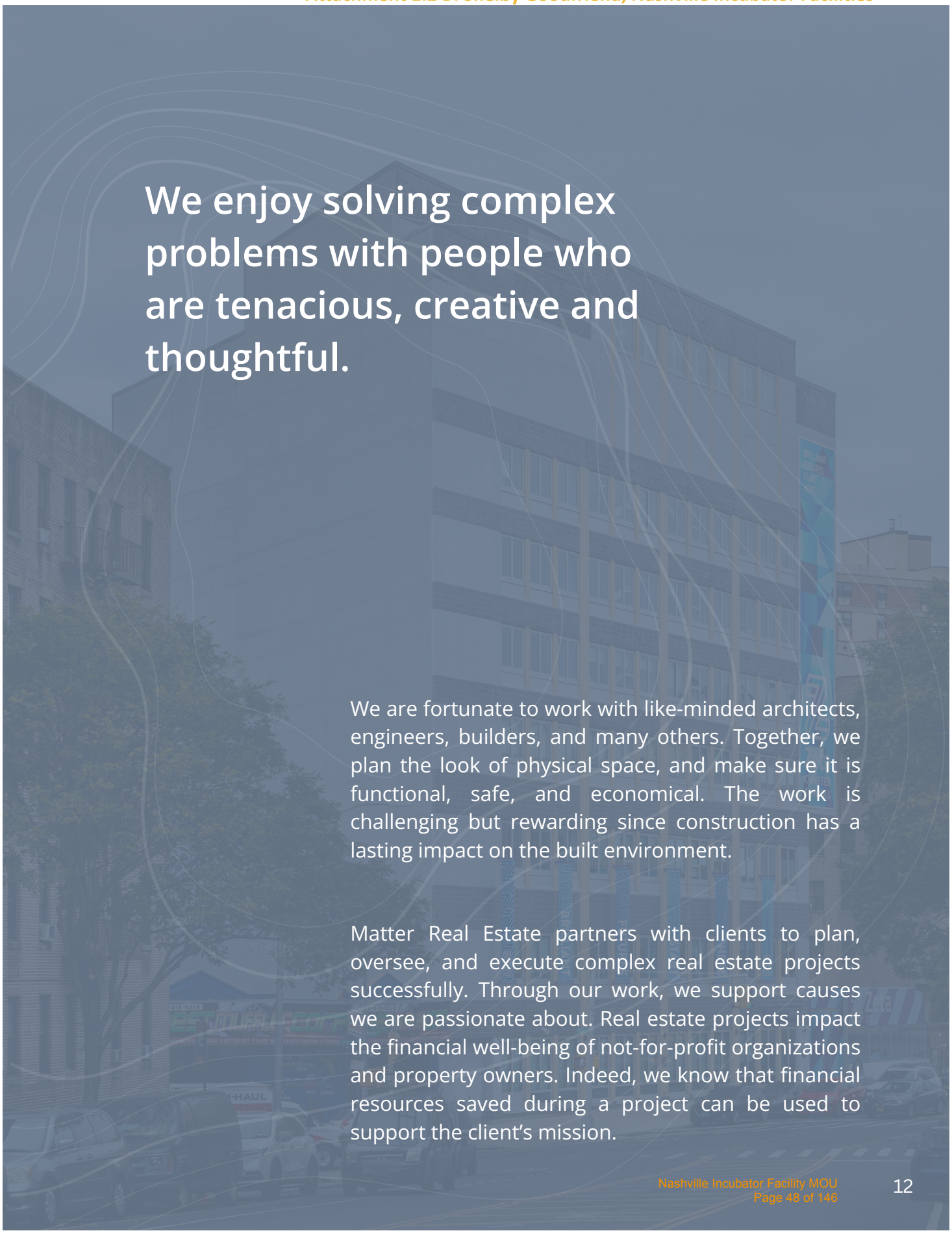
TASK 6: PROJECT CLOSE-OUT

- Work with architect and general contractor to create a punch list and monitor its completion
- Verify general contractor provides as-built documents, warranties, and maintenance manuals
- Create a final electronic project binder with documents and necessary records
- Oversee financial close-out, including reception of lien waivers from general contractor
- Produce a final, reconciled project budget for client

TASK 7: PUBLIC AGENCY CLOSE-OUT

- Coordinate all required city and state sign-offs & TCO process
- Completion of special inspections, commissioning, etc.
- TCO sign-offs (inspections, fire department approval, equipment-use-permits, PA permits, etc.)
- Monitor and assist the architect, expeditor and contractor during public agency sign off/close-out phase
- Ensure accurate and complete records of inspections and sign-offs are provided to client


"It is my pleasure to recommend Alex Weis and Matter Real Estate to serve as a real estate consultant to your organization. Over the past four years, I have worked closely with Alex as he managed critical real estate and facility improvement projects as our network rapidly expanded to twenty-three schools."
TARA MARLOVITS
CHIEF OPERATING OFFICER
UNCOMMON SCHOOLS



We enjoy solving complex problems with people who are tenacious, creative and thoughtful.

We are fortunate to work with like-minded architects, engineers, builders, and many others. Together, we plan the look of physical space, and make sure it is functional, safe, and economical. The work is challenging but rewarding since construction has a lasting impact on the built environment.

Matter Real Estate partners with clients to plan, oversee, and execute complex real estate projects successfully. Through our work, we support causes we are passionate about. Real estate projects impact the financial well-being of not-for-profit organizations and property owners. Indeed, we know that financial resources saved during a project can be used to support the client's mission.


"Matter has been with us every step of the way in managing some very complex construction projects for both our elementary school & middle school. They're courteous, smart, and always on-time. I give them my highest recommendation."
STEVE ZIMMERMAN
EXECUTIVE DIRECTOR
ACADEMY OF THE CITY CHARTER SCHOOL

INCUBATOR
TENNESSEE

Potential Facility Partner Profiles

Architectural Feasibility & Design



COMPANY OVERVIEW

HMK Architects PLLC is a 10-person architecture firm based in Brentwood, Tennessee, with a long history of planning and designing K-12 educational facilities throughout Middle Tennessee. The firm's work over its 26 year history has included several projects for Metro Nashville Public Schools, establishing a foundation in public school standards, code compliance, and stakeholder-driven planning processes.

In recent years, HMK has expanded its work with charter and mission-driven schools, supporting them through facility evaluation, adaptive reuse, phased growth planning, and fast-track delivery models. Most notably, HMK partnered with the Nashville Charter Incubator to design Invictus Nashville Charter School, a new charter school that opened in August 2025. That project required close coordination with the Incubator, school leadership, contractors, and regulatory agencies to align educational vision, enrollment projections, life safety requirements, and schedule certainty.

HMKA's experience aligns well with the needs of charter schools, particularly in early facility identification, feasibility analysis, zoning and code review, ADA and occupancy compliance, and the translation of instructional models into safe, functional, and adaptable learning environments.


McMurray Middle School - Media Center


Old Center Elementary School

COMPANY OVERVIEW

HMK Architects is a collaborative, design-focused firm with deep experience in educational environments. The firm specializes in helping schools translate instructional vision and enrollment growth into practical facility solutions, often within existing buildings or constrained sites.

COMPANY PROCESS

HMK Architects provides comprehensive architectural services supporting charter schools from early planning through construction, occupancy, and future growth. HMKA's process emphasizes schedule certainty, regulatory compliance, and alignment between educational vision, enrollment projections, and facility realities.

1. Educational Program and Facility Alignment
HMKA works with school leadership to understand instructional models, enrollment projections, and operational needs, translating them into clear space requirements and adjacencies.

2. Facility Identification and Feasibility Analysis
HMKA supports evaluation of potential sites and buildings through:

- Site visits and test fits
- Zoning and allowable use verification
- Life safety, occupancy, and egress analysis
- ADA accessibility review
- Identification of major constraints and renovation scope

3. Design and Documentation
HMKA develops architectural designs and construction documents with attention to:

- Classroom layouts aligned with instructional models
- Safe, efficient circulation and supervision
- Functional separation of public, student, and service areas
- Flexibility for future enrollment growth

4. Regulatory Coordination and Approvals
HMKA coordinates with authorities having jurisdiction to support permitting, plan review, and inspections, ensuring compliance with applicable codes and standards.

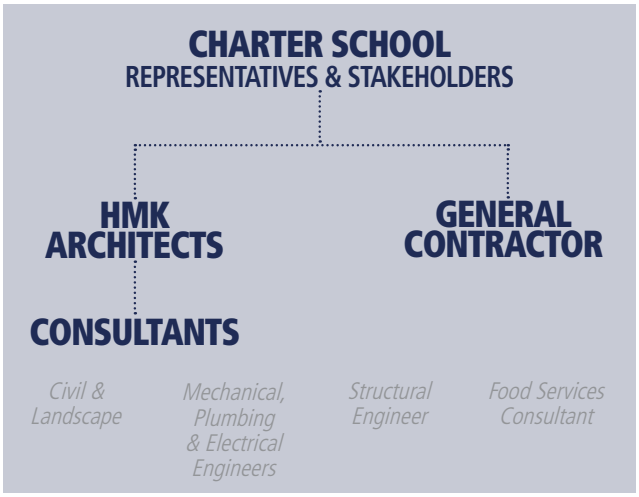
5. Construction Administration
As architect of record, HMKA:

- Responds to contractor questions and clarifies design intent
- Reviews submittals and shop drawings
- Conducts site visits to observe progress and quality
- Supports inspections and certificate of occupancy requirements

6. Occupancy and Future Planning
HMKA remains involved through occupancy and, when appropriate, assists schools with phased expansion or long-term facility planning.



Old Center Elementary School



PROJECT TEAM

For this project, HMKA has curated a focused team that will work directly with school leadership to guide the project from early planning through occupancy, ensuring continuity, responsiveness, and accountability throughout the process.

The following team members will serve as the primary points of contact for the project:

Logan Newton - Principal in Charge

Beth Kickirillo - Senior Project Architect

D'Andre Holmes - Project Coordinator

Olivia Campbell - Project Designer

your hmka team



PRINCIPAL IN CHARGE

LOGAN
NEWTON
NCARB
AIA
TN license #105986

education: Bachelor of Architecture, University of Tennessee, Knoxville, 2012
experience: 13 years at HMKA | 13 years of experience

Logan provides overall leadership and ensures alignment between the school's vision, project goals, and HMKA's services. His deep experience with school facilities and site evaluation provide value to the school throughout the project. He previously served on the Metro Nashville Board of Zoning Appeals, where he sharpened his understanding of zoning and regulatory constraints.



PROJECT DESIGNER

OLIVIA
CAMPBELL

education: B.S., Interior Architecture University of Tennessee, Knoxville, 2022
experience: 3.5 years at HMKA | 3.5 years of experience

Olivia has previous experience with K-12 design as a key member of the Design Team for Old Center Elementary School and Invictus Nashville Charter School. She works directly with the HMKA project team, as well as other team members. Olivia is responsible for material selection and interior design. She enjoys crafting learning spaces for success of educators and students alike.



PROJECT COORDINATOR

D'ANDRE
HOLMES

education: Bachelor of Architecture, Auburn University, 2019
experience: 1 year at HMKA | 6 years of experience

D'Andre supports day-to-day project coordination, communication, and document management throughout all phases of the work. His design acumen, strong work ethic and persistence ultimately lead to project success. D'Andre played a key role in the success of Invictus Nashville Charter School.



SENIOR PROJECT ARCHITECT

BETH
KICKIRILLO
NCARB
AIA
TN license #101059

education: Bachelor of Architecture, University of Tennessee, Knoxville, 1993
experience: 26 years at HMKA | 32 years of experience

Beth leads project design with her extensive experience in educational design and technical execution. She is provides invaluable support to not only her internal team, but also the school's representatives who may not be familiar with the design and construction process. Her keen eye for detail and quest for excellence has contributed to the success of projects over her career including decades of experience with K-12 schools.

RECENT
EDUCATIONAL EXPERIENCE

K-12 experience:

Invictus Nashville Charter School
Owner: Invictus Nashville I Completion: August 2025

The Rock Academy
Owner :The Rock Academy I Scheduled Completion: July 2026

Old Center Elementary School - Renovations and Additions
Owner: Metro Nashville Public Schools
Completion: August 2024

McMurray Middle School Modernization and Additions
Owner: Metro Nashville Public Schools | Completion: May 2019

Antioch Middle School Modernization and Additions
Owner: Metro Nashville Public Schools | Completion: August 2015

Nurses Middle College Nashville
Project Consulting, 2025



McMurray Middle School - Media Center

NASHVILLE INCUBATOR

+

MZA

COMPANY OVERVIEW & PROJECT EXPERIENCE

MZA Architecture & Interiors is an employee-owned, SBE-certified architecture and interior design firm founded in Nashville in 1981. For more than 40 years, MZA has partnered with public, private, and nonprofit clients to plan and deliver facilities that positively impact and engage the community. Our firm resume is populated with a variety of unique designs for award winning schools, multi-family residential buildings, restaurants, hotels, offices, not-for profits, community projects and innovative new concepts in health care, memory care and research. Our business is a collaboration focused workplace where each person contributes to company leadership.

We are committed to environmental and community stewardship, recognizing both the significant role that the built environment plays in climate change and the vast opportunities available to build better. We have experience designing LEED Certified and Living Building Challenge Buildings and have developed sustainable design strategies that are both accessible and aspirational for projects of every scale and budget.

Over the lifetime of our practice, MZA has received numerous design awards from the Urban Land Institute, Metropolitan Historical Commission, the American Institute of Architects, and others. Our reputation is built on our commitment to a collaborative team approach, responsiveness to client needs, and technical know-how to produce inspired designs that consider constructability and cost-effectiveness.

MZA's school portfolio includes:

- Aventura Community School
- Three Rocketship Elementary Schools
- Valor Flagship
- Valor Voyager
- Valor Collegiate Prep High School *(AIA Middle Tennessee Design Award)*
- Nashville Classical Brookmeade
- RePublic High School *(AIA Middle Tennessee Design Award)*
- KIPP Antioch College Prep Elementary *(AIA Tennessee Design Award, Middle Tennessee Design Award)*
- KIPP Antioch College Prep Middle School *(AIA Middle Tennessee Design Award)*
- KIPP Antioch Global High School *(AIA Tennessee Design Award)*
- University School of Nashville
- Templeton Academy
- Intrepid College Prep Schools

MZA brings deep expertise in educational facility planning that aligns instructional models with enrollment growth, operational needs, and long-term flexibility. Our work regularly addresses classroom planning, shared learning spaces, cafeterias, gymnasiums, secure entries, site circulation, and outdoor learning environments while balancing zoning, life safety, ADA compliance, traffic flow, and student safety requirements. We have extensive experience supporting schools through early feasibility studies, site evaluation, code analysis, and entitlement processes to ensure facilities are viable, compliant, and ready to grow with their communities.

Based in Nashville, our team maintains strong working relationships with the Tennessee State Fire Marshal's Office, Metro Planning, Metro Codes, NDOT, and other local authorities having jurisdiction, allowing us to efficiently navigate zoning, occupancy, and permitting requirements. This local knowledge is especially valuable for charter schools pursuing facilities in existing neighborhoods, adaptive reuse buildings, or constrained urban sites. With a collaborative, phased approach and a clear understanding of how educational environments function day-to-day, MZA is well suited to support charter schools seeking flexible, durable, and community-responsive facilities that can evolve as enrollment and programming expand.

COMPANY PROCESS

MZA is committed to a collaborative design process—both internally as a studio and externally with clients, consultants, and stakeholders. We believe the strongest projects emerge when design, technical awareness, and operational realities are considered together from the outset. Our process is structured but flexible, allowing us to respond thoughtfully to the unique goals, constraints, and opportunities of each project.

Rather than relying on a rigid, top-down hierarchy, MZA operates with an integrated team structure that encourages open communication across disciplines. Architects, interior designers, and technical staff work closely together throughout planning, design, and documentation, allowing ideas to be tested early and refined efficiently. This approach supports faster decision-making, clearer coordination, and a shared understanding of project priorities — particularly important for complex projects with real-world schedule, budget, and regulatory considerations.

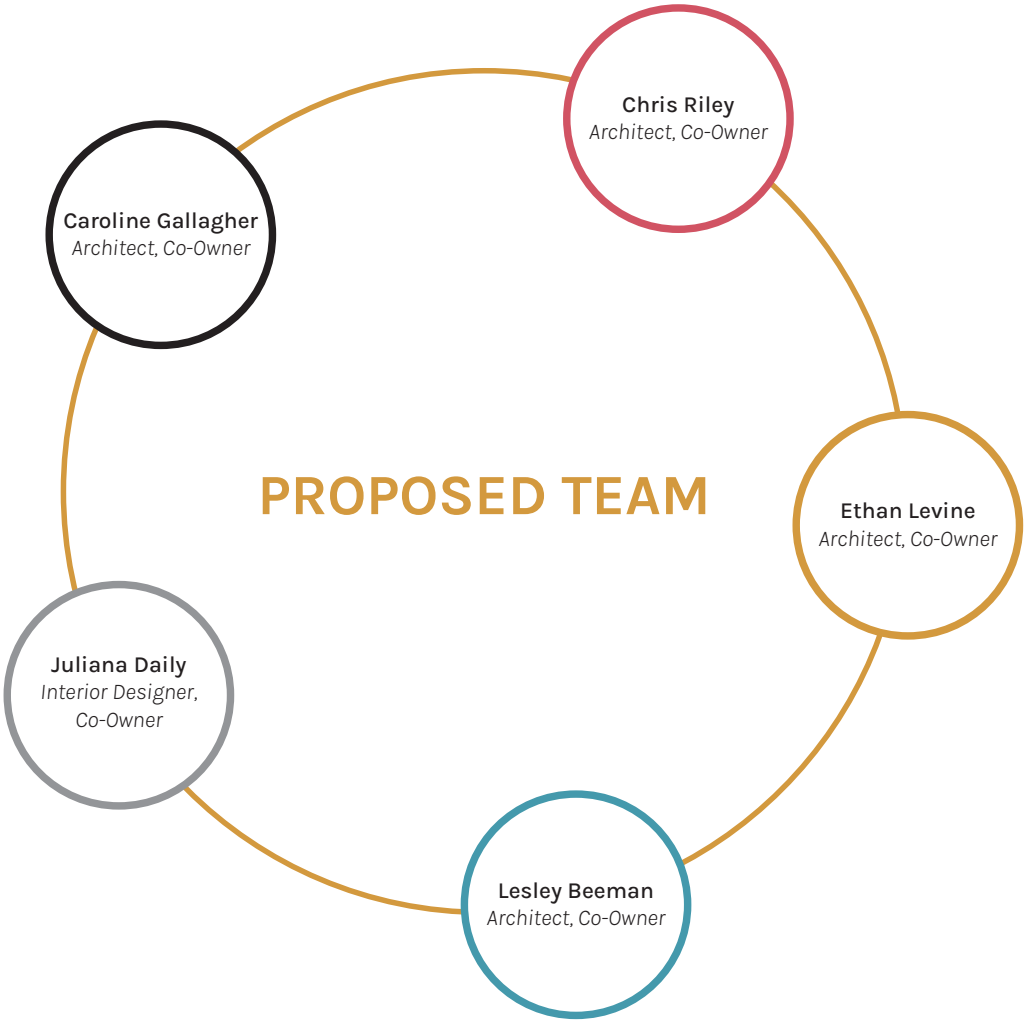
Our work typically begins with early planning and discovery, including space needs assessment, program validation, site and building analysis, and coordination with regulatory requirements such as zoning, occupancy, life safety, and accessibility. From there, we advance projects through concept design, schematic design, and design development with an emphasis on clarity, constructability, and long-term flexibility. Throughout documentation and construction administration, we maintain close collaboration with consultants, contractors, and authorities having jurisdiction to support smooth approvals and informed decision-making.

This collaborative, integrated process has been successfully applied across MZA's charter school and K–12 projects, where alignment between educational goals, operational needs, and the built environment is critical. By combining thoughtful planning, clear communication, and disciplined execution, MZA delivers facilities that are functional, adaptable, and supportive of the communities they serve.

ORGANIZATIONAL STRUCTURE

In 2019, MZA embraced our collaborative culture and became employee-owned. MZA staff consists of nine licensed architects, one architectural designer, one NCIDQ registered interior designer, one director of operations, and one marketing and business development lead.

MZA is managed by an executive committee of four rotating members who are elected annually by the employee-owners of the company. The current executive committee consists of Managing Partner and Architect Mark Bixler, Office Manager Matthew Mckeever, Architect Brad Province, and Architect Caroline Gallagher. Past executive committee members include Chris Riley, Ethan Levine, Lesley Beeman and Juliana Daily. All employee owners will serve on our executive committee at least once, guaranteeing frequent female representation in company leadership.





ORGANIZATIONAL STRUCTURE

MZA expects all staff to lead projects and teams, at levels appropriate to their experience.

We do not rely on "drafters" to complete our projects. Rather, our members are directly involved in both the management of the project and with the production of design and construction documents. Each of our members has experience as a project manager, leading the MZA design team, serving as the main contact and representative to our clients, and will provide oversight and quality control throughout each phase of the project. They are be responsible for communicating design directives from the client to the MZA team and overseeing the design process, construction documents, and construction phase services. During the construction phase, the project manager will attend necessary site meetings, respond to RFIs, review submittals, etc.

The following staff members will be available to act as project managers for the Music City Academy and Gate School project.

Chris Riley, Architect, Co-owner
Chris has vast experience with K-12 schools, and has worked closely from design through construction with schools including Rocketship Public Schools, Aventura, and KIPP.

Ethan Levine, Architect, Co-owner
Over 13 years, Ethan has led many school projects and earned MZA a number of awards for design (Valor and with KIPP schools). He is a versatile architect, capable of moving between programs and working at different scales with ease.

Lesley Beeman, Architect, Co-owner
With more than 30 years of experience in architecture and construction (18 of those at MZA), Lesley has led some of our most innovative projects including Dube Orthopedics. He led MZA's design team on the Springs Empower Academy project, and assisted with design for the KIPP Antioch Global High School project.

Juliana Daily, Interior Designer, Co-owner
With an artist's eye for color and texture, Juliana leads our interior design team. Her work can be seen at KIPP Antioch Global High School, Templeton Academy, and a diverse portfolio of commercial, hospitality, and residential projects.

Caroline Gallagher, Architect, Co-owner
With a focus on interior design, Caroline contributes to MZA's education projects through space planning, interior detailing, and coordination across K–12 and charter school facilities.

KIPP ANTIOCH GLOBAL HIGH SCHOOL

917 Bell Road, Antioch, TN 37013

KIPP Antioch Global High School is part of a master-planned campus designed by MZA to transform a long-vacant, two-story, 200,000 SF department store into a vibrant educational environment. This adaptive reuse project reimagined the existing structure to serve more than 1,200 middle and high school students, with a focus on natural light, safety, and flexible learning environments.

The design team faced the challenge of large, deep floor plates with little access to daylight, as well as portions of the building located below grade. To overcome this, existing escalator openings were transformed into north and south atria, each capped with skylights that draw daylight into the core of the building. These atria became circulation hubs, with classrooms, offices, and labs arranged around them to ensure every learning space has access to natural light. The south atrium anchors the school's public functions - gymnasium, cafeteria/tornado shelter, and future auditorium - while the north atrium supports science labs, art studios, and collaborative learning zones.

The program also includes a secure staff parking garage, multipurpose commons, and athletic amenities, all integrated into the adaptive reuse footprint. A new entry courtyard announces the public face of the school, while site improvements added a regulation soccer field, landscaped circulation zones, and safer arrival points for cars and buses.

Throughout the project, cost-effective interventions were prioritized to stay within the fixed budget, while still delivering a safe, durable, and welcoming school environment. Interior glazing, layered circulation patterns, and flexible layouts create transparency and adaptability, supporting both academic and community use. The result is a joyful, light-filled campus that provides students with a secure, inspiring environment to learn, connect, and prepare for the future.

2025 AIA Tennessee Merit Award









KIPP ANTIOCH COLLEGE PREP MIDDLE SCHOOL

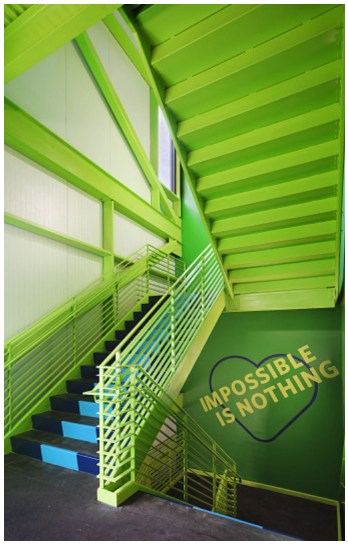
3655 Murfreesboro Pike, Antioch, TN 37013

KIPP Antioch College Prep Middle School is the second school to be built on a site master-planned by MZA with Barge Civil Associates. With more than 48,000 SF over three stories, the building provides an engaging educational environment with light filled gathering spaces for approximately 500 fifth through eighth graders.

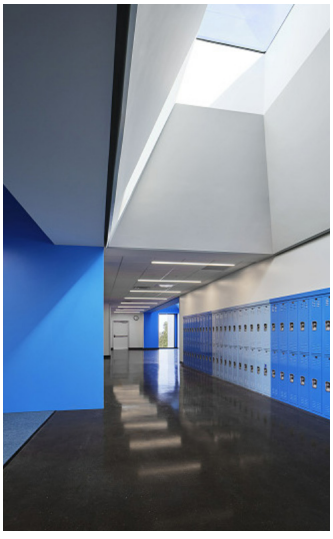
Early in the master planning process for the campus, the design team identified a theme that would guide the dialogue between the two facilities for which the campus was planned: KIPP Antioch Elementary “The Barn” explores forms familiar to agricultural buildings. This project, KIPP Antioch Middle “The Boat” focuses on the uplifting sensation that, like a seafaring vessel, an exceptional education can provide.

Bold and decisive pops of color act in counterpoint to the understated, monochromatic building skin. South and West facing building elements are choreographed to accentuate the play of light throughout the day. Informal gathering spaces interconnect and provide access to daylight in unexpected ways. The light filled café is also a multiuse space that doubles as pre-function and lobby for the gymnasium.

2021 AIA Middle Tennessee Design Award






KIPP ANTIOCH COLLEGE PREP ELEMENTARY SCHOOL

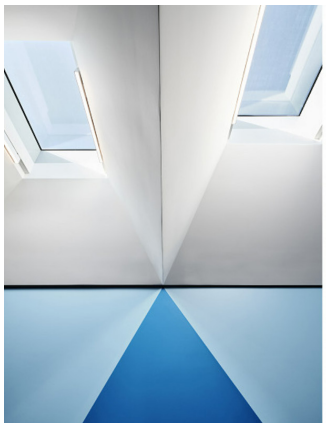
3655 Murfreesboro Pike, Antioch, TN 37013

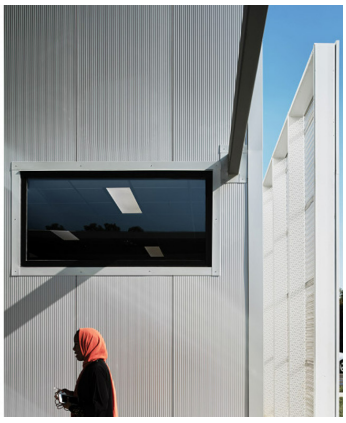
As we became more familiar with the program and KIPP's educational approach, one primary theme really resonated with us: thoughts around the clustering of classrooms, enrichment rooms, counseling rooms, and admin spaces lead to this idea of "neighborhoods." We imagined the enrichment classrooms as the town square. They became an organizational feature that informed a kind of order among interior spaces and exterior building elements.

While the relationship between individual building functions created hierarchy, responses to the site itself informed larger scale architectural decisions. Zoning required the building to be located along Murfreesboro Pike. As a result, classrooms have views to the North and South creating optimal conditions for maximizing access to natural light. We introduced a series of architectural sunshades to mitigate overexposure on the South and West sides of the building. These site responses yielded the distinctive and varied look and feel of the building.

Though the design's response to program and site conditions is essential, we kept the children front of mind. How could a facility of this scale create a sense of welcome and exude youthful optimism? We addressed this question in several ways. North and South entrances became the "front and back porch." Canopies with deep overhangs compress space to the scale of the students and provide protection from the elements. Interior spaces are brightened with skylights and pops of color. Common areas are flanked by large windows with views of the outdoors.

2020 AIA Middle Tennessee Design Award
2022 AIA Tennessee Design Award


VALOR COLLEGE PREP HIGH SCHOOL

2531 Nolensville Pike, Nashville, TN 37211

In 2014, MZA began working with Valor Collegiate Academies, a non-profit charter school, on the phased design and construction of two middle schools (Flagship Middle & Voyager Middle) and a high school (Valor College Prep High School) on the school's South Nashville campus.

Valor purchased a former Lowe's Home Improvement building, a more than 100,000 SF space situated on a parcel adjacent to their previous Valor Flagship. The client's goal was to turn the unused former retail space into two distinct schools: Voyager Middle (completed in 2017) and Valor College Prep (completed in 2018).

To meet the challenge of converting a former big box store into an educational space for more than 1,200 students, MZA bifurcated the original building shell, creating a 10,000 SF exterior courtyard where interior space once existed. The courtyard provides lush green space, a vital amenity for schools in the urban core. A second floor was added to the existing building envelope, effectively doubling the usable area within the building's footprint.

The courtyard, along with a central atrium, allows sunlight to penetrate the center of the high school, illuminating the educational spaces, chemistry labs, and music rooms near the building center. A new gym was delivered under tight budget and space constraints and includes an elevated running track, basketball, and volleyball courts.

2018 AIA Middle Tennessee Design Award








VALOR COLLEGIATE ACADEMIES

4531 Nolensville Pk, Nashville, TN 37211

Valor Collegiate Academies is home to two middle schools and a high school in South Nashville. The first middle school project was a renovation to a 19,000 SF former office building with a 20,000 SF expansion the following year. The creation of new space for the school was an opportunity to depart from the existing strip mall aesthetic and create a fresh, contemporary building filled with natural light and open flexible educational spaces.

Continuing the expansion of the campus the following year, the school purchased a former Lowe's Home Improvement building adjacent to the middle school to develop a second middle school and a high school.

To create two distinct schools out of the former big box store, MZA proposed a novel design approach which bifurcated the building and created a 10,000 SF courtyard where interior space once existed. Sunlight now penetrates into the center of both the middle and high school buildings, illuminating the innermost areas. In addition, a second floor was inserted into the existing building envelope, effectively doubling the usable area within the existing footprint. The renovated buildings create a bright and airy educational environment organized around open, flexible communal spaces the school uses to reinforce the mentoring and mindfulness work at the core of the Valor educational model.









ROCKETSHIP NORTHEAST ELEMENTARY

2526 Dickerson Pike, Nashville, TN 37207

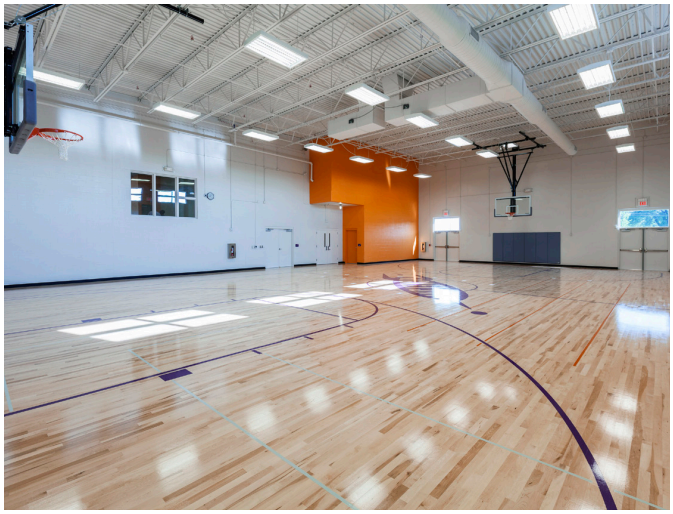
Rocketship Northeast Elementary is the first in a series of Tennessee Rocketship Schools that seek to provide high-quality education to low-income students. Completed in July 2014, this new school serves 450 students ranging from Kindergarten to 4th grade. The 37,000 SF building houses 26 classrooms, a gym, parent/teacher interaction spaces, and a learning lab available to all grade levels.

Natural light plays an important role in the project, and each space has access to exterior windows. The site includes three distinct play areas that can double as gardens and outdoor education spaces.









CHRIS RILEY

Architect, Co-owner
criley@mzarch.com

BIO

After graduating from Mississippi State, Chris worked in Oxford, MS for two years before joinng MZA in 2006. In 2015, Chris and his family relocated and he spent the next three years gaining experience working on various project types in North Carolina.

Chris added that experience to the team when he rejoined MZA in 2018. While with MZA, he's assisted or led on projects ranging from educational projects to carport additions to adaptive reuse to multi-million dollar new construction.

In each project, Chris strives to balance client needs, responsibility to community, and requirements of building code to create thoughtful, functional spaces. Chris brings an eye for detail to the design process and believes strongly in giving each project its own unique sense of place.



EDUCATION

Bachelor of Architecture
Mississippi State College of Architecture, 2004

REGISTRATIONS

Registered Architect: Tennessee, Michigan

National Council of Architectural Registration Boards
American Institute of Architects
Construction Specifications Institute - Construction Documents Technologist

SELECTED PROJECTS

Aventura Community Schools | Nashville, TN
Education, Addaptive reuse
A full renovation of an existing 90,000 SF, two-story office building to accomidate Aventura's K-8 program. The scope of work includes an addition which functions as a community tornado shelter and gym, playground and future soccer pitch areas, and accommodation of future school tenants within the building.

KIPP Antioch College Prep Elementary & Middle School | Antioch, TN
Education
A 50,000 SF, three-story elementary school for 700 students and a 48,600 SF, three-story middle school for 500 students. Both with a cafeteria, warming kitchen, gym, and shared sports field completed in 2019 & 2021 respectively.

KIPP Antioch Global High School | Antioch, TN
Education, Addaptive reuse
A 200,000 SF, two-story adaptive reuse for 1200 students with a cafeteria, kitchen, gym and soccer field completed in 2024 respectively.

Rocketship Dream Community Prep | Nashville, TN
Education
37,000 SF, two-story, new construction K-4th Grade school. The program includes classrooms, offices, cafeteria, and gymnasium. During construction, the school expanded the scope of work to include an artificial turf soccer pitch and upgraded playground.

ETHAN LEVINE

Architect, Co-owner
elevine@mzarch.com

BIO

Ethan and his family moved back to the Southeast from Honolulu, Hawaii where he owned and operated an architecture practice focused on adaptive reuse, hospitality, and high end retail projects. As an international melting pot, Hawaii reinforced Ethan's empathic tendencies and helped inform his interest in social equity and affordability. Ethan strongly believes that architects have a responsibility to use their craft to effect positive and lasting change in their community.

Since joining MZA in 2013, Ethan's work includes sculpture, restaurants, a brewery, K-12 education, office, Alzheimer's care, retail, civic and private residences. Ethan, feels that relationships are at the core of any successful undertaking and the best projects are those fueled by a fun and collaborative spirit. That belief, paired with a commitment to disciplined project delivery methods, enables Ethan to help MZA clients build remarkable architecture.



EDUCATION

Bachelor of Architecture
The University of Tennessee Knoxville College of Architecture, 2003

REGISTRATIONS

Registered Architect: Tennessee, Michigan

American Institute of Architects
US Green Build Council LEED AP
National Council of Architectural Registration Boards

SELECTED PROJECTS

KIPP Antioch College Prep Elementary & Middle School | Antioch, TN
Education
A 50,000 SF, three-story ES for 700 students, a 48,600 SF, 3 story MS for 500 students. Both with a cafeteria, warming kitchen, gym, and shared sports field completed in 2019 & 2021 respectively.

KIPP Antioch Global High School | Antioch, TN
Education, Addaptive reuse
A 200,000 SF, two-story adaptive reuse for 1200 students with a cafeteria, kitchen, gym and soccer field completed in 2024.

Valor Collegiate Academies | Nashville, TN
Education
A multi-year phased design and construction of a school campus with two middle schools and a high school. The combined square footage of the project totaled 209,000.

University School of Nashville Centennial Reno & Addition | Nashville, TN
Education
Renovation and addition to the historic USN campus. The design responded to the client's modern use of this McKim Mead & White building and restored many of its original features, including a 3-lane, 20 yard indoor swimming pool and the 19,000 SF Tibbott Center Theater.

LESLEY BEEMAN

Architect, Co-owner
lbeeman@mzarch.com

BIO

Lesley came to Nashville in 2005 after practicing architecture in Mississippi. He has been a part of the MZA team since arriving in Nashville, and has seen the firm grow from six people working on smaller projects to the vibrant, multidisciplinary place it is today. During that time he has designed a wide variety of building types in a breadth of architectural styles including educational, single-family residential, multi-family, hospitality, medical and office.

Lesley has more gray hair and grand-children now, but he still enjoys working with clients to create new exciting buildings on the landscape.

One of the longest tenured architects at MZA, Lesley takes a leadership role on design projects and in the office by mentoring younger designers. The "Obi Wan" of MZA Lesley regularly leads inner-office workshops to review best practices of construction documents and project management.



EDUCATION

Bachelor of Architecture
Mississippi State College of Architecture, 1995

REGISTRATIONS

Registered Architect: Tennessee

American Institute of Architects

SELECTED PROJECTS

KIPP Antioch Global High School | Antioch, TN
Education, Addaptive reuse
A 200,000 SF, two-story adaptive reuse for 1200 students with a cafeteria, kitchen, gym and soccer field completed in 2024 respectively.

Springs Empower Academy | Smyrna, TN
Education
Phase 1 of 4 for a new charter school building serving approximately 800 students grades K-8. Includes a storm shelter, gymnasium, playground, and outdoor playing fields. Phase 1 serves 480 students grades K-4. Currently in design.

Buena Vista Apartments | Nashville, TN
Affordable Residential
Affordable housing project providing 60 housing units in two single loaded buildings. Amenities include a large community room with kitchenette, tenant vegetable gardens, and a playground.

Dube Orthopedics & Physical Therapy | Nashville, TN
Commercial
New construction of a 30,000 SF medical office with a large cantilevered porte cochere in the front. Unique features included custom fritted glass windows on the ground floor and a glass elevator in the main lobby. The project won a 2024 AIA TN design award.

JULIANA DAILY

Interior Designer, Co-owner
jdaily@mzarch.com

BIO

Prior to moving to Nashville, Juliana worked at a historic preservation architecture firm in Syracuse, NY on projects including Main Street façade programs, religious properties, and housing rehabilitation. A part of the MZA team since 2016, her experience includes work on educational facilities, commercial, hospitality interiors, multi-family and single-family residences, among others. She enjoys the tactile qualities and innately human scale of interior work, as well as working closely with clients to develop the conceptual narrative that drives the design decisions within a space.

Juliana loves exploring the various scales at which thoughtful architectural and visual design can engage communities and individuals with their environments and with one another. She thrives being challenged to learn new things, loves creating and being surrounded by art, and cares deeply about her footprint on this earth.



EDUCATION

M.A. Interior Design
Cornell University Graduate School, 2012

B.S. Interior Design
Cornell University, 2010

REGISTRATIONS

National Council for Interior Design Qualification

SELECTED PROJECTS

Aventura Community Schools | Nashville, TN
Education, Addaptive reuse
A full renovation of an existing 90,000 SF, two-story office building to accomidate Aventura's K-8 program. The scope of work includes an addition which functions as a community tornado shelter and gym, playground and future soccer pitch areas, and accommodation of future school tenants within the building.

KIPP Antioch Global High School |Antioch, TN
Education, Adaptive reuse
A 200,000 SF adaptive reuse building. Led concept development, fixture & finish specification, design development & coordination with project consultants, rendering production and support for construction documents.

Rocketship Dream Community Prep | Nashville, TN
Education
37,000 SF, two-story, new construction K-4th Grade school. The program includes classrooms, offices, cafeteria, and gymnasium. During construction, the school expanded the scope of work to include an artificial turf soccer pitch and upgraded playground.

Templeton Academy | Nashville, TN
Education, Renovation/Reuse
Interior renovation of existing building to accommodate a private, college preparatory high school.

CAROLINE GALLAGHER

Architect, Interior Designer, Co-owner
cgallagher@mzarch.com

BIO

Caroline moved to Nashville in 2017 after graduating from the University of Texas at Austin, and joined MZA in 2020. She is a licensed architect with an established background in interior design. She has experience working in hospitality, retail, commercial, institutional, mixed use multi-family, and residential design for firms in Nashville and New York City. She loves collaborating with local makers and artists on projects and is passionate about contributing positively to the growing, changing urban fabric of Nashville.

Caroline is also a proud dog mom to Mila, who loves to go to work and can usually be found napping under her desk.



EDUCATION

Bachelor of Architecture
The University of Texas at Austin, 2017

REGISTRATIONS

Registered Architect: Tennessee, Michigan

American Institute of Architects
National Council of Architectural Registration Boards

SELECTED PROJECTS

12 South Collection | Nashville, TN
Retail, Food & Beverage
29,000 sf new construction shell building for retail, F&B and structured parking.

Maiz De La Vida | Nashville, TN
Hospitality
Interior fit out of the first brick and mortar location for a popular local food truck.

Voorhees Core and Shell | Nashville, TN
Commercial Shell
Revitalized 63,000 SF building for state of the art office, retail and hospitality as part of a 2.6 Acre master planned urban infill project.

Antique Mall | Nashville, TN
Retail, Food & Beverage Shell
26,570 SF Adaptive Reuse of an existing historic brick building fronting Nashville's 8th Ave South.



Music City Academy

Statement of Qualifications
Submitted January 05, 2026
Submission by:
Southern Architecture Workshop, LLC

1129 Martin Street
Nashville, TN 37210

615.830.5600
neil@sawarchitect.com
sawarchitect.com

Southern Architecture Workshop

Office
1229 Martin Street
Nashville, TN 37210

Professional Services
Architecture
Master Planning
Interior Design

Established
2022

No. of employees
8

Firm Profile & Staff

Mission
Southern Architecture Workshop (SAW) is dedicated to creating meaningful spaces for all communities, regardless of means, project type, or location. Our mission is to create beautiful places, foster community, and support the people and places we serve so they can flourish long into the future.

Who we are
We design thoughtful, community-centered projects in close partnership with our clients.

Southern Architecture Workshop is an architecture, planning, and design studio based in Middle Tennessee. Our practice combines attentive service, clear communication, and a steady commitment to design excellence. We collaborate frequently with municipalities, public agencies, and civic organizations, and strive to be a reliable partner from early planning through construction.

At SAW, we do what we say we will. We listen closely and work with respect for our clients' goals, budgets, and time lines. Building on that foundation, our team combines architectural design with rigorous technical expertise and organized project management to realize our clients' vision to create buildings that are successful on day one and that continue to serve their communities well into the future.



Neil Parrish
Principal & Founder



Eric Hawkins
Associate Principal



David Berry
Project Manager



Kaylee Miner
Senior Interior Designer



Melodie Haynes
Office Manager & HR



Cole Robinson
Project Architect



Ryan Tucker
Designer



Michael Jenks
Designer



Project Team & Organization

Project Team

SAW leverages its experience and deep relationships to lead a collaborative team of architects, engineers, and industry specialists with deep experience in education and community projects across Middle Tennessee. Each consultant brings a clear scope of responsibility and a proven ability to support projects that involve unique program requirements, coordination, and technically complex site constraints. Together, our team provides the architectural, structural, civil, MEP, fire protection, and low-voltage expertise required for a modern, innovative charter school.

Organization

When the time is appropriate, SAW will serve as the prime consultant and primary point of contact for Music City Academy, leading programming, planning, design development, documentation, stakeholder engagement, and coordination. Our engineering partners bring decades of educational and community experience and will work closely with SAW throughout planning, design, and construction. This organizational structure ensures clear communication, efficient decision-making, and a coordinated approach from early planning through project delivery.

Architecture

Southern Architecture Workshop, LLC

Neil Parrish – Principal in Charge
Eric Hawkins – Associate Principal
David Berry – Project Manager
Kaylee Miner - Senior Interior Designer
Cole Robinson – Project Architect
Michael Jenks – Designer
Ryan Tucker – Designer



Approach and Methodology

Approach

SAW approaches each project with a clear, organized process that emphasizes communication, transparency, and early alignment with our clients. We begin by working closely with charter school founders, staff, and project stakeholders to confirm goals, schedules, site conditions, operational needs, and project priorities. This early coordination helps establish a shared understanding of the project and ensures a steady, well-supported path into design.

Methodology

Throughout the project's design, SAW will maintain consistent communication with Music City Academy and our consultant team to ensure coordination of programming, site planning, civil and utility requirements, structural systems, and building systems. SAW's academic experience will serve as an asset when designing diverse, flexible learning environments that can support a range of layouts from traditional classrooms to team-oriented collaboration spaces. We will work closely with Music City Academy to identify unique programmatic considerations to drive performance and encourage healthy competition among students. As athletics plays such a critical role in the pedagogy of Music City Academy, SAW brings a breadth of athletics experience to help inform the space and site requirements for various sports facilities. Our methodology emphasizes early problem-solving, thoughtful documentation, and ongoing cost awareness so that decisions are made with clarity and confidence.

From design through construction, our team maintains a reliable presence, providing timely responses, agile thinking, organized documentation, and steady support. Our goal is to deliver a project that is well-coordinated, fiscally responsible, and aligned with the specific needs of Music City Academy.



Project overview

SAW worked with Sewanee: The University of the South to transform a series of interior rooms and racket ball courts into a modern training and athletics complex for varsity sports and the local community. An interior wall of stone quarried on campus provides a historic backdrop to the minimalist lines of the renovated space. On the first floor, new weights, racks and cardio equipment are complimented by an indoor synthetic turf and agility training area where athletes can build stamina or recover from injuries 365 days a year. The second floor is reserved for the entire community and features cardio, weight-training, and resistance equipment situated on a raised mezzanine overlooking the athletics weight room below.

Estimated Completion
2026

Scope
Architecture

Client
Sewanee: The University of The South

Location
Sewanee, TN





EDUCATIONAL

JAMES LAWSON HIGH SCHOOL

Project overview

SAW partnered with Hastings Architecture to assist Metro Nashville Public Schools in the design and construction of it's newest 310,000 sf high school. The school contains a breadth of programs from education spaces, science labs, and office space to culinary and food service, athletics, theatre, performance spaces to health science. Highly sustainable, the project is integrated into a 270 acre wooded landscape and is targeting LEED Gold certification with strategies such as native landscaping, photovoltaics, and greywater capture and reuse. Total Construction Cost: $125,000,000.

Completed
2023

Scope
Architecture

Building Size
310,000 SF

Client
Metro Nashville
Public Schools

Location
Nashville, TN

Completed With
Hastings
Architecture





Project overview

Southern Architecture Workshop is leading the design of a new 58,000-square-foot civic facility for the City of Dickson, the YMCA, and a team of community partners. Inspired by the natural beauty and material heritage of Middle Tennessee, the building's contemporary design features references to iron, stone, and timber to create a meaningful connection to its landscape. Envisioned as a vibrant hub for wellness, connection, and lifelong learning, the project has been shaped through extensive community engagement and a shared commitment to creating a place the people of Dickson can take pride in. This facility reflects SAW's mission to create enduring, community-centered spaces that honor local materials, stories, and the people they serve.

Estimated Completion
2028

Scope
Architecture

Building Size
55,000 SF

Client
City of Dickson

Location
Dickson, TN





Project overview

SAW worked with Grace Christian Academy (GCA) of Franklin, TN to masterplan their Franklin, TN based campus for the next 20 years of growth. Working with a team of local civil and soil engineers, SAW helped GCA navigate the numerous site constraints including the Harpeth River floodplain, steep topography, and limited areas for utilities to create a future vision for the campus that allows for growth in all areas of campus life. The new plan adds a new athletics facility, softball field, fieldhouse, lower school, and fine arts building within the boundaries of the existing campus.

Completion
2026

Scope
Masterplan

Client
Grace Christian Academy

Location
Franklin, TN





RELIGIOUS

SOUTHALL CHURCH

Project overview

Southall Church in Franklin, Tennessee worked with SAW to re-imagine their campus for the next two decades of their ministry. Beginning with a collaborative master planning process, SAW helped the church plan and phase the improvements to their campus to parallel Southall's priorities of service to the Franklin community and addressing need both locally and abroad. From those initial conversations, emerged an immediate need to create a new front door, as well as new gathering and fellowship spaces to help further support their growing ministry.

Estimated Completion
2027 Anticipated

Scope
Architecture

Building Size
9,500 SF

Client
Southall Church

Location
Franklin, TN





Project overview

SAW joined HLDA and a team of regional and local partners to create a monument for Centre College honoring Supreme Court Justice John Marshall Harlan, the "Great Dissenter" whose landmark opinions helped shape the Civil Rights Movement. The plaza's design symbolizes perseverance and progress through a limestone wall that gradually descends and transforms into a path forward. At its center, a sculpture of Harlan by Ed Hamilton stands in dialogue with Abraham Lincoln's nearby statue, linking two voices of conscience across time. Bronze medallions embedded in the stones trace milestones from Harlan's life, creating a place for reflection, gathering, and inspiration for generations to come.

Services: SAW worked with HDLA to design and coordinate the plaza, it's integration to existing campus facilities, and the unique engineering requirements of the statue and angled stone wall. Working with numerous stakeholder groups including students, faculty, administration, donors, and members of the board, SAW and HDLA crafted a design together that simultaneously honored Harlan's incredible legacy and reinvigorated a central part of campus.

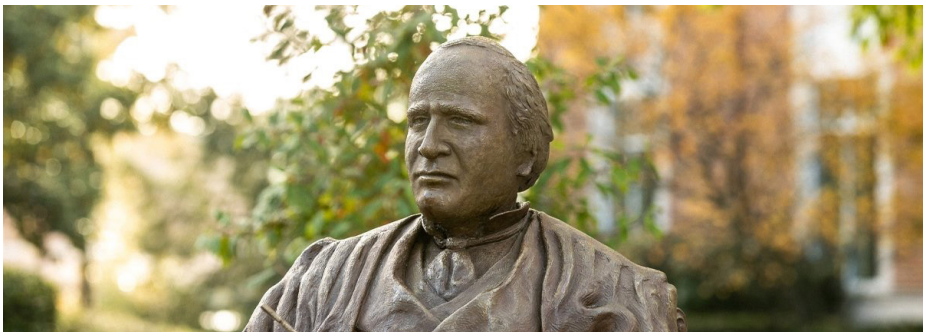
Completion
2025

Scope
Architecture

Building Size
9,500 SF

Client
Centre College

Location
Danville, KY





Neil Parrish | Principal + Founder

AIA | NCARB | LEED AP BD+C

Neil has extensive experience coordinating large teams of designers and consultants in the design and execution of Educational, Residential, Commercial, Office, and Masterplanning projects across the United States. Throughout his career he has been focused on educational and public work, designing and managing projects for public and institutional clients from Seattle, WA, to Nashville, TN and Winter Gardens Florida. Passionate about sustainability, he has helped execute numerous LEED projects including the 310,000 gsf, James Lawson High School in Nashville, TN which is targeting LEED Gold and LEED Platinum Fire Station 20 in Seattle, WA.

Education

Masters of Architecture
University of Tennessee, Knoxville | May 2011

Master of Theological Studies
Vanderbilt University | May 2008

Diploma for Graduates in Religion. University of Otago, N.Z. | Nov 2005

Bachelor of Arts in English & Spanish, Cum Laude. Centre College | May 2003

Architectural License

Tennessee # 107743

Relevant Project Experience

Academic

Fowler Center - Sewanee: The University of the South - Sewanee, TN
Glencliff High School Programming & Existing Facility Assesment - Nashville, TN
Shelby County Public Schools Re-roofs, Memphis, TN:
Keystone Elementary, AB Hill Elementary, Dexter Elementary
Georgian Hills Middle, Treadwell K-8 - Shelby County Public Schools
Metro Nashville Public Schools Re-roofs:
Whitsitt Elementary School, Nashville, TN
Mt. View Elementary School Antioch, TN
James Lawson High School - Nashville, TN*

Cultural + Civic

Dickson YMCA - Dickson, TN
Dickson City Center - Dickson, TN
Tucker Ranch Garden and Public Park - Winter Garden, FL
Fire Station 20 - Seattle, WA*

Community + Religious

Sri Ganesha Temple Expansion - Nashville, TN
Southall Church Renovations - Franklin, TN

Commerical

Pinnacle Regional Office - Murfreesboro, TN*
Hyundai + Genesis of Hickory Hollow - Nashville, TN

Master Planning

YMCA Northwest Masterplan - Nashville, TN
Grace Christian Academy Masterplan - Franklin, TN
Donelson Christian Academy Masterplan - Nashville, TN

*Project experience with previous firm



Eric Hawkins | Associate Principal

AIA | NCARB

Eric Hawkins is a seasoned architect who believes great design is a team sport. For two decades, he has helped schools and communities transform big ideas into spaces that feel welcoming and purposeful. Eric has led design efforts for educational, workplace, and cultural projects across the country—guiding teams from concept through construction and building strong partnerships with clients and stakeholders. His approachable style and commitment to thoughtful design have made him a trusted resource for institutions seeking environments that foster growth and innovation. He is dedicated to helping schools turn aspirations into spaces where students, teachers, and communities flourish.

Education

Bachelor of Architecture
University of Tennessee
Knoxville | 2005

Masters of Architecture
Virginia Tech | 2010

Architectural License

District of Columbia
License #ARC200258

Relevant Project Experience

Academic & Community

Oak Hill School Track and Field - Nashville, TN*
McCallie School - Chattanooga, TN*
SE Raleigh Promise YMCA and Charter School Feasibility Study - Raleigh, NC*
Vandora Springs Elementary School - Garner, NC*
The Hawbridge School - Saxapahaw, NC*
Westgate Elementary School - Fairfax, VA*
White Memorial Presbyterian Church Addition - Raleigh, NC*
Woodmont Christian Church Addition - Nashville, TN*
Knight Theater - Charlotte, NC*

Higher Education

Athletics Facilities (Football, Baseball, Wrestling) for Campbell University*
Montague Hall, Wake Tech Community College - Raleigh, NC*
Tracey F. Smith Hall of Nursing and Health Sciences, Campbell University*
Oscar N. Harris Student Union, Campbell University - Buies Creek, NC*
Sykes Chapel & Center for Faith and Values, University of Tampa - Tampa, FL*
Case Commons, NC State University - Raleigh, NC*
Advanced Applied Technology Center, Alamance Community College*
The Avenir Foundation Conservation and Collections Resource Center,
George Washington University - Washington, DC *
Spelman College Performing Arts Center - Atlanta, GA*
Economics Building Feasibility Study -George Mason University, Arlington, VA*

Mixed-use & Urban Development

805 Lea - Nashville, TN*
Durham City Center - Durham, NC*

Workplace

Fairwinds Federal Credit Union - Orlando, FL*
Adventist Health HQ Campus - Roseville, CA*
421 Harrington Office Building - Raleigh, NC*
Warner Music Nashville and Warner Chapell - Nashville, TN*

*Project experience with previous firms



Kaylee Miner | Senior Interior Designer

IIDA

Design begins with a blank canvas shaped by client aspirations. Through innovative problem-solving and collaboration, Kaylee delivers bespoke solutions and details that consistently exceed expectations. A highly skilled professional, Kaylee works with clients to bring their visions to life while maintaining budget and schedule—even on complex projects. In addition to her design expertise, she is committed to mentoring emerging designers and providing training in construction detailing, workload management, and overall project execution. Kaylee's passion for learning drives her continuous growth.

Education

Bachelor of Science in
Interior Design
The Art Institute of
California-San Diego | 2007

Professional Certification

NCIDQ
License #385903

Relevant Project Experience

Academic

Quail Valley Child Care Center – Menifee, CA*
21st Century Classroom Technology Improvements – San Diego Unified School District, San Diego, CA*
California Baptist University, Lancer Plaza North – Riverside, CA*
Jeff Jacobs JAM Center Basketball Performance Center – San Diego, CA*

Civic

Sun City Library – Menifee, CA*

Retail

Viejas Outlets – Alpine, CA*

Medical Office

Pacific Doctors Park Renovation – San Diego, CA*

Hospitality - Resort

Caesars NOLA – New Orleans, LA*
Resorts World – Queens, NY*
Hawaiian Gardens – Hawaiian Gardens, CA*
Viejas Hotel & Tower 1 & Expansion – Alpine, CA*
Viejas Hotel & Tower 2 & Expansion – Alpine, CA*
Upper Lake – Upper Lake, CA*
University Club – Los Angeles, CA*
Tesuque Concept Development – Tesuque, NM*
Carlsbad by the Sea Renovation – Carlsbad, CA*
Twin Arrows Hotel & Spa – Flagstaff, AZ*

*Project experience with previous firm



David Berry | Project Manager

AIA | NCARB | LEED AP BD+C

David joined Southern Architecture Workshop in 2024 as a Project Manager, bringing nearly a decade of architectural experience across a wide range of project types in Middle Tennessee. He approaches architecture as a true generalist, engaging deeply in every phase of the design and construction process—from early conceptual development to navigating complex technical challenges in the field. A graduate of the University of Tennessee, David is committed to delivering thoughtful, creative solutions and to shaping architecture that makes a lasting, positive contribution to the built environment.

Education

Bachelor of Architecture.
University of Tennessee.
Knoxville | May 2016

Architectural License
Tennessee # 105783

Relevant Project Experience

Academic

Fowler Center Renovation, Sewanee University - Sewannee, TN
Shelby County Public Schools Re-roofs:
Keystone Elementary, AB Hill Elementary, Dexter Elementary
Georgian Hills Middle, Treadwell K-8
Shelby County Public Schools - Memphis, TN
TSU Health Sciences Building, Tennessee State University - Nashville, TN*
Shenandoah University Health Professions Building - Winchester, VA

Community + Religious

Sri Ganesha Temple Expansion - Nashville, TN
Southall Church Renovations - Franklin, TN
Christ Presbyterian Church Music Row Church Offices - Nashville, TN
Dickson YMCA - Dickson, TN
Dickson City Center - Dickson, TN

Master Planning

YMCA Northwest Masterplan - Nashville, TN
Grace Christian Academy Masterplan - Franklin, TN

Commercial

Hyundai + Genesis of Hickory Hollow - Nashville, TN
Pinnacle Hixson Branch - Hixson, TN
Pinnacle Cleveland Office Renovations - Cleveland, TN

*Project experience with previous firm



Cole Robinson | Project Architect

Cole joined Southern Architecture Workshop in 2025 and immediately bolstered the firm's residential planning depth. Cole started his career in Jacksonville, Florida, where he managed projects from early planning through construction during the post-COVID building boom. With a focus on the intersection of design and constructability, Cole enjoys finding thoughtful, practical solutions that put people at the center of every space.

Education

Masters of Architecture.
Clemson University | May 2020

Bachelor of Architecture.
Clemson University | May 2018

Relevant Project Experience

Academic

Fowler Center - Sewanee, TN

Community + Religious

Sri Ganesha Temple Expansion - Nashville, TN

Multi-family

Veritas Village - Nashville, TN
Flagler Crossing - City of Saint Augustine, FL*
Waterstar - Orlando, FL*
St Nicholas - Jacksonville, FL*
Racetrack Road - St. Johns, FL*
Revel Community - Greensboro, SC*
Wilson Avenue - Panama City, FL*
San Jose Homestead - Jacksonville, FL*
Grand Cypress - St Johns, FL*

Civic

Dickson City Center - Dickson, TN
Dickson YMCA - Dickson, TN

*Project experience with previous firm



Ryan Tucker | Project Designer

Assoc. AIA

Ryan joined Southern Architecture Workshop as a Project Designer in early 2025. With a strong background in hospitality design, he has contributed to a range of large-scale projects and renovations across Florida. Ryan is driven by a passion for problem-solving, and he thrives on creating thoughtful, functional spaces. He is dedicated to architecture that not only enhances communities but also elevates the everyday experience.

Education

Masters of Architecture.
Kent State University
Kent | May 2023

Bachelor of Science in Architecture
University of Cincinnati
Cincinnati | May 2021

Relevant Project Experience

Academic

Metro Nashville Public Schools Re-roofs
Whitsitt Elementary School - Nashville, TN
Mt. View Elementary School - Antioch, TN

Master Planning

Grace Christian Academy Masterplan - Franklin, TN

Community + Religious

Dickson YMCA -Dickson, TN
Sri Ganesha Temple Expansion -Nashville, TN
Southall Church Renovation - Franklin, TN
Hyundai + Genesis of Hickory Hollow - Nashville, TN

Mixed Use

Westcourt Orlando - Orlando, FL*
Solid Waste Facility - Tampa Bay, FL*

Hospitality

Postcard Inn Renovation - St. Petersburg, FL*
VAI Resorts - Isle 8 - Glendale, AZ*

Workplace

Great Lakes Cheese Headquarters - Hiram, OH*
Swagelok Headquarters Expansion - Solon, OH*

Multi-Family

The Anderson Apartments - Brentwood, TN*

*Project experience with previous firm



Michael Jenks | Project Designer

Assoc. AIA

Prior to joining Southern Architecture Workshop as a project designer in 2024, Michael began his career at Richard Beard Architects in San Francisco, contributing to high-end residential and hospitality projects across California, Texas, and Montana. He is committed to elevating design quality and to thoughtfully integrating architecture with the land and community, values he strives to embody in his work at SAW.

Education

Bachelor of Architecture
University of Tennessee
Knoxville | May 2023

Relevant Project Experience

Community + Religious

Dickson YMCA - Dickson, TN
Dickson City Center - Dickson, TN
Southall Church Renovation - Southall Church - Franklin, TN
Sri Ganesha Temple Expansion - Sri Ganesha Temple - Nashville, TN

Master Planning

Donelson Christian Academy Masterplan - Nashville, TN

Academic

Metro Nashville Public Schools Re-roofs
Whitsitt Elementary School - Nashville, TN
Mt. View Elementary School - Antioch, TN
Fowler Center - Sewanee, TN

Residential

214 Spruce Street - San Francisco, CA*
Crestwood - Houston, TX*
Dipsea Road - Stinson Beach, CA*

Multi-family

Veritas Village - Nashville, TN

Hospitality

Theorem Ranch - Big Timber, MT*

*Project experience with previous firm

INCUBATOR
TENNESSEE

Potential Facility Partner Profiles

General Contractors



OUR STORY IN EDUCATIONAL SPACES

We Build Great Places to Learn.

For more than 75 years, DWC Construction has partnered with schools, nonprofits, and community organizations across Middle Tennessee to build learning environments that strengthen communities. Our experience spans early-childhood centers, charter schools, faith-based campuses, youth development programs, specialty schools, and vocational training facilities.

We understand that facilities play a critical role in a school's success. They shape culture, support instructional models, and communicate a school's mission from the moment families walk through the door. That's why we approach every school project with transparency, care, and collaboration, creating spaces that help founders move confidently from vision to opening day.

TOP WORK PLACES 2018-2025
Tennessean.
DWC Construction Company, Inc. is a 2025 Top Workplace!
8 Years Running

MIDDLE MARKET FAST 50
NASHVILLE BUSINESS JOURNAL 2024

Our Core Values

Quality Excellence
We are committed to excellence in everything we do.

Exceed Expectations
We are committed to serving our clients by exceeding their expectations.

Client Experience
We are part of a team. We each take responsibility for the client experience.

We Care
We treat others the way we want to be treated and show that we care.

A Trusted Construction Partner for Nashville's Schools

WE BUILD GREAT PLACES TO WORK

Our Nashville-area educational experience includes a wide range of clients such as:

CHARTER & INDEPENDENT SCHOOLS

- LEAD Public Schools (4 projects)
- Valor Collegiate Academies
- Nashville Classical Charter School
- STEM Preparatory Academy
- Ironwood Academy
- Genesis Learning Centers
- First Steps, Inc.
- Children's First Montessori
- Encompass School
- Invictus School

FAITH-BASED & PAROCHIAL SCHOOLS

- Christ Presbyterian Academy
- Covenant Presbyterian Church Restoration
- Brooke Meade Church
- St. Paul Christian Academy
- St. Phillips Episcopal
- Southern Hills Church of Christ
- Mount Calvary Missionary Baptist Church
- Former Two Rivers Baptist Church

YOUTH, WORKFORCE & NONPROFIT LEARNING ENVIRONMENTS

- Associated Builders & Contractors Apprentice Training Facilities
- Nashville Youth Opportunity Center
- Oasis Center
- Easter Seals
- Thistle Farms
- ThriftSmart
- Nashville Auto-Diesel College

These projects reflect our deep knowledge of how schools operate, grow, and adapt — and how construction partners must respond to evolving needs, limited budgets, and firm opening dates.

What Sets DWC Apart in the Education Market

- **Deep Experience With Occupied & Live School Environments.**
  We excel at projects that require phasing, safety planning, and zero-disruption strategies.
- **Rapid, Realistic, Mission-Aligned Planning.**
  We help founders understand timelines, construction costs, and key decisions early so they can set achievable expectations from day one.
- **Transparent, Competitive, Open-Book Pricing.**
  We pre-qualify subcontractors, secure multiple bids, and deliver detailed, honest pricing.
- **Weekly Communication You Can Count On.**
  Every project includes progress reporting, photos, two-week look-aheads, scheduling updates, and clear next steps.
- **A Team Built for Long-Term Partnerships.**
  With an average 12-year employee tenure, DWC ensures continuity, accountability, and a consistent experience for school teams.



DWCBUILDS.COM

TOP WORK PLACES 2018-2025 Tennessean.

MIDDLE MARKET FAST 50 NASHVILLE BUSINESS JOURNAL 2024

Nashville Incubator Facility MOU
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How We Support New and Growing Schools

WE BUILD GREAT PLACES TO WORK

A Construction Partner for All Stages of School Development

Schools at all stages - new, expanding, or modernizing, face unique challenges: balancing limited time, evolving community needs, and the responsibility to create safe, functional, and inspiring learning environments. DWC's approach is designed to support school leaders through every step of that journey.

Early-phase Guidance

We engage at the visioning stage to help schools clarify scope, align priorities, understand cost considerations, and establish a realistic path forward before design begins.

Accurate Estimating & Value Engineering

We identify opportunities to maximize value, reduce unnecessary costs, and select durable, long-lasting materials without compromising safety, quality, or functionality.

Smart Scheduling for Non-negotiable Dates

School calendars and opening days are fixed. We build schedules that protect critical milestones, anticipate inspection timelines, and communicate impacts early to keep projects on track.

Support for Design, Permitting & Coordination

We collaborate closely with architects, engineers, owner's representatives, and real estate partners to ensure the design intent matches real-world pricing, constructability, and project goals.

Stakeholder Communication to Keep Everyone Aligned

Administrators, boards, community partners, and facilities teams stay fully informed through structured updates that make the planning and construction process predictable, transparent, and manageable.

Why This Matters for Schools

Successful school facility projects rely on strong communication, aligned expectations, and a shared commitment to creating safe, inspiring learning environments. DWC's approach is built around these principles from the very beginning:

- We communicate clearly, early, and consistently.
- We anticipate obstacles before they become delays.
- We help founders understand what's possible within their timelines and budgets.
- We deliver dependable results that support long-term school growth.

Our goal is simple: Help schools open on time, operate safely, inspire students, and thrive within their communities.

Ready to Support Nashville's Next Generation of Schools

DWC Construction is honored to be included among the facility partners for this year's Nashville Incubator charrette. We look forward to meeting the new schools, understanding their visions, and supporting the teamwork that builds strong learning environments across Middle Tennessee.



DWCBUILDS.COM

TOP WORK PLACES 2018-2025 Tennessean.

MIDDLE MARKET FAST 50 NASHVILLE BUSINESS JOURNAL 2024

DWC CONSTRUCTION PROCESS

WE BUILD GREAT PLACES TO WORK

DESIGN DEVELOPMENT

Assist with the design documents (drawings):

- Advise on the most efficient and economical means & methods of construction while maintaining design intent and integrity.
- Determine preliminary pricing to assist in decision making process.
- Identify items that could adversely affect the cost or schedule.
- Clarify design details or questions before final bidding.
- Ensure the proposed drawing work with the existing structure.

CONTRACT DEVELOPMENT

A thorough pricing & budget process:

- Pre-qualify all subcontractors and vendors to ensure they have the required experience and sufficient manpower to perform the scope of work on time and within budget.
- A minimum of three bids will be solicited from the pre-qualified bidders for all items, guaranteeing the most competitive price for each line item.
- Manage a thorough Value Engineering process to assist in budget development as well as minimize or eliminate the need for a rede-sign.
- All general condition or self-performed items will be clearly identified. DWC operates with an “open book policy” with its clients.

THE APPROACH

Weekly Meetings:

- Held onsite or online, and through all phases of project.
- Beneficial to catch potential issues early.
- Minimize punch list items at conclusion of project.
- Creates an ongoing conversation surrounding design and scheduling.
- Concludes with jobsite walk through

Scheduling:

- Prior to onset of construction, an initial project schedule will be developed.
- Schedule will outline all critical dates and project milestones.
- All owner furnished services or trades, from furniture installation to security wiring, will be listed in schedule to ensure coordination with construction deliverables.

Progress Reports:

- The Project manager will periodically produce a progress report (frequency to be determined) which will include:
- Schedule updates by trade
- Progress status identifying potential issues to be addressed
- Progress photographs



ABOUT DWC

WE BUILD GREAT PLACES TO WORK

Founded in 1947 as The Drywall Company.

Since the **late 1980's**, DWC has devoted all of its resources and expertise to providing commercial properties excep- tional **interior general construction**, renovations and additions to existing structures across Middle Tennessee, becoming known as Done With Care Construction.

Currently we **employ more than 55 full time trained** craftsmen and support staff. Proudly stated, our average employee tenure is 12 years.

Our longstanding relationships with numerous subcontractors provide for **favorable pricing and performance** for our clients.

Over **80%** of our business is with repeat clients.

We utilize a unique project delivery system for our construction services to ensure successful completion and satisfied clients:

- **Superintendent –** Site Management of your project.
- **Operations Manager** – Seasoned construction professional providing resources and solutions to keep your project on track.
- **Project Manager** – Management of your project from planning to budgeting to completion.

Our **CARPENTERSPLUS™** group offers a unique solution to quickly address small projects and repairs, and is an alternative to independent contractors and handymen.

PROJECT WORKLOAD (AS OF FEBRUARY 2024):

- 26 active projects
- Backlog of work under contract is $23M

With 7 construction project managers, 3 special projects project managers and 21 superintendents, we have the capacity and available resources to provide both the pre-construction services and manage the project if eventually awarded the work.

EDUCATION AND NON-PROFIT EXPERIENCE:

Please see Addendum for list and references.

THE NUTS & BOLTS

GENERAL BUILDING CONTRACTOR

Tennessee License No.
16511 BC-AB Unlimited

BANKING RELATIONSHIPS

Pinnacle Financial Partners
Mr. David Castilaw
Phone: 615.743.8713

SURETY

Berkley Surety Group
Mr. Chris Sellers
Phone: 615.522.5001

PROPERTY & CASUALTY INSURANCE

Arthur J. Gallagher Risk Management Services
Mr. Greg Martin
Phone: 615.830.4280

DUNS

No. 03-482-8970

LIMITS

- Workers' Compensation (statutory requirement) = $1,000,000
- Comprehensive General Liability = $2,000,000 Aggregate Excess
- Umbrella Liability = $10,000,000 (National Union Fire)
- Automobile = $1,000,000

ACCOUNTANTS

Edmondson, Betzler & Montgomery, PLLC
Mr. Joe Edmondson
Phone: 615.916.3101

DOCUMENTS AVAILABLE UPON REQUEST:

- Contractor's Qualification Statement (AIA 305)
- DWC's Employee Handbook
- DWC's Safety, Health, and Loss Prevention Plan
- Certificates of Insurance
- Tennessee Drug Free Workplace

DWCBUILDS.COM

TOP WORK PLACES 2018-2025 Tennessean.

MIDDLE MARKET FAST 50 NASHVILLE BUSINESS JOURNAL 2024

DANIEL REBULA

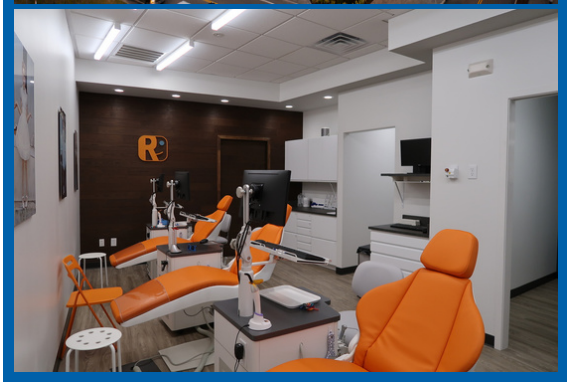
SENIOR PROJECT MANAGER



DANIEL.REBULA@DWCBUILDS.COM







PROFILE

Daniel has 10 years of commercial construction experience. He joined DWC from Charleston, South Carolina as a project manager where he gained valuable construction experience on small and large scale projects. Daniel relies on his prior construction experience and his interpersonal skills to help manage his projects and keep his clients happy.

YEARS IN CONSTRUCTION INDUSTRY: 10

EXPERIENCE

- Trident Construction (Charleston, SC) – Asst. Project Manager 2015-2019
- Harbor Contracting (Charleston, SC) – Project Manager 2019-2022
- DWC Construction – Project Manager 2023-Present

SKILLS

- Estimating & buyout
- Scheduling
- Management of multiple contractors, partners and vendors
- Communication
- Organization of project documents

NOTABLE PROJECTS

- 22 Westedge - Charleston, SC. Eight-story, 156,000 sf Class A office building
- Coastal Kids Dental Upfit - Charleston, SC. 4,800 sf dental office renovation.
- Sweetgrass Pharmacy – Mt. Pleasant, SC. 8,500 sf new-build compounding pharmacy.
- Flex ECT - Nashville. 94,000 sf interior/exterior warehouse renovation
- LevitonLIVE Nashville - Interior/exterior renovation.
- Delta Dental Corporate Office - Nashville, TN. 12,000 sf interior office renovation

FAVORITE QUOTE

"Success is the measure between your performance against your competition. Excellence is the measure between your performance against your own potential."
- Scott Wozniak

TYLER GLOVER

DIRECTOR OF PROJECT MANAGEMENT



TYLER.GLOVER@DWCBUILDS.COM







PROFILE

After beginning his career as Project Manager for a drywall subcontractor in D.C., Tyler moved back to Tennessee to be closer to family and support the Tennessee Vols. As Director of Project Management, he enjoys managing complex projects, leading the project management team, and coming up with unique solutions for project requirements when the opportunity arises. His ability to assimilate information and 'cut to the chase' help to ease the minds of his clients, earning their trust in his ability to produce a great project. Tyler exemplifies our core value 'We are committed to serving our clients by exceeding their expectations.

YEARS IN CONSTRUCTION INDUSTRY: 17

EDUCATION

- Bachelor of Science, Construction Management
- East Tennessee State University – 2006-2008

EXPERIENCE

- DWC Construction Co., Inc. – Project Manager/Director of Project Management, August 2013 - Present
- Interior Specialties, Manassas, VA – Estimator/Project Manager, December 2008 – August 2013

NOTABLE PROJECTS

- Geodis Headquarters - 134,000 SF renovation In Brentwood, TN with complete demolition and new buildout of 3 floors, Lobby and Atrium
- 1222 Demonbreun - First generation build of the 12th and 14th floors totaling 60,000 SF
- Barnes and Thornburg – 20,000 SF First generation buildout for the Law offices of Barnes and Thornburg – $4.5 MIllion
- TVA – 25,000 SF First generation buildout for their new "Technology Forward" office concept - $5.4 Million
- Iron Galaxy – 22,000 sf remodel of a food court and theater into open concept creative space for the video game design team - $2.4 million
- e-Spaces (Multiple Locations) – 15-20,000 sf office remodels creating co-working office space - $1-2 million

FAVORITE QUOTE

"You don't become confident by shouting affirmations in the mirror, but by having a stack of undeniable proof that you are who you say you are"

– Alex Hormozi

CRAIG FULCHER

PRESIDENT & CEO



CRAIG.FULCHER@DWCBUILDS.COM







PROFILE

As President & CEO for DWC Construction Company, Craig is the main point of contact for the client and design team, responsible for all aspects of a project from estimating to buyout to scheduling to punch-list. His experiences with large, complex projects provide Craig with the expertise to manage any project successfully and bring it in on time and in budget. He thrives in a Design/Build scenario; leading a project team that includes the client and architect from project inception to completion.

YEARS IN CONSTRUCTION INDUSTRY: 23

EDUCATION

- Auburn University - B.S. In Finance: 1986-1990

EXPERIENCE

Craig has twenty-plus years of project management experience. He has managed several large projects since joining DWC in 2001. His ability to listen to his clients and work diligently to meet and exceed their expectations was recognized after a relatively short tenure with DWC, where he was promoted to Senior Project Manager after just 5 years, and eventually promoted to DWC President.

NOTABLE PROJECTS

- H3GM – 27,000 SF renovation of AT&T sublease space at AT&T tower
- Frost Brown Todd – 29,000 SF first-generation build-out at Pinnacle at Symphony Place.
- Healthcare REIT – 23,000 SF full building renovation, partially occupied, with a tight timeline and budget. Design/Build method of construction. Winner of the 2008 ABC Excellence in Construction Award.
- Gresham Smith & Partners – Occupied renovation of 6 floors of class A office space in the Nashville City Center.Design/Build method of construction.
- Waller Lansden Dortch & Davis – Occupied renovation of all 7 floors of class A office space in the Nashville City Center. Negotiated project.

CORY BRAMAN

DIRECTOR OF OPERATIONS



CORY.BRAMAN@DWCBUILDS.COM







PROFILE

As Director of Operations of DWC Construction, Cory Braman oversees the day-to-day execution of all construction projects in the Central Business District and nearby areas. He is responsible for resource management, logistics, personnel scheduling and safety compliance. Cory demonstrates our core value that states we are part of a team, and we each take responsibility for the client experience every day

YEARS IN CONSTRUCTION INDUSTRY: 28

EXPERIENCE

- DWC - Operations Mgr./Director of Operations, July 2019 - Present
- Layton Construction - Superintendent, 2018-2019
- Harvest Construction - Superintendent & Operations Mgr. - 2010-2018
- Finish Carpentry, 1995-2005

NOTABLE PROJECTS

- S.T.E.M. Preparatory Academy - 24,000 sf renovation of Metro Nashville Charter School
- LEAD Academy School - 1st and 2nd phased projects for Metro Nashville Charter School
- Flex ECT Nashville - 94,000 sf interior/exterior warehouse renovation
- LevitonLIVE Nashville - Interior/exterior renovation.
- Lifeway Christian Resources - Buildout of 50,000 sf of offices, video, and broadcast suites.
- Polsinelli, Nashville, TN - buildout of 32,000 sf first-generation new office in Broadwest Building

FAVORITE QUOTE

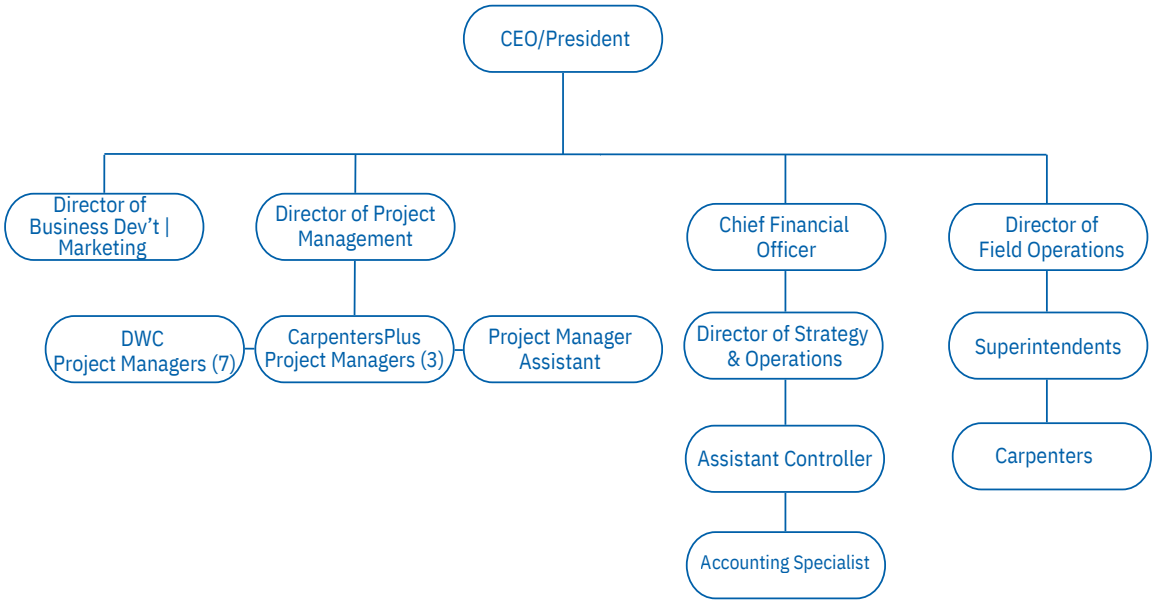
Extreme Ownership. Leaders must own everything in their world. There is no one else to blame."

- Jocko Willink

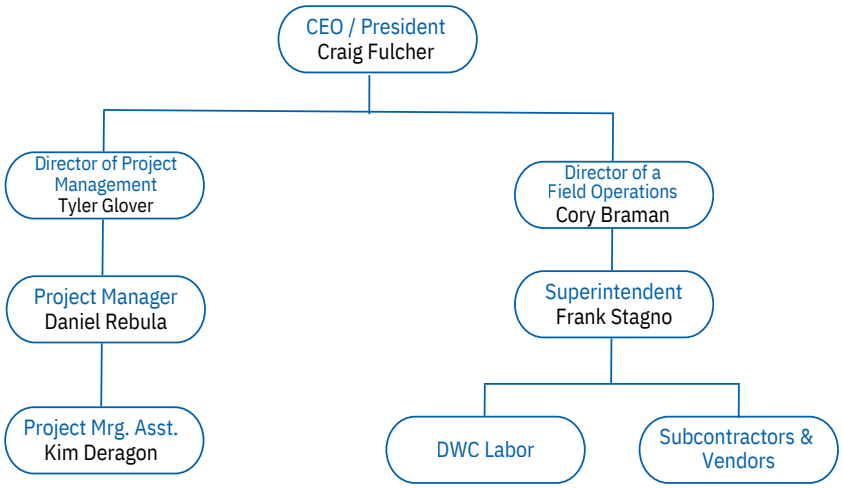
ORGANIZATION & STAFFING

WE BUILD GREAT PLACES TO WORK

CONSTRUCTION COMPANY ORGANIZATIONAL CHART



PROPOSED TEAM



ORGANIZATION & STAFFING

WE BUILD GREAT PLACES TO WORK

PROJECT MANAGER - DANIEL REBULA

- Overall project oversight & responsibility. The Project Manager will be the primary contact for the project, with the exception of daily activities on site, which will be coordinated by the Superintendent.
- Works closely with Superintendent and Operations Manager to monitor the progress of the project.
- Conduct weekly project meetings and subcontractor meetings.
- Weekly progress report with photos.
- All project documents will flow through the Project Manager.

SUPERINTENDENT - FRANK STAGNO

- Onsite supervision of the daily project schedule & all on site activities.
- Oversight and coordination of the various subcontract trades (we expect and require each trade to have their own on-site supervision, so DWC provides oversight of trades, not supervision).
- Primary contact with all Codes Inspectors.
- Primary day to day contact with the client.

DIRECTOR OF OPERATIONS - CORY BRAMAN

- Assists Superintendent with all DWC labor & material scheduling, ensuring sufficient labor is available as required to meet the project needs, as well as all material is delivered in a timely manner.
- Assists with subcontractor oversight when necessary; providing a backup to Superintendent, should difficulties arise with any one subcontractor.
- Available to assist with code inspections.
- Safety program implementation and execution of compliance programs.

PROJECT MANAGER ASSISTANT - KIM DERAGON

Located in Main Office

- Submitting & tracking plans through Codes for the building permit
- Processing subcontracts & purchase orders
- Securing & tracking submittals and samples
- Assures all Codes paperwork is completed in order for the timely issuance of the Use & Occupancy letter

PRESIDENT - CRAIG FULCHER

- Attend pre-construction meetings, assisting with the design, development and budget phase. Craig uses his 20+ years of commercial renovation experience to assist the project team during this important phase of the project
- Attend weekly project meetings as needed
- Available as needed. Provides oversight of construction team



EDUCATION & NON-PROFIT EXPERIENCE

WE BUILD GREAT PLACES TO WORK

- Associated Builders & Contractors (Apprentice Training Facilities)
- Brooke Meade Church
- The Cato Center
- Christ Presbyterian Academy
- Covenant Presbyterian Church Restoration Project
- Children's First Montessori
- Easter Seals
- Encompass Community School
- First Steps Inc. (school for children with special needs)
- Genesis Learning Centers (Murfreesboro/Nashville)
- Invictus Nashville Charter School
- Ironwood Academy
- LEAD Public Schools (4 projects)
- Mount Calvary Missionary Baptist Church
- Nashville Auto-Diesel College
- Nashville Classical Charter School
- Nashville Youth Opportunity Center
- Oasis Center
- Southern Hills Church of Christ
- STEM Preparatory Academy
- St. Paul Christian Academy
- St. Phillips Episcopal
- Thistle Farms
- ThriftSmart (thrift stores)
- Former Two Rivers Baptist Church
- Valor Collegiate Academies

See the attached Charter School brochure

WHY CHOOSE DWC

WE BUILD GREAT PLACES TO WORK

We Prioritize Your Time

At DWC, we know time is money. That's why scheduling isn't just a task—it's a strategy. Our team collaborates closely with owners, architects, and consultants (OAC) from day one to outline project milestones and inspection dates, establishing a clear critical path to completion.

From there, we work with all stakeholders to refine the construction schedule—adjusting as needed until it's both realistic and achievable. These scheduling touchpoints continue throughout the life of the project to keep progress aligned, anticipate challenges early, and ensure your timeline stays on track.



WEEKLY PROGRESS REPORT SAMPLE

From:
To:
Cc:
Subject: RE: Progress Report Thursday, April
Date: 27, 2023 10:47:07 AM image001.png
Attachments:

Good morning!

Below is our weekly construction report for the Project C that commenced on 12/05/22. Please see weekly progress photos for the project in this shared file:
Pre-construction; Week 1: Dec. 5 - 9; Week 2: Dec. 12 - 16; Week 3: Dec. 19 - 22; Week 4: Jan. 3 - 6; Week 5: Jan. 9 - 13; Week 6: Jan. 16 - 20; Week 7: Jan. 23 - Jan 27; Week 8: Jan. 30 - Feb 3; Week 9: Feb. 6 - Feb 10; Week 12: Feb 27 - Mar 03; Week 14: Mar 13 - Mar 17; Week 15: Mar 20 - 24; Week 16: Mar 27 - Mar 31
Week 17: Apr. 3 - Apr. 7; Week 18: Apr. 10 - Apr. 14; Week 19: Apr. 17 - Apr. 21; Week 20: Apr. 24 - Apr. 28

Open Space: OpenSpace

Red Hot Items: NONE

Project Schedule:

- Thank you to everyone for working hard this week to finish up the space! As far as items on my end...it is just inspections driving the train at this point.
- We did receive confirmation the (2) missing L light fixtures did ship yesterday, so those are on the way!

Driven by People, Defined by Results

At DWC, we know great projects come from great teams. We're proud to have a culture that not only attracts high-quality professionals, but keeps them. Our low turnover means you work with a consistent, committed team who knows your project and your priorities.

This people-first culture has made DWC a Top Workplace for seven years—and it's no coincidence we've also been recognized as a Fast 50 company by the Nashville Business Journal. Our growth is fueled by a strong foundation: loyal people, thoughtful hiring, and a commitment to delivering excellence, every time.



Actual scheduling meeting

Communication That Keeps You in Control

Timely updates are critical to keeping a project on track. DWC issues detailed progress reports at regular intervals determined by the OAC team, with the option to easily share them with extended stakeholders.

Each report includes:

- Current schedule status
- A two-week forecast of upcoming work
- Visual documentation through progress photos
- Commentary on RFIs, submittals, revisions, and pending decisions

We make sure you're informed, aligned, and empowered to make timely decisions throughout every phase.

TOP WORK PLACES 2018-2025 Tennessean.

dwc

MIDDLE MARKET FAST 50 NASHVILLE BUSINESS JOURNAL 2024

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities



Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

MOFFITT
BUILDERS

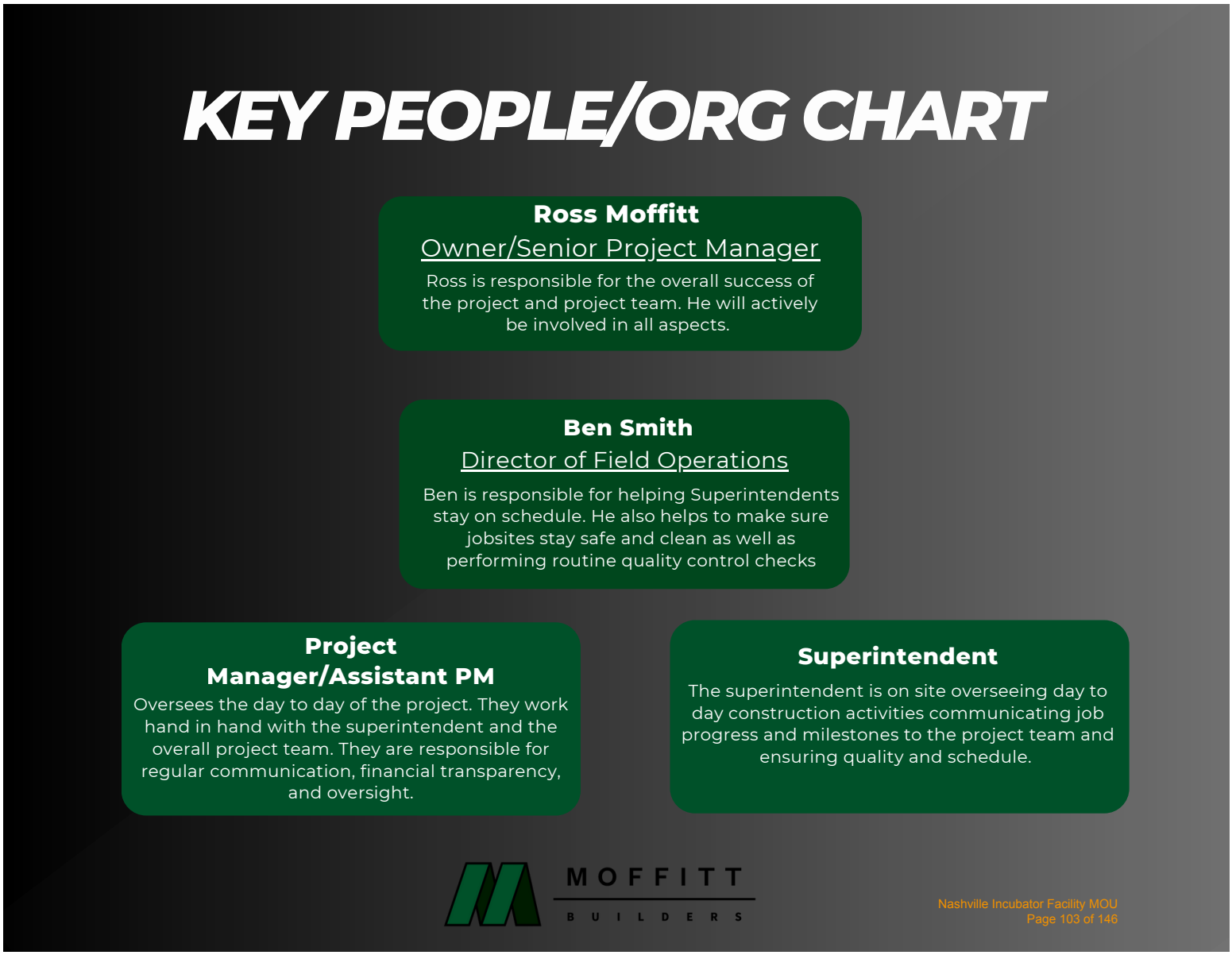
ABOUT US

Moffitt Builders LLC is a Nashville-based commercial construction firm with five years of experience delivering projects throughout Nashville, Tennessee and the surrounding Middle Tennessee area. We understand the unique demands of academic construction, including strict school-year schedules, enhanced life-safety and ADA requirements, and the need to minimize disruption to students and staff. From new classroom buildings and specialty learning environments to renovations, expansions, and phased improvements on active campuses, we bring a practical, hands-on approach grounded in careful planning and clear communication.

We place a strong emphasis on developing and maintaining trusted relationships and pride ourselves on being collaborative, responsive, and easy to work with. Our team values open communication, transparency, and proactive problem-solving, ensuring school leaders and stakeholders feel supported and informed throughout every phase of a project. By working closely with administrators, design teams, and local authorities, we create a smooth and predictable construction process built on mutual respect and accountability. Our goal is to be a long-term partner to the schools we serve, delivering not only quality facilities but also a positive, reliable experience from planning through completion

Please reach out with any questions or if you need additional information
-Ross Moffitt, Owner
Moffitt Builders, LLC

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities



Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

APPLICABLE PROJECTS RESUME- MOFFITT BUILDERS

Metro Christian School- Goodlettsville, TN
New Construction SF- 22,000
Renovation SF- 5,000
Project Description: Addition to existing building. Includes new classrooms for school and Church entrance. Remodel existing interior lobby classrooms.
Project Size: 22,000 sf.
Project Cost: $5.6 Million-

Goodpasture Christian School (Currently in Design)
New Construction SF- 40,000
Project Description: New high school building with attached indoor athletic field.
Project Size: 40,000 sf.
Project Budget: $12 Million

Little Wonders- Aventura
Client Name- Angela Goddard - 615-496-4397 agoddard@joecdavisfoundation.org
Renovation SF- 3,168
Project Description: Interior renovation for new school day care- included new playground area Senior
Project Cost: $682,000-

Franklin Classical School
Project Description: Renovation of existing office building into a new school- Multiple phases
Renovation SF- 35,000 SF
Project Budget: $1.6 Million

Intrepid Charter School (Former Company)
Project Description: Renovation of existing Circuit City for new Charter School- Included full gym build out
Renovation SF- 28,000 SF
Project Budget: $2.4 Million

MOFFITT
BUILDERS

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

ROSS MOFFITT- SENIOR PROJECT MANAGER

ROSS MOFFITT

WORK HISTORY

Moffitt Builders- 2021-2025
Title: Senior Project Manager/Owner

Harvest Construction- 2015-2021
Title: Project Manager

Goodall Homes- 2012-2015
Title- Project Manager

NOTABLE PROJECTS

2222 Rosa Parks
Project Description: Multiple tenants for building re-development to multi-tenant use
Project Size: 30,000 sf.
Project Cost: 5.5 Million

Carter Haston
Project Description: First generation build out for new headquarters
Project Size: 10,000 sf.
Project Cost: 1.5 Million

Metro Christian Academy
Project Description: Addition to existing building. Inc new classrooms for school and Church entrance. Rem existing interior
Project Size: 22,000 sf.
Project Cost: $5.6 Million

Goodpasture (In Design)
Project New high school building and indoor athletic training field
Project Size- 40,000 sf
Project Cost: $12 Million

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

JUSTIN BROWN- SENIOR PROJECT MANAGER

JUSTIN BROWN

Education:
UNC Charlotte-Degree in Construction Management
Certifications:
OSHA 30 hour construction training
DBIA Professional Member
LEED AP BD+C

WORK HISTORY

Moffitt Builders- 2024-2025
Title: Senior Project Manager

Bell Construction- 2018-2024
Title: Senior Project Manager

The Ross Group Construction Corp- 2015-2018
Title- Senior Project Manager

Clayco- 2013-2015
Title- Project Manager

*Justin will be committed part time to this project. His only other project would be Goodpasture- Referenced here

NOTABLE PROJECTS

Tempo Hilton- Nashville, TN (Previous Company)
Project Description: (16) Story hotel in Downtown Nashville- Ground Up
Project Size: 286,000 sf.
Project Cost: $87 Million

Redeemer Church
Project Description: Ground-up new Sanctuary building
Project Size: 10.200 SF.
Project Cost: $4.8 Million

Cumberland Retail Center
Project Description: Ground-up new retail multi-tenant building in Columbia, TN
Project Size: 7,500 sf.
Project Cost: $2.5 Million

Goodpasture (In Design)
Project New high school building and indoor athletic training field
Project Size- 40,000 sf
Project Cost: $12 Million

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

BEN SMITH- OPERATIONS MANAGER

BEN SMITH

WORK HISTORY

Operations Manager
Moffitt Builders, LLC

Harvest Construction: 2012-2016
Title: Superintendent
Oversaw and managed construction projects ranging from industrial to tenant improvements

CBRE: 2016-2018
Title: Project Manager
Represented Metro Public Schools as owners representative overseeing multiple ground up school projects.

Pinnacle Partners: 2016-2018
Title: Project Manager
Managed construction projects at BNA ranging from new parking garage to restaurant build outs.

Current:
Moffitt Builders: 2021 - Current
Superintendent- 2021- 2022
Project Manager- 2022-2024
Operations Manager- 2024-Present

NOTABLE PROJECTS

ASD/SKY
Project Description: Interior office remodel for new Nashville corporate office.
Project Size: 2,865 sf.
Project Cost: $440,000

Round Hill Music
Project Description: First generation build out. Included stage and sound proof song writing rooms
Project Size: 6,500 sf.
Project Cost: 1.1 Million

Metro Christian Academy
Project Description: Addition to existing building. Includes new classrooms for school and Church entrance. Remodel existing interior
Project Size: 22,000 sf.
Project Cost: $5.6 Million

Carter Haston
Project Description: First Generation Class A Office Space Build Out
Project Size: 10,000 sf.
Project Cost: $1.7 Million

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

ELIJAH SMITH/ ROBERT MAXWELL
Assistant Project Managers

ABA Goodlettsville
Project Description: Interior office remodel for new disability center
Project Size: 4,500 sf.
Project Cost: $400 Thousand

Cooper Steel
Project Description: Interior Renovation- Class A Office space for new corporate office
Project Size: 5,500 sf.
Project Cost: $750 Thousand

Thompson Machinery
Project Description: Interior office remodel and warehouse work. Multiple phases over 2 year span
Project Size: 60,000 sf.
Project Cost: $2.5 million

Nurses Middle College
Project Description: Interior renovation for new Charter School
Project Cost: 286,000 Thousand

Franklin Classical School
Project Description: Renovation of existing office building into a new school- Multiple phases
Renovation SF- 35,000 SF
Project Budget: $1.6 Million

MOFFITT BUILDERS

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities



Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

CHASE CONSTRUCTION GROUP
EST.1986
EMPLOYEE OWNED
LEADERSHIP | KNOWLEDGE | INTEGRITY | COMMITMENT

Submitted by:
John Morss
Chief Operating Officer
615-777-5900
Email: jmorss@dfchase.com

Request For Information:
Shelby Goodfriend
Director of Facilities
INCUBATOR Nashville

INCUBATOR
NASHVILLE

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

COMPANY BIO -SIMILAR PROJECTS

Chase Construction Group's experience in education projects is extensive. It includes K-12, both Public & Private, Charter Schools as well as University level projects. Over 150 projects.

In the Charter School sector, over the last 10 years we have completed 20 projects with 769,900 sf for over 8,748 students. Total construction costs for the projects $162,190,454.

All these projects were completed using the CM/ GC method of contracting with 100% of the project savings being returned to the Owner. Some projects incorporated design-build.

CHASE CONSTRUCTION GROUP RECENT SCHOOL EXPERIENCE

SCHOOL	PROJECT	YEAR OPENED	STUDENTS	BUILDING SIZE	GMP BUDGET	FINAL COST	CHANGE ORDER REASONS	SAVINGS / OVERAGE	SCHEDULE
ROCKETSHIP NORTH EAST ELEMENTARY	NEW GROUND UP SCHOOL, 8 AC SITE	2014	471	40,000	$ 5,334,894	$ 5,485,570	ADDED ROAD TRAFFIC CONTROL WORK AND ADDITIONAL STORM SEWER AT THE ROAD	$92,204 RETURNED TO THE OWNER IN GMP SAVINGS	1/9/14- 7/29/14, OPENED PER SCHEDULE
ROCKETSHIP UNITED	RENOVATED OFFICE BLDG INTO SCHOOL WITH GYM	2016	530	42,000	$ 4,315,915	$ 4,621,010	ADD SKYLIGHTS, SITE UTILITY RELOCATIONS, ADD LANDSCAPING & HARDSCAPE, ADD OWNER REQUESTED FINISH UPGRADES	BUYOUT SAVINGS TO GMP $319,,551	12/11/14 - 7/1/15 OPENERD PER SCHEDULE
VALOR FLAGSHIP	COMPLETED ADDITION	2015	485	25,000	$ 2,598,431	$ 2,640,980	ADDED TURF FIELD AND PLAY AREA WITH SIDEWALK		2/9/15 - 7/9/15 OPENED ON SCHEDULE
VALOR VOYAGER	CONVERTED A LOWES STORE INTO SCHOOL ADDING A FLOOR LEVEL	2016	489	40,000	$ 6,023,320	$ 6,310,792	INTERIOR FINISH UPGRADES	RETURNED $19,981 IN SAVING TO THE OWNER	2/16/16 - 7/29/16 OPENED ON SCHEDULE
VALOR COLLEGE PREP	FLOOR LEVEL AND ADDITING A GYM WITH INDOOR TRACK	2018	1,197	110,000	$ 13,891,369	$ 14,469,447	ADD MISC INTERIOR FINISHES, SCIENCE CASEWORK , LANDSCAPE & HARDSCAPE		
REPUBLIC HIGH SCHOOL	A 3 STORY CLASSROOM ADDITION AND RENOVATION TO THE EXISTING FACILITY	2017	650	80,000	$ 10,983,740	$ 10,773,988		RETURNED $209, 752 IN SAVINGSTO THE OWNER	4/4/17 - 3/1/18 OPENED 2 MONTHS LATER THAN ANTICATED DUE TO WEATHER DELAYS
KIPP - ANTIOCH COLLEGE PREP ELEMENTARY	NEW GROUND UP SCHOOL WITH SOCCER FIELD 14 AC SITE	2018	400	42,854	$ 11,917,566	$ 12,577,584	ADD EXTERIOR CANOPIES, & SCREEN WALL, ADD PLAYFIELD		7/6/20 - 5/19/21 OPENED ON SCHEDULE
REPUBLIC HIGH SCHOOL 3RD FLOOR	INTERIOR BUILDING OF THE 2017 BUILDING ADDITION	2019	ABOVE		$ 1,103,142	$ 1,063,895	RETURNED $39,247 IN BUDGET SAVINGS	RETURNED $39,247 IN BUDGET SAVINGS	10/15/18 - 1/16/19 OPENED ON SCHEDULE
FRANKLIN ROAD ACADEMY STUDENT CENTER	NEW STUDENT CENTER, CLASSES AND CAFETERIA	2109	750	38,000	$ 13,336,471				
KIPP - ANTIOCH COLLEGE PREP MIDDLE SCHOOL	NEW GROUND UP SCHOOL WITH SOCCER FIELD 14 AC SITE	2020	271	49,095	$ 12,917,722	$ 13,645,533	ADD TRAFFIC SIGNALS, SOCCER FIELD UPGRADES		10/4/18 - 7/4/19 OPENED ON SCHEDULE
ENSWORTH LOWER SCHOOL ADDITION	NEW 30,000 SF CLASROOM BUILDING	2021	120	30,000	$ 11,777,431				
KIPP - KIRKPATRICK ELEMENTARY SCHOOL	INTERIOR RENOVATIONS - SECURITY VESTIBULE	2022	433	NA	$ 146,291	$ 153,735	MISC FINISH CHANGES		6/28/22 - 7/25/22 OPENED ON SCHEDULE
KIPP - ACADEMY NASHVILLE MIDDLE SCHOOL	INTERIOR RENOVATIONS - SECURITY VESTIBULE	2022	390	NA	$ 365,254	$ 381,214	ADDED BONDING,REWORK SECURITY TRANSACTION DECK	RETURNED $1,125 IN SAVINGS	6/28/22 - 7/25/22 OPENED ON SCHEDULE
INTREPID COLLEGE PREP	INTERIOR RENOVATIONS	2021	492	30,000	$ 103,315	$ 103,315			4/1/21 - 5/1/21 OPENED ON SCHEDULE
NASHVILLE CLASSICAL CHARTER SCHOOL	COMPLETE GUT AND RENOVATION OF AND EXISTING SCHOOL	2023	120	28,000	$ 1,995,507	$ 2,693,546	ADDED SECOND BUILDING DEMO AND REPLACED HVAC SYSTEM	RETURNED $3,125 IN SAVINGS	2/28/23 - 7/1/2 OPENED ON SCHEDULE
AVENTURA COMMUNITY SCHOOL	INTERIOR RENOVATIONS	2022	120	10,000	$ 277,617	$ 286,242	REPLACE STOREFRONT ENTRANCE		4/1/22 - 7/4/22 OPENED ON SCHEDULE
VALOR FLAGSHIP ADDITION II	ADDITION TO THE EXISTING FACILITY WITH CLASSES AND A STORM SHELTER	2023	50	4,000	$ 1,866,233	$ 1,924,246	ADDED RADIO RESCUE SYSTEM		8/1/23 - 12/31/23 OPENED ON SCHEDULE
KIPP - ANTOCH HIGH SCHOOL BRIDGESTONE	INTERIOR RENOVATIONS	2023	120		$ 229,065	$ 273,351	REVISED INTERIOR TEMP WALL LAYOUT, ADDED MISC ALTERNATES		
KIPP - ANTOCH HIGH SCHOOL	ADDITIONS & RENOVATION INCLUDING GYMS, THEATER, 43 CLASSES, SOCCER FIELD AND CAFETERIA / KITCHEN	2024	1,200	155,951	$ 41,007,171	$ 44,173,135	ADDED KITCHEN, SOCCER FIELD, STORM SHELTER, FACILITY LAYOUT REVISIONS, CLASSROOM LVT, ADDED CLASSROOM CASEWORK, BLDG HVAC MGT SYSTEM, ADDED ASPHLAT OVERLAYING THE PARKING LOT, AS WELL AS OTHER MISC CHANGES.	RETURNED $35K IN SAVINGS	1/20/23 - 7/4/24 ON SCHEDULE
TENNESSEE NATURE ACACDEMY	20 ACRE SITE WITH A 42,000 SF MS / HS / ADMIN / 8,000 SF OURDOOR PAVILION	2026	460	45,000	$ 22,000,000			IN DESIGN	
			8,748	769,900	$ 162,190,454				

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Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

COMPANY BIO -SIMILAR PROJECTS

In each case of the listed projects, Chase Construction Group worked very early with the Charter School team , Program Manager, and Design team. The goal is to plan the best design for the most effective construction process. Team meetings with early concept drawings establish early realistic budgets and schedules with milestones to ensure a timely finish and on budget projects. A large part of the process includes option planning & pricing for future projects.

To help both Gate School and The Music City Academy the early accurate budgets and overall schedule planning will be critical to get the schools open on time. They key to the budgets will be to review existing buildings for renovation and compare costs for the phase 1, as well as the ability to add additional phases.

Both school have a different style of how they are approaching the teaching environment.

The **Gate School** could focus on either office or existing schools to renovate. The Harkness teaching method is conducive to conference type rooms to student collaborate at a large table, then go to breakout sessions. Examples of this would include conference room adjacent to classrooms or using typical classroom nesting desks to facilitate the collaboration of the students. Please see page 5 for an example.

Music City Academy could look at big box retail or warehouse type facilities to renovate. Both would have the high ceilings to accommodate interior athletic teaching. The ability to have multiple athletic venues would be helpful... Basketball, Volleyball. Indoor football or Soccer require the higher ceilings. The big box spaces are typically lest costly to rent and less costly to build out. One example we have constructed are Valor High Schools Gym with an indoor track. Please see page 6 for an example.

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

TEAM BIO - SIMILAR PROJECTS

- Different class set ups using nested desks or large tables for the Harkness Method of teaching



Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

COMPANY BIO -SIMILAR PROJECTS









Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

TEAM BIO -SIMILAR PROJECTS

The Chase Construction Group main point for all educational project is John Morss. Over the last 38 years with Chase, he has been involved in 95% of the educational projects, K-12 Public & Private, Charter Schools, University Level as well as the Big Box Logistics, Office and Hospitality projects.

Sample of these projects are listed on page 3 for Charter & Private Schools. Project descriptions are in the similar project schedules.

The Chase Construction Group is especially well suited to the Charter School projects because of our overall project sector diversity. We use ideas from our Logistics, Office or Hospitality projects like Insulated Metal Panels (IMP) or concrete tilt up / precast panels or grading large site for parking areas, athletic fields, to campus office projects to tie buildings together. Our unique blend of projects helps us bring different materials & scheduling ideas to the team. A brief sample of Mr. Morss' project are shown on his resume that follows.

Mr. Morss was the team leader for the Valor, Rocketship, KIPP & Franklin Road Academy projects shown on the previous pages.

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

TEAM BIO -SIMILAR PROJECTS



JOHN MORSS
CHIEF OPERATING OFFICER

Mr. Morss joined D.F. Chase, Inc. shortly after the company's inception in the spring of 1987. Quickly rose from Project Engineer to Construction Manager. As a Construction Manager completed numerous Design Build, General Contracting and CM at Risk construction projects. In 1998, he was promoted to Chief Estimator and started the Preconstruction division at D.F. Chase, Inc. Under his direction as Vice President of Preconstruction, the division grew to an average volume of $300-$500 million In 2006, he was promoted to Vice President of Operations, with overall responsibilities for the Preconstruction and Construction departments. In 2008, he has been promoted to Chief Operating Officer and is still involved in both pre-construction and overall construction operations. Mr. Morss holds the General Contractors license for the State of Georgia. Examples of his major project involvement are listed below.

EDUCATION

- Bachelor of Science in Industrial Engineering with minor in Business Administration Management, University of Tennessee, Knoxville, TN 1987
- Battleground Academy 1981

WORK EXPERIENCE – PROJECTS ARE SHOWN IN CATEGORIES, AND DO NOT INCLDE ALL PROJECTS. ALSO NOT SHOWN ARE OFFICE, LOGISTICS & HOSPITALITY PROJECTS

EDUCATION – CHARTER SCHOOLS
Rocketship North East Elem
40,000 sf – New 2 story School

Rocketship United Elementary
42,000 sf – Office conversion to school

Valor Flagship Addition
25,000 sf Addition

Valor Voyager Middle School
40,000 sf Lowes store Conversion to school

Valor High School College Prep
110,000 sf Lowes store conversion to school & gym

Republic High School Addition & Renovation
80,000 sf 3 story addition with facility renovation

Republic High School 3rd floor build out
15,000 sf classroom buildout

Kipp Antioch Elem Prep
42,854 sf on 8 Acres

KIPP Antioch College Prep Middle School
49,095 sf – 3 story school on 8 acres with a soccer field

KIPP – Kirkpatrick Security Renovations

KIPP – Nashville Academy Security Renovations

Intrepid High School
30,000 sf Interior Renovations

Nashville Classical
28,000 sf Interior Renovations

Adventura Community School
10,000 sf Interior Renovations

Valor Flagship
4,000 sf Storm Shelter addition

KIPP Antioch High School @ Bridgestone
Interior renovation

Kipp Global High School
155,951 Sf Renovation of a 2 story Retail space, including site & soccer field

Tennessee Nature Academy
42,000 sf 3 story school with 23 acre site

PUBLIC SCHOOLS:
Bradley County High School Renovation
Nashville, TN
250,000 S.F.

Cleveland Middle School
Cleveland, TN
182,000 S.F.

Cleveland High School
Addition and Renovation
Cleveland, TN
250,000 S.F.

Arnold Memorial Elementary School Reno.
Cleveland, TN
60,000 S.F.

Ocoee Middle School
Phase I, II, III, IV
Cleveland, TN
120,000 S.F.

Mayfield Elementary School
Cleveland, TN
85,000 S.F.

PUBLIC SCHOOLS:
Pearre Creek Elementary - WCS
Franklin, TN
119,000 S.F.

Brentwood High School - Renovation
Brentwood, TN
100,000 S.F.

Metro Nashville Public Schools
Hume Fogg Magnet School Gym Addition
Nashville, TN
35,000 S.F

PRIVATE SCHOOLS:
Ensworth High School
Nashville, TN
150,000 S.F.

Franklin Road Academy
Student Center
Nashville TN
38,000 SF

Franklin Road Academy
Athletic Center
Nashville TN
38,000 SF

Franklin Road Academy
Chapel Renovation
Nashville TN
20,000 SF

Ensworth
Lower School Addition
Nashville TN
30,000 Sf

UNIVERSITY:
Lipscomb University Allen Arena
Nashville, TN
100,000 S.F.

Lipscomb University Bible Building
Nashville, TN
60,000 S.F.

Lipscomb University Music Building
Nashville, TN
30,000 S.F.

UNIVERSITY:
Lipscomb University Collins Auditorium
Nashville, TN
30,000 S.F.

Lipscomb University
Burton Pharmacy Building
Nashville, TN
90,000 S.F.

Lipscomb University Johnson Hall
Addition and Renovation
Nashville, TN
80 Rooms
45,000 S.F. Addition
30,000 S.F. Renovation

Lipscomb University
High Rise Dorm Renovation
Nashville, TN
9 Floors
80,000 S.F.

Lipscomb University
Parking Garage
Nashville, TN
100,000 S.F

Vanderbilt University – Tennis Center
Nashville TN
75,000 SF

Vanderbilt University – Sarratt Student Center
Nashville TN
75,000 SF

Vanderbilt University – Schulman Center for Jewish life
Nashville TN
20,000 SF

Sewanee - University of the South
Snowden Hall Addition & Renovation
40,000 S.F.

Vanderbilt University – Sarratt Student Center
Nashville TN
75,000 SF

Vanderbilt University – Buttrick Hall

Nashville TN

90,000 SF

8

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

COMPANY & TEAM PROFILE
COMPANY OVERVIEW

OUR HISTORY

- D.F. Chase was founded on December 16, 1986 by Dean F. Chase. He earned a reputation as an expert in quality construction, managing high-profile projects in Nashville.
- In 2022 the company became 100% Employee Owned. Our valued team members know what it means to be a beneficial owner. During this same period D.F. Chase, Inc. was renamed to Chase Construction Group, better reflecting our current structure.
- Together, we are invested in the collective success of our clients and each other. Our pride of ownership is evident in every project we complete and further differentiates Chase Construction Group as a true partner to our clients.
- Our TN Contractors License Number is 24764 BC Unlimited.
- Our one office location is 3001 Armory Dr. Suite 200 Nashville TN 37204 Phone: 615-777-5900, Fax 615-777-4544. website: www dfchase.com.

PURPOSE/ VALUES / VISION

- Our values are simple: ***Leadership, Knowledge, Integrity & Commitment.***
- All these values and our mission are stated in our corporate philosophy below.
- The Chase Construction Group philosophy is to provide our clients with a thorough analysis of their project and to assist with the selection of the most cost-effective solutions to meet their needs. We understand the importance of establishing a realistic budget, schedule and pledge our talents and energy to exceed the Clients quality expectations. At CCG we believe this "SERVICE" philosophy is value added to each project for each client and transcends through every aspect of the project journey and delivery.

SAFETY

There is nothing more important to us at Chase Construction Group than maintaining a safe and secure work environment for all. The Associated Builders and Contractors (ABC) has recognized Chase Construction Group with its world-class safety standards and the STEP Safety Management System Diamond designation. A designation reserved for top-performing members.

Our valued team members are our most important asset and maintaining employee safety and health remains a top priority. We apply resources necessary to manage and control safety to the best of our abilities and within our control. When providing personal protective equipment or training, our goal is to promote a culture of safety throughout every phase of our work. We leverage our experience in project-specific safety plans tailored to address best practices, and economy, on all our job sites. Everyone at Chase Construction Group are deeply committed to safety.

RECOGNITION

- Chase Construction Group is nationally ranked as one of Engineering News-Record's (ENR) Top 400 Contractors. Locally, in Tennessee, we continually remain in the top 3 General Contractors based based in State. We have successfully built projects across the United States and continue to grow our reputation in the industry as a quality construction services firm with integrity. Everyone of our employee-owners is focused on client satisfaction and performance. We have the capability to estimate and manage most types of commercial construction projects. However, the most significant recognition we receive is repeat business from our valued clients.

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

ABOUT US....CONTINUED

DIVERSITY AND INCLUSION

On a construction site, the contributions and collaboration of a diverse team of individuals create outstanding results. Day in and day out, the benefits of diversity and inclusion – fresh perspectives, heightened creativity, better problem solving, and increased professional development – are continually reinforced to us as construction managers.

The purpose of Chase Construction Group's Diversity and Inclusion program is to expand our partner base of emerging, diverse-owned firms in historically underrepresented populations.

We recognize the many benefits and outsized impact inherent in partnering with disadvantaged business enterprises (DBE). We embrace diversity and inclusion because it creates opportunities for diverse communities and for us as a business.

Chase Construction seeks partners capable of performing high-quality construction at competitive prices and on schedule. Chase Construction Group and its subcontractors do not discriminate on the basis of race, color, religion, age, nationality, or sex in the award and performance of contracts.

ETHICS AND CODE OF CONDUCT

Like a building, our business and reputation are only as strong as our foundation. Chase Construction Group is built on a decades-long insistence on providing exceptional service and outstanding quality construction for our clients, partners, and colleagues.

We are dedicated to creating a culture where everyone we work with is treated with dignity and respect. We take ethics, codes, and compliance seriously. Honesty, integrity, transparency, and reliability are crucial components in everything we do.

GENERAL PRE-CONSTRUCTION / CONSTRUCTION

At CCG, we believe in being good stewards of the owner's time, money, and trust. This philosophy is simple but one our project managers and superintendents live by. The pre-construction phase of any complex project is crucial to its overall success..

Our multifaceted pre-construction approach is deliberate and thorough to ensure all owners' requirements and provisions are communicated and understood.
The next phase includes a comprehensive analysis of the project's components:
Site, context, history, program, goals, budget,
Sustainability principles, schedule, lifecycle
Cost versus first cost, project management,
Communication, and construction means and methods.
We assemble the most qualified and experienced team of professionals available. The subcontractors we choose are the best in the market and have the experience and the capacity to execute the project on time and on budget – without compromising quality. We designate senior staff members to manage complex projects and create solutions, allowing us to avoid pitfalls while maximizing the probability of success.

We excel at managing complex projects for owners. Our nearly 40 years of experience confirms every aspect of managing a job site and the building process has proven results. We are a service provider and realize we are only as good as our reputation. This drives us to excel in all aspects of construction management. As your general contractor, CCG is responsible for the entire job from start to finish, including day-to day oversight of the construction site, management of vendors and trades, material sourcing and deliveries, and the complete building process. We coordinate all work, keeping communication between the owner and involved parties open and transparent throughout the project. Our teams are proud of the work they do and strive not only to deliver on-time and on-budget but make the process as easy as possible for the Owner.

The process promotes LEAN construction as detailed in the PROJECT APPROACH section.

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

PROJECT APPROACH

Chase Construction Group's (CCG) approach to the project is broken down into phases.

This approach is tailored to the specific project. Our project approach includes the following.

- COMMUNICATION
- LEADERSHIP
- SAFETY
- PRE-CONSTRUCTION
    - DESIGN PROCESS
    - BUDGET DEVELOPMENT
    - SCHEDULE DEVELOPMENT
- SITE DESIGN LAYOUT
- BUDGET ADHERANCE
- SCHEDULE ADHERANCE

COMMUNICATION

Communication is the driving factor in all successful projects. Clearly defining the goals of the project starts from the top down and flows from preconstruction, through construction, and project closeout. CCG works diligently on the front end to understand these goals from the owner and relay them into the subcontractor solicitation process. This helps identify the proper team to deliver the project on time and under budget. During construction, the project manager and superintendent strive to effectively communicate all procurement, schedule, and cost items to ensure the overall budget and schedule are tracking from beginning to the closeout of the project.

- Kick off meeting to establish & review goals.
- Weekly design meeting with the entire team. All meetings have minutes to track action items.
- Individual meeting with designers and subcontractors to ensure we are designing LESS than the budget

LEADERSHIP

John Morss will serve as the Project Lead for the project as a smooth transition from Preconstruction to the Construction phase***. John has completed over 100 education projects.*** John will provide guidance to the Chase team in all facets of preconstruction and construction. John will lead the CCG team and establish an effective management plan to quickly and clearly define the goals of the project and to determine how successful progress will be measured. During Preconstruction Phase services, John will work closely with the CCG preconstruction team and provide pricing for estimated cost of construction, reconcile and monitor the pricing, solicit subcontractors and verify the project pricing. During the Construction Phase services, he will provide oversight and monitoring of the safety plan, administer contracts, and lead communications with all project stakeholders. In addition, he will coordinate all construction meetings, produce the baseline project schedule and updates, monitor cost controls, record daily logs, supervise the QC plan and coordinate closeout and project turnover.

Russell Weatherford will lead the Preconstruction Phase services. Russell has been involved with numerous education projects. During the design and preconstruction phases of the project, Russell will lead our efforts and provide overall guidance and leadership. Russell and John will develop a master preconstruction schedule to ensure that key milestones such as design deliverables, budgeting, permitting, and purchasing deadlines are monitored and maintained. They will establish a preconstruction cost item process for tracking and monitoring specific critical costs and alternate systems or construction options as the design develops. This process will allow for comparative cost analysis of individual items, materials, or systems for the team's review to ensure decisions are consistent with the primary project goals and objectives. This value analysis will include first cost evaluation and life-cycle cost analysis to provide a full understanding to the entire team. Russell and John will prepare a bid packaging analysis for the project to align with the schedule and cost for review and approval by the project team. The bid package analysis will include evaluation of time sensitive procurement strategy, pre- qualification recommendations for subcontractors and a comprehensive sustainability strategy. He will conduct detailed constructability reviews of contract documents prior to bidding. We will provide the project team a detailed analysis and comment log to identify potential issues with the drawings, specifications, and proposed construction contracts to ensure each item of work transitions into the construction phase with minimal coordination. Russell will have 1-2 project engineers working on these items with him.

Our Construction Manager, will work closely with John, and Russell as the preconstruction process is established. The Construction Manager will work to stimulate bidder interest, facilitate bid packages, administer the bid process, and establish the GMP. Site logistics and delivery coordination will also be led by the CM during the preconstruction phase. Once construction begins, The CM will lead the charge in establishing lines of communication for contract documentation, administering construction contracts, and manage RFI, shop drawing, and material procurement. In addition, Daniel will coordinate and facilitate all construction meetings, develop and monitor the construction schedule, monitor cost control, record daily logs, produce daily reports, and deliver warranties, guarantees, and closeout documents.

Our Project Superintendent, will be director of supervision and have authority for decisions in the field.. The Superintendent will manage the Chase field staff, subcontractors, and vendors including responsibilities for project schedule, quality control, and safety.

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

PROJECT APPROACH

Bryan will work with Daniel to establish a site logistics plan, as well as coordination of material deliveries so as not interfere with other site operations.

John Caro

John, is our safety director. He will be coordinating our preconstruction efforts for planning and will be working with our on-site safety staff and 3rd party inspection team.

SAFETY

The Safety Program at Chase Construction Group begins at the corporate level with the goal of zero-incident jobsites. It is of the utmost importance that everyone goes home each day in the same condition as they arrived. This commitment to a culture of safety aligns with CCG's philosophy that people are the most precious asset of every organization. Driven by this aim, systems of preplanning, training, and management are in place to ensure jobsites are free of recognizable hazards, to protect all workers, the public, and the environment.

The Chase Construction Group Safety and Health Manual is a documented program that specifies policy, procedure, and responsibility, demonstrating the full support of upper management. The expectations at D.F. Chase require 100% compliance with workplace safety as a condition of employment, with enforcement, disciplinary action, and zero tolerance policies in place.

The Safety Training Program at Chase Construction Group equips our leadership teams with basic knowledge, from OSHA regulation and life support to the more complex processes of safety plan development, subcontractor, and site management. Project teams are OSHA 30, First Aid, CPR & AED certified, and trained to develop and execute site-specific safety and emergency response plans. A written Emergency Action Plan and Site Safety Plan are prepared at the early stages of every project. These detailed plans consider response procedures for a serious or fatal injury, fire, extreme weather, bomb threat, shooter, environmental, and workplace violence emergencies.

Documented Safety Management Program utilized and enforced at jobsites:

- Corporate Safety and Health Plan
- Site Specific Safety Plans
- Emergency Action Plans
- Subcontractor Site Safety Plans
- Subcontractor Hazard Communication Program, Chemical List & Safety Data Sheets (SDS)
- Site Safety Orientation Program (onsite or online)
- Pre-task Safety Meetings, Job Hazard Analysis, and Toolbox Talks
- Subcontractor Inspections of jobsite, tools, equipment, and PPE
- Designation letters and copies of valid certifications for all competent persons
- Zero Tolerance Policies: Fall Protection, Substance Abuse, Harassment Free Workplace, No Weapons, PPE Requirement, and Disciplinary Policy
- Periodic Jobsite Safety Inspections: by project managers, superintendents, safety director, and 3rd party safety consultants to confirm and enforce compliance with D.F. Chase Policy and OSHA regulations including but not limited to the following:

(• Accident, incidents, or near misses investigations • blasting and demolition • competent persons designated and qualified/certified requirements (crane, heavy equipment, forklift operators, riggers, confined space, excavation/trench, scaffolds, welders, etc.) • confined spaces • controlled access zones • egress paths and exits • EAP (signaling device, emergency maps, contacts, and medical locations posted,) • electrical (boxes, cords, ground pins, GFCIs, lighting, LOTO, panels, receptacles, etc.) • excavations and trenching • fall protection/prevention (guardrails, holes, nettings, PFAS, warning lines, etc.) • fire protection/prevention (extinguishers, flammable/combustible storage, hot work, etc.) • hazard communication (SDS, site safety plans, signage, federal and state postings, etc.) • health hazards and infection control • heat illness prevention • hoists • housekeeping and sanitation • impalement hazards • inspections • ladders and stairs • material storage • mechanized equipment • medical supplies and first aid/CPR certified competent persons • MEWP/lifts • proper attire and personal protective equipment (PPE) • public safety and pedestrian traffic • respiratory and silica protections • safety meetings, health and safety manuals, site specific safety programs, JSAs/JHAs, toolbox talks, safety orientation, hardhat stickers, and sign in logs • scaffolding • SWPPP mechanisms and erosion controls • temporary heating • tools (hand, power, powder actuated, etc.) • traffic control • utility markings • weather monitoring • zero tolerance and general policies compliance •)

CCG requires the immediate remedy and reporting of jobsite hazards or unsafe conditions, as well as accidents, incidents, and near misses. We investigate, perform root cause analysis, and extract lessons learned to help educate and communicate awareness, prevent future occurrence, and continually improve our safety program.

Our approach to safety on the educational projects ties into our corporate plan. Our corporate plans already require site badging as listed in the RFP for the CCG staff this will be extended to our subcontractors for this project. We also already do 3rd party safety inspections weekly. For this project, with the height of the building approaching 30 ft, a full time safety manager will be on site while the building is being erected & dried in. A monthly safety meeting will be held with all team members on site. All DF Chase's superintendents and assistant superintendents hold a 30 Hour OSHA Cards and are designated as the competent person on site.

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

PROJECT APPROACH

PRECONSTRUCTION AND CONSTRUCTION APPROACH

Pre-construction:

The initial meetings engage all stakeholders from the design team, Owner Reps, the school team. codes officials, etc. to review the overall project goals.

Our Team along with our subcontractor team will work with the Design team to review and confirm material cost of each space to make sure the products has the correction function and are with in budget constraints.

- Lighting and electrical requirements
- Water & sewer requirements
- Space finish requirements
- Exit / Entrance requirements
- Connection requirements to other spaces
- Daylighting requirements
- Is the space public facing or used by the public

From this information we will confirm the budget pricing and propose Value Engineering Options.

From a site perspective the following items are reviewed to make sure we have the most cost conscience solution.

- Easements & restrictions
- Site utilization
- Site access
- Site utility connection points
- Stormwater management options
- Connection point to the taxi ways
- Landscaping requirements
- Parking Requirements
- Delivery requirements
- Future building and facilities

Chase Construction Group will also provide options for products for value analysis. This ensures str

Adherence to the budget.

SCHEDULE

At the very beginning of the pre-construction a preliminary schedule is developed including all design stages, review steps, permitting steps, reviews and construction durations. This schedule is reviewed at each meeting ensuring strict adherence to it and updated bi weekly. CCG will work with the design team to produce a plan delivery schedule that enables us to capture materials well in advance of need enhancing the speed of the project. As part of the early project development long lead time items are identified and scheduled. CCG fully understands the need for a schedule the produces a plan to succeed. Project schedules using Microsoft Project software are prepared by our preconstruction team prior to bidding of subcontractors to establish time expectations that can impact subcontractor cost and must be accounted for in the estimating process. This schedule is presented as part of the bid solicitation process and in the pre-bid conference before bids are received. Subcontractor "buy-in" of schedule is established during the bidding process and any comments that might impact schedule must be provided as part of bid response. It is understood and communicated "duration is a function of manpower and planning" and not meeting the schedule is unacceptable. The schedule is also broken down into areas with in an overall project.

EARLY CONCEPT BUDGET

1. LINE ITEM BUDGET WITH QUANTITIES AND UNIT COSTS WHICH CAN BE TRACKED.

2. LISTED GENERAL CONDITIONS / GENERAL REQUIREMENTS

3. TRACK ALL ITEMS DURING EACH PHASE OF DESIGN, BID, CONSTRUCTION

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

PROJECT APPROACH

Tracking with the concept drawing / budgeting aspect of the early pre-construction phase is the review with local codes officials and the Charter School team.

The line-item budget is reviewed and compared to the last generation. Budget derivations to the last step are anticipated, confirmed and understood prior to acceptance. Then a GMP will be established after all pricing is completed.

SUBCONTRACTORS

As part of this project, we would recommend bidding the Sprinkler, Plumbing, HVAC & Electrical out early as design / build. This fixes these portions of the project budget early, eliminating escalation, over design and many possible changes. Depending on the Frame of the building, this can be done early as well.

The other subcontractors will price the project as drawings are completed.

We will ask multiple subcontractors on every trade.

CONSTRUCTION

With the management team being involved with the pre-construction the transition is virtually seamless.

The construction approach like pre-construction is all about communication.

The project shall be staffed on site with a full-time superintendent and project engineers as needed, an assistant superintendent as needed and a safety manager will make regular visits for the project.

The first part of communication is the site logistics plan. Typically, we would fence or gate the site so it is secure & safe

The layout is Ideal with the site job trailer new near the gate.

The tools used for COMMUNICATION during the construction phase of the project are as follows.

Word / Adobe / Bluebeam for misc. documents & meeting minutes

Project meetings are scheduled weekly during both pre-construction and construction phases. This keeps the team on task and accountable. A monthly Owner / Architect / Contractor (OAC) meeting is scheduled to review invoicing and other outstanding issues and to confirm schedule updates.

- Microsoft Project for scheduling

The project schedule flows from the pre-construction phase into construction. The schedule is reviewed and updated biweekly. With the schedule broken down into areas it's easy to track progress and ensure the completion dates. See the proposed schedule from pre-construction.

- Timberline for accounting and contract writing with subcontractors.

SAGE Timberline is our document management software. Our subcontractor contracts and change orders are generated here and updated. The subcontractor / vendor invoicing is completed in this program. The subcontractor license, bond and insurance information is with in this system as well. This integrated system allows for double checking all requirements prior to payment of subcontractors and allows for an easy audit trail.

- Plan Grid for document (plans) management.

Plan grid is a tool to manage all the project plans from start to finish. The system allows for plan overlay to easily show and track plan changes. This program is a required use for all DFC subcontractors with their on site supervision so the latest documents are always available to the field staff. Within Plangrid all submittals are tracked as well. All walk throughs during the project and at punch list are integrated into the program. This allows for pictures, note taking and direct email showing the plan, the picture and email question or punch list item. With all team members, including Embraer on this platform, project Submittals, RFIs, Punch list information will flow quickly.

- Raken for site reporting & documentation

Raken is a software platform for daily reporting. All team members input daily reports, safety information, crew sizing, etc. into the system each day. This information, along with daily pictures give a continual flow of the site progress.

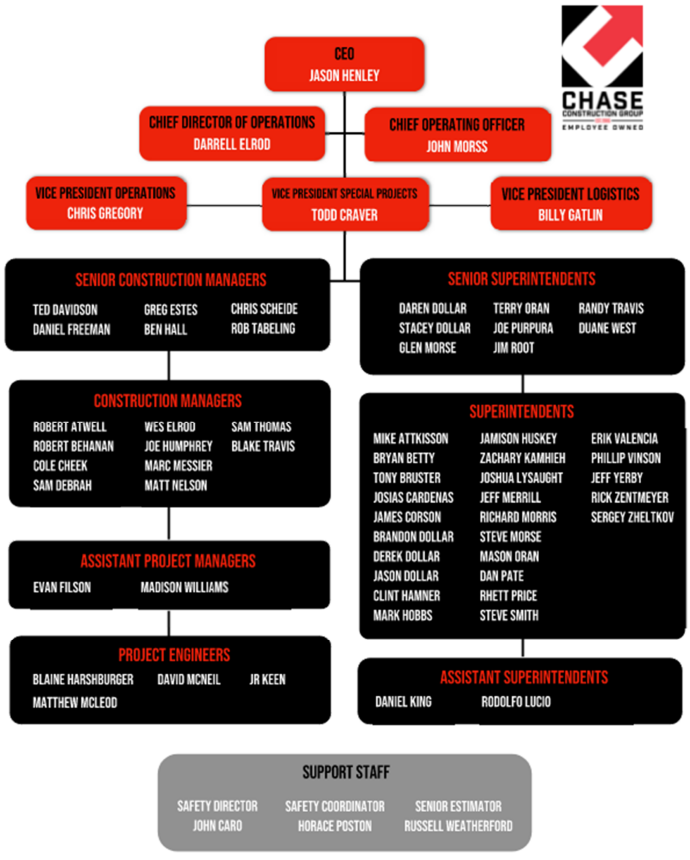
Samples of all the documents are shown in the attachment section.

The constant communication along with the known team members ensure a successful project.

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

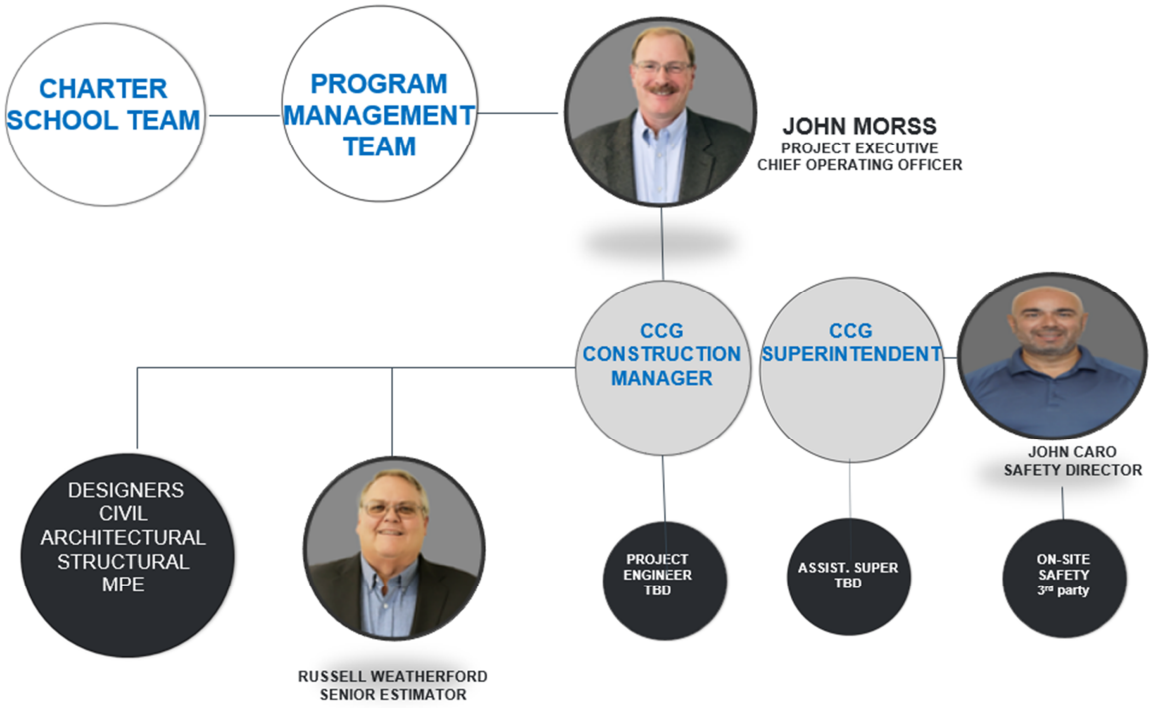
COMPANY ORGANIZATIONAL CHART

The company organization chart shows the depth the Chase team from the executive team members thru the Senior Construction, Construction Managers, Project engineers and Superintendents



Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

TYPICAL PROJECT STRUCTURE



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Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

TEAM RESUME'S



CHRIS SCHEIDE
SENIOR CONSTRUCTION MANAGER

•Mr. Scheide has over 16 years experience in the construction industry as an Estimator, Assistant Project Manager, MEP Coordinator and as a Project Manager. He has been a Senior Construction Manager for D.F. Chase, Inc. for the last 9 years
•

EDUCATION

Bachelor of Science in Management
University of Central Florida, Orlando, Florida

LICENSES & TRAININGS

OSHA 30 training Complete

KIPP Highschool
D.F. Chase served as CM @Risk for the new Kipp High School. The existing building is a two-story structure approximately 200,000 sf that was a complete tear out of each floor. The interior consists of the use of over 40 new skylights utilized to provide nature light into the interior classrooms. The existing escalator area was repurposed as a large two-story science atrium with skylights, a monumental stair and a mezzanine level connecting to the 2nd floor. Over half of the existing covered parking structure was demoed and a new structural steel gym was erected with a 2nd floor overlook that ties back into the main entrance. The main 1st floor entrance is a two- story lobby with a flared concrete and steel monumental stair. The 1st floor consists of locker rooms, weight training room, band rooms, a full service cafeteria and a future space for a large auditorium. An 8,000 SF storm shelter addition was added as part of the cafeteria that consists of CMU walls and concrete roof deck. The back of the 1st floor will be utilized as a small parking garage for staff. The 2nd floor consists of over 50 classrooms, breakrooms, admin spaces and expansive corridors. The sitework consists of separating the parking lot areas from the two different property lines with new curbs, drive lanes and storm drainage. A large portion of the upper parking lot was converted into a new regulation sized soccer field.



Valor High School, Nashville, TN
D.F. Chase served as CM @ Risk for the new Valor High School project in Nashville, Tennessee. The 111,000 square foot facility was completed in August 2018. The facility ties on to the Valor Voyager Middle school completed in 2016 by D.F. Chase. The project repurposes a Lowe's store adding a complete internal second floor, and includes 46 classrooms, 6 labs, teacher offices, extensive break out areas, a full gym with locker rooms and an indoor elevated track, kitchen/server areas, and music rooms.



Republic High School, Nashville, TN
The Republic High School project consists of a new three-story, 55,000 square foot addition that connects the existing campus buildings together. The facility has a contemporary design that incorporates steel-framed construction and an insulated metal panel exterior. The project site consists of a ring road that loops around the campus, 157 parking spaces, sidewalks, landscaping and bioswales. The facility has classrooms, staff offices and a servery for student meals. Code compliance upgrades occurred in the existing building spaces and consist of fire alarm, HVAC, electrical, and plumbing upgrades. A courtyard encompasses the center of the campus for an ideal greenspace and outdoor learning experience.



KIPP College Prep Elementary School, Antioch, TN
D.F. Chase, Inc. served as CM @ Risk for the new KIPP Antioch College Prep Elementary School in Antioch, Tennessee. The 49,000 square foot facility was completed in July 2019. The facility is on a 22-acre site that will eventually be a full campus for a middle and high school. The school consists of a two-story building with classrooms, administrative space, a lunch room with a warming kitchen, and a full gym with basketball courts and bleachers. The façade of the building consists of a steel structure with insulated metal panels and aluminum storefronts. There is a loop road with parking spaces, landscaping, sidewalks, bus drop-offs and bio and retention ponds.



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Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

TEAM RESUME'S



MATT NELSON
CONSTRUCTION MANAGER

Mr. Nelson has eight years experience in the construction industry as an Assistant Construction Manager and Construction Manager. Matt joined the D.F. Chase team eight years ago in 2017, and currently serves as a Construction Manager for Chase Construction Group

EDUCATION

- Auburn University, Bachelor of Science in Building Construction
  Magna Cum Laude - December 2012
- Graduate of Franklin Road Academy

Franklin Road Academy Student Center and Athletic Center
Nashville, TN

In the fall of 2017, Franklin Road Academy selected D.F. Chase as General Contractor to build their new Student Center. This 38,000 square foot facility became the central hub of the school and provides all students with a state-of-the-art dining hall/cafeteria and classrooms. Located in the heart of campus, D.F. Chase had to tear down the existing structure, construct and connect to the existing high school while not affecting operations of three adjacent active buildings. Simultaneously, all primary utilities on campus had to be re-routed and swapped over during the school year. In conjunction with this project, D.F. Chase also renovated the school's existing chapel, constructed a drop-off canopy for the lower school and is under construction on an approximate four million dollar,14,000 square foot athletic center.

LICENSES & TRAININGS

OSHA 30 Training Complete





Franklin Road Academy Chapel, Nashville, TN

D.F. Chase renovated the existing church and chapel space on FRA's campus. The project consisted of selective demolition, demolition and replacement of the entire existing drywall ceiling, addition of new LED downlights and chandeliers, new flooring, stage reconstruction, and new pew seating. Completed in four months in early 2018, D.F. Chase also retrofitted the entire church building with a new fire protection system, fire alarm upgrades, and new restroom facilities. Sitting atop the building is a new bell tower. The bell tower plays a variety of hymns, bells, and is capable of a multi-scene lighting display through a state-of-the art exterior lighting package.





The Ensworth School, Nashville, TN

D.F. Chase was hired in 2020 to construct a new 30,000 square foot classroom addition at the lower school campus for The Ensworth School. The project encompasses new classrooms and offices, learning spaces, renovation to multiple buildings on campus, and a new playground area. The project is expected to be complete Spring 2022. Also included in this project was interior renovations to multiple buildings on campus, re-roofing, replacement of existing EIFS and construction of a new outdoor playground area.



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Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

TEAM RESUME'S



BRYAN BETTY
SUPERINTENDENT

Bryan Betty has worked in the construction industry for 36 years, with 28 of those years being employed by D.F. Chase, Inc. He started his career as a carpenter and assistant superintendent but has spent the majority of the time as a superintendent.

EDUCATION

Madison High School, Madison, Tennessee

KIPP College Prep Elementary School, Antioch, TN
D.F. Chase, Inc. served as CM @ Risk for the new KIPP Antioch College Prep Elementary School in Antioch, Tennessee. The 49,000 square foot facility was completed in July 2019. The facility is on a 22-acre site that will eventually be a full campus for a middle and high school. The school consists of a two-story building with classrooms, administrative space, a lunch room with a warming kitchen, and a full gym with basketball courts and bleachers. The façade of the building consists of a steel structure with insulated metal panels and aluminum storefronts. There is a loop road with parking spaces, landscaping, sidewalks, bus drop-offs and bio and retention ponds.

Valor Flagship Academy, Nashville, TN
This project is the first expansion of the newly-chartered Valor Flagship Academy. The project consists of a 19,363 square foot, one-story building addition to the existing school. The building is clad in insulated metal panels which provided a cost and energy-efficient skin to the building which allowed construction to happen at a rapid pace. The two major challenges on this project were time and space, both of which the school had very little of. The expansion used up almost all of the usable flat space on their property so staging construction materials as well as keeping the existing school operational were unique challenges.

LICENSES & TRAININGS

Insert Training Name
OSHA 30





Valor High School, Nashville, TN
D.F. Chase served as CM @ Risk for the new Valor High School project in Nashville, Tennessee. The 111,000 square foot facility was completed in August 2018. The facility ties on to the Valor Voyager Middle school completed in 2016 by D.F. Chase. The project repurposes a Lowe's store adding a complete internal second floor, and includes 46 classrooms, 6 labs, teacher offices, extensive break out areas, a full gym with locker rooms and an indoor elevated track, kitchen/server areas, and music rooms.



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Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

SIMILAR PROJECTS- KIPP MIDDLE SCHOOL



D.F. Chase constructed a 49,095 square foot three-story middle school and gym for KIPP Nashville. The site work consists of clearing and grading approximately seven acres and providing a loop road with approximately 126 parking spaces, and dedicated car and bus drop-off areas with connecting sidewalks. The facility's educational spaces include 20 homerooms, 1 enrichment classroom, 4 SPED rooms, 3 counseling rooms, and 2 study/flex rooms and additional restrooms. The facility also includes a cafeteria for approximately 280 students and warming kitchen/ servery. Administrative areas include reception, main office, work room, Dean's office, and additional meeting spaces and restrooms. The facility is steel framed, with insulated metal panel (IMP) veneer – exposed on the inside, storefront windows, and a white TPO roof as well as large entrance canopies. The interior finishes include all painted drywall partitions, primarily acoustical ceilings with some exposed painted steel ceiling and drywall bulkheads where appropriate at ceiling transitions. Common areas have sealed concrete floors, classrooms have VCT flooring, and administrative areas have carpet flooring. There is rubber base throughout the school where appropriate. The gym is an exposed steel structure with wood athletic flooring, and two operable basketball goals.

- Budget $12,917,622
- Final Cost $13,645,553
- Delivered in 10 months

Changes included traffic signals & soccer field upgrades

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

SIMILAR PROJECTS
VALOR VOYGER MIDDLE SCHOOL
VALOR FLAGSHIP MIDDLE SCHOOL
VALOR HIGH SCHOOL



D.F. Chase converted a former Lowe's Home Improvement building, as part of a 3 part project including Valor Flagship A 26,000 SF addition, Valor Voyager a 40,000 square foot and a 111,000 sf High School. D.F. Chase demolished a portion of an existing Lowes' building to create a middle school and high school with a courtyard separating the two buildings. Installed a second floor within the existing building to create an additional 60,000 square foot middle school and high school. Also included are 55 classrooms, with science, SPED, offices, a library, a full size gym with 2 full cross court basketball courts and indoor running track, a full service cafeteria, outdoor play area with soccer, basketball, and four square playing courts.

- Flagship addition $2,640,980 Delivered in 6 months
- Voyager Middle School $6,130,792 Delivered in 8 months
- Valor High School $14,469,447 Delivered in 12 months
- Valor Flagship Storm Shelter $1,832,615 Delivered in 6 months

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

SIMILAR PROJECTS – KIPP ELEMENTARY SCHOOL



D.F. Chase served as CM @ Risk for the new KIPP Antioch College Prep Elementary School in Antioch, Tennessee. The 49,000 square foot facility was completed in July 2019. The facility is on a 22-acre site. The school consists of a two-story building with classrooms, administrative space, a lunch room with a warming kitchen, and a full gym with basketball courts and bleachers. The façade of the building consists of a steel structure with insulated metal panels and aluminum storefronts. There is a loop road with parking spaces, landscaping, sidewalks, bus drop-offs and bio and retention ponds.

- Budget $11,817,566
- Final Cost $12,577,484
- Delivered in 10 months

Changes included added restrooms in classes, added millwork in classes, added playfield and added landscaping. Returned $38,175 in savings to the Owner upon completion.

Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

CHASE CONSTRUCTION GROUP
EMPLOYEE OWNED

SIMILAR PROJECTS
ROCKETSHIP UNITED ACADEMY
ROCKETSHIP NASHVILLE
NORTHEAST ELEMENTARY

- The Rocketship Nashville Elementary project consists of a new ground-up 36,637 square foot K-4 Metro Nashville Charter School developed for Turner Impact, a National Charter School Funding Institution. The facility is a two-story traditional-use planned school, but the building has a very contemporary design and incorporates many recycled materials so it is very untraditional from that aspect. With a construction timeline of just six months from groundbreaking to move-in, construction of this project required a very tight schedule for the steel frame, insulated metal panel exterior, and an insulated precast concrete gymnasium to all come to life and make up the shell. The facility has a breakfast and lunch servery, learning labs, playgrounds, and both indoor and outdoor basketball courts. One very unique use of materials is the schools namesake "Rocketship" of which a huge picture of a rocketship is incorporated into the building's insulated wall panel system to make up this architectural feature. Budget $5.4M, project duration 6 months. Project finished $90k under the GMP.
- This is the second charter elementary school that Rocketship and Turner Impact Capital have brought to Nashville. Rocketship II consists of a 37,068 square foot facility that repurposed an existing office building and campus. This project called for 3,700 square feet of second floor slab and steel framing to be removed in order to create a new full-height gym space within the existing two-story building. The construction timeline for the project was just six months from receipt of the building permit to the grand opening. Due to the extensive effort of taking away the building's existing steel framing and reframing it from the inside, this project was split into multiple phases. This required excellent coordination from the project team. The Rocketship II project was delivered on time and under budget, and resulted in a wonderful facility for the charter school. Budget $4.6M, project duration 7 months, and finished $320K under the GMP.






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Nashville Incubator Facility MOU
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Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

SIMILAR PROJECTS – REPUBLIC HIGH SCHOOL
REPUBLIC 3RD FLOOR BUILD OUT

- The Republic High School project consists of a new three-story, 55,000 square foot addition that connects the existing campus buildings together. The facility has a contemporary design that incorporates steel-framed construction and an insulated metal panel exterior. The project site consists of a ring road that loops around the campus, 157 parking spaces, sidewalks, landscaping and bioswales. The facility has classrooms, staff offices and a servery for the student meals. Code compliance upgrades occurred in the existing building spaces and consist of fire alarm, HVAC, electrical, and plumbing upgrades. A courtyard encompasses the center of the campus for an ideal green space and outdoor learning experience. The project was $10.7M, took 12 months to complete and we returned $210k to the Owner.

- The 3rd floor build out was completed 2 years later was just under 18,000 sf, $1.1M and completed in 3 months.



Attachment 1.2 B: Shelby Goodfriend, Nashville Incubator Facilities

KIPP – GLOBAL HIGH SCHOOL

- The New KIPP High School was a large, adaptive design-build project that was converted from the "Old Macy's" in the now repurposed Hickory Hollow Mall. Without any existing as-builts of the building, our team used a 3D scan to enable the extensive structural changes to move more quickly without the need to measure the building. The project was started in June 2023 and was completed for the August 2024 school year. The renovation was over 200,000 sf of space that included classrooms, science labs, a cafeteria, a gym with locker rooms and a new 8,000 SF storm shelter that is also utilized as a cafeteria space. A new high school soccer field was built in the existing parking lot for the school.
- Budget $44M, completed in 12 months.



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Potential Facility Partner Profiles

Finance & Affordability

RAYMOND JAMES QUALIFICATIONS

JANUARY 5TH, 2026

Hanna Degen
Vice President – Public Finance / Debt
Investment Banking

30 Burton Hills Blvd, Suite 100
Nashville, TN 37215
(218) 851-9260
hanna.degen@raymondjames.com

RAYMOND JAMES

1. *Raymond James Charter School Overview*

Please include specific details about prior work with schools, charter schools, if applicable, and how your experience aligns with the type of facility planning and development these two schools will require.

Raymond James Financial, Inc. ("RJF"), founded 63 years ago in 1962, is a diversified holding company that provides financial services to individuals, corporations and municipalities through its subsidiary companies. Raymond James has grown into one of the largest financial services firms in the United States, achieving its ranking as a Fortune 500 company in July 2016. At Raymond James, Public Finance represents a core business, which is thriving at a national level. **Within our Public Finance department, we have a dedicated Charter School team that focuses solely on providing financing to charter schools across the country.**

Over the past two years, the Raymond James Charter School team has successfully executed **46 transactions** totaling almost **$1 billion** across **14 states**, supporting charter schools across the nation. Our experience spans a wide range of projects, from financing non-rated start-up schools to structuring transactions for investment-grade credits operated by seasoned charter management organizations. This breadth of experience allows us to tailor solutions for schools at every stage of growth.

In particular, our team has worked on **twelve start-up school projects since 2022**, which often require comprehensive facility planning and development strategies. These engagements have included securing financing for ground-up construction, renovations of existing buildings, and adaptive reuse of non-traditional spaces to meet educational specifications. We understand the unique challenges start-up schools face, such as limited operating history, enrollment projections, and compliance with state and local facility requirements. Our approach combines financial structuring expertise with a deep understanding of charter school facility needs, ensuring projects are delivered on time and within budget. Additionally, we utilize various capital sources for our start-up clients, including tax-exempt bonds, bank financing, and CDFI debt, often combined in multiple tranches of debt to optimize economics for our school clients.

Additionally, with the assigned lead banker based out of our Nashville office and two other team members residing in Tennessee, we bring a strong understanding of the state's charter school landscape, regulatory environment, and facility development considerations. This local presence enables us to provide informed guidance and tailored solutions that align with Tennessee-specific requirements and best practices.

2. *Team Bios for the School*

It would be helpful to include concrete examples of your work related to schools, facility planning, or similar projects, and why you are particularly well-suited to support these charter schools.

Public Finance Investment Banking		
Hanna Degen *Vice President* *t (612) 712-9967* hanna.degen@raymondjames.com	**Wes Olson** *Managing Director* *t (612) 482-5607* wes.olson@raymondjames.com	**Elliot Gorski** *Vice President* *t (901) 579-4421* elliot.gorski@raymondjames.com
High-Yield Credit Analyst		**Underwriting**
Richard Szalkowski *Managing Director* *Fixed Income Research* *t (212) 909-4053* richard.szalkowski@raymondjames.com	MUSIC CITY ACADEMY	**Parker Colvin** *Lead Underwriter* *t (949) 485-5905* parker.colvin@raymondjames.com

Investment Banking: **Hanna Degen** is a Vice President in Raymond James' National Charter School banking practice based out of the Nashville, TN office, and will be responsible for managing the day-to-day responsibilities for the Schools. She brings six years of experience in public finance, specializing in debt structuring, credit analysis, and deal execution for charter school financings. ***Over her career, she has completed more than 70 transactions totaling over $1 billion in par value for charter schools.*** Hanna holds Series 52, 53, 63, and 50 licenses. She earned a BA in Economics with a concentration in Finance from the College of St. Benedict in St. Joseph, MN. **Wes Olson** is a Managing Director in Raymond James' National Charter School banking practice and will provide support to the School. Over the course of his career, Mr. Olson has completed over 200 charter school financings totaling over $3

billion in par. **Elliot Gorski** will work alongside Ms. Degen and Mr. Olson supporting the Schools' needs. The team's duties will consist of developing a schedule of important milestones and meetings throughout the Schools' planning and development, coordinating with Raymond James' Dedicated Municipal Group during the marketing and sale of the bonds, providing advice on specific structuring questions, directing enhancement and credit rating strategies and completing any analyses desired by the Schools' financing team.

Sales and Trading: Working hand-in-hand with the investment bankers are the municipal underwriting, sales and trading personnel who will be responsible for pricing, marketing and distributing the bonds to investors. **Parker Colvin** is the Firm's lead Charter School Underwriter and will focus on the pricing and sale of the bonds, including marketing strategy. He is available as needed throughout the financing process to provide input on structuring and marketing issues. **Richard Szalkowski** will also serve as the credit analyst for the Schools', bringing 30 years of industry experience. Please see full resumes for the Raymond James Financing Team in ***Section 3***.

Startup School Experience: The Banking Team understands the unique challenges facing Start Up schools and has a proven track record of assisting them off the ground utilizing a variety of financing sources. Section 3 highlights the start-up transactions our team has worked on (since 2022) and the transactions in progress. Below is a recent example of our work assisting one of our start-up charter school clients from the time they received their charter through the financial closing.

Alturas Academy North ("AAN")

- Charter school opening fall of 2026 in Rigby Idaho. AAN will be the third charter school in the Alturas network This K-8 startup will utilize an IB curriculum proven to consistently outperform local district outcomes. The Raymond James team worked with AAN to utilize a 3-tier capital stack consisting of a senior bank lender, the ID State Revolving Loan Fund, and philanthropic subordinate debt to structure a start-up financing which allows the school a runway for planned growth.
- Our team worked with AAN over a year in advance of closing to begin assessing affordability of the proposed project. We worked with the school team on their initial budget and established a debt capacity that they were able to bring to their project team ahead of any real estate being chosen or architect drawings being established. From there, we worked hand-in-hand with the project team along the entire process to ensure they stayed on budget. By working together early, our teams were able to ensure (1) the school had a facility they could afford, (2) timing of the real estate and financial closing aligned, and (3) the school was able to secure their long-term facility right away avoiding heavy leasehold improvement costs or large developer premiums.

Overview
- $16,575,000
- Approx. 4.61% blended interest rate 5 YR Term, 25 YR Amortization
- Draw Down

Credit Rating
- Non-Rated

Lenders
- **Senior Lender**: The Bank of Commerce
- **Subordinate Lender:** RLF and Building Hope

School Stats
- **Enrollment at Issuance:** 0
- **Stabilized Enrollment:** 600
- **DS as a % of Revenues:** 14.47%
- **Proforma MADS Coverage:** 1.49x

3. Company and Project Team Profile

Company Overview: Raymond James Financial, Inc. ("RJF"), founded 63 years ago in 1962, is a diversified holding company that provides financial services to individuals, corporations and municipalities through its subsidiary companies. Raymond James has grown into one of the largest financial services firms in the United States, achieving its ranking as a Fortune 500 company in July 2016. The Firm is listed on the New York Stock Exchange under the symbol "RJF", with a current market capitalization of approximately $30 billion, and was added to the S&P 500 Index in 2017. It has been a public company since 1983. Raymond James has had ***151 consecutive quarters of profitability dating back to 1987.*** The Firm currently manages approximately $1.73 trillion in client assets. Raymond James also carries **a strong commitment to the state of Tennessee**, with **271 office locations** across **67 cities**, employing **1,704 professionals**, including **346 retail brokers**. The Firm serves **217,344 retail accounts** in Tennessee, managing **$66.3 billion in assets**, underscoring its deep presence and dedication to supporting communities and clients throughout the state.

At Raymond James, Public Finance represents a core business, which is thriving at a national level. ***Raymond James organized its Public Finance department in 1986.*** Over the past 39 years, Raymond James has proven its commitment to the public finance arena by providing comprehensive underwriting and financial/municipal advisory services on hundreds of billions of dollars of municipal bond offerings nationwide. In 2025, Raymond James served as manager on **441 negotiated municipal issues** totaling more than **$26.8 billion in par amount**. This performance ranked us **#8 nationally by par value** and **#2 by number of transactions** in 2025, underscoring our continued leadership and commitment to the public finance market.

National Negotiated New Issues
As of December 31, 2025

Rank	Underwriter	Par Amt. (MM USD)	No. of Issues
1	BofA Securities	63,598	286
2	RBC Capital Markets	48,084	336
3	JP Morgan	43,311	189
4	Morgan Stanley	33,121	129
5	Jefferies	32,870	154
6	Wells Fargo	28,208	149
7	Goldman Sachs	27,860	66
8	**Raymond James**	**26,829**	**441**
9	Stifel	25,457	729
10	Barclays	20,808	88

Within our Public Finance, we have a dedicated charter school team of 6 bankers who combined, have completed over 250 transactions for charter schools totaling over $5B. In 2025, our team completed 25 transactions for over $580M in par value. This experience includes significant work supporting start up charter schools, highlighted below.

Start Up Financings Executed by Banking Team – Since 2022

- Tulsa Classical Academy (OK) – Series 2022
- AcadeMir Charter School of Osceola (FL) – Series 2022
- Gem Prep Twin Falls (ID) – Series 2022
- Elevate Academy East (ID) – Series 2023
- Vegas Vista Academy (NV) – Series 2024
- Capstone Academy Charter School Fort Myers (FL) – Series 2025
- Elevate Academy Twin Falls (ID) – Series 2025
- Alturas Academy North (ID) – Series 2025
- Gem Prep Idaho Falls (ID) – Series 2025
- AcadeMir High School West (FL) – Series 2025
- SSS Academy (AZ) – Series 2025
- Harrisburg Global Academy (SC) – Series 2025

Start Up Financings In Progress

- Elevate Academy Kuna (ID)
- Founder's Grove Classical Academy (MI)
- Founder's Classical Academy (NV)
- Team Success: Lee County (FL)
- Red Barn School (IA)
- Charter School Partners (FL) – Various Locations
- Brabeion Academy (ID)

Of these transactions, 7 were bond financings, 3 were bank placements and 2 were CDFI placements. This variety represents our no-one-size fits all approach and highlights our experience sourcing multiple different financing options to ensure the best outcome for the school.

***Our Process*:**

With this depth of experience, we have developed a proven process to guide start-up charter schools through every step of securing funding. We partner with you from the initial budget planning phase all the way to post-closing support. While every school's circumstances are unique, our typical financing process for start-up charter schools involves three key phases:

- **Planning & Initial Budgeting:** We begin by reviewing your school's initial projections for enrollment and finances. Using these projections, we help you determine a realistic total project cost for your facility needs. Our team then helps articulate this budget to your broader project team (for example, school leadership, architects, and developers) to ensure everyone understands the financial parameters. Along the way, we identify any areas within your plan that might need adjustment or cost-saving measures to keep the project financially viable from the start. This early planning and budgeting phase ensures a strong foundation for the financing process.

- **Financing Process:** Next, we assemble a comprehensive investor package that highlights your school's mission, academic program, and project details, as well as the financial projections. We distribute this package to a broad network of potential financing partners, including banks, Community Development Financial Institutions (CDFIs), and bond investors, soliciting proposals from each. By reaching out to multiple funding sources, we leave no stone unturned in exploring all viable financing options for your project. We then help

you evaluate the proposals and select the lending partner that best fits your needs and goals, whether it's a bank loan, CDFI financing, or a bond issuance with investors.

Once a lender or financing option is selected, our team takes the lead in coordinating the financing process through closing. We work closely with the chosen lender (and with your legal counsel and project consultants as needed) to finalize terms, complete due diligence, and fulfill all requirements for a smooth closing. Throughout this phase, we remain actively involved in project meetings to keep the financing on track and the budget on target. Our hands-on approach ensures there are no last-minute surprises – the financing timeline aligns seamlessly with your construction or opening schedule, and all necessary documentation and approvals are in place for a successful closing.

- **Post-Financing Support:** Even after your financing has closed, our support does not end. The Raymond James team remains available as a long-term resource for your school. We are here to answer questions, provide guidance, and assist with any ongoing lender or investor requirements – for example, helping with compliance reports, financial covenants, or other post-closing obligations. Because start-up schools continue to evolve, we also stand ready to advise on future financing needs as your school grows. Whether you are considering an expansion, securing additional facilities, or refinancing existing debt down the line, we will help you evaluate the long-term options available. Our goal is to be a trusted financial partner to your charter school well beyond the initial financing, supporting your journey every step of the way.

In summary, Raymond James offers a full-service, cradle-to-grave financing partnership for start-up charter schools. From the first stages of budgeting and planning to securing the best financing and providing ongoing support, we guide you through the complex process of charter school financing with expertise and dedication. This three-phase approach ensures that your school's project stays on solid financial footing and that you have a reliable partner through planning, execution, and future growth.

***Team Resumes*:** Spanning multiple states, the Raymond James Charter School Team serves as a trusted partner to educational leaders nationwide, offering deep expertise and unwavering support to those shaping the future of education. Based in Nashville, Hanna Degen will be the lead point of contact for the School. Hanna brings a wealth of experience supporting charter schools across the country. Detailed resumes of our team members are provided below.

Hanna Degen joined Raymond James in 2023 with a focus on deal execution, debt structuring and credit analysis, exclusively in the charter school sector. Prior to joining Raymond James, Hanna worked at Piper Sandler, where she assisted charter schools with their financing needs. She has completed over 70 transactions – totaling more than $1B in par value for charter school clients. Hanna received a bachelor's degree in economics from the College of Saint Benedict and holds Series 50, Series 52, Series 53, and Series 63 professional licenses. **She is based out of the Nashville, TN office.**

Wes Olson joined Raymond James in October 2023 after more than 12 years in the municipal finance industry, with a primary focus on education and charter school finance. Wes is responsible for business development and managing debt transactions for clients nationally, including tax-exempt bonds, bank placements, CDFIs, and USDA financings. In his career, Wes has completed over 250 transactions totaling over $4.7 billion in par since 2011, including over 200 charter school financings in 22 states. Wes received a bachelor's degree in mathematics and economics with concentrations in finance and statistics from St. Olaf College. Wes holds Series 52, Series 53, and Series 63 professional licenses.

Elliot Gorski is an Associate at Raymond James Memphis office. He joined the team in July of 2020 and provides support nationally on Charter School and Healthcare financings as well as K-12 Illinois and Michigan local issuer financing deals. A member of Raymond James' Public Finance Quantitative Group, he has cooperated with team members across the country providing analytical support to the banking and local issuers. Elliot graduated Magna Cum Laude from Rhodes College in Memphis, TN where he played lacrosse and earned Bachelor's degrees both in Economics and Business Administration. Mr. Gorski holds the Series 50, 52, and 63 licenses.

Parker Colvin joined Raymond James in 2013 as a senior underwriter focused on the California, Midwest, and Charter School markets and was promoted to Head of Negotiated Underwriting in 2019. He also serves on the firm's Commitment Committee. Prior to Raymond James, Parker managed the California/Arizona underwriting desk for Stifel and served as Head of Trading and Underwriting for Stone & Youngberg before those firms combined. In his 24 year career, Parker has had many trading and management roles and has underwritten more than 2,700

transactions with a par value of over $51 billion as sole or lead manager. Parker's experience includes significant work with school district and land-secured credits. In the Midwest, Parker has priced over 200 bond transactions with a par value of $3.1 billion in Illinois, Indiana and Michigan. His land-secured experience includes over 500 issues with a par value of $7.4 billion across 12 states. Parker's work with school districts has included over 1,600 transactions totaling over $26 billion in par value. Born and raised on the Iron Range of Minnesota, Parker earned a B.S. in Mathematics and played ice hockey at Wheaton College (IL). He currently holds Series 7, 24, 53 and 63 licenses.

Richard Szalkowski joined Raymond James in September of 2008. His responsibilities include credit research on privatized student housing, hospitals, health systems, corporate-backed transactions, utilities, charter schools and California land-secured deals. Prior to joining Raymond James, Mr. Szalkowski worked at UBS Investment Bank for eight years. His responsibilities included credit analysis on investment-grade and high-yield municipal issuers with a primary focus on healthcare, long-term care, housing, land secured, higher-education, tobacco, and industrial development bonds. During 2005 to 2007, Mr. Szalkowski was a municipal high-yield trader covering traditional high-yield issues as well as 'A' or lower healthcare and corporate backed issuers. From 2000 to 2005, Mr. Szalkowski was a research analyst in the Municipal Research Group, specializing on healthcare, long-term care, housing, land secured, and industrial development bonds. Prior to joining UBS, Mr. Szalkowski worked at Fitch Ratings in the Healthcare and Higher-Education group from 1998 to 2000. His responsibilities included analyzing and rating hospital, long-term care and higher-education new issue transactions. Prior to working at Fitch Ratings, Mr. Szalkowski worked at Moody's Investors Service in the Healthcare Ratings Group from 1994 to 1997. From 1997 to 1998, he provided qualitative and quantitative credit analysis used in the assignment of credit ratings on hospital and health systems. Mr. Szalkowski received a Bachelor of Science in Finance from Rider University. He is currently licensed with Series 7, 16, and 63.

DISCLAIMER

The information contained herein is solely intended to facilitate discussion of potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement. While we believe that the outlined financial structure or marketing strategy is the best approach under the current market conditions, the market conditions at the time any proposed transaction is structured or sold may be different, which may require a different approach.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive.

Raymond James shall have no liability, contingent or otherwise, to the recipient hereof or to any third party, or any responsibility whatsoever, for the accuracy, correctness, timeliness, reliability or completeness of the data or formulae provided herein or for the performance of or any other aspect of the materials, structures and strategies presented herein. Raymond James is neither acting as your financial advisor nor Municipal Advisor (as defined in Section 15B of the Exchange Act of 1934, as amended), and expressly disclaims any fiduciary duty to you in connection with the subject matter of this Proposal.

Municipal Securities Rulemaking Board ("MSRB") Rule G-17 requires that we make the following disclosure to you at the earliest stages of our relationship, as underwriter, with respect to an issue of municipal securities: the underwriter's primary role is to purchase securities with a view to distribution in an arm's-length commercial transaction with the issuer and it has financial and other interests that differ from those of the issuer.

Raymond James does not provide accounting, tax or legal advice; however, you should be aware that any proposed transaction could have accounting, tax, legal or other implications that should be discussed with your advisors and/or legal counsel.

Raymond James and affiliates, and officers, directors and employees thereof, including individuals who may be involved in the preparation or presentation of this material, may from time to time have positions in, and buy or sell, the securities, derivatives (including options) or other financial products of entities mentioned herein. In addition, Raymond James or affiliates thereof may have served as an underwriter or placement agent with respect to a public or private offering of securities by one or more of the entities referenced herein.

This Proposal is not a binding commitment, obligation, or undertaking of Raymond James. No obligation or liability with respect to any issuance or purchase of any Bonds or other securities described herein shall exist, nor shall any representations be deemed made, nor any reliance on any communications regarding the subject matter hereof be reasonable or justified unless and until (1) all necessary Raymond James, rating agency or other third party approvals, as applicable, shall have been obtained, including, without limitation, any required Raymond James senior management and credit committee approvals, (2) all of the terms and conditions of the documents pertaining to the subject transaction are agreed to by the parties thereto as evidenced by the execution and delivery of all such documents by all such parties, and (3) all conditions hereafter established by Raymond James for closing of the transaction have been satisfied in our sole discretion. Until execution and delivery of all such definitive agreements, all parties shall have the absolute right to amend this Proposal and/or terminate all negotiations for any reason without liability therefor.

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Potential Facility Partner Profiles

Legal Counsel



Will D. Pugh

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wpugh@srvhlaw.com

Combining a pragmatic approach with extensive legal knowledge, Will Pugh provides tailored representation to businesses on a wide range of matters. He has substantial experience assisting clients with complex commercial real estate transactions, mergers and acquisitions, and corporate governance, operational, and transactional issues.

In his real estate practice, Will has represented buyers, sellers, and investors in acquisitions, dispositions, financing, development, and other commercial property transactions, playing an instrumental role in closing deals that range in value from $500,000 to more than $50,000,000. He has worked extensively on commercial leasing matters, representing landlords and tenants in drafting and negotiating leases for office, retail, and industrial properties, as well as representing landlords in lease disputes and litigation.

Businesses, from start-ups to well-established companies, turn to Will for his counsel and assistance on the full range of legal issues and challenges they face, including drafting form agreements, restrictive covenants and non-competes, supply agreements, and confidentiality agreements. He works with entrepreneurs and early-stage companies on business formation and capitalization, including the drafting and negotiation of formation documents, operating agreements, subscription agreements, employee stock options, and stock appreciation rights plans.

A seasoned transactional lawyer, Will represents strategic buyers, private equity companies, and sellers in mergers, acquisitions, joint ventures, and other strategic partnerships in a broad spectrum of industries, including eCommerce, food distribution, manufacturing, commercial printing, business services, healthcare, insurance, and non-profits. The deals he has helped close range in value from $500,000 to $300,000,000.

Will also works with developers and licensees in connection with software development and license agreements in various industries such as eCommerce, construction, logistics, healthcare, and general software development.

A *summa cum laude* graduate of Wheaton College in Chicago, Will earned his law degree from Vanderbilt University Law School, where he received the Robert F. Jackson Memorial Prize for having the highest GPA in his class after two years of law school and was a member of the *Order of the Coif*.

Before attending law school, Will served as the Director of Strategy for **atlasRFIDstore.com**, an eCommerce start-up located in Birmingham, Alabama. During his tenure, the company grew from a small start-up into a thriving business with more than 20 employees.

After law school, Will clerked for the Honorable Vice Chancellor Joseph R. Slights III on the Delaware Court of Chancery, where he regularly worked on litigation matters involving some of the country's largest companies. Will leverages this experience to provide guidance on directors' and officers' fiduciary duties, and he consults on litigation matters involving fiduciary duty issues, including book and records demands.

Education

- Vanderbilt University Law School, J.D.
  - Member, *Order of the Coif*
  - Robert F. Jackson Memorial Prize
- Wheaton College, B.A., *summa cum laude*

Admissions

- Tennessee

Recognition

- *Best Lawyers in America*® "Ones to Watch," Banking and Finance Law (2026); Commercial Litigation (2023 – 2026); Corporate Law (2023 – 2026); Mergers and Acquisitions Law (2026); Real Estate Law (2026)
- Tennessee Bar Association Harris Gilbert Pro Bono Attorneys of the Year Award (2025)

Publications

- Will Pugh and Lindsay Dial, "**Recent CTA Development to Watch**," Sherrard Roe Blog (March 5, 2024)
- Will Pugh and Lindsay Dial, "**The Corporate Transparency Act: Your Obligations**," Sherrard Roe Blog (December 19, 2023)
- Will Pugh, "**The Corporate Transparency Act's Final Rule: Who Qualifies as a Beneficial Owner What Information Must Be Disclosed**," Sherrard Roe Blog (March 7, 2023)
- Will Pugh, "**Issuance of Corporate Transparency Act's Final Rule Starts Compliance Clock Ticking for 32 Million Businesses**," Sherrard Roe Blog (December 12, 2022)
- Will Pugh, "**The Corporate Transparency Act: Why You May Be Required to Share Your Personal Information With The Federal Government**," Sherrard Roe Blog (June 21, 2022)
- Will Pugh, "**How Well are Sellers Protected from Post-Closing Claims?**" Sherrard Roe Blog (December 9, 2020)
- Will Pugh, "**Four Types of Risk Addressed by MAE Clauses, and Where COVID-19 Fits—Lessons from the Delaware Court of Chancery**," Sherrard Roe Blog (December 3, 2020)
- "**Why Not Appoint an Algorithm to Your Corporate Board**," Slate (Mar. 24, 2019)
- **Getting What You Bargained for: Avoiding Legal Uncertainty in Survival Clauses for a Seller's Representations and Warranties in M&A Purchase Agreements**, 12 *J. Bus. Entrepreneurship & L.* 1 (2019)
- Co-Author with Robert S. Reder, **Delaware Supreme Court Bars Buyer From Using Narrowly "Cabined" Working Capital Adjustment**, 72 *Vand. L. Rev. En Banc* 19 (2018)



Thomas B. Hall

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Thomas Hall concentrates his practice on construction litigation and arbitration, representing owners, general contractors, design professionals, subcontractors, and suppliers on a variety of commercial and residential construction projects. Drawing on his deep knowledge of Tennessee's construction laws, he advises clients on contract negotiations and regulatory compliance. He also prosecutes and defends clients in a range of disputes, including those involving construction defects, warranty claims, liens, and project delays and disruptions. A Fellow of the Construction Lawyers Society of America, Thomas also serves on the Board of Directors for the Greater Tennessee Chapter of the Associated Builders and Contractors and on the executive committees of both the Tennessee Association of Construction Counsel and the Tennessee Bar Association's Construction Law Section.

Before joining the firm, Thomas represented clients in complex construction litigation matters at a prominent construction law firm in Nashville. During law school, he served as a Judicial Extern and Judicial Intern for The Honorable Jennifer H. Henderson of the U.S. Bankruptcy Court for the Northern District of Alabama. He was also a Judicial Intern for The Honorable L. Scott Coogler of the U.S. District Court for the Northern District of Alabama and was elected President of the School of Law's chapter of the American Constitution Society.

Thomas earned his Juris Doctor, Master of Business Administration, and Master of Laws in Taxation *magna cum laude* from the University of Alabama School of Law. He received his Bachelor of Arts degree from Sewanee, where he graduated *cum laude*.

In his free time, Thomas enjoys being with his family, providing pro bono legal services and attending high school football games at his alma mater, Franklin High School.

Education

- The University of Alabama School of Law, J.D., M.B.A., LL.M. in Taxation, *magna cum laude*
  - Henry H. Hutchison Federal Tax Clinic Scholarship Award Recipient
- Sewanee, The University of the South, B.A., *cum laude*
  - General Assembly Merit Scholarship and Lear Scholarship Recipient

Admissions

- Alabama
- Kentucky
- Tennessee
- U.S. District Court, Eastern District of Kentucky
- U.S. District Court, Eastern District of Tennessee
- U.S. District Court, Middle District of Tennessee
- U.S. District Court, Western District of Kentucky

Recognition

- *Best Lawyers in America*® "One to Watch," Commercial Litigation; Construction Law (2023 – 2026)
- Fellow, Construction Lawyers Society of America
- Tennessee Supreme Court Attorneys for Justice Pro Bono Honor Roll (2019 – 2025)

Speaking Engagements

- Presenter, "Contract Language – What the Pandemic Has Changed," Construction Financial Management Association Southeastern Construction Regional Conference (August 2021)
- Presenter "Updates to Tennessee Construction Law," Construction Financial Management Association, Middle Tennessee Chapter (April 2021)
- Presenter, "Construction Case Law Update," Tennessee Association of Construction Counsel (November 2020)

Professional Activities

- Member, Construction Law Forum, American Bar Association
- Member, Construction Law, Litigation, and Real Estate Law Sections, Tennessee Bar Association
- Member, Emerging Leaders, Greater Tennessee Chapter of Associated Builders and Contractors
- Member, Legal Committee, Greater Tennessee Chapter of Associated Builders and Contractors
- Member, Legislative Committee, Greater Tennessee Chapter of Associated Builders and Contractors
- Member, Federal Practice Section, Nashville Bar Association
- Member, Tennessee Association of Construction Counsel
- Member, Young Lawyers Division, American Bar Association
- Member, Young Lawyers Division, Nashville Bar Association

Attachment 1.3: Family Listening Sessions

Evidence of Community Engagement

Contents of Attachments 1.3

- Attachment 1.3 A: MCA Coffee Chats with Families
- Attachment 1.3 B: MCA Family Breakfast
- Attachment 1.3 C: MCA Family Information Sessions

Attachments 1.3 A

MCA Coffee Chats with Families

Family Listening Sessions

Evidence of Community Engagement

Music City Academy
Family Coffee Meetings & Community Conversations Log

Timeframe: July 2025 - February 2026

Purpose
These were informal, relationship-based conversations with families and community members to understand what they want from a high school and what they feel is missing for their children. We used these as true listening sessions, and they directly shaped MCA's academic model, athletic design, and staffing approach.

Engagement Snapshot

- In-person coffee meetings (one-on-one): 18
- Phone conversations (one-on-one): 17
- Total one-on-one conversations: 35+
- Small-group family listening sessions: 15
- Total documented conversations in this log: 50+

These numbers reflect the conversations we were able to capture through notes and follow-ups. A lot of engagement also happened more organically - through tabling at events, showing up at youth sports tournaments and games, speaking engagements, and everyday conversations that didn't always get formally logged but often led to the meetings reflected here.

Many of these conversations started through Kevin's existing presence in the community, including his speaking engagements, youth sports connections, and relationships through his four children's schools and teams. Those settings created natural opportunities to talk with families in spaces where trust already existed.

We also spent time talking with club sport coaches, high school coaches from public, charter, and private schools, and athletic directors to understand how strong athletic programs are built and how academics, athletics, and student support really intersect in practice.

Conversation Log
This table is a representative sample of conversations held during this time period. These conversations are ongoing, and additional meetings are scheduled throughout the coming year.

Date	Type	Location	Participants	Notes
July 15, 2025	Phone	Call	1 parent	Frustrated with behavior issues at their zoned school and how little academic push there is.
August 20, 2025	In person	Coffee Shop	Club sport coach	Athletes are motivated, but without structure at school they fall behind academically. Sports are rarely tied to post high school opportunities.
September 9, 2025	Phone	Call	1 parent	Wants a school where academics “actually matter” and prepare students for life after graduation.
September 9, 2025	In Person	Valor Collegiate	Athletic Director + MCA Team	Discussed building athletic department at a charter school
October 2, 2025	In person	Call	Public HS coach	Behavior issues and weak academic accountability hurt both culture and student outcomes.
October 9, 2025	In person	Call	1 family	Strong structure, but lack of diversity is a major concern at their private school.
November 4, 2025	In person	Valor Collegiate	Athletic Director	Discussed building athletics around accountability, leadership, and academics, not just competition.
December 3, 2025	In person	Coffee Shop	3 families	Sports motivate kids, but without strong academics and mentors it doesn’t lead anywhere long-term.
January 8, 2026	In person	Breakfast meeting	20 families	Families want a school that feels safe, structured, and built on real relationships.

Attachments 1.3 B

MCA Family Breakfast

Family Listening Sessions

Evidence of Community Engagement

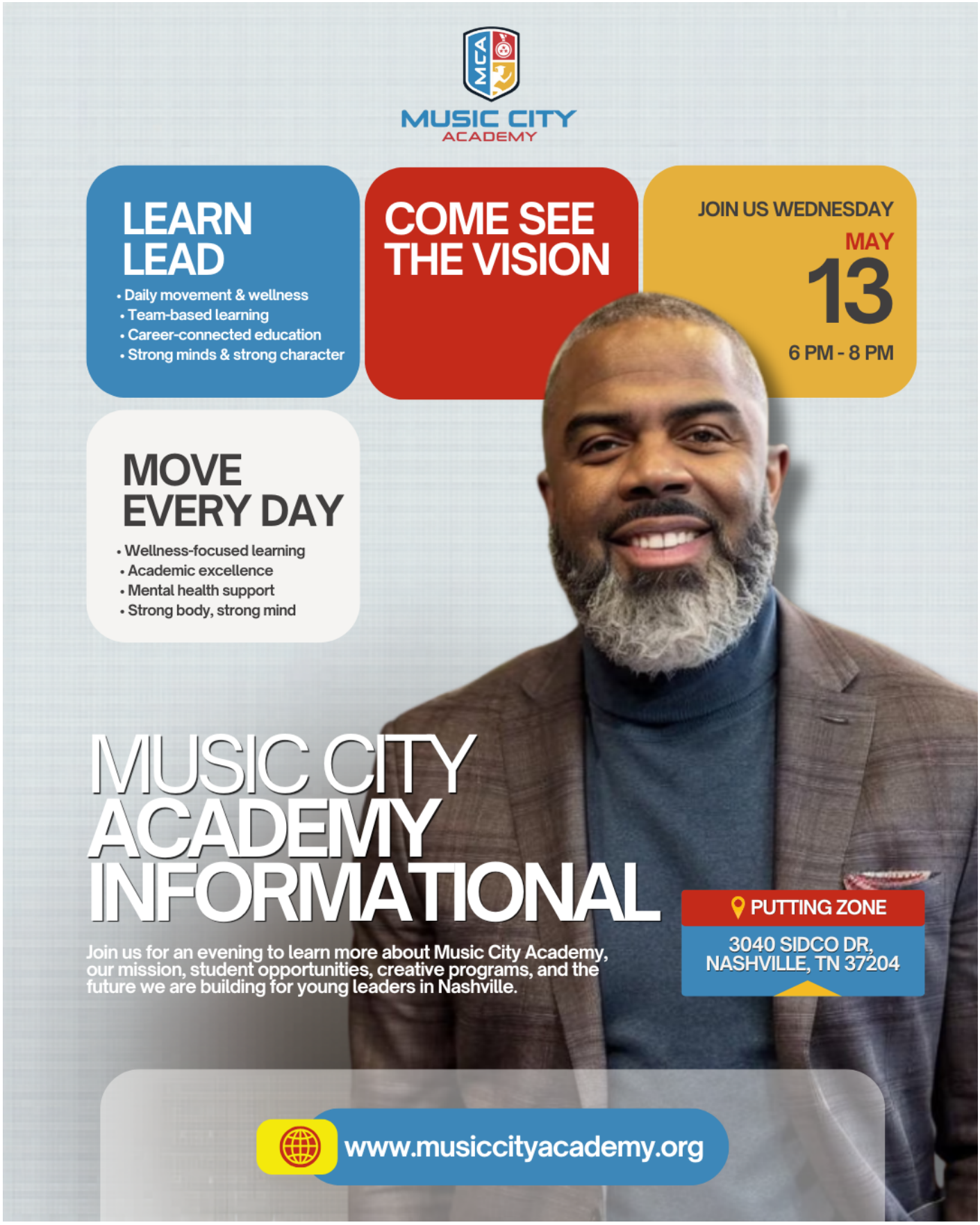


Attachments 1.3 C

MCA Family Information Session

Family Listening Sessions

Evidence of Community Engagement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LEARN LEAD
• Daily movement & wellness
• Team-based learning
• Career-connected education
• Strong minds & strong character
COME SEE THE VISION
JOIN US WEDNESDAY
MAY
13
6 PM - 8 PM
MOVE EVERY DAY
• Wellness-focused learning
• Academic excellence
• Mental health support
• Strong body, strong mind
MUSIC CITY ACADEMY INFORMATIONAL
Join us for an evening to learn more about Music City Academy, our mission, student opportunities, creative programs, and the future we are building for young leaders in Nashville.
PUTTING ZONE
3040 SIDCO DR, NASHVILLE, TN 37204
www.musiccityacademy.org


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Attachment 1.4: Community Events

Evidence of Community Engagement

Contents of Attachments 1.4

- Attachment 1.4 A: Backfield in Motion Toy Drive
- Attachment 1.4 B: Vanderbilt Youth Sports Fair
- Attachment 1.4 C: Vanderbilt and TSU 2026 Nashville MLK Day March and Convocation
- Attachment 1.4 D: Rock Academy Community Celebration at Martha O'Bryan Center
- Attachment 1.4 E: Strive Collegiate Academy Basketball Game
- Attachment 1.4 F: Mid State Youth Sports Basketball Tournament 1 (February)
- Attachment 1.4 G: MCA Sports Clinic in Partnership with Pro-Skills Basketball
- Attachment 1.4 H: Youth Basketball Tryout
- Attachment 1.4 I: Mid State Youth Sports Basketball Tournament 2 (April)
- Attachment 1.4 J: Republic High School Senior Tie Up Day
- Attachment 1.4 K: Business of Sports Breakfast
- Attachment 1.4 L: Backfield in Motion Golf Tournament
- Attachment 1.4 M: Joelton Vikings Football Camp

Attachments 1.4 A

Backfield in Motion Toy Drive

Community Events

Evidence of Community Engagement




STRONG

Attachments 1.4 B

Vanderbilt Youth Sports Fair

Community Events

Evidence of Community Engagement





At Music City Academy (MCA), students reach their fullest potential when their minds, bodies, and character are strengthened together. Academics and athletics aren't separate worlds - they work hand-in-hand to build discipline, resilience, and belonging.

OUR VISION COMES TO LIFE WITH THREE CORE PLAYS:

TEAM OVER SELF: Every student is part of a team led by a dedicated coach who knows them well, challenges them, and celebrates their growth. This daily structure creates belonging, accountability, and collective success.

PASSION TO PURPOSE: Students connect their interests to high-demand career pathways in health, sports, and entertainment. Through hands-on learning, internships, and credentialing, graduates earn both a diploma and industry-recognized certifications.

WELLNESS FOR LIFE: Movement and wellness are built into the academic day: daily physical activity, structured wellness practices, and embedded mental-health supports. All students begin the day with movement, so MCA graduates leave ready to lead with confidence, strength, and balance.

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Visit musiccityacademy.org • info@musiccityacademy.org





En Music City Academy (MCA), los estudiantes alcanzan su máximo potencial cuando su mente, cuerpo y carácter se fortalecen juntos. Lo académico y lo deportivo no son mundos separados: trabajan de la mano para desarrollar disciplina, resiliencia y sentido de pertenencia.

NUESTRA VISIÓN COBRA VIDA CON TRES JUEGOS FUNDAMENTALES:

EQUIPO POR ENCIMA DE SÍ MISMO: Cada estudiante forma parte de un equipo liderado por un coach dedicado que lo conoce bien, lo desafía y celebra su crecimiento. Esta estructura diaria fomenta el sentido de pertenencia, la responsabilidad y el éxito colectivo.

PASIÓN POR UN PROPÓSITO: Los estudiantes conectan sus intereses con trayectorias profesionales de alta demanda en salud, deportes y entretenimiento. Mediante aprendizaje práctico, prácticas y acreditación, los graduados obtienen un diploma y certificaciones reconocidas por la industria.

BIENESTAR PARA TODA LA VIDA: El movimiento y el bienestar son parte integral de la jornada académica: actividad física diaria, prácticas de bienestar estructuradas y apoyo integral para la salud mental. Todos los estudiantes comienzan el día con movimiento, por lo que los graduados de MCA se preparan para liderar con confianza, fuerza y equilibrio.

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MUSIC CITY ACADEMY
قوي
.العقول. الأجساد. الشخصية
أكاديمية مدينة الموسيقى
تفتتح خريف 2027
مدرسة ثانوية عامة مجانية تُقدّم خدماتها لطلاب الصفوف من التاسع إلى الثاني عشر، حيث ينمو الطلاب داخل الصف الدراسي، وفي الملعب، وفي حياتهم.
ينضم كل طالب إلى فريق، ويمارس الرياضة يوميًا، ويختار مسارًا مهنيًا مؤثرًا.
MUSICCITYACADEMY.ORG
Info@musiccityacademy.org
يحقق الطلاب أقصى إمكاناتهم عندما تتضافر جهودهم لتقوية عقولهم وأجسادهم وشخصياتهم. فالدراسة والرياضة ليستا عالمين منفصلين، بل تعملان جنباً إلى جنب لبناء الانضباط والمثابرة والشعور بالانتماء.
تتحقق رؤيتنا من خلال ثلاث مسرحيات أساسية:
العمل الجماعي أهم من العمل الفردي: كل طالب جزء من فريق يقوده مدرب متفانٍ يعرفه جيداً، ويحفزه، ويحتفي بنموه. هذا النظام اليومي يخلق شعوراً بالانتماء، ومسؤولية، ونجاحاً جماعياً.
الشغف لتحقيق الهدف: يربط الطلاب اهتماماتهم بمسارات وظيفية مطلوبة بشدة في مجالات الصحة والرياضة والترفيه. ومن خلال التعلم العملي والتدريب الداخلي والحصول على الشهادات، يحصل الخريجون على شهادة دبلوم وشهادات معترف بها في هذا المجال.
الصحة مدى الحياة: تُدمج الحركة والصحة في اليوم الدراسي: نشاط بدني يومي، وممارسات صحية منظمة، ودعم متكامل للصحة النفسية. يبدأ جميع الطلاب يومهم بالحركة، لذا يتخرج طلاب أكاديمية الفنون الجميلة وهم على أتم الاستعداد للقيادة بثقة وقوة وتوازن.
الفريق فوق الذات
العافية من أجل حياة
شغف إلى هدف
MCA
MUSIC CITY ACADEMY
هل أنت مستعد للتسجيل؟
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MUSIC CITY ACADEMY

Strong Minds. Strong Bodies. Strong Character.

Interest Sign Up Sheet

Music City Academy (MCA) is a proposed new public charter high school opening Fall 2027 in Nashville.

Our Mission: At MCA, we believe in the unifying power of sports to bring student-athletes together in pursuit of both academic excellence and athletic success.

Parent/Guardian Name	Phone Number	Email	Student Name	Student Grade
Marcus Hawkins	[redacted]	[redacted]	Marcus [redacted]	4
Elabeth Brady	[redacted]	[redacted]		
Ashley Woodland	[redacted]	[redacted]		
Anne Harris Mengel	[redacted]	[redacted]		
Fredrick	[redacted]	[redacted]	NUNJ	
N Borneo	[redacted]	[redacted]	Fox (Business) University teacher	
[redacted] 2/20/26 6PM NJA	[redacted]			

~~Email~~ Write A-S	[redacted]	[redacted]	~~[illegible]~~	8
Jasmine Brooks	[redacted]	[redacted]	[illegible].com	PreK
Linda BROOKS	[redacted]	[redacted]		

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Parent/Guardian Name	Phone Number	Email	Student Name	Student Grade
[illegible] Crawford	[redacted]	[redacted]		
Valerie King	[redacted]	[redacted]		
Charlie King	[redacted]			
Scott Richardson	[redacted]	[redacted]		

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Parent/Guardian Name	Phone Number	Email	Student Name	Student Grade
Adrienne Harris	[redacted]			

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Parent/Guardian Name	Phone Number	Email	Student Name	Student Grade
Michelle Harris	[redacted]	[redacted]		
Matt Scott	[redacted]	[redacted]		
Rob Harris	[redacted]	[redacted]		

Charlie Williams	[redacted]	[redacted]		
Jackie Barnes Clark	[redacted]	[redacted]	Jackie	8th
Cyntoy	[redacted]	[redacted]	mother [redacted]	7th
Trina Mena				
ELEANOR BASS		[redacted]		10th
Montgue McDonald	[redacted]	[redacted]		

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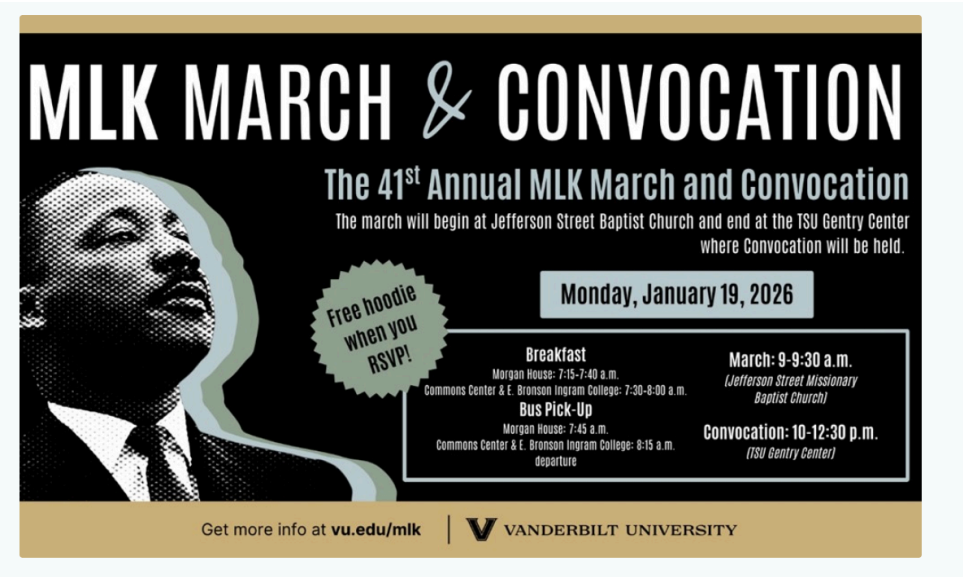
Parent/Guardian Name	Phone Number	Email	Student Name	Student Grade
Shenicka Crawford	[redacted]	[redacted]		
Valerie King	[redacted]	[redacted]		
Charlie King	[redacted]			
Scott Richardson	[redacted]	[redacted]		

Attachments 1.4 C

Vanderbilt and TSU 2026 Nashville MLK Day March and Convocation

Community Events

Evidence of Community Engagement


MLK MARCH & CONVOCATION
The 41st Annual MLK March and Convocation
The march will begin at Jefferson Street Baptist Church and end at the TSU Gentry Center where Convocation will be held.
Free hoodie when you RSVP!
Monday, January 19, 2026
Breakfast
Morgan House: 7:15-7:40 a.m.
Commons Center & E. Bronson Ingram College: 7:30-8:00 a.m.
Bus Pick-Up
Morgan House: 7:45 a.m.
Commons Center & E. Bronson Ingram College: 8:15 a.m. departure
March: 9-9:30 a.m.
(Jefferson Street Missionary Baptist Church)
Convocation: 10-12:30 p.m.
(TSU Gentry Center)
Get more info at vu.edu/mlk
VANDERBILT UNIVERSITY


TENNESSEE
UNIVERSITY


TIGERS
UNIVERSITY
STATE





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Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Amberly Spears	[redacted]	[redacted]	7th	☑ YES ☐ NO	☑ YES ☐ NO
William Richey	[redacted]	[redacted]	6th	☒ YES ☐ NO	☒ YES ☐ NO
Priscilla Wills-Richey	[redacted]	[redacted]	3rd	☒ YES ☐ NO	☒ YES ☐ NO
~~Andrew~~ Amelia Dimke	[redacted]	Andrew	1	☑ YES ☐ NO	☑ YES ☐ NO

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Justin Stahl	[redacted]	Ella [redacted]	8	☑ YES ☐ NO	☑ YES ☐ NO
BRANDON SUTTLES	[redacted]	[redacted]	7	☑ YES ☐ NO	☑ YES ☐ NO
JARED WILBER	[redacted]	Hope [redacted]	7	☑ YES ☐ NO	☑ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO

Attachments 1.4 D

Rock Academy Community Celebration at Martha O'Bryan Center

Community Events

Evidence of Community Engagement


Rock
ACADEMY
A huge THANK YOU to all of our amazing vendors and partners who have registered to join us for The Rock Academy's Community Block Party! Your support means the world as we come together to celebrate this exciting new chapter.
Saturday, November 1st at 11 a.m.
Martha O'Bryan Center
You don't want to miss this historic celebration filled with community, connection, food, and fun!
our partners
Martha O'Bryan CENTER
CarePortal
WATER WALKERS
Raising Resilience
PROJECT REFLECT
Youth VILLAGES
National Urban League
Metro Office of Family Safety






Rock
ACADEMY


Rock
ACADEMY
EXIT


EXIT

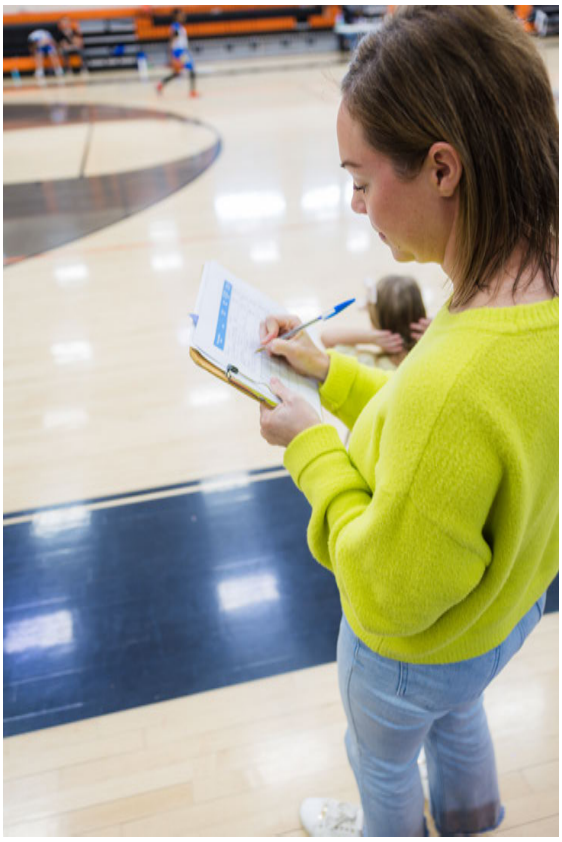

LEVEL
UP

Attachments 1.4 E

Strive Collegiate Academy Basketball Game

Community Events

Evidence of Community Engagement





Feb. 21st, 2026

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Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Kesha Wilkins	[redacted]	Morris [redacted]	6th	☑ YES ☐ NO	☐ YES ☑ NO
Bernard Eady	[redacted]	Mideel [redacted]	6th	☑ YES ☐ NO	☑ YES ☐ NO
Tiffany [redacted]	[redacted]	Adrian [redacted]	6th	☑ YES ☐ NO	☑ YES ☐ NO
Jamonte Cocha	[redacted]			☑ YES ☐ NO	☐ YES ☐ NO

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Ryann McGuire	[redacted]	Emanuel [redacted]	6	☑ YES ☐ NO	☑ YES ☐ NO
Kailynn Henderson	[redacted]	Jorden [redacted]	6	☑ YES ☐ NO	☑ YES ☐ NO
Stevie Escoto	[redacted]	Orion [redacted]	4	☑ YES ☐ NO	☐ YES ☑ NO
Kristen Landers	[redacted]	J. [redacted]	4	☑ YES ☐ NO	☐ YES ☑ NO
Cory Willis	[redacted]	K. [redacted]	3	☑ YES ☐ NO	☐ YES ☑ NO
Jennifer Alton	[redacted]	S. [redacted]	4	☑ YES ☐ NO	☐ YES ☑ NO
Kristin Bates	[redacted]	Andrew [redacted]	5	☑ YES ☐ NO	☑ YES ☐ NO
Leah Carter	[redacted]	Malachi [redacted]	5	☑ YES ☐ NO	☑ YES ☐ NO

Attachments 1.4 F

Mid State Youth Sports Basketball Tournament 1 (February)

Community Events

Evidence of Community Engagement










FRIENDS



MUSIC CITY ACADEMY

[redacted]

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Interest Sign Up Sheet

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Our Mission: At MCA, we believe in the unifying power of sports to bring student-athletes together in pursuit of both academic excellence and athletic success.

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Ella Jones Reginald Jones	[redacted]	Tyson [redacted] cast.net	4th	☒ YES ☐ NO	☐ YES ☒ NO
Kathrine Rogers	[redacted]	[redacted]	4th	☒ YES ☐ NO	☐ YES ☒ NO
Traye Taylor	[redacted]	Community		☒ YES ☐ NO	☐ YES ☐ NO
Carter Bradford	[redacted]	Community		☒ YES ☐ NO	☐ YES ☐ NO

2/28/26

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Nanette Brooks	[redacted]		4th	☒ YES ☐ NO	☐ YES ☒ NO
Billy Brooks	[redacted]		4th	☒ YES ☐ NO	☐ YES ☐ NO
Ariana Hesup	[redacted]		6th	☒ YES ☐ NO	☐ YES ☐ NO
Sabria Wright	[redacted]		4th	☒ YES ☐ NO	☐ YES ☒ NO
Bridgette Fu[illegible]	[redacted]		5th	☒ YES ☐ NO	☒ YES ☐ NO
Courtney Beasley	[redacted]		4th	☒ YES ☐ NO	☒ YES ☐ NO
Jamonica Darden	[redacted]		5th	☒ YES ☐ NO	☒ YES ☐ NO
Patrice Kendrick	[redacted]	@aol.com	5th	☒ YES ☐ NO	☐ YES ☒ NO

MUSIC CITY ACADEMY

2/28/2

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Interest Sign Up Sheet

Music City Academy is a proposed new public charter high school opening Fall 2027 in Nashville.

Our Mission: At MCA, we believe in the unifying power of sports to bring student-athletes together in pursuit of both academic excellence and athletic success.

(4)

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Lavoris Winfrey	[redacted]	[redacted]	N/A	✓ YES ☐ NO	✓ YES ☐ NO
Brandy Winton	[redacted]	[redacted]		☐ YES ☐ NO	☐ YES ☐ NO
Justin G.	[redacted]	[redacted]	N/A	✓ YES ☐ NO	☐ YES ✓ NO
Manny Darden	[redacted]	[redacted]	N/	✓ YES ☐ NO	☐ YES ✓ NO

2/28/24

(8)

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Calvin Woods		[illegible]	6th	✓ YES ☐ NO	✓ YES ☐ NO
Alupin Dunton	[redacted]	[illegible] [redacted]	1st	✓ YES ☐ NO	☐ YES ✓ NO
Ravisha Woods	[redacted]	Jamaxion	6th	✓ YES ☐ NO	☐ YES ☐ NO
Petrina Wilcox	[redacted]	Toby [redacted]	3rd	✓ YES ☐ NO	✓ YES ☐ NO
Tamarah Royster	[redacted]	Jamari [redacted]	4th	✓ YES ☐ NO	✓ YES ☐ NO
Shatika White	[redacted]	Myleigh [redacted]	rising 6th	✓ YES ☐ NO	✓ YES ☐ NO
Tiffany Ladd	[redacted]	[illegible] [redacted]	5th	✓ YES ☐ NO	✓ YES ☐ NO
Craig Pitts	[redacted]	[illegible] [redacted]	7th	✓ YES ☐ NO	✓ YES ☐ NO

MUSIC CITY ACADEMY

2/28/26

Strong Minds. Strong Bodies. Strong Character.

Interest Sign Up Sheet

(4)

Music City Academy is a proposed new public charter high school opening Fall 2027 in Nashville.

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Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Brittany Dobson	[redacted]	Karmelo	3	☑ YES ☐ NO	☑ YES ☐ NO
Rei Vontae Dobson	[redacted]	—	—	☑ YES ☐ NO	☐ YES ☑ NO
Lavonda White	[redacted]	—	—	☑ YES ☐ NO	☐ YES ☑ NO
Howard Henry,	[redacted] esmail.com	[redacted]	4	☑ YES ☐ NO	☑ YES ☐ NO

2/28/26

(8)

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?	
Lonnie & Jennifer W-a	[redacted]	Brayden [redacted]	4	☑ YES ☐ NO	☑ YES ☐ NO	
Allyson Stephens	[redacted]	Larry [redacted]	4th	☑ YES ☐ NO	☑ YES ☐ NO	
Linda Wilson	[redacted]	[redacted]	grand mother	☑ YES ☐ NO	☐ YES ☐ NO	
David Gaines	[redacted]	OWEN [redacted]	4	☑ YES ☐ NO	☑ YES ☐ NO	
Laorisha Carothers	[redacted]	Dominique [redacted]	4	☑ YES ☐ NO	☑ YES ☐ NO	
Carlotta Lewis	[redacted]	Patentrol [redacted]		☑ YES ☐ NO	☐ YES ☑ NO	Mid State
Christopher Whitlock	[redacted]	Enoch [redacted]		☑ YES ☐ NO	☐ YES ☐ NO	
Maurice Dunt	[redacted]	Cody [redacted]	7th	☑ YES ☐ NO	☐ YES ☐ NO	~~maybe~~ * maybe

MUSIC CITY ACADEMY

2/28/26

(5)

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Interest Sign Up Sheet

Music City Academy is a proposed new public charter high school opening Fall 2027 in Nashville.

Our Mission: At MCA, we believe in the unifying power of sports to bring student-athletes together in pursuit of both academic excellence and athletic success.

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Morgan Hicks		Chyanne [redacted]	5	☑ YES ☐ NO	☐ YES ☑ NO
Mikiche Graves Jerry Graves	[redacted]	Chayanne [redacted]	5	☑ YES ☐ NO	☐ YES ☐ NO
Dominick Hamer	[redacted]			☑ YES ☐ NO	☐ YES ☑ NO
Aheremal Mag	[redacted]	[redacted]	5/4	☑ YES ☐ NO	☑ YES ☐ NO

MUSIC CITY ACADEMY (1)

2/28/26

Strong Minds. Strong Bodies. Strong Character.

Interest Sign Up Sheet

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Our Mission: At MCA, we believe in the unifying power of sports to bring student-athletes together in pursuit of both academic excellence and athletic success.

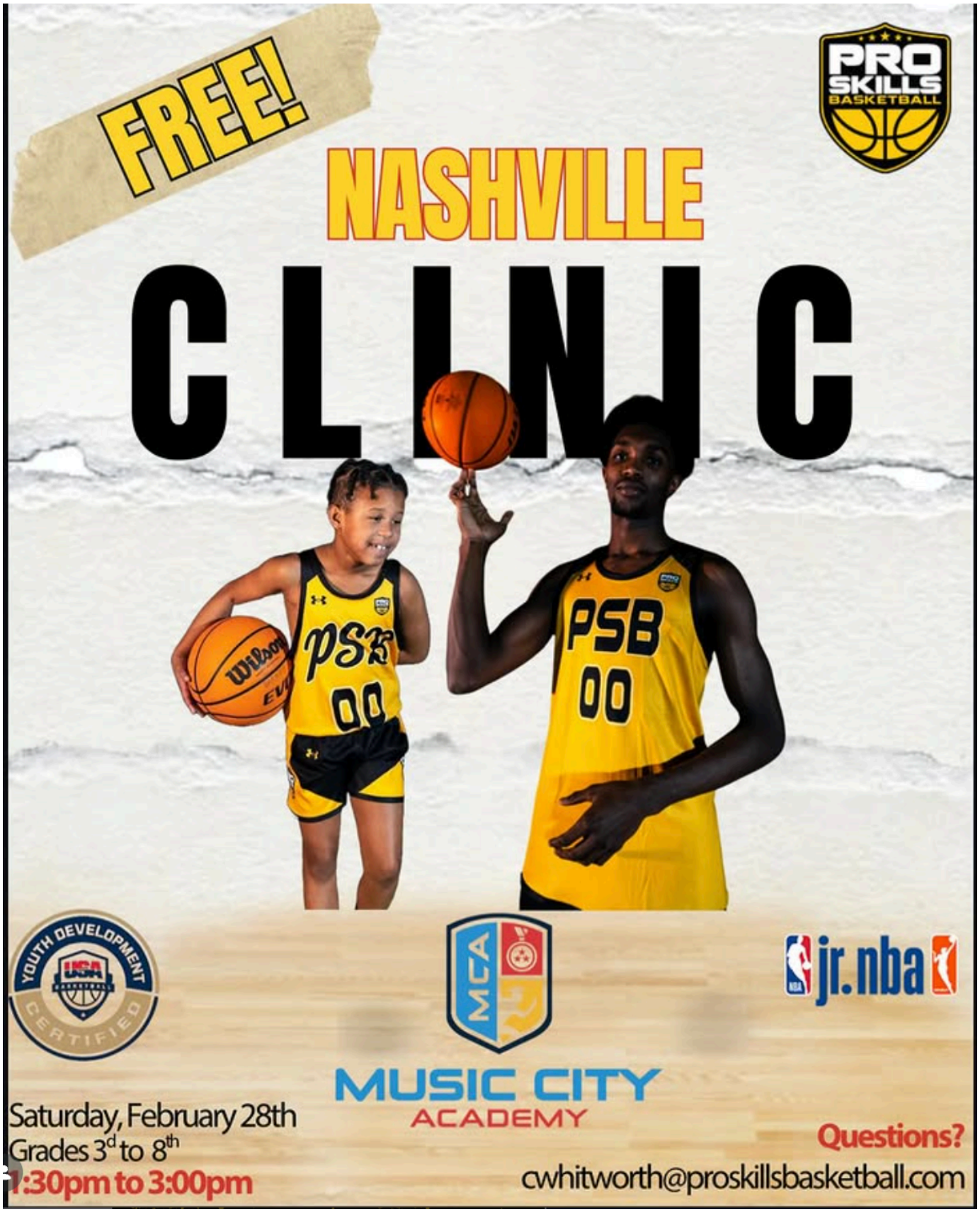
Parent/Guardian Name	Phone Number	Email	Student Name	Student Grade
Ronald Wade	[redacted]	[redacted]	Ronald [redacted]	10th

Attachments 1.4 G

MCA Sports Clinic in Partnership with Pro-Skills Basketball

Community Events

Evidence of Community Engagement


FREE!
PRO SKILLS BASKETBALL
NASHVILLE
CLINIC
PSB
00
YOUTH DEVELOPMENT
USA
CERTIFIED
MCA
jr.nba
MUSIC CITY
ACADEMY
Saturday, February 28th
Grades 3d to 8th
1:30pm to 3:00pm
Questions?
cwhitworth@proskillsbasketball.com


PRO SKILLS BASKETBALL
MUSIC CITY ACADEMY
MEET & GREET CLINIC
TAP LINK IN BIO TO REGISTER NOW!
MCA


MUSIC CITY
ACADEMY


MUSIC CITY
ACADEMY
wilson


MUSIC CITY
ACADEMY


MUSIC CITY
ACADEMY


















MUSIC CITY
ACADEMY
MUSIC CITY
ACADEMY


MUSIC CITY
ACADEMY

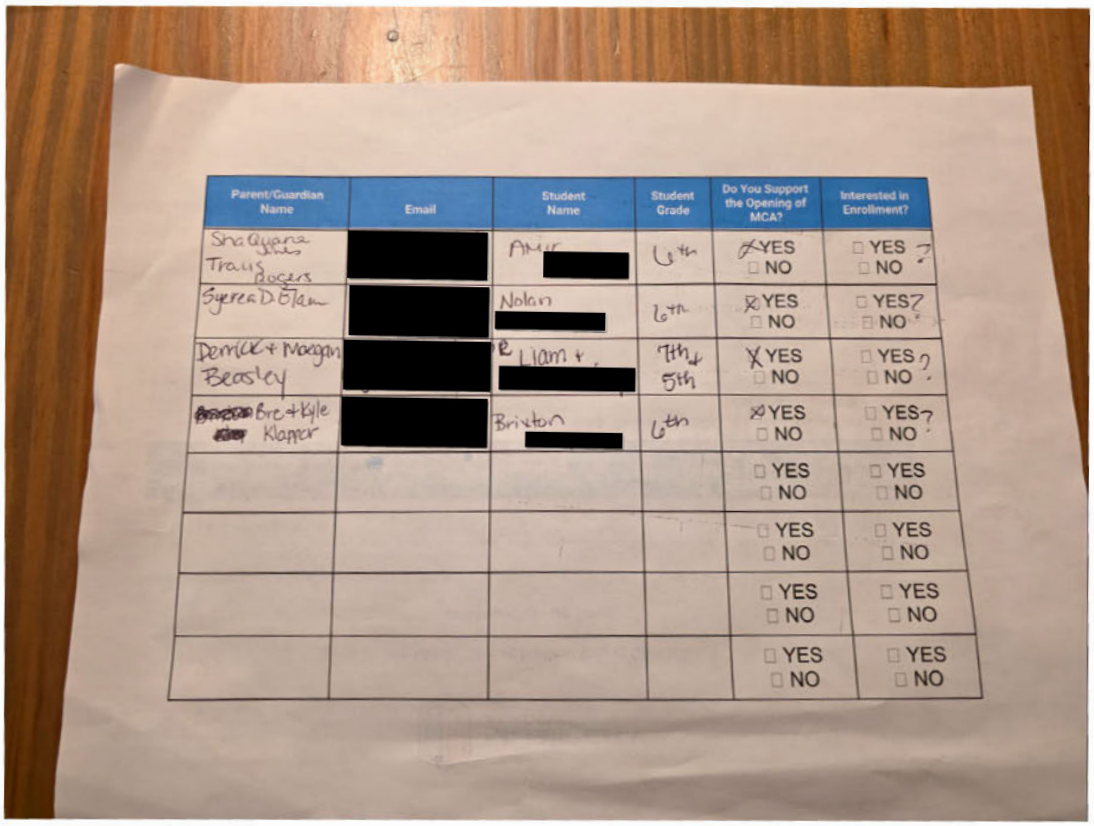

MUSIC CITY
ACADEMY

Attachments 1.4 H

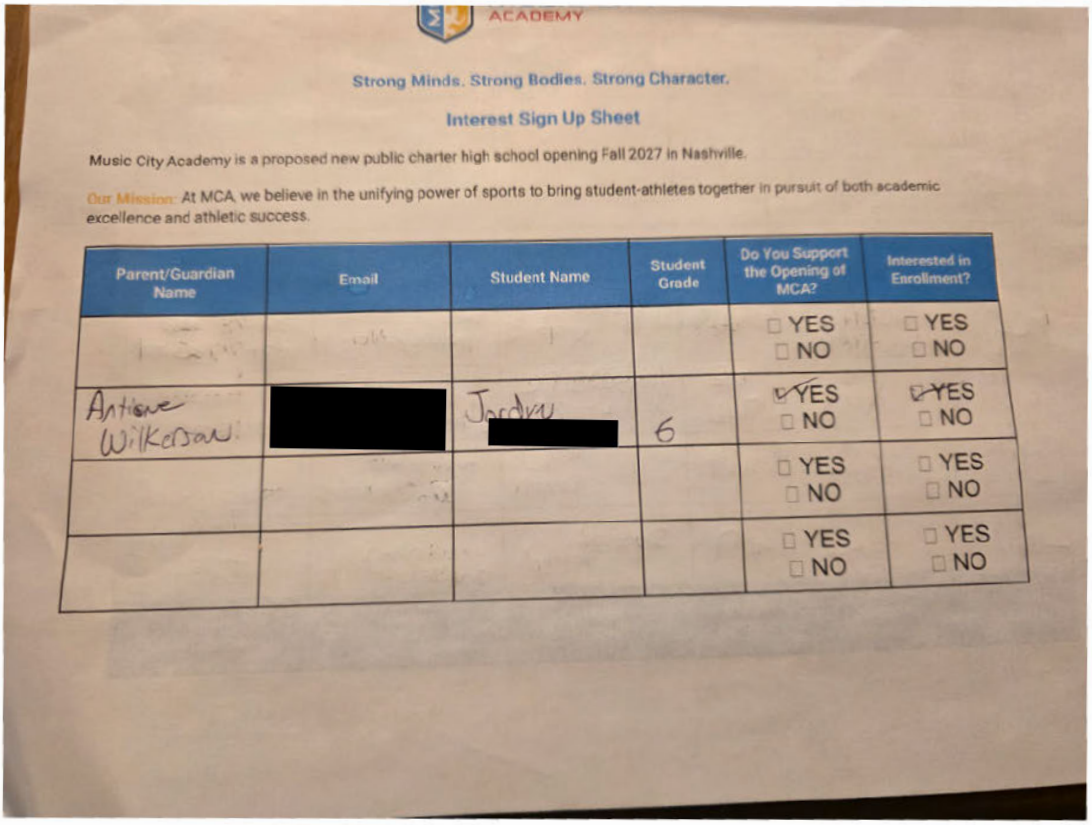
Youth Basketball Tryout

Community Events

Evidence of Community Engagement



Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Shaquana Travis Rogers	[redacted]	Amir [redacted]	6th	☒ YES ☐ NO	☐ YES ☐ NO
Syreeta D Glam	[redacted]	Nolan [redacted]	6th	☒ YES ☐ NO	☐ YES ☐ NO
Derrick + Maegan Beasley	[redacted]	Liam + [redacted]	7th 5th	☒ YES ☐ NO	☐ YES ☐ NO
[redacted] Bre + Kyle Klapper	[redacted]	Brixton [redacted]	6th	☒ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO



ACADEMY

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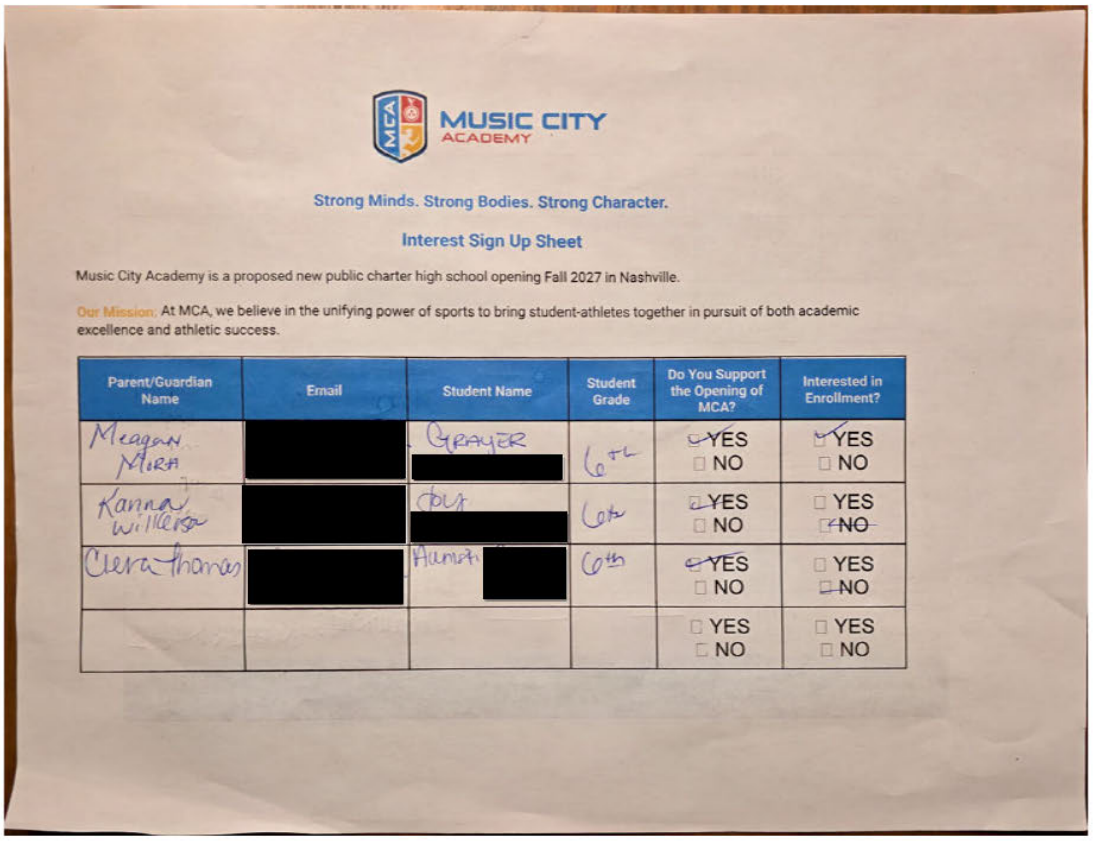
Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
				☐ YES ☐ NO	☐ YES ☐ NO
Antione Wilkerson	[redacted]	Jordyn [redacted]	6	☑ YES ☐ NO	☑ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO



MUSIC CITY ACADEMY

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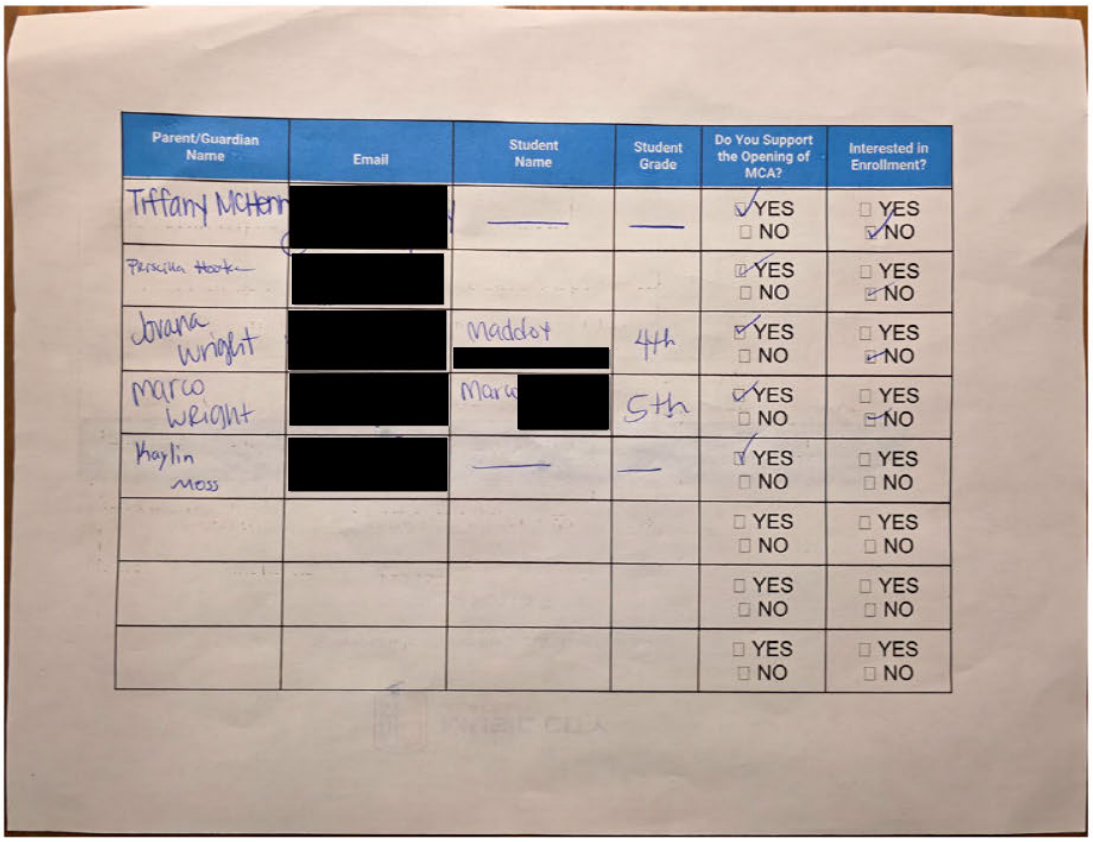
Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Meagan Mirth	[redacted]	Grayer [redacted]	6th	☑ YES ☐ NO	☑ YES ☐ NO
Kanna Willerson	[redacted]	[redacted]	6th	☑ YES ☐ NO	☐ YES ☑ NO
Clera Thomas	[redacted]	Alanah [redacted]	6th	☑ YES ☐ NO	☐ YES ☑ NO
				☐ YES ☐ NO	☐ YES ☐ NO



Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Tiffany McHenry	[redacted]	———	———	☑ YES ☐ NO	☐ YES ☑ NO
Priscilla Hooks	[redacted]			☑ YES ☐ NO	☐ YES ☑ NO
Jovana Wright	[redacted]	Maddox [redacted]	4th	☑ YES ☐ NO	☐ YES ☑ NO
Marco Wright	[redacted]	Marc [redacted]	5th	☑ YES ☐ NO	☐ YES ☑ NO
Kaylin Moss	[redacted]	———	———	☑ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Ryann McGuire	[redacted]	Emmvel [redacted]	6	☑ YES ☐ NO	☑ YES ☐ NO
Kailynn Henderson	[redacted]	Jaden [redacted]	6	☑ YES ☐ NO	☑ YES ☐ NO
Steve Escote	[redacted]	Owen [redacted]	4	☑ YES ☐ NO	☐ YES ☑ NO
Tristen Landers	[redacted]	J. [redacted]	4	☑ YES ☐ NO	☐ YES ☑ NO
Cory Willis	[redacted]	K. [redacted]	3	☑ YES ☐ NO	☐ YES ☑ NO
Jennifer Allen	[redacted]	S. [redacted]	4	☑ YES ☐ NO	☐ YES ☑ NO
Kristen Bates	[redacted]	Andrew [redacted]	5	☑ YES ☐ NO	☑ YES ☐ NO
Leah Carter	[redacted]	Malachi [redacted]	5	☑ YES ☐ NO	☑ YES ☐ NO

[redacted]

MUSIC CITY ACADEMY

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Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Kesha Williams	[redacted]	Morris [redacted]	6th	☑ YES ☐ NO	☐ YES ☑ NO
Bernard Brady	[redacted]	Michael [redacted]	6th	☐ YES ☐ NO	☐ YES ☐ NO
Tiffany Davis	[redacted]	[redacted]	6th	☐ YES ☐ NO	☑ YES ☐ NO
Jamonte Gaines	[redacted]			☑ YES ☐ NO	☐ YES ☐ NO

MUSIC CITY ACADEMY

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Interest Sign Up Sheet

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Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Ed Reed	[redacted]	Emanuel [redacted]	6th	☑ YES ☐ NO	☑ YES ☐ NO
Ruth Voorhies	[redacted]	Austin & Aiden [redacted]	7th/5th	☑ YES ☐ NO	☑ YES ☐ NO
Michael Woods	[redacted]	Grayson	pre-K	☑ YES ☐ NO	☑ YES ☐ NO
Jeffrey Anderson	[redacted]	[redacted]	—	☐ YES ☐ NO	☐ YES ☐ NO

[redacted]

[redacted]

Parent/Guardian Name	Email	Student Name	Student Grade	Do You Support the Opening of MCA?	Interested in Enrollment?
Andrea Bates	[redacted]	AJ [redacted]	5	☐ YES ☒ NO	☒ YES ☐ NO
Jason Jacks	[redacted]	Elston [redacted]	4	☒ YES ☐ NO	☐ YES ☒ NO
Thomas [illegible]	[redacted]	[illegible] Barton [redacted]	4	☒ YES ☐ NO	☒ YES ☐ NO
Jess Smith	[redacted]			☑ YES ☐ NO	☐ YES ☑ NO
Toney Husky	[redacted]	Admed [redacted]	6th	☑ YES ☐ NO	☑ YES ☐ NO
Tammie Smith [redacted]	[redacted]	Dez'mond [redacted]	6th	☑ YES ☐ NO	☑ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO
				☐ YES ☐ NO	☐ YES ☐ NO













Attachments 1.4 I

Mid State Youth Sports Basketball Tournament 2 (April)

Community Events

Evidence of Community Engagement


MUSIC CITY
ACADEMY


CHAMPIONS
MUSIC CITY
ACADEMY


PSB
8


STARS
25
CONCESSIONS


MCA
MUSIC
ACADEMY

Attachments 1.4 J

Republic High School Senior Tie Up Day

Community Events

Evidence of Community Engagement

RHS REPUBLIC HIGH SCHOOL
A REPUBLIC SCHOOL

SENIOR Tie up Tuesday!



This day is designed for graduating seniors to gain the skills and confidence to present themselves as professionals.

YOU WILL LEARN:

HOW TO TIE A TIE
Step-by-step guidance to help you tie a tie with confidence.

PROPER SHIRT SIZING
Learn how to get measured and find the right fit for dress shirts.

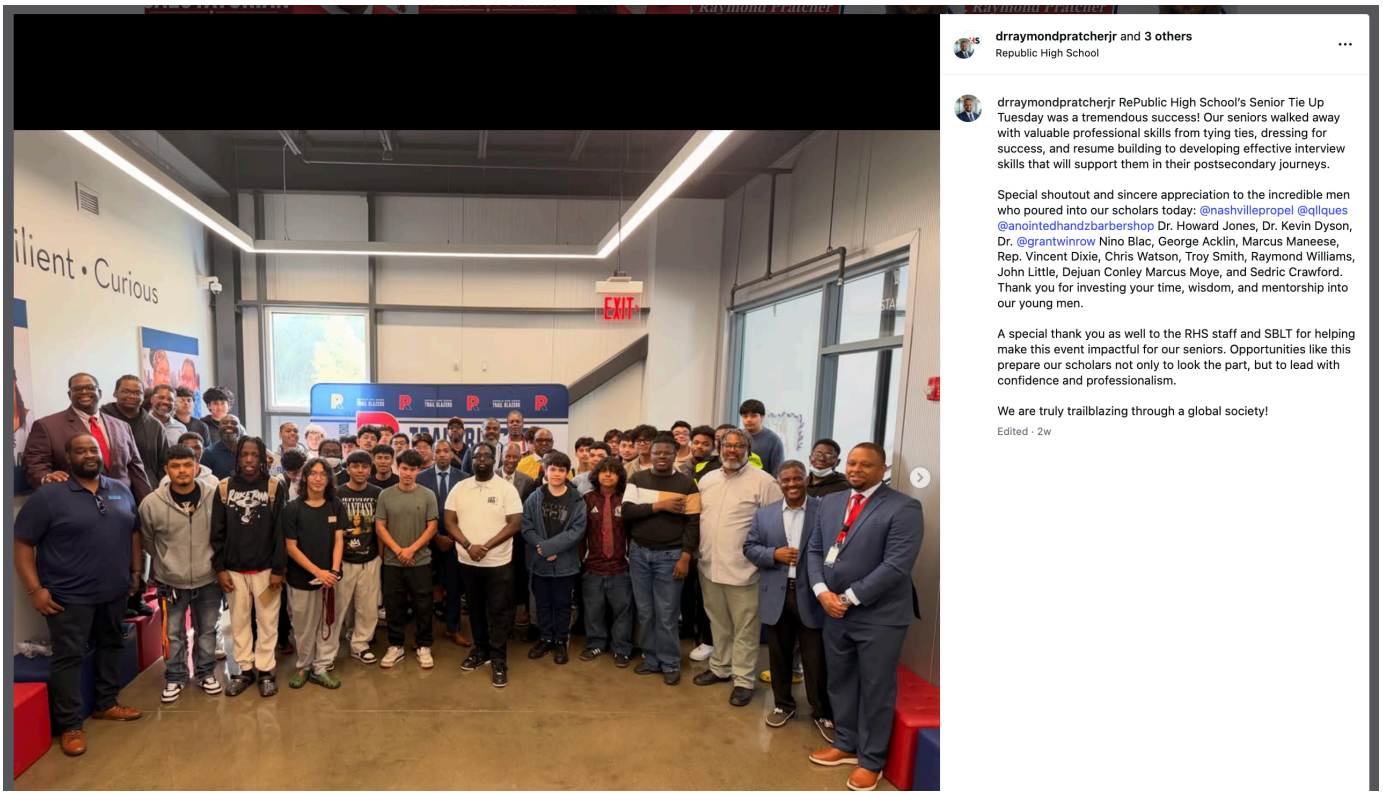
PROPER DRESS ETIQUETTE
Understand professional dress and etiquette for any formal occasion.

PLEASE JOIN US ON
TUESDAY, APRIL 28, 2026
— STARTING AT 9:00 AM
FOR A DAY OF LEARNING AS A PROFESSIONAL.

Dress for the future. Lead with confidence.

YOU'RE ALMOST THERE.
FINISH STRONG. LOOK SHARP.

YOUR FUTURE.
YOUR REPUBLIC.


Raymond Pratcher
ilient • Curious
EXIT
drraymondpratcherjr and 3 others
Republic High School
drraymondpratcherjr RePublic High School's Senior Tie Up Tuesday was a tremendous success! Our seniors walked away with valuable professional skills from tying ties, dressing for success, and resume building to developing effective interview skills that will support them in their postsecondary journeys.
Special shoutout and sincere appreciation to the incredible men who poured into our scholars today: @nashvillepropel @qllques @anointedhandzbarbershop Dr. Howard Jones, Dr. Kevin Dyson, Dr. @grantwinrow Nino Blac, George Acklin, Marcus Maneese, Rep. Vincent Dixie, Chris Watson, Troy Smith, Raymond Williams, John Little, Dejuan Conley Marcus Moye, and Sedric Crawford. Thank you for investing your time, wisdom, and mentorship into our young men.
A special thank you as well to the RHS staff and SBLT for helping make this event impactful for our seniors. Opportunities like this prepare our scholars not only to look the part, but to lead with confidence and professionalism.
We are truly trailblazing through a global society!
Edited · 2w

Attachments 1.4 K

Business of Sports Breakfast

Community Events

Evidence of Community Engagement

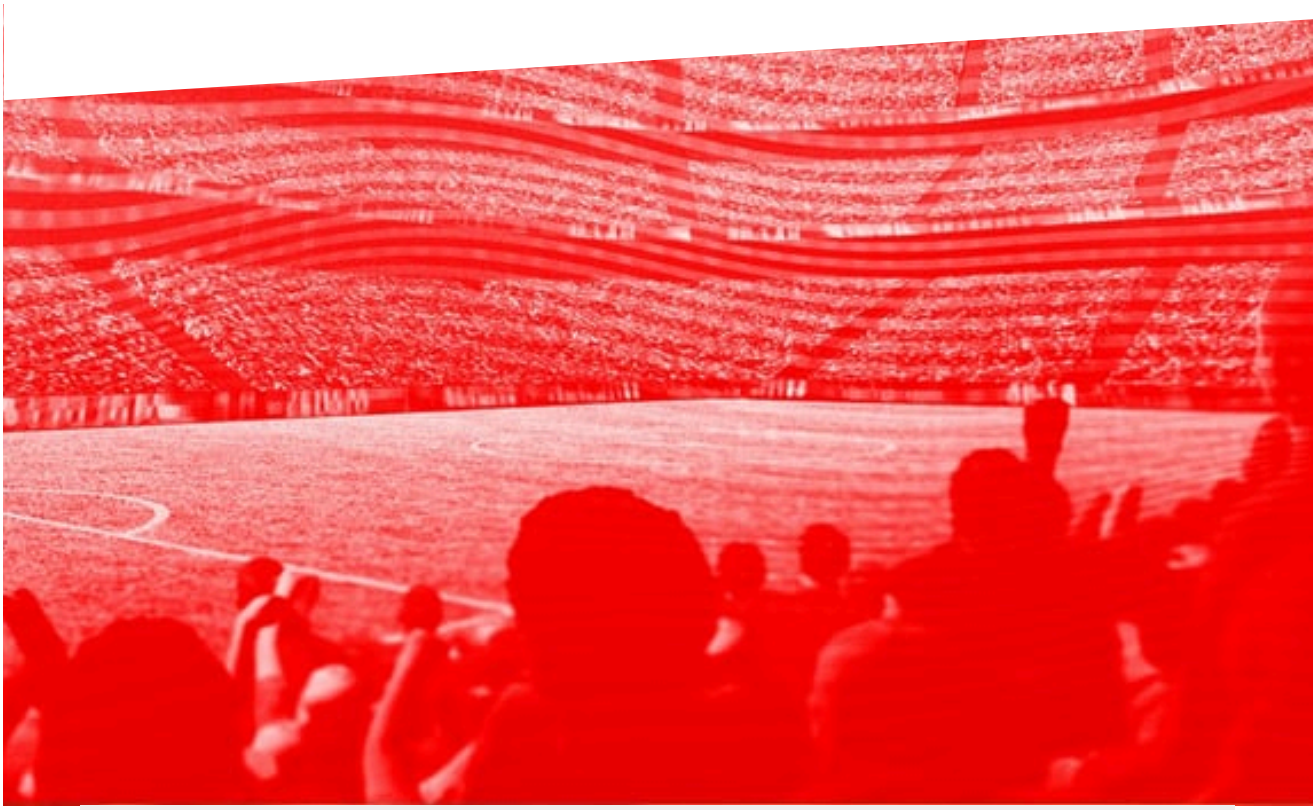
Title Sponsor:

Pinnacle FINANCIAL PARTNERS

Business of Sports

Super Bowl buzz is building - position your business now to win big.

Get Tickets



WHEN

Wednesday, March 4, 2026

7:30am –9:30am

WHERE

West Club @ Nissan Stadium IN-PERSON

1 Titans Wy, Nashville, TN 37213

SOCIAL

#nbjbizseries

About the Event

Nashville is in a strong position to be awarded a Super Bowl to show off the new Nissan Stadium, bringing the world's gaze - and wallets - to Music City. When it does, will your business be ready?

In this all-star panel, you'll hear from companies with sports-marketing know-how, business leaders who have been making the case to the NFL, and insiders who know what it takes to turn global attention into lasting opportunity. You'll discover which sectors stand to gain the most and how to position yourself now - not after the announcement.

Seating is limited; register today!

Registration will close March 2 at 12pm or once all available tickets have sold out.

All tickets are NON-REFUNDABLE but tickets are transferable.

For questions regarding this event, please contact Sharon Naretto, snaretto@bizjournals.com.

Get Tickets

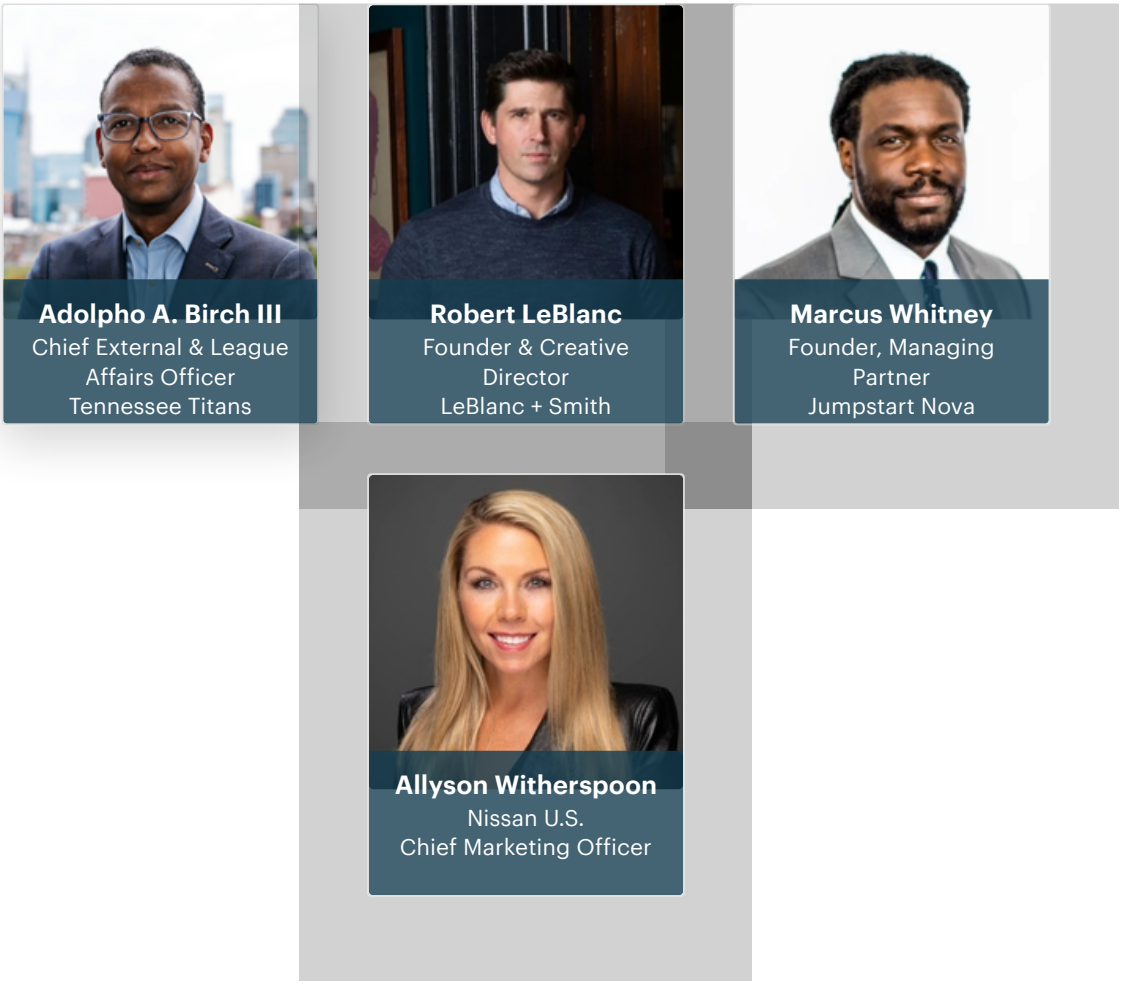
Fireside Chat



Bill Haslam
Chairman and Governor
Nashville Predators

Get Tickets

Panelists



Get Tickets

Ticket Information

Get Tickets

Sponsors

Title Sponsor

Pinnacle FINANCIAL PARTNERS

Gold Sponsor

WM

Venue Partner

NISSAN STADIUM

For more information on how your company can sponsor one of our events, please contact J. Swekosky at jswekosky@bizjournals.com or 615-248-2222.

Event attendees must follow all outlined guidelines and safety protocols when attending Business Journal events. Please check the event description for details regarding specific requirements. By attending the event, you acknowledge that you are aware of the risks involved and acknowledge that you are choosing to attend on your own accord. Furthermore, you agree to waive and release American City Business Journals, Inc. from liability for any claim, including any claims of liability for personal injury, death or damage of any kind arising out of your attendance at the event.

Honorees are chosen through an independent editorial review, with selections based entirely on their merits, achievements and contributions to their organizations and local community. Commercial interests with the Business Journal are not considered. Review panels may be comprised entirely of Business Journal leadership, or in combination with outside judges determined by the news department. The Business Journal's editorial leadership has final say and approval for all awards and honorees.



Attachments 1.4 L

Backfield in Motion Golf Tournament

Community Events

Evidence of Community Engagement


Backfield in Motion
Backfield in Motion
Hosts
THE KEVIN DYSON AND FRIENDS
CHARITY GOLF TOURNAMENT
Presented By
Monday, May 11th, 2026
Registration | Breakfast: 7:00 A.M.
Shotgun Start: 8:00 A.M.
Location:
Gaylord Springs Golf Links
Champion Sponsors
CAT Financial
MARS Petcare
A Better World For Pets
MUSIC CITY ACADEMY
Food & Beverage Sponsors
UNCLE NEAREST PREMIUM WHISKEY
HUNT BROTHERS PIZZA
CATFISH CHICKEN & SUCH
PERSEVERE LENDING
Hole & Award Sponsors
Fleming's
Harper's
TLP
Want To Register Now?
Scan the QR Code, follow the link below, or email Gina Rivera-Ortiz at:
Ginar@backfieldinmotion.org
www.linktree.com/bimgolf


WELCOME TO THE
Backfield in Motion
CHARITY GOLF TOURNAMENT
PRESENTED BY
MUSIC CITY
ACADEMY
THANK YOU
SPONSORS
PRESENTING SPONSOR
CHAMPION SPONSORS
CAT Financial
MARS
THANK YOU
SPONSORS
CHAMPION SPONSORS
FOOD & BEVERAGE SPONSORS
HOLE & AWARD SPONSORS







Elite Sports Empowerment Inc. · Follow
May 12 at 7:28 AM ·

🌟 Had a great time at the Backfield in Motion Kevin Dyson and Friends Charity Golf Tournament 2026! 🏌️

A huge thank you to Todd Campbell for being such a gracious host – it was a beautiful day filled with friendly competition and delicious food, all for a worthy cause supporting our youth.

It was also an honor to catch up with Coach Nolan Smith after his amazing year leading the TSU basketball program to an OVC Championship and an NCAA tournament bid! 🏆

Let's keep supporting our future leaders! #CharityGolf #CommunitySupport #YouthEmpowerment #GoTSU #hbcualum **See less**









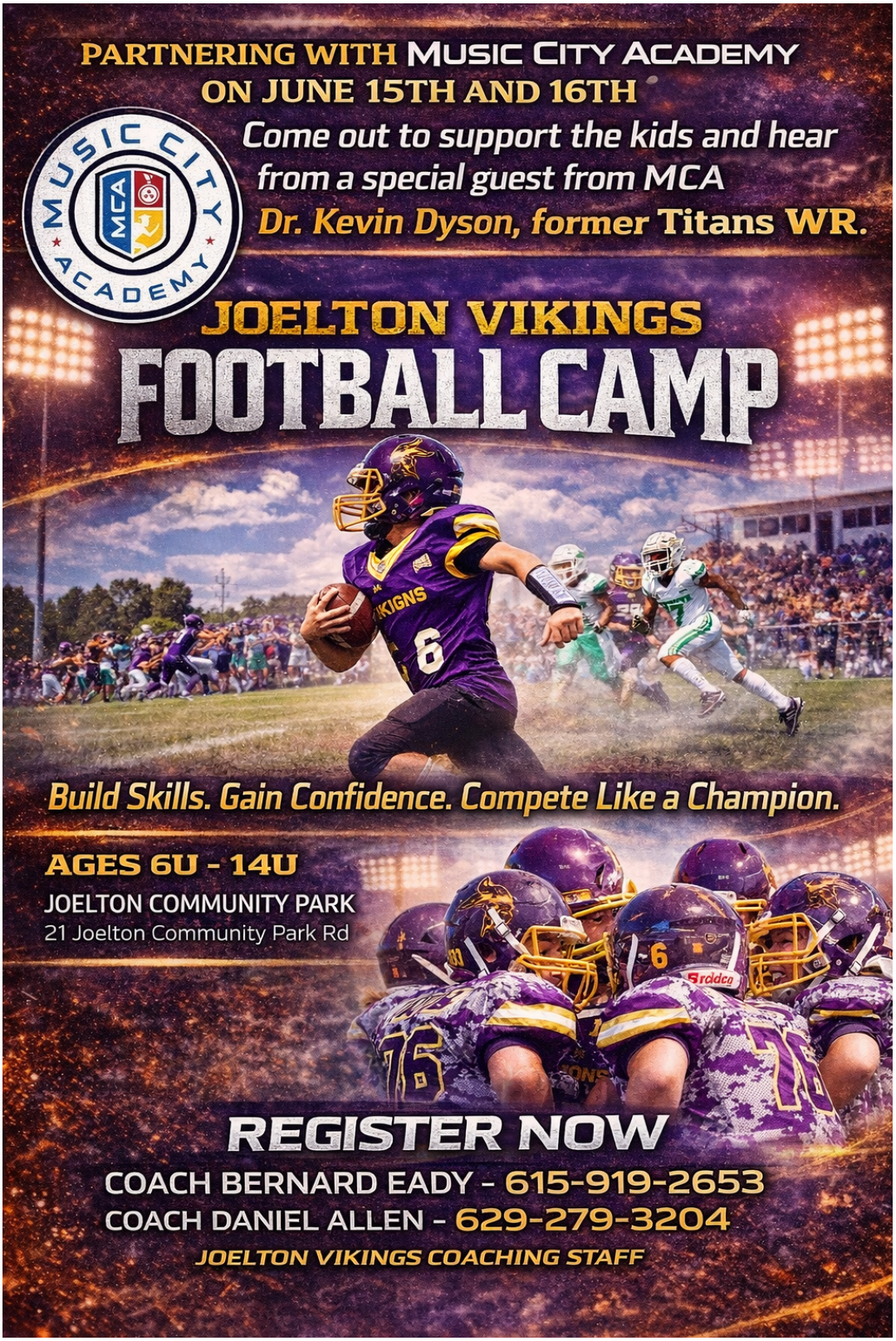


Attachments 1.4 M

Joelton Vikings Football Camp

Community Events

Evidence of Community Engagement


PARTNERING WITH MUSIC CITY ACADEMY
ON JUNE 15TH AND 16TH
MUSIC CITY ACADEMY
MCA
Come out to support the kids and hear
from a special guest from MCA
Dr. Kevin Dyson, former Titans WR.
JOELTON VIKINGS
FOOTBALL CAMP
Build Skills. Gain Confidence. Compete Like a Champion.
AGES 6U - 14U
JOELTON COMMUNITY PARK
21 Joelton Community Park Rd
REGISTER NOW
COACH BERNARD EADY - 615-919-2653
COACH DANIEL ALLEN - 629-279-3204
JOELTON VIKINGS COACHING STAFF

Attachment 1.5: School Fairs

Evidence of Community Engagement

Contents of Attachments 1.5

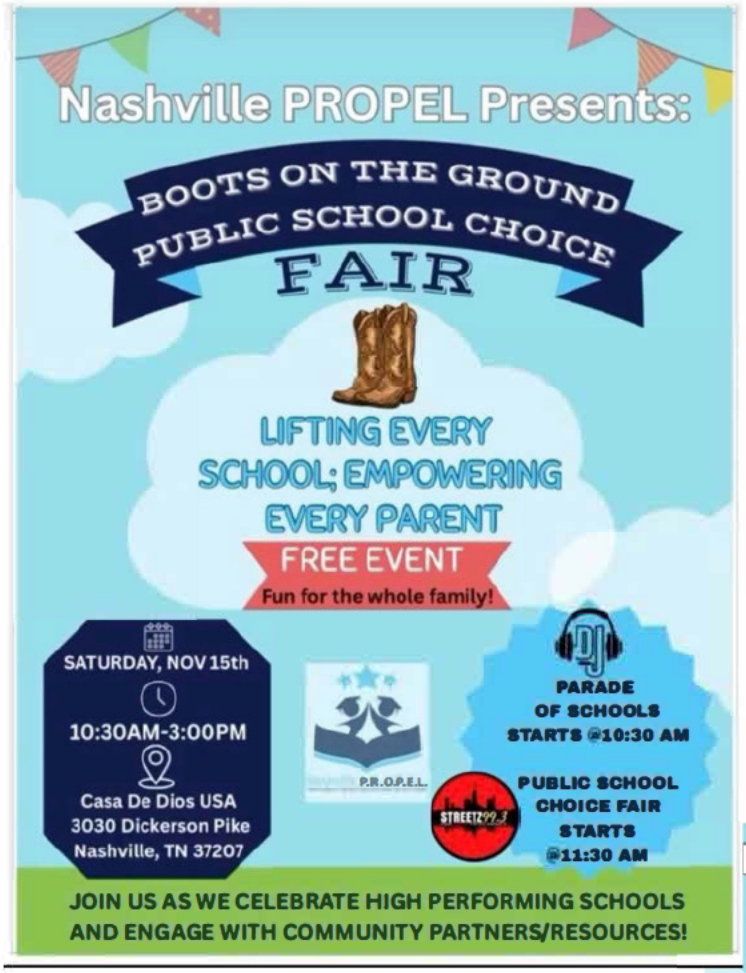
- Attachment 1.5 A: PROPEL Public School Choice Fair
- Attachment 1.5 B: STRIVE School Fair

Attachments 1.5 A

PROPEL Public School Choice Fair

School Fairs

Evidence of Community Engagement


Nashville PROPEL Presents:
BOOTS ON THE GROUND
PUBLIC SCHOOL CHOICE
FAIR
LIFTING EVERY SCHOOL; EMPOWERING EVERY PARENT
FREE EVENT
Fun for the whole family!
SATURDAY, NOV 15th
10:30AM-3:00PM
Casa De Dios USA
3030 Dickerson Pike
Nashville, TN 37207
P.R.O.P.E.L.
PARADE OF SCHOOLS STARTS @10:30 AM
PUBLIC SCHOOL CHOICE FAIR STARTS @11:30 AM
JOIN US AS WE CELEBRATE HIGH PERFORMING SCHOOLS AND ENGAGE WITH COMMUNITY PARTNERS/RESOURCES!


Nashville PROPEL Presenta:
OPCIONES DE ESCUELAS PÚBLICAS EN LA COMUNIDAD
FERIA
ELEVANDO CADA ESCUELA; EMPODERANDO A CADA FAMILIA
EVENTO GRATUITO
Diversión para toda la familia
SÁBADO, NOV 15th
10:30AM-3:00PM
Casa De Dios USA
3030 Dickerson Pike
Nashville, TN 37207
P.R.O.P.E.L.
DESFILE DE ESCUELAS @10:30 AM
FERIA DE OPCIONES ESCOLARES @11:30 AM
¡ACOMPÁÑANOS A CELEBRAR A LAS ESCUELAS PÚBLICAS DE ALTO RENDIMIENTO Y CONECTARTE CON RECURSOS Y ALIADOS DE LA COMUNIDAD!

MUSIC CITY ACADEMY

Strong Minds. Strong Bodies. Strong Character.

Interest Sign Up Sheet

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Our Mission: At MCA, we believe in the unifying power of sports to bring student-athletes together in pursuit of both academic excellence and athletic success.

Parent/Guardian Name	Phone Number	Email	Student Name	Student Grade
Gregorio	[redacted]		Michell	5th
Jasmine	[redacted]	[redacted]		
Ralonda Gooch	[redacted]	[redacted]	Charai [redacted]	K
Diamond Williams	[redacted]	[redacted]	ARIA [redacted]	6th
Kimberlee moore	[redacted]	[redacted]	Jazmine [redacted]	3rd
Tonyala Crowell	[redacted]	[redacted]		
Devin Griffin/ Ambra Ellis	[redacted]	[redacted]	Ivory [redacted]	
**Judy Langat	[redacted]	[redacted]	om Brandon [redacted]	7th 4th






POLICE


NASHVILLE PREP



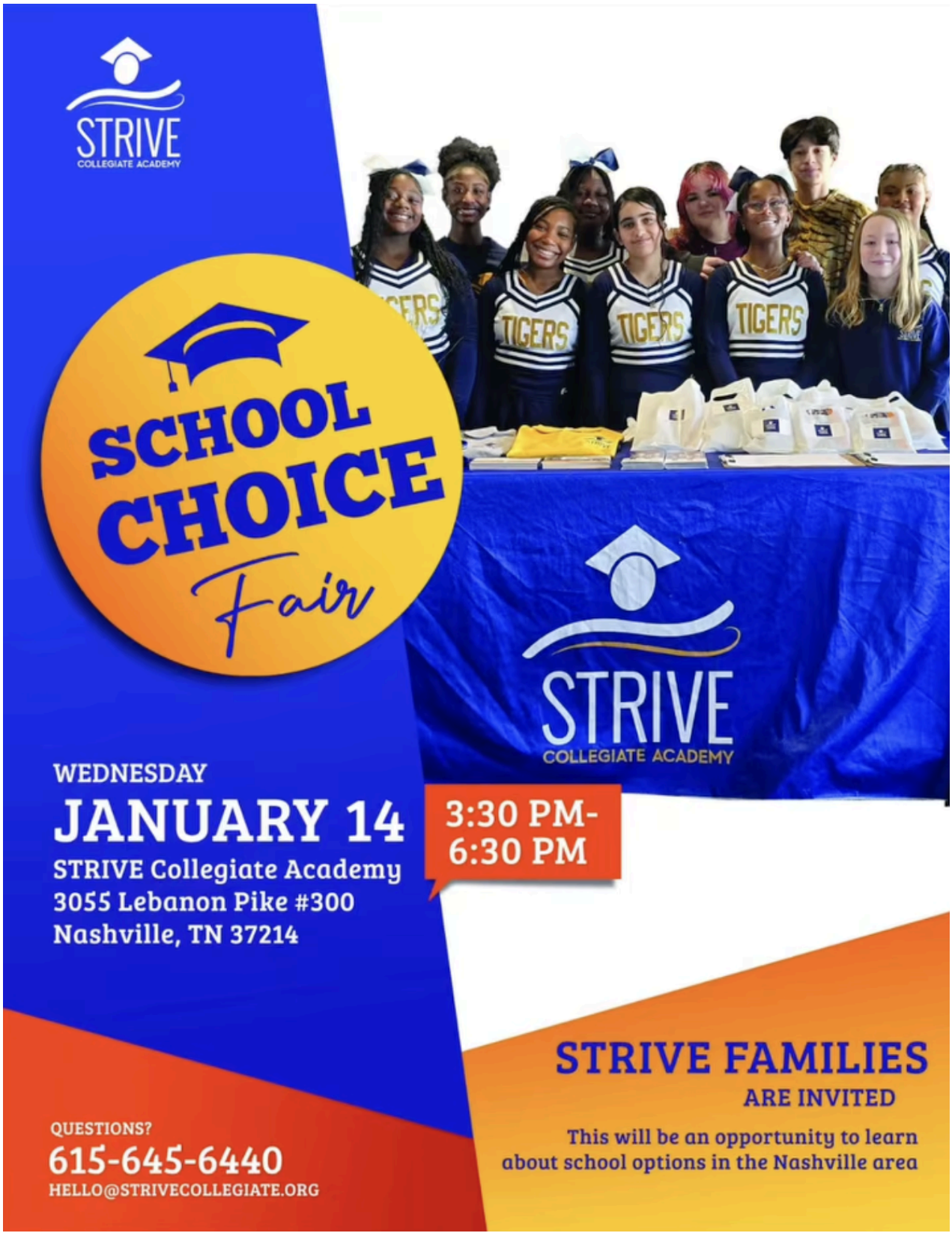

MUSIC CI
ACADEMY

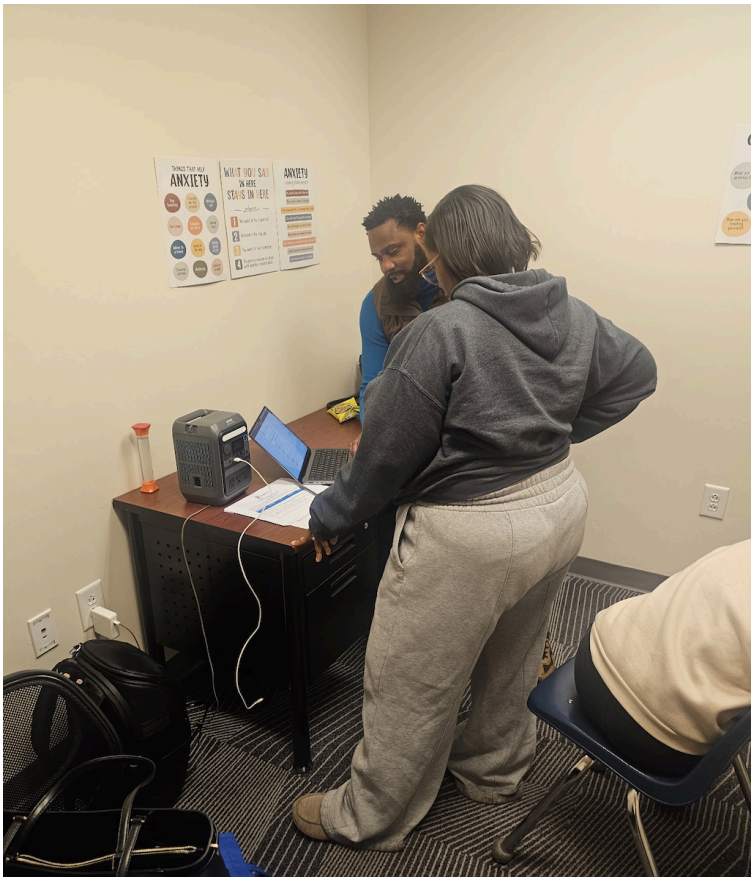
Attachments 1.5 B

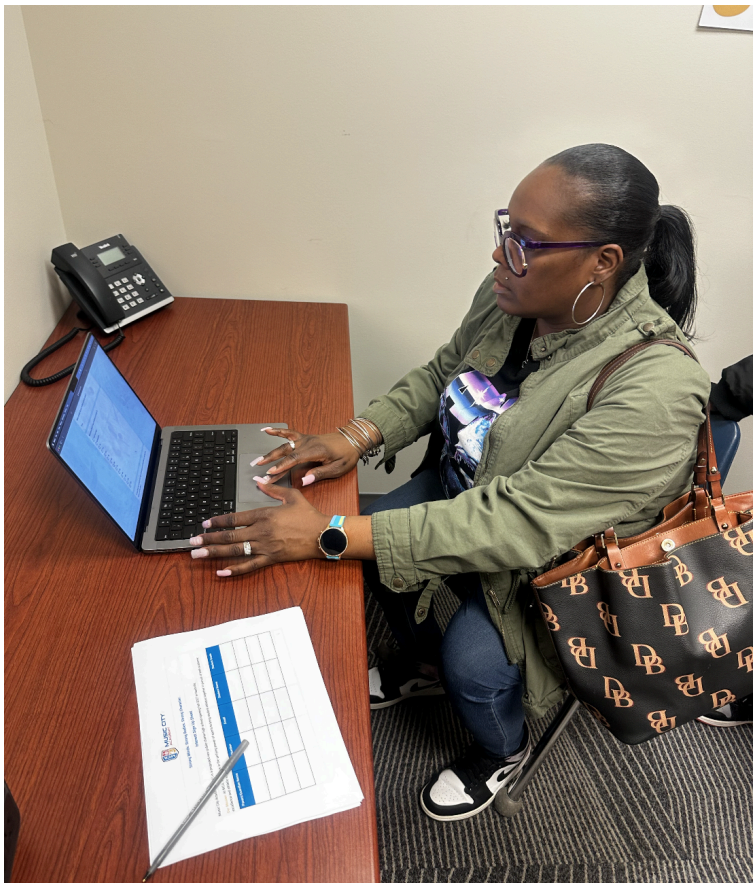
STRIVE School Fair

School Fairs

Evidence of Community Engagement


STRIVE
COLLEGIATE ACADEMY
SCHOOL CHOICE Fair
TIGERS
TIGERS
TIGERS
STRIVE
COLLEGIATE ACADEMY
WEDNESDAY
JANUARY 14
3:30 PM-
6:30 PM
STRIVE Collegiate Academy
3055 Lebanon Pike #300
Nashville, TN 37214
STRIVE FAMILIES
ARE INVITED
This will be an opportunity to learn
about school options in the Nashville area
QUESTIONS?
615-645-6440
HELLO@STRIVECOLLEGIATE.ORG


ANXIETY
ANXIETY



Attachments 1.6

Cross-School Community Engagement and Learning Visits

Evidence of Community Engagement

SPORTS, LEADERSHIP AND MANAGEMENT
ACADEMY OF NEVADA
1095 Fielders St.
Henderson. NV 89011
Dan Triana, Lead Principal

To Whom It May Concern,

I am writing to express my support for Music City Academy, a proposed public charter high school opening in Nashville in 2027.

I support Music City Academy because:

- **I believe strongly in MCA's sports-connected model, where athletics and academics work together to develop disciplined, resilient young people.**
- **I would be interested in partnering with the school through my organization or network.**
- **I have seen the impact of a school aligned with a similar mission and vision flourish in our city and state.**
- **I believe Nashville needs more high-quality, high-expectations public school options, especially ones rooted in wellness, movement, and belonging.**

I believe that Music City Academy's vision and its commitment to preparing every student for college, career, and life will have a lasting impact on our community.

Sincerely,

Dan Triana, Principal
SLAM! Nevada
http://www.slamnv.org


SLAM!
A PUBLIC CHARTER SCHOOL
K 12



WINTER SPORTS SCHOOL

4251 SHADOW MOUNTAIN DRIVE PARK CITY, UTAH 84098 | 435-649-8760 | WWW.WINTERSPORTSSCHOOL.ORG

Letter of Support for Music City Academy

January 20, 2026

To Whom It May Concern,

I am writing to you as the Head of School at The Winter Sports School in Park City, a specialized charter high school in Utah dedicated to developing student-athletes. Having successfully navigated the unique challenges of balancing elite athletic expectations with rigorous academic standards, I am proud to endorse the proposed Music City Academy (MCA) in Nashville.

Shared Mission: Excellence in Both Academics and Athletics

I had the privilege of meeting with the MCA planning team at my campus last year to share insights into the operational and pedagogical demands of this specialized model. Learning more about MCA's mission and framework, I fully support their goal of establishing a school that emphasizes both academic and athletic success. In many traditional settings, these pursuits are viewed as competing for limited resources like time, energy, and budget. Our experience in Utah—which I see reflected in MCA's plan—shows that they are, in fact, synergistic.

When a school culture respects a student's identity as an athlete, it provides the leverage needed to help that student achieve higher academically and gain meaningful Career and Technical Education (CTE) outcomes. MCA's model ensures that "student" always comes first, but "athlete" serves as the driving force behind engagement. This model can also be harnessed to build a highly skilled workforce for Nashville and the surrounding region.

A Commitment to Ongoing Collaboration

Beyond this initial endorsement, I am ready to serve as a steady thought partner for the MCA team. We have discussed the specific hurdles of the startup process, from facilities management to integrating athletic schedules with character development and intensive, purposeful academic pursuits. I hope to continue collaborating with MCA leadership as they navigate this startup phase, offering my expertise in:

- **Student-Athlete Whole-Child Development:** Implementing a curriculum that treats soft-skill acquisition (leadership, resilience, time management) as measurable outcomes.
- **School Development & Operations**: Sharing "lessons learned" from our state's charter system to help MCA navigate common challenges faced by unique school models like ours and to maximize public resources.

- **Pathway Alignment**: Advising on keeping CTE pathways flexible enough to support both immediate career entry and four-year university eligibility.

Leadership Built for the Mission

During our visit, I had the pleasure of meeting Kevin Dyson, one of MCA's founders. He has a rare combination of credentials – a legendary professional athlete with multiple advanced degrees in Education. He brings both the "street cred" to inspire students and the "academic cred" to lead a faculty and staff. His humility and eagerness to leverage external expertise—including our work here in Utah—demonstrate the kind of curious, community-focused leadership that ensures a charter school's longevity.

I am confident that Music City Academy will provide an advantageous and successful educational pathway choice for the Nashville community. I look forward to our continued partnership to prove that athletic passion can be the greatest catalyst for academic and professional success.

Sincerely,

Tess Miner-Farra, Head of School
Winter Sports School
tminerfarra@wintersportsschool.org | 435.649.8760



December 9, 2025

Salt Lake Academy
14787 Academy Way
Herriman, UT 84906

To Metro Nashville Public Schools,

It is with great pleasure and sincere enthusiasm that I, Sam Gibbs, Director of Salt Lake Academy (SLA), offer this letter of unwavering support for the establishment of Music City Academy (MCA).

I have closely followed the development of their school's vision, and I am certain that MCA will be an invaluable addition to the educational landscape. The core tenets of their mission—to foster a school that emphasizes academic excellence, character development, and community—resonate deeply with the foundational philosophy we champion at Salt Lake Academy.

A key pillar connecting our two institutions is the shared belief in the power of athletics as a tool for student and leadership development. At SLA, we see athletic engagement not merely as extracurricular activity, but as a crucial avenue for teaching discipline, teamwork, resilience, and ethical leadership—the very characteristics students need to succeed in all aspects of life. I am confident that MCA's commitment to this model will yield exceptional, well-rounded graduates.

My support for Music City Academy is not merely aspirational; it is grounded in decades of experience in the charter school sector. Over my 32 years as an educator, I have had the privilege of witnessing firsthand what it takes to build a successful and sustainable charter school.

My expertise includes:

- Recognition: I was honored to be named the 2017 Utah Charter Administrator of the Year.

This award reflects a track record of effective governance, fiscal responsibility, and, most importantly, achieving significant positive student outcomes.

- Evaluation: For seven years, I have served as a new charter application evaluator for the Utah State Charter School Board. This rigorous experience has given me deep insight into the essential components of a viable, high-quality startup school—from academic programs to operational plans and financial projections.

Based on this comprehensive background, I can state with absolute conviction that the leadership and proposal for Music City Academy demonstrate the vision, planning, and dedication necessary for success.

As MCA navigates its startup journey, please know that they do not have to do so alone. I am genuinely eager and willing to serve as a thought partner to the MCA leadership team. I can offer guidance and expertise in various areas, including facility planning, policy development, navigating the initial years of operation, and building a thriving school culture.

Salt Lake Academy looks forward to celebrating the eventual approval and opening of MCA. We believe that a network of charter schools committed to rigorous academics and holistic student development, like SLA and MCA, strengthens the entire educational community.

Sincerely,

Sam Gibbs
Director
Salt Lake Academy
435-879-9256



MCA Facilities Vision Setting Trip

Region	Dates of Trip
Salt Lake City & Las Vegas	November 9-12

Attendees	
Staff	Fellows
Shelby	Bobbe
Brittany	Kevin
Lisa	

General Plan			
Schools to Target			
School Name	Location	Date to Target	Confirmation
Winter Sports School	Park City, UT	November 10	Confirmed
Salt Lake Academy	Herriman, UT	November 10	Confirmed
SLAM! Nevada	Henderson, NV	November 12	Confirmed

SCHEDULE				
Day 1: Travel Day				
Date	Time	What	Address	Who
November 9th	4:00	Travel to Hotel		All
	5:00	Check In to Hotel		All
Day 2				
Date	Time	What	Address	Who
November 10th	8:15 AM	Travel to Winter Sports School	4251 Shadow Mountain Dr, Park City, UT 84098	All
	8:30 - 11:00 AM	Visit Winter Sports School		All
	11:00 - 12:00 PM	Lunch		All + WSS Team
	12:00 - 1:00 PM	Travel to Salt Lake Academy	14787 Academy Pkwy, Herriman, UT 84096, USA	All
	1:00 - 3:30 PM	Visit Salt Lake Academy		All
	3:30 - 4:00 PM	Travel	-	All
Day 3: Travel Day				
Date	Time	What	Address	Who
November 11th	12:00 PM	Arrive at Airport		All
	12:00 - 1:00 PM	Fight to LV		All
	1:30-1:55 PM			All
Date	Time	What	Address	Who
November 12th	8:00 AM	Travel to SLAM! NV	1095 Fielders St. Henderson, NV 89011	All
	9:00 - 11:30	SLAM! Nevada		All
	11:30 - 12:30	Lunch		All
	2:30 - 5:00	Work Block: Debrief Visits		All
	3:15 PM	Arrive at Airport/ Flights home		All

Attachment 1.7: Letters of Support

Evidence of Community Engagement

Contents of Attachments 1.7

- Attachment 1.7 A: Industry Aligned Organizations
- Attachment 1.7 B: Community Organizations
- Attachment 1.7 C: Schools and Universities
- Attachment 1.7 D: Students & Families
- Attachment 1.7 E: Co-Workers
- Attachment 1.7 F: Facility Partners

Attachments 1.7 A

Industry Aligned Organizations

Letters of Support

Evidence of Community Engagement

January 7, 2026

To Whom It May Concern,

I am pleased to offer my strong support for Dr. Kevin Dyson and his application to establish Music City Academy in Nashville.

In my role as Vice President of Cause Marketing for the Tennessee Titans, I work closely with educators, nonprofit leaders, and community partners who are focused on creating meaningful, long-term opportunities for young people across Middle Tennessee. Through that work, the most effective educational models are those that recognize the full potential of each student and intentionally support their academic, personal, and social development. Through my conversations with Dr. Dyson, it is clear that Music City Academy reflects this belief.

The school's vision to combine academic excellence with character development and athletics closely aligns with the values we prioritize as an organization. At the Titans, we consistently see how lessons rooted in discipline, teamwork, accountability, and leadership positively shape young people both in and beyond the classroom. Music City Academy's approach acknowledges that students thrive when education extends beyond traditional instruction and reinforces those same principles.

Dr. Dyson brings a unique and compelling perspective to this effort. His experience as both an educator and former professional athlete allows him to connect with students in authentic and impactful ways. His emphasis on mentorship, high expectations, and personal responsibility mirrors many of the values we strive to promote through our youth and community initiatives. Just as importantly, his longstanding ties to Nashville demonstrate a genuine commitment to the students and families this school is designed to serve.

I am confident that Music City Academy would be a positive and meaningful addition to Nashville's educational landscape, providing students with the tools, support, and confidence needed to succeed in school and in life. I strongly support Dr. Dyson's vision and leadership and appreciate your thoughtful consideration of this application.

Sincerely,

Josh Corey
Vice President, Cause Marketing
Tennessee Titans

ASCENSION SAINT THOMAS SPORTS PARK
460 Great Circle Road | Nashville, TN | 37228
P.O. Box 281228 | 615-565-4000

NISSAN STADIUM
One Titans Way | Nashville, TN 37213
615-565-4200 | FAX 615-565-4212

Burke Nihill
President & CEO
Tennessee Titans
460 Great Circle Rd
Nashville, TN 37228

November 5, 2025

To Whom it May Concern:

I am pleased to offer this letter of support for Dr. Kevin Dyson and his application to establish Music City Academy in Nashville.

At the Tennessee Titans, we believe every student in Tennessee deserves the chance to discover their strengths, develop confidence, and pursue their goals with purpose. Music City Academy's vision to combine academic excellence with character development and athletics reflects those same values. It recognizes that students learn best when they are challenged, supported, and inspired — and when education extends beyond the classroom to lessons in teamwork, discipline, and leadership.

Dr. Dyson's experience as both an educator and a former professional athlete gives him a unique perspective on how to reach and motivate young people. His focus on mentorship, accountability, and opportunity aligns with the Titans' long-standing commitment to youth health, wellness, and community growth.

I am confident that Music City Academy will be a positive addition to our city's educational landscape — one that helps students succeed in school, in life, and in service to others. Dr. Dyson's leadership and vision are deeply rooted in the same Tennessee values that guide our organization: hard work, integrity, and belief in the potential of every young person.

With gratitude,

Burke Nihill

Rhett Bryan
Executive Producer

December 4, 2025

To Whom It May Concern:

I am writing on behalf of Music City Academy to express my enthusiastic support for Dr. Kevin Dyson and his team as they undertake the significant initiative of designing an outstanding charter school in Nashville, TN, scheduled to open in Fall 2027. This school will emphasize athletics and lifelong wellness as a vehicle for success—an approach that fosters teamwork, discipline, and resilience, qualities essential for every high school student.

Dr. Dyson's vision is rooted in a wealth of experience earned as part of the elite "1%" as a former NFL player and strengthened through his advanced education and years of service in public education. His passion for giving back to the community has been evident throughout his career, and Music City Academy represents the next step in that commitment.

Dr. Dyson is widely respected not only for his accomplishments as an educator and leader but also for his unwavering dedication to empowering young people through innovative learning opportunities. His ability to integrate academic rigor with athletics and real-world applications is exceptional.

I am confident that Music City Academy will become a cornerstone of educational innovation in our community under Dr. Dyson's guidance. I wholeheartedly endorse his efforts and encourage you to support this transformative initiative.

Sincerely,

Rhett Bryan
Executive Producer
Titans Radio
Rhett.bryan@cumulus.com
615-390-7699

TENNESSEE TITANS
Adolpho A. Birch III, Esq.
Chief External & League Affairs Officer
615 565 4001

28 May 2026

VIA ELECTRONIC MAIL
Metro Nashville Board of Education
Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

RE: Letter of Support // Music City Academy Charter Application

Dear Members of the Board:

On behalf of the Tennessee Titans, please allow this letter to serve as a firm and meaningful commitment by our organization to support the charter application of Music City Academy and its mission to enrich Nashville's children.

The Titans organization has long understood that sports at all levels have a unique and outsized ability to drive engagement and learning in young people. We know firsthand how being part of a team develops essential life skills like discipline, commitment, teamwork, leadership, and resilience. When woven through the fabric of rigorous academic instruction and healthy daily movement, those qualities can help students emerge better prepared for college, a career and life. This is not theoretical; we witness it in our own community engagement work with Nashville youth every year.

We also recognize the rare background and perspective that Dr. Dyson brings to this effort. His transition from Titans legend to highly distinguished public school educator and administrator stands as proof positive of the effectiveness of the model underpinning Music City Academy. He is precisely the kind of leader that this school needs and deserves.

We would not suggest, however, that our view alone should carry the day. To the contrary, we note that we also have heard directly from Nashville families who are excited for the kind of career-connected, athletics-integrated high school experience that Music City Academy would offer. Those parents understand that the school is not designed to produce great athletes; rather, it is to incorporate team sports and healthy movement to produce great students. The demand is real, and there is ample space for an additional option for students, particularly those in North and West Nashville.

For its part, the Titans organization is prepared to help support Music City Academy both financially and through career-shadowing and internship opportunities for students interested in joining Nashville's rapidly expanding sports and entertainment economy. In other words, we plan to be a community partner, not simply a name on a page.

In short, we share Dr. Dyson's conviction about the impact this school can have in our community and would therefore respectfully urge the Board to approve this application.

Thank you for your time and consideration.

Sincerely,

ADOLPHO A. BIRCH III

TENNESSEE ORTHOPAEDIC ALLIANCE

January 16, 2026

To Whom It May Concern,

I am writing to express my support for the newly proposed charter high school, Music City Academy, which is scheduled to open in 2027.

After spending time learning about the vision the MCA team has for a school that aims to strengthen the connection between sports and academics, it became clear that such an institution could be transformative for children in Davidson County and beyond.

TOA partners with schools throughout Nashville and has seen first-hand how athletics contribute to building students' confidence. I believe Nashville would benefit from having public schools that hold high standards and offer quality programs like those planned by Music City Academy, making these opportunities more accessible. TOA would be eager to collaborate with an institution like this to help athletes remain healthy and confident, enabling them to excel both academically and athletically.

I am confident that Music City Academy will continue to make significant progress, thanks to its dedicated and visionary leadership team. The commitment demonstrated by those at the helm of the Academy suggests that students will be thoroughly prepared for success after high school, whether in academics, athletics, or other pursuits.

Sincerely,



Rob Simmons

Jill Jelnick
FOX 17 Sports Director
631 Mainstream Drive
jmjelnick@sbgtv.com

December 4, 2025

To the Tennessee Public Charter School Commission,

I have worked as a reporter, director, and sports anchor for over ten years, and in that time, I have covered high school athletics in North Carolina, Texas, and now Tennessee, where I am the sports director for Fox 17 WZTV, and produce the high school sports show *Football Frenzy Live.*

The work I have done in my career has afforded me a unique view of the challenges public high school educators face as they endeavor to meet the needs of students and athletes in underserved areas. It is for this reason that I am writing to express my absolute support for the Music City Academy and its founder, Kevin Dyson.

When I began working in Nashville some years ago, I knew of Kevin Dyson primarily as a successful former receiver for the Tennessee Titans. It was only through a series of extended interviews for my *Nashville Game Changers* podcast recently that I came to appreciate the remarkable extent of his accomplishments as an educational leader in our community.

His work and the mission of the Music City Academy offer a truly transformative opportunity for our city. By engaging young students and athletes with a tailored curriculum, life skills, mentorship, and workforce readiness, this school will be able to uplift entire families and thereby strengthen our neighborhoods.

As someone who grew up playing three different high school sports and then attending college on a sports scholarship, I know firsthand how team environments and a “coaching” model of active learning can help young people grow physically, emotionally, and spiritually. That model is at the heart of the MCA mission. I also understand, as someone who once benefited from a professional internship and powerful mentoring, that exposure at a young age to work opportunities in a professional field can open doors for adolescents who might not otherwise have such access. To hear Kevin Dyson share his vision for such mentoring is nothing less than inspiring.

It is my hope that I will be in a position to provide ongoing support and advocacy for this important work by sharing the stories of MCA staff and students in my broadcasts, by providing community resources via my digital media and podcast platforms, and by collaborating with the leadership of the academy in any way I can.

Please consider seriously the well-being of the Nashville community and approve this critical new school model for the benefit of the many young people and families it will empower.

Sincerely,
Jill Jelnick



Department of Mental Health & Substance Abuse Services

Kayla Mumphrey-Oquendo, MA
Director of School-Based Initiatives
Department of Mental Health and Substance Abuse Services
kayla.m.mumphrey@tn.gov

Thursday, December 11, 2025

To Whom It May Concern,

I am writing in support of Music City Academy and its Founder, Kevin Dyson. As a mental health professional who has worked closely with Mr. Dyson, I have seen firsthand his strong commitment to student equity and high-quality education.

Throughout my professional interactions with Mr. Dyson, I have witnessed a leadership style grounded in integrity, compassion, and a deep commitment to student well-being. His ability to create supportive, inclusive, and developmentally thoughtful environments has consistently impressed me. He understands that academic success is closely linked to emotional and mental health, and he has demonstrated a strong capacity to prioritize both.

The vision for Music City Academy reflects these values. The school's emphasis on whole-child development, equitable access to high-quality education, and proactive mental health support aligns with best practices in both education and behavioral health. In my professional opinion, this charter school has the potential to become a model for how schools can integrate academic excellence with intentional emotional and social support systems.

Given the increasing mental health needs among young people, the creation of a learning environment that actively incorporates trauma-informed approaches, culturally responsive practices, and community collaboration is not only timely but essential. I am confident that under Mr. Dyson's leadership, Music City Academy will provide a safe, innovative, and nurturing environment where students can thrive.

For these reasons, I strongly endorse the approval and development of Music City Academy. I look forward to partnering with and witnessing the positive impact this institution will have on students, families, and the broader community.

Sincerely,
Kayla Mumphrey-Oquendo, MA
Director of School-Based Initiatives
Tennessee Department of Mental Health and Substance Abuse Services

Division of Children and Youth Mental Health Services
Andrew Jackson Building • 5th Floor • 500 Deaderick Street • Nashville, TN 37243
Tel: 615-253-3051 • Fax: 615-253-6822 • tn.gov/behavioral-health

Nilvana Sports
EST. 2025

March 5, 2026

To Whom It May Concern:

I am writing to offer my full support for the proposed Music City Academy in Nashville, Tennessee. As a scholar and educator who has spent my career working in sport management, sport media, and experiential learning in higher education, I strongly believe this initiative represents an innovative opportunity to expand educational pathways for students across Tennessee. My work in higher education has consistently aimed to prepare students for careers in sports-related fields and to create pathways that link academic learning to professional opportunities. From this perspective, the vision and mission of Music City Academy are important steps toward advancing innovative educational models in our state.

Throughout my career, I have worked with thousands of students pursuing careers in sport management, media, coaching, athletic performance, and related health fields. One major challenge students encounter is accessing early exposure to career options aligned with their interests and goals. Typically, these experiences are reserved for college, which restricts students' ability to explore careers during their crucial academic years. Music City Academy directly addresses this issue by integrating rigorous academics with career-oriented learning opportunities that connect classroom lessons to real-world industries.

The academy's educational model focuses on developing the whole student by balancing academic excellence, physical wellness, leadership, and career readiness. This approach understands that students learn best when their education is connected to meaningful experiences and future opportunities. By offering pathways in sports, health and wellness, media production, and performance sciences, Music City Academy gives students opportunities to explore industries that are both economically important and personally meaningful. These structured pathways help students build technical skills, industry awareness, and professional interests while keeping a strong academic foundation.

The significance of this model is further emphasized by examining Nashville's and Tennessee's economic and cultural landscapes. Nashville has emerged as one of the most dynamic cities in the United States for sports, entertainment, tourism, and hospitality

Email: JSGreer@Cumberland.edu |Phone: (731)336-7040 | Website: NILvanaSports.com

industries. The city accommodates prominent professional sports franchises, college athletic programs, and major sporting events that require a highly competent workforce across diverse sectors. Music City Academy has the potential to establish a pipeline of well-prepared and motivated students ready to pursue careers in these rapidly expanding industries.

Equally important is the academy's ability to support college readiness and scholarship opportunities for students who choose to continue their education after high school. Many career pathways in sports, health sciences, and media production require advanced education through college degree programs and professional training. By introducing students to these fields during secondary education, the academy can help them establish academic goals and career plans at an earlier stage. This early exposure can boost motivation, increase academic engagement, and lead to higher college enrollment and scholarship prospects.

In addition to the academic and career opportunities offered by the academy itself, there exists considerable potential for meaningful collaborations that can further enrich the learning experiences of students. Through my engagement with NILvana Sports, an educational and media platform dedicated to empowering students via sport media, athlete branding, digital storytelling, and sports business education, opportunities arise to provide experiential learning opportunities for students interested in the sports industry. NILvana Sports emphasizes practical experiences, enabling students to enhance their skills in media production, sports marketing, event coverage, and digital communication.

A partnership between Music City Academy and NILvana Sports can offer students mentorship, hands-on training, and exposure to current sports industry practices. Students interested in sport media, communications, sport business, or digital marketing could engage in real-world media coverage, storytelling projects, and brand development efforts. These experiential opportunities help students build portfolios, gain industry experience, and boost their confidence. Early exposure to these activities can greatly enhance students' readiness for college and future careers.

From my perspective as a sport management scholar and educator, early exposure to sports-related industries can significantly impact students' academic and professional growth. When students realize that sports go far beyond the playing field and include careers in business, media, healthcare, and leadership, their view of education often shifts. Education becomes a pathway to opportunity rather than just a checklist of academic tasks. Music City Academy has the potential to inspire this change by introducing students to the many professional opportunities linked to sports and wellness.

Email: JSGreer@Cumberland.edu |Phone: (731)336-7040 | Website: NILvanaSports.com

The leadership and vision behind Music City Academy further strengthen the potential impact of this initiative. The academy reflects a thoughtful understanding of how athletics, education, and character development can work together to create positive outcomes for young people. Schools that integrate academic rigor with leadership development and career exploration are essential to preparing students for the complexities of today's workforce. By focusing on strong academics while also encouraging personal growth, discipline, and teamwork, the academy provides students with a comprehensive educational experience.

In addition to helping students in Nashville, Music City Academy also has the potential to serve as a model for educational innovation across Tennessee. Tennessee has long been known for its passion for sports, hospitality, and entertainment, and these industries are key parts of the state's economy. Creating an educational model that intentionally prepares students for careers in these sectors is a smart step toward Tennessee's future workforce. Music City Academy could show how athletics, wellness, and career training can be combined into a well-rounded academic environment.

For these reasons, I respectfully urge the Metro Nashville Public Schools to support the creation of Music City Academy. The academy's mission, educational approach, and focus on career readiness offer a valuable chance to provide innovative learning opportunities for students across Tennessee. I firmly believe this academy will have a positive, lasting impact on students, families, and communities throughout the state.

Thank you for your time and thoughtful consideration of this proposal. I appreciate the important role that the Metro Nashville Public Schools play in expanding educational opportunities for students. I would welcome the opportunity to support this initiative further and to collaborate to expand educational access, career preparation, and meaningful opportunities for students throughout Tennessee.

Sincerely,



Dr. Joshua S. Greer

Professor and Graduate Sport Management Director at Cumberland University (TN)

Founder and Executive Director of NILvana Sports

Email: JSGreer@Cumberland.edu |Phone: (731)336-7040 | Website: NILvanaSports.com

Attachments 1.7 B

Community Organizations

Letters of Support

Evidence of Community Engagement

January 20, 2026

AMERICAN PSYCHIATRIC ASSOCIATION FOUNDATION

800 Maine Avenue, S.W., Suite 900,
Washington, DC 20024

Board of Directors
Saul Levin, M.D., M.P.A., FRCP-E, FRCPsych
Chair
Monica Taylor-Desir, M.D., M.P.H.
Secretary
Lama Bazzi, M.D.
Treasurer

Gregory Dalack, M.D.
Nicole Del Castillo, M.D., M.P.H.
Michelle Durham, M.D., M.P.H.
Eleni Greenwood-Jaswa, M.D., M.Sc.
Ray Hsiao, M.D.
John Looney, M.D., M.B.A.
Edmond Pi, M.D.
Maureen Van Niel, M.D.
Ben Zobrist

Richard Summers, M.D.
Treasurer, APA
Rebecca Brendel, M.D., J.D.
Past President, APA
Ramaswamy Viswanathan, M.D., Dr.Med.Sc.
President-Elect, APA

Executive Director
Rawle Andrews, Jr., Esq.

Kevin Dyson, Ed.D
Founding Chair
Music City Academy (MCA)
3109 Chase Point Dr
Franklin, TN 37067

Re: Support for Music City Academy (MCA)

Dear Dr. Dyson:

At a time when one out one out every ten person living suffers from depression; over 40% of US high school students live in state of despair and hopelessness; and death by suicide is a leading cause of death of persons aged 10-24, the American Psychiatric Association Foundation (APAF) is pleased to provide this letter of support for the Music City Academy (MCA) new high school in Nashville, TN that will leverage the power of athletics to deliver a rigorous, career-connected, education beginning in the Fall 2027.

APAF is the philanthropic arm of the American Psychiatric Association, the oldest, continuously operating medical society in the United States and with over 39,000 members, the largest association of physician-psychiatrists in the world. APAF's mission and vision is "to promote the mental health and wellbeing of individuals and communities, where we live, learn, work, worship and play". As the current executive director of APAF, I can tell you with certainty that many of our members and trainees work at the intersection of youth and adolescent mental health issues, as well as the social drivers of poor health and mental health outcomes for those who must rely on publicly funded systems of care.

Since 2024, it has been a privilege for APAF to work with you, Dr. Dyson, and your team to help breakdown some of the systemic cultural barriers that prevent our children and their families from accessing the mental health services and supports they need to live and thrive in today's technological environment. This includes the introduction of APAF's Notice. Talk. Act. At School framework to ensure that all school staff are equipped to meet the needs and interests of 21st century high school students. APAF looks forward to continuing our collaboration with you and the Music City Academy to ensure the school and its students can achieve their promise.

Please feel free to contact me (randrews@psych.org; 202.705.9800) if you have any questions.

Very truly yours,

Rawle Andrews Jr., Esq.
Executive Director, APA Foundation

MADDUX WEALTH
MANAGEMENT

James L. Maddux

1704 Green Hills Drive

Nashville, TN 37215

November 17, 2025

To Whom It May Concern:

I am writing to express my full support for the charter application of Music City Academy. As a resident of Davidson County and a parent of two children currently attending Percy Priest Elementary in 4th and 5th grade, I believe this school would provide an exceptional option for families seeking a high school experience that prioritizes health, wellness, and teamwork.

Dr. Kevin Dyson's vision for Music City Academy is unique and much needed in our community. There is currently nothing like this available for high school students in Davidson County—a school that combines rigorous academics with daily movement, athletics, and career-connected pathways in sports, health, and wellness. This approach not only promotes physical well-being but also builds character and resilience, qualities that are essential for success in life.

As a former collegiate athlete and team captain at Lipscomb University, I have experienced firsthand the profound impact that being part of a team can have on a young person's development. Team sports teach perseverance, accountability, and how to overcome adversity with the support of others. These lessons extend far beyond the field and prepare students for challenges in college, career, and life.

For these reasons, I strongly support Music City Academy's charter application and believe it will be an invaluable addition to Davidson County Schools. Thank you for considering this important opportunity for our students and community.

Sincerely,

James L. Maddux

Amanda Garcia
Community Engagement and Program Manager
GoGuardian
Amandaj.garcia2@gmail.com

December 2, 2025

To Whom It May Concern,

I am writing to express my support for Music City Academy, a proposed public charter high school opening in Nashville in 2027.

I support Music City Academy because, I believe Nashville needs more high-quality, high expectations public school options designed to meet the whole child. MCA's sports-connected model embodies this vision - where athletics and academics work in partnership to shape disciplined, resilient young people who feel a strong sense of belonging. I am deeply aligned with this mission and the belief that movement, wellness, and rigorous learning can transform outcomes for students across our city.

I believe that Music City Academy's vision and its commitment to preparing every student for college, career, and life through teamwork, purpose, and wellness will have a lasting impact on our community.

Sincerely,

Amanda Garcia

Brooke Allen
Executive Director
Diverse Learners Cooperative
brooke@diverselearnerscoop.com | (610) 329-4310

November 20, 2025

To Whom It May Concern,

I am writing to express my support for **Music City Academy**.

Through the Diverse Learners Cooperative, I have had the opportunity to work closely with Kevin Dyson as he shaped the early design of the MCA model. Our partnership centered on ensuring that the school's vision is authentically inclusive, built to meet the needs of diverse learners from day one rather than as an add-on. I have seen his commitment to designing a school that integrates strong universal instruction, proactive supports, and a culture of belonging. MCA offers a model that is both effective for diverse learners and not currently available in Nashville's high school landscape. DLC is proud to support its development and launch.

I believe that Music City Academy's vision will have a lasting impact on our community.

Sincerely,

Brooke Allen, Executive Director
Diverse Learners Cooperative

CRC Legal Group

P.O. Box 160760
Nashville, TN 37216

Phone: 615-346-0252
Fax: 615-866-3658
Email: crc@crclegalgroup.com

Crystal R. Cole, Attorney at Law

** Licensed in TN and KY*

Metro Nashville Board of Public Education
2601 Bransford Avenue
Nashville, TN 37204

Dear Members of the Metro Nashville School Board,

As both a proud Nashville resident and a parent of a Metro student, I am writing to express my strong support for **Music City Academy (MCA)** and respectfully urge the Board to approve their application.

Music City Academy is designed to meet the evolving needs of Nashville's youth through a bold, student-centered model. Its mission is to provide Nashville high school students a team-centered environment blending rigorous academics, career-aligned (CTE) pathways, athletics, and wellness. MCA's vision is rooted in the belief that students reach their fullest potential when mind, body, and character are strengthened together—preparing them for college, career, and life.

As a parent, I've seen firsthand the impact a high-quality charter school can have. My child attended East End Prep charter school from kindergarten through fifth grade that not only delivered rigorous academics but also emphasized character development. That foundation prepared him for a smooth and successful transition to Meigs Magnet School, and I believe Music City Academy will offer similar life-shaping opportunities for high school students across our city.

Nashville urgently needs more high-quality public school options that reflect the realities and aspirations of our students. Music City Academy responds directly to the needs of Nashville families and reflects a forward-thinking approach to public education. Its model is grounded in what works for students today and what prepares them for success tomorrow.

Thank you for your time and thoughtful consideration. I hope you will vote "YES" to approve Music City Academy's application and give this visionary school the opportunity to serve and uplift our community.

Sincerely,

Crystal R. Cole

Crystal R. Cole, Attorney at Law

Dr Scott Oatsvall
President/CEO
LT360 Holistic Health
Drscott@LT360.com
615-815-0390
12-10-25

MNPS School Board
Nashville, Tennessee

Dear Members of the MNPS School Board,

I am writing to express my full support for the establishment of Music City Academy (MCA) and its mission to provide students with a high-quality, community-centered education that integrates academic excellence with health, wellness, and character development.

As a holistic practitioner I am particularly encouraged by MCA's commitment to student health, wellness education, and sports-based learning. These pillars are essential to developing well-rounded young people who are not only academically prepared but emotionally resilient, physically healthy, and equipped with lifelong skills. MCA's vision aligns strongly with my own belief in the value of educating the whole person, mind, body and spirit.

I am also interested in the possibility of future partnership opportunities with MCA to support programming in these areas. I believe there is great potential for collaboration that could enrich the educational experience for students and further strengthen MCA's impact within the MNPS community.

Thank you for considering this letter of support. I am confident that MCA will be a valuable addition to Nashville's educational landscape, and I look forward to the opportunity to contribute to its success.

Sincerely,
Dr. Scott Oatsvall
Founder/LT360 Holistic Health

January 21, 2025

To Whom It May Concern:

I am writing to offer my strong support for Music City Academy's charter application. As the Founder and CEO of Willow Education, and as someone who has spent my career building schools that transform student outcomes, I am genuinely excited about what MCA's founding team is working to create.

Before founding Willow, I started Rocky Mountain Prep, a network of 12 high-performing public charter schools serving 5,000 students in Denver. That experience taught me that the most important work in a school happens in the relationships between adults and young people. Academic rigor matters, but it only takes root when students feel they belong and understand their purpose. This is precisely the insight that drives MCA's model.

I have had the opportunity to learn about Music City Academy's vision, and I am struck by the intentionality behind their approach. Their plan to use daily Huddle/Advisory time to build belonging, purpose, and strong adult-student relationships reflects exactly the kind of design thinking that distinguishes great schools from adequate ones. The concept of developing "life athletes" who are prepared academically, socially, and emotionally resonates deeply with Willow's mission of helping every student find their path to economic mobility and a meaningful life.

At Willow, we have developed curriculum and tools specifically designed to make advisory time purposeful and effective. MCA's commitment to implementing these practices signals that their founding team understands what it takes to build a school culture where every student thrives. Too many schools treat advisory as an afterthought. MCA is designing it as a cornerstone.

I also serve as Senior Advisor to the Next Level Lab at Harvard Graduate School of Education, where I work to bridge research and practice in education. From that vantage point, I can say that what MCA is proposing is well-grounded in evidence about what works for young people, particularly those who have been underserved by traditional schooling.

Nashville deserves more excellent school options, and Music City Academy has the vision and the team to deliver one. I enthusiastically support their application and look forward to partnering with them as they bring this school to life.

Please do not hesitate to contact me if I can provide any additional information.

Sincerely,

James Cryan Founder & CEO, Willow Education
Senior Advisor, Next Level Lab, Harvard Graduate School of Education

james@willowed.org

12-1-2025

TRUXTON
WEALTH • FAMILY OFFICE • BANKING

To Whom It May Concern,

It is my honor to recommend Dr. Kevin T. Dyson for the authorization and full support of Music City Academy, his proposed charter school for Nashville. As a longtime community leader and a KIPP Nashville Board member for the past decade, I have seen firsthand what it takes to build a successful charter school, and I can say with confidence that Kevin possesses every quality required to lead one.

Beyond his well-known career with the Tennessee Titans and the Music City Miracle, Dr. Dyson has dedicated his professional life to education. He has served as an educator, assistant principal, and principal at Centennial High School, all while earning his doctorate and investing deeply in the academic, social, and emotional growth of students. His leadership style is steady, disciplined, relational, and strategic stands out in every environment he enters.

Kevin's network, credibility, and understanding of school operations make him uniquely positioned to raise the capital, attract strong educators, and build the partnerships required to create a premier charter school in Nashville. He has the political, social, and philanthropic relationships necessary to launch and sustain a high-performing organization, and he has earned the respect of this community through decades of authentic service.

I strongly support Music City Academy's mission, especially the integration of athletic excellence with rigorous academics. Sports are an underleveraged tool in education, and Kevin's vision taps into a competitive mindset that helps young people thrive. I recommend Dr. Dyson and Music City Academy without reservation, and I am confident he will build a school that elevates students and enriches our city.

Sincerely,

Mr. Jeffery W. McGruder II

Vice President, Private Banking, Truxton Trust

Board Member, KIPP Nashville

To Whom It May Concern,
Subject: Character Reference for Kevin Dyson, Ed.D.

It is with immense pleasure and unwavering confidence that I recommend Dr. Kevin Dyson for the initiative of opening his own educational institution, Music City Academy. I have had the privilege of knowing Kevin since his high school years, giving me a unique perspective on his consistent integrity, dedication, and extraordinary evolution from a focused athlete to a distinguished Doctor of Education and visionary leader. My earliest interaction with Kevin was interviewing him on the football field after his high school team won the state championship. I was a local sportscaster, and he was a star athlete in Utah. Our friendship on and off the field continued as he continued playing football at the University of Utah.

From that time, Kevin displayed the foundational qualities necessary for success in any field: relentless work ethic, integrity, and the ability to operate under extreme pressure. These traits served him well throughout his college football career and notable NFL career, where he was celebrated not just for his game-changing plays (like his role in the famous "Music City Miracle") but also for his disciplined approach and teamwork. He understands what it takes to build a cohesive unit, define a strategy, and execute it flawlessly—skills that are directly transferable to establishing and leading a successful school.

However, what truly defines Kevin's character is his commitment to education. His decision to pivot from professional athletics to pursue a doctorate in education is a profound testament to his intellectual curiosity and deep-seated commitment to making a lasting, positive impact on youth. Earning an Ed.D. is a rigorous endeavor that demonstrates his mastery of educational theory and organizational leadership principles. This academic achievement is not a secondary pursuit, but the central driving force of his professional life today.

Kevin possesses the ideal blend of passion, vision, and practical leadership necessary to found and operate a high-performing school. He is driven by a genuine desire to cultivate environments where students are challenged, supported, and inspired to reach their full potential, just as he was throughout his own career. His background allows him to connect with students, parents, and staff on multiple levels, earning respect through authenticity and demonstrated success.

In summary, Dr. Kevin Dyson is a man of exceptional character, proven resilience, and professional commitment. His history as a high-achieving athlete combined with his expertise as a Doctor of Education makes him uniquely qualified to lead this ambitious endeavor. I wholeheartedly endorse his application to open his own school.
Please feel free to contact me if you require any further information.

Sincerely,
Marius Payton
News anchor, WSMV Nashville

Maddie Adams
Matrescence Coach, Yoga Teacher, Writer
Mom Dog
maddie@mom-dog.com
(615)293-0647
November 20, 2025

To Whom it May Concern,

I am writing to express my support for Music City Academy, a proposed public charter high school opening in Nashville in 2027.

As a born-and-bred native Nashvillian, I've watched my hometown grow and transform over the past few decades, yet noticed how our city's educational opportunities haven't quiet kept pace. In order to meet the demand of our growing population our children's need for quality education, we need new, innovative schools. With a promise to broaden their students' futures with a mind-body approach, I believe MCA does exactly that.

I support Music City Academy because:

- I believe strongly in MCA's **sports-connected model**, where athletics and academics work together to develop disciplined, resilient young people, because I saw those same positive effects in myself as a teenager — and continue to invest in my own mind-body wellness as an adult.
- I would be interested in **partnering** with the school through my organization, Mom Dog, which provides mothers with matrescence coaching, yoga practice, and group support. I believe wellness shouldn't be limited to the confines of the schoolyard, but should extend to the home. A healthy home with healthy leadership will only compound the positive impact of MCA.
- I believe Nashville needs more **high-quality, high-expectations public school options**, and think a school rooted in wellness, movement, and belonging would prove exceedingly valuable for not only the students' scholastic success, but for their bright and healthy futures.

These days, there is plenty of evidence to suggest that kids *need* movement and play in order to succeed academically; that they become more confident, independent, and resilient people when they learn to work as a team; that many of them are more likely to go to school — and to *want* to go to school — if they have something to look forward to outside the classroom. MCA's vision plays to the strengths of many kids who need this type of environment to thrive and offers a new, high-quality educational opportunity for the growing number of kids in Nashville who need it.

I believe Music City Academy's commitment to teamwork, purpose and wellness will not only prepare their students for college, career, and life, but will have a positive lasting impact on our community.

Sincerely,
Maddie Adams

INCUBATOR
NASHVILLE

To the MNPS Board of Education,

I am honored to write this letter of support on behalf of Music City Academy and founder Dr. Kevin Dyson. Dr. Dyson is a proven leader in this community who has served and led in Davidson and Williamson County has a teacher, coach, athletic director, middle school principal, and high school principal. In each school he has worked in and led he has been praised for his leadership and academic results. Dr. Dyson is a well respected and proven leader who is committed to opening an innovative and needed public school for our community. As the Executive Director of the Nashville Incubator, we are proud to walk beside them and provide them 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. In the first 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, Nurses Middle College Nashville, the Rock Academy, and Jackson Museum School which were all approved by the Tennessee Charter Commission.

In addition to providing funding to allow Kevin to be a full-time founder, the Incubator has supported him with multiple learning trips, professional coaching, community development support, and is committed to continuing support post opening for the first 2 years of operation. Kevin 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 in addition to being a charter school founder and head authorizer of Shelby County charters herself. Brittany is now on our staff at the Nashville Incubator leading our application design. Kevin also has a tremendously talented instructional coach, Lisa Stone, who spent the last 7 years running Valor Collegiate Academy's Principal Leadership Development Program coaching school leaders across the country. Lisa is an exceptional coach who moves the needle for our founders. Kevin meets each week with both Brittany and Lisa. I have personally worked alongside these leaders as well and have over 20 + years of experience in public education as a teacher, coach, school leader, nonprofit founder, and executive director. I have been blessed to design and lead high performing charters and teams and served as a reviewer for the TN Public Charter School Commission applications in previous years.

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.

INCUBATOR
NASHVILLE

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 have 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 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 can be used by MCA 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 Kevin as a leader and in the vision for this school. The process of selecting and supporting new founders is a long process, and I have been in conversations with Kevin for over a year now. I have seen the way he shows up, meets deadlines, pivots, learns from families, takes feedback, and works long hours to meet the needs of students and families. As a parent himself, Kevin understand what it means to put his trust in other adults to coach and lead, and he does not take for granted the fact that others are bestowing this trust on him. I believe deeply in him, but also in his model. He has studied and researched deeply this year to understand what families want, but also what science and common sense says is best for young adults. All of us benefit from being on a team, being pushed, eating healthy, daily movement, mental health support, and consistent excellent coaching. This school will provide these elements consistently for all students. This school meets the state's rubric in all sections, but goes far beyond that. It is an innovative school with strong leaders, significant community support, financial backing, and a team of experts committed to helping it open and operate successfully. It is a school that will provide a choice for families they desperately desire. Music City Academy is going to be a school that will impact generations of Nashvillians and that will be a model for others across the country. Dr. Dyson is an extraordinary leader and this school will fulfill the commitment we make as public educators in Tennessee to grow an informed and prepared citizenry. I am grateful to play a small role in seeing Music City Academy flourish.

Sincerely,

Scott M. Campbell
Executive Director, The Nashville Incubator

January 20, 2026

To Whom It May Concern,

I am pleased to write this letter in support of Music City Academy and its charter application.

I am a member of Phoenix Club, a philanthropic organization focused on raising funds and providing resources for at-risk youth, with an emphasis on education, mentorship, and long-term opportunity. Through my involvement, I have seen firsthand the impact that aligned community partnerships can have on the future of young people in Nashville.

I strongly believe the vision and leadership behind Music City Academy, under the direction of Dr. Kevin Dyson, represents a meaningful investment in students and families across our city. Dr. Dyson's background in education, leadership, and youth development aligns closely with the values I support both personally and through my philanthropic involvement.

Upon Music City Academy receiving its charter status, I intend to advocate for collaboration between Music City Academy and members of Phoenix Club, with the shared goal of supporting the school's mission. Such collaboration may include monetary support, fundraising initiatives, and community engagement efforts, subject to appropriate organizational approvals.

I am enthusiastic about the opportunity to help foster a relationship that contributes to positive educational outcomes and long-term impact for Nashville's youth. I look forward to supporting Music City Academy's continued growth and success.

Thank you for your consideration.

Sincerely,

Reed Sircy

A** referral is **the best compliment you can give me



Music City Academy Letter of Support

Drake Elcan
Account Executive

RJ Young Company

drake.elcan@rjyoung.com | 615-747-6450
November 19, 2025

To Whom It May Concern,

I am writing to express my support for **Music City Academy**, a proposed public charter high school opening in Nashville in 2027. MCA's mission to leverage the unifying power of sports to bring students together in pursuit of academic excellence, character development, and long-term success - is a powerful and much-needed addition to Nashville's educational landscape.

I support Music City Academy because:

- I have worked with **Kevin Dyson** and can speak to his leadership, character, and commitment to students.
- I believe strongly in MCA's **sports-connected model**, where athletics and academics work together to develop disciplined, resilient young people.
- I have begun a strong **partnership** with MCA and truly believe this will not only be a good thing, but a necessary addition to the city of Nashville.
- I would consider **sending my child/future children** to MCA because the model aligns with our family's values and needs.
- I would be excited about the opportunity to teach or coach at a school with this mission and vision.
- I believe Nashville needs more **high-quality, high-expectations** public school options, especially ones rooted in wellness, movement, and belonging.

I believe that Music City Academy's vision and its commitment to preparing every student for college, career, and life through teamwork, purpose, and wellness will have a lasting impact on our community. **As a Nashville native and still residing Nashville citizen it has gone far too long without having MCA as an education option for our young future leaders. We need it!**

Sincerely,

Drake Elcan

Russell McBryde
Chairman, Board of Directors
Music City Academy
Franklin, TN

November 18, 2025

To Whom It May Concern,

It is my honor to offer my full and enthusiastic support for **Music City Academy (MCA)**—a visionary new charter high school in Nashville that I believe will become one of the most transformative educational models in our region.

My conviction in MCA's mission is both deeply professional and deeply personal. I was raised by two lifelong educators—a mother who devoted her career to the classroom and a father who served as an accomplished high school football coach, administrator, and principal. I grew up watching the profound impact that strong leadership, purposeful structure, and caring mentorship could have on a young person's life. Those lessons shaped me, and they shape why I believe so strongly in what Music City Academy represents.

MCA is built on a simple but powerful foundation:
Team Over Self. Passion To Purpose. Wellness For Life.
This school recognizes that education is not confined to textbooks. It happens in the classroom, on the field, and in the everyday habits and relationships that develop integrity, grit, and excellence.

Under the leadership of **Dr. Kevin Dyson**, MCA will provide Nashville students—many of whom have lacked access to this type of opportunity—with:
• A high-impact academic experience
• A daily commitment to health and movement
• A team-based culture that builds confidence, discipline, and community
• Career pathways that prepare them for success beyond high school

As someone who has spent more than 26 years building organizations, leading teams, and connecting people for impact, I recognize immediately when a model is both purposeful and scalable. MCA is exactly that. It meets a real and urgent need for students who thrive in structure, mentorship, and active learning—an approach far too rare in public education.

But just as importantly, Nashville needs a school where character formation is not an afterthought… but a priority. MCA is that school.

As a husband, father, and resident living in Middle Tennessee, I want this school not only for our community, but for the future of families across Middle Tennessee. I am committed—personally and professionally—to helping ensure MCA launches with excellence and becomes a source of pride for the city of Nashville.

I strongly encourage partners, community leaders, and supporters to join us in this effort. The opportunity to make a generational impact is right in front of us.

With sincere appreciation,

Russell McBryde
Chairman, Board of Directors
Music City Academy

Mike Keith
1470 Harvey Road
Knoxville TN 37922
615-972-5550
Mikeith1990@att.net

December 6, 2025

Metro Nashville Public Schools
2601 Bransford Ave
Nashville, TN 37204

Dear Members of the Metro Nashville Public School Board,

Until just a few months ago, I was a 27-year member of the Nashville community. Based on my experience while there, and a working relationship/friendship having spanned exactly that long with Dr. Kevin Dyson, I am writing to express my strong support for Music City Academy (MCA) and urge the Commission to approve their appeal.

I stand in support of MCA for multiple reasons, but Kevin Dyson's thoughts on connecting academics and physical wellness/athletics is at the top of the list for me. The thought listed as part of the MCA's values, **"Academics and athletics aren't separate worlds — they work hand-in-hand to build discipline, resilience, and belonging,"** resonates with me in a dramatic way. Many things that I learned on athletic fields are useful lessons for me even today. Plus, my grades were **ALWAYS** better when my particular sports were in season!

I have also witnessed Dr. Kevin Dyson live all of what he is proposing with MCA. From major college football to the NFL to coaching, teaching and academic administration, Dr. Dyson has seen and done so much, while never changing his amazing outlook. All of his experiences have allowed him to make a difference in the lives of young people. The thought of what he and his team at MCA can do for even more youth, it is truly exciting!

Like ***"The Music City Miracle",*** MCA would be the ultimate game-changer! I truly believe MCA will make a meaningful difference in the lives of students and in Nashville.

Sincerely,



Mike Keith

TECA
TENNESSEE EDUCATORS of COLOR ALLIANCE

January 10 2026

Charter School Approval Committee
Nashville,TN

Dear Members of the Committee,

I am pleased to offer my enthusiastic support for **Music City Academy** as it seeks approval to open in Nashville. As Interim Executive Director of the Tennessee Educational Charter Alliance (TECA), I understand the critical importance of providing families with high-quality educational choices that meet the diverse needs of students.

Music City Academy's focus on innovative, arts-integrated instruction and student engagement exemplifies the type of forward-thinking educational model that can drive both academic excellence and personal growth. Their mission to inspire creativity, foster critical thinking, and support student development aligns closely with TECA's vision for expanding access to impactful, innovative schools.

I fully support Music City Academy's charter application and encourage the committee to approve their proposal. TECA is confident that this school will become a vital part of Nashville's educational community, equipping students with the skills and confidence to succeed academically and beyond.

Sincerely,

Dr. Shawn Boyd
Interim Executive Director
Tennessee Educators of Color Alliance (TECA)

To Whom It May Concern,

Too many students across Nashville walk into school each day feeling unseen, unheard, and unsupported. Music City Academy was created to change that reality—by building a school where every student belongs to a team, is known deeply by mentors, builds resilience through daily movement, and gains real-world skills in sports, health, and wellness. MCA develops the whole child: mind, body, and spirit. It is a place where young people not only graduate, but grow into confident, purpose-driven leaders.

Village Kulture was built from the same heart. Founded on the belief that a simple haircut can transform a young man's confidence, Village Kulture uses grooming, mentorship, and community support to instill self-worth, hope, and possibility in boys from underserved communities. Through proper grooming etiquette, life-skills coaching, mental health support, and one-on-one mentoring, Village Kulture helps young men understand their value and step boldly into their future.

Together, Music City Academy and Village Kulture form a partnership that fills critical gaps in both academic and personal development. MCA strengthens students academically, socially, and physically—while Village Kulture strengthens them emotionally, mentally, and personally. Both organizations believe in the power of belonging. Both believe in the importance of mentorship. And both are committed to preparing young men not just for graduation, but for life.

This partnership ensures that students are supported from every angle: in the classroom, on the field, in the barbershop chair, and in their everyday lives. By combining rigorous education with confidence-building grooming, leadership development, and mental wellness resources, we create an environment where young men can thrive, flourish, and discover the greatness within themselves.

This is more than a collaboration. It is an investment in Nashville's youth and a model for what it looks like when community and education unite for a greater purpose.

Sincerely,
Trevor Jones
Founder, Village Kulture

UNITED WAY
Greater Nashville

May 19, 2026

To Whom It May Concern:

On behalf of United Way of Greater Nashville, I am pleased to express our support for Music City Academy (MCA) and the vision led by Dr. Kevin Dyson.

At United Way, our work is grounded in advancing opportunities for young people, strengthening the systems that support them, and ensuring that every child has the opportunity to thrive. MCA offers a model that aligns with that mission. It is intentionally designed to engage students, connect them to meaningful learning experiences, and position them for long-term success.

What stands out most about MCA is its commitment to meeting students where they are and building their strengths. By leveraging athletics and wellness as a vehicle for engagement, MCA creates an environment where students feel connected, supported, and challenged. This approach has strong potential to deepen student engagement, improve outcomes, and create pathways extending beyond high school into college, career, and community impact.

We also appreciate Dr. Dyson's openness to collaboration and his commitment to building partnerships that expand opportunities for students and families. We believe that schools, community organizations, and local partners all play a role in creating lasting impact, and MCA reflects that understanding in both its design and its leadership.

United Way is encouraged by the opportunity to continue exploring ways to collaborate with MCA, particularly in areas that support student success, family engagement, and access to resources that strengthen the broader community.

We support the vision of MCA and look forward to the possibility of working alongside Dr. Dyson and his team to help create meaningful opportunities for students and families in our community.

Sincerely,
Erica Mitchell

Erica Mitchell

President & CEO
United Way of Greater Nashville

Serving Cheatham, Davidson, Dickson, Hickman, Houston, Montgomery, Robertson, Stewart, and Williamson counties.

Main Office: 250 Venture Circle, Nashville, TN 37228 | 615.255.8501 | UnitedWayGreaterNashville.org | @UWNashville

100
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The 100 Black Men of Middle Tennessee, Inc. has distributed $1,144,500 in college scholarships since 2003.

Website:
www.the100middletn.org
Email: info@the100.org
Address: 413 Welshwood Drive
Suite # 102
Nashville, TN 37211
(615) 248-2721

March 12, 2026

To whom it may concern,

As the Executive Director of 100 Black Men of Middle TN, Inc. and someone committed to expanding opportunity and strengthening communities in Nashville, I write in strong support of Music City Academy and its founder, Dr. Kevin Dyson.

Music City Academy represents a bold and much-needed innovation in public education. By intentionally integrating rigorous academics, daily athletics, and career-connected learning, MCA addresses one of the most pressing challenges facing our city: student disengagement at the high school level. Too many young people struggle to find belonging, structure, and clear pathways to postsecondary success. MCA's "Team Over Self" model creates a culture of discipline, accountability, and leadership, ensuring students graduate prepared for college, career, and life.

I believe this model will combine strong academic instruction, embedded intervention support, industry-aligned postsecondary opportunities, and inclusive athletics that build identity and resilience. It is designed not just to educate students, but to develop scholar-athletes and future leaders who will contribute meaningfully to our workforce and community.

As a community leader, I am committed to supporting MCA by assisting with community outreach, sharing mutually beneficial student programming content and resources, event collaboration, and more. I believe this partnership has the potential to strengthen families, develop talent pipelines, and positively impact our city.

Nashville deserves innovative, accountable, and mission-driven schools like MCA that are prepared to meet students where they are and guide them toward long-term success.

If you require additional information, please email me at andre.lee@the100.org. Thank you so much for your consideration.

Sincerely,



Andre C. Lee
Executive Director



To Whom It May Concern,

It is my honor to write this letter in strong support of Music City Academy and its founder, Dr. Kevin Dyson. Throughout my years of working in leadership development, education, and organizational transformation, I have come to recognize that truly impactful leaders are those who combine vision, authenticity, resilience, and the ability to inspire others toward meaningful change. Dr. Kevin Dyson embodies those qualities. He has successfully transitioned from excellence in professional athletics to distinguished leadership in education, using every chapter of his life to serve others and create opportunities for young people.

Music City Academy represents the kind of bold and necessary innovation our communities need. MCA's commitment to academic excellence, character development, wellness, and career readiness through the unifying power of sports is both timely and transformational. It is a model designed not simply to educate students, but to develop disciplined, confident, and purpose-driven young leaders prepared for college, career, and life.

What especially stands out to me is Dr. Dyson's understanding that sports can be a vehicle for life lessons far beyond competition. Teamwork, accountability, perseverance, leadership, and discipline are principles that translate directly into classrooms, workplaces, and communities. MCA's approach captures those values in a way that can positively impact countless students who need connection, structure, and belief in their potential.

Dr. Dyson has demonstrated the courage to take his personal experiences, professional success, and educational expertise and channel them into a mission greater than himself. That kind of leadership deserves recognition and support. He is building more than a school, he is building a pathway for students to discover purpose, maximize potential, and become productive contributors to society.

I wholeheartedly support Music City Academy and Dr. Kevin Dyson's leadership. I am confident that this vision will create lasting value for students, families, and the broader Nashville community.

Dr. Rubin L. Cockrell

Rubin L. Cockrell

Senior Managing Partner

Positive Images & Associates LLC
525 Royal Parkway Drive #292753
Nashville, TN 27229
www.drrcockrell.com/info@drrcockrell.com

Letter of Support for Music City Academy

To Whom It May Concern,

I am proud to offer my full support for Music City Academy and its commitment to expanding high-quality educational opportunities for students and families in Nashville.

At Nashville PROPEL, we work closely with families across the city, and parents are clear about what they want: access to schools that deliver strong academic outcomes, safe environments, and real pathways to success after graduation. That demand is especially urgent at the high school level.

Recently, our parents had the opportunity to meet with **Dr. Dyson**, and one message came through clearly—families are asking for more high-quality high school options that truly prepare their children for what comes next.

Music City Academy stands out because it offers both academic rigor and a strong focus on athletics. This combination matters. Students benefit from a structured, high-expectations learning environment while also having opportunities to build discipline, teamwork, and confidence through athletics. That balance helps prepare students not just for graduation, but for life beyond high school.

Nashville has a critical need for more high-quality high school options. Too many students are not graduating fully prepared, and families are navigating a system where access to quality can be limited. Music City Academy represents an opportunity to change that by providing a rigorous, student-centered high school experience grounded in excellence and accountability.

Parent voice must remain central in this work. Families deserve clear, honest information about school performance and meaningful access to options that meet their children's needs. Music City Academy aligns with this vision by valuing families as partners and providing a high-quality option that parents are actively seeking.

Every child in Nashville deserves access to a high-quality high school experience. Supporting Music City Academy is a step toward making that a reality.

Sincerely,

Sonya Thomas
Executive Director
Nashville PROPEL

May 18, 2026

Metropolitan Nashville Public Schools
Office of Charter Schools
Nashville, Tennessee 37204

RE: Letter of Support — Music City Academy Charter School Application

Dear Members of the MNPS Board of Education:

I am writing to express my strong support for the charter application submitted by Music City Academy (MCA) and to share that the Man Up Teacher Fellowship and the National Teachers League (NTL) plan to partner with MCA to support its mission of serving the students and families of Nashville.

As Executive Director of ManUp and NTL, I lead a professional membership organization dedicated to recruiting, developing, and sustaining a diverse pipeline of educators. Born out of the Man Up Teacher Fellowship, NTL operates in close partnership with the National Football League and its Player Care Foundation, creating pathways for former professional athletes and other non-traditional candidates to enter impactful careers in education. We are highly active across Tennessee through large-scale professional development, recruitment, and educator appreciation initiatives.

MCA's mission aligns directly with our work. Under the leadership of Dr. Kevin Dyson, a former NFL player and accomplished educator, MCA represents precisely the kind of school NTL exists to support: one that leverages the discipline, mentorship, and team-oriented culture of athletics to elevate academic outcomes and prepare students for college and career success. NTL is prepared to partner with MCA in teacher recruitment and pipeline development through our fellowship network and alternative certification programs, ongoing professional development and mentorship for instructional staff, and connecting students and staff to mentors and career exploration opportunities through our NFL and community networks.

Nashville's students deserve schools that are bold in vision and relentless in their commitment to equity and excellence. I wholeheartedly endorse the Music City Academy application and respectfully urge the Board to approve it. Please do not hesitate to contact me for any additional information.

Sincerely,

Dr. Patrick Washington
Executive Director
Man Up Teacher Fellowship | National Teachers League

To Whom It May Concern,

Every community eventually faces a defining question: What are we willing to do for our children before it is too late? We can continue talking about the challenges young people face — lack of direction, lack of opportunity, lack of mentorship, lack of purpose — or we can choose to support the people courageous enough to create real solutions, and few opportunities I have encountered carry more potential than The Music City Academy.

My name is Bill Ricigliano, and I have been a self-employed entrepreneur for more than 50 years. Most recently, I launched The Putting Zone in Nashville, where I had the privilege of meeting Kevin Dyson and learning about his vision for MCA. I was immediately inspired by both the mission and Kevin's passion to create real change in the lives of young people.

I am also a proud member of Kiwanis International, where I have served in leadership roles for over 35 years. Kiwanis is built on the mission of "changing the world one child and one community at a time," and MCA reflects those exact values.

It is rare to meet someone with both the vision and determination to create meaningful change. Kevin's leadership and passion provide a strong foundation for an educational environment that can positively impact students, families, and the Nashville community.

Children succeed when they are given purpose, support, education, mentorship, and opportunity. The Music City Academy represents all those things. What is needed now are leaders willing to believe in that vision and help make it a reality.

I strongly encourage you to support this proposal and give MCA the opportunity to prove what can happen when a community chooses to invest in its future instead of simply talking about it.

As Harry Chapin once said:
"Commitment, in and of itself, irrespective of whether you win or lose, is truly what makes life more worthwhile."

Please vote to give The Music City Academy the opportunity to demonstrate what can happen when a community comes together to create meaningful change for our children and future generations.

Respectfully,

Bill Ricigliano
CEO / Founder
The Putting Zone Nashville
bill@theputtingzone.com

Attachments 1.7 C

Schools and Universities

Letters of Support

Evidence of Community Engagement

January 16, 2026

To Whom It May Concern,

I am writing to offer my strong support for Kevin Dyson and his proposed charter school, Music City Academy (MCA) in Nashville, Tennessee. I currently work for Urban Dove Team Charter Schools, where we support students through an approach that combines strong academics with Sports-Based Youth Development (SBYD)—using athletics, coaching, mentorship, and intentional relationships to build student confidence, discipline, teamwork, leadership, and long-term engagement in school.

From the beginning of his planning process, Kevin has been very intentional about learning from proven models and seeking input from leaders with relevant experience. He not only requested my thought partnership as he designs MCA's framework—particularly around incorporating SBYD into the school's advisory and internal team model—but he also took the time to tour Urban Dove Team Charter Schools to gain firsthand insight into how sports-based youth development can be embedded into school culture, student support structures, and daily routines. That level of humility, curiosity, and follow-through is a strong indicator of the type of leader he will be as a school founder.

Kevin's vision for Music City Academy reflects both purpose and clarity. He is committed to creating a school that emphasizes academic excellence and athletic success, supported by an internal team/advisory approach that ensures students are known, challenged, and supported. He understands that students thrive when they have consistent relationships, high expectations, and a school community that believes in their potential—especially when those structures are paired with real opportunities for leadership development and personal growth.

Based on what I have seen, I believe Music City Academy has the potential to become a powerful and much-needed option for students and families in Nashville. Kevin Dyson is leading this effort with integrity, persistence, and a clear commitment to building a school where students will grow academically while also developing life skills through athletics and team-based structures.

Thank you for your consideration of Music City Academy. I fully support this proposed school and I am confident that Kevin Dyson's leadership and MCA's mission-driven design will positively impact students for years to come.

Sincerely,

Terri Gaston
Urban Dove Team Charter Schools
tgaston@urbandove.org

TENNESSEE STATE UNIVERSITY
3500 JOHN A. MERRITT BOULEVARD
NASHVILLE, TENNESSEE 37209-1561

OFFICE OF
THE PRESIDENT

Dear Dr. Dyson,

It is with genuine excitement that I write to express Tennessee State University's consideration of a partnership with Music City Academy. Your vision—a school rooted in Strong Minds. Strong Bodies. Strong Character., where every student is empowered to pursue a high-impact career pathway—resonates deeply with TSU's own mission and legacy.

I believe our collaboration can be truly transformational. First, we welcome the opportunity to explore leasing space on or near the TSU campus, providing MCA a home that benefits from our infrastructure, institutional presence, and proximity to the heart of Nashville. Second, we are prepared to grant MCA students access to TSU's athletic facilities and fields so your students can experience, from day one, an environment that matches the promise your model makes to them.

Third, we are committed to building a structured job shadowing program within TSU's Athletic Department, placing MCA students alongside our coaches, athletic trainers, operations staff, and administrators—giving them the real-world career exposure that opens doors and changes trajectories. Finally, and perhaps most enduringly, we are eager to develop a dual enrollment pathway that allows MCA students to earn college credit while still in high school, with Tennessee State University as a natural next step in their journey. We envision MCA as a pipeline that sends prepared, motivated, career-ready students directly into the TSU community.

I look forward to formalizing our work and building something truly worthy of the students we both serve.

Respectfully,

Dwayne Tucker

President, Tennessee State University

BUSINESS OF SPORTS SCHOOL NYC BOSS

Business of Sports School

www.nycBOSS.org

Joshua N. Solomon, Ed. D., Principal
Jaznelle Alston, Assistant Principal
Margarita Lopez, Assistant Principal

439 West 49th Street 5th Floor
New York, New York 10019
tel. 212-246-2183 fax 212-246-2913

March 9, 2026

Dear School Selection Committee:

I am writing to offer my strong support for Dr. Kevin Dyson, School Leader and Co-Founder of Music City Academy. The proposed school plan for Music City Academy is thoughtful and thorough and will provide an amazing education opportunity for the students of Nashville.



In 2009, I proposed Business of Sports School (BOSS) to the New York City Department of Education, and ever since it opened seventeen years ago, it has provided rigorous instruction combined with career-focused, job-based training to outperform its peer schools across New York, just as was envisioned in the planning stages. As you see in the photo, Dr. Dyson, Burrus Cox, Founder of The Gate School, and Scott Campbell, CEO of the Nashville Incubator, visited my school last February, where they met with me and our industry advisory board co-chair Jeff Henderson, as well as students and teachers, to study how to incorporate career & college preparation with work-based experiences.

Dr. Dyson, with his educational leadership experience and deep ties to the Nashville community, is the ideal leader to ensure Music City Academy's success, and he has assembled an outstanding planning team. Adolpho Birch III, Tennessee Titans Senior Vice President, was an Industry Advisory Board member of Business of Sports School for many years while he was an NFL senior executive and knows how powerful industry contacts can enhance learning opportunities for all students.

In sum, I wholeheartedly support Dr. Dyson and the Music City Academy planning team and know that their proposed school will be as successful as BOSS has been. Please do not hesitate to contact me at jsolomo9@schools.nyc.gov or (cell phone) 917-604-6876 with absolutely any questions you might have..

Sincerely,

Joshua N. Solomon
Principal

Attachments 1.7 D

Students & Families

Letters of Support

Evidence of Community Engagement

HUMAN RESOURCES DEPARTMENT

Kevin G. Townsel, J.D.
Director

Dr. Ken Moore
Mayor

Eric S. Stuckey
City Administrator

HISTORIC
FRANKLIN
TENNESSEE

December 11, 2025

To Whom it May Concerns

It is my honor to write this letter in strong support of Dr. Kevin Dyson, who has served as principal of Centennial High School in Franklin, Tennessee for the past four years. I am writing this letter in support of Dr. Dyson because I can attest that he is not only a respected leader but also a gifted recruiter of top teachers and assistant administrators. His ability to attract and retain exceptional staff has elevated the quality of education and leadership at Centennial, ensuring that students are surrounded by professionals who are deeply committed to their success.

In my mind, what stands out most about Dr. Dyson is his unwavering focus on making every student feel seen and heard. Having attended the last two graduation ceremonies, I was struck by the way he seemed to have a personal connection with each graduate. His presence on stage was not perfunctory; it was heartfelt, and it was clear that the students recognized and valued his role in their journey. This same spirit of connection extends to his relationships with staff. My next-door neighbor has been a teacher at Centennial for years and she has made it clear that Dr. Dyson fosters trust, respect, and collaboration. He leads selflessly, always prioritizing the needs of the school community.

I have also witnessed firsthand the profound impact Dr. Dyson has had on my own daughter, a 2024 graduate of Centennial High. My daughter has a strong personality, and she served in several leadership roles in student government. Despite her leadership roles, she faced moments of challenge. I witnessed her being disciplined when she broke an important policy at school. During that time, I witnessed how Dr. Dyson successfully navigated supporting the needed discipline while maintaining his role as a supportive mentor to this student leader. I would've thought that would've been a difficult place for the head administrator, yet I found Dr. Dyson was skillful being both the head of discipline while also maintaining his role as the school's lead "cheerleader" and mentor.

I also witnessed Dr. Dyson navigate assisting my daughter who was struggling with one of her teachers. Rather than stepping in to resolve the issue himself, Dr. Dyson empowered Kennedy to advocate for herself. He coached her through how to approach the teacher, attended the meeting as a silent witness, and allowed her to voice her concerns directly. The outcome was a tremendous success, and I watched my daughter grow in confidence and maturity through this experience. Dr. Dyson's guidance was instrumental in helping her develop the skills to lead with strength and grace.

City Hall • 109 Third Avenue South • Franklin, TN 37064 • 615.791.3216 O • 615.791.3297 F • www.franklintn.gov

HISTORIC
FRANKLIN
TENNESSEE

I am in full support of Dr. Dyson's ability as a leader and his potential to successfully open the new Music City Academy. His proven track record of recruiting outstanding educators, fostering meaningful student connections, and guiding young people to become confident advocates for themselves demonstrates that he is uniquely qualified to lead this new endeavor. I have no doubt that under his leadership, Music City Academy will thrive and become a place where students and staff alike feel valued, supported, and inspired.

Dr. Dyson's leadership style is marked by humility, empathy, and a deep commitment to the growth of both students and staff. He is a rare leader who combines vision with compassion, and his impact on Centennial High School has been transformative. I wholeheartedly support him and commend his dedication to education, leadership, and the well-being of every student.

Sincerely,

Kevin G. Townsel, J.D.
Human Resources & Risk Management Director

VANDERBILT
School *of* Engineering

Robert A. Reed
IEEE Fellow
Associate Department Chair, Electrical and Computer Engineering
Professor of Electrical Engineering
Institute for Space and Defense Electronics, Director Characterization Lab
Past Executive Chair, IEEE Radiation Effects Steering Committee

Department of Electrical and Computer Engineering
1025 16th Ave S
Suite 200
Nashville, TN 37212
Direct Phone (615) 473-3462
robert.reed@vanderbilt.edu

4 Jan, 2026

Re: Letter of Support for Dr. Kevin Dyson — Founding Leader, Music City Academy

I am very pleased to offer my strongest support for Dr. Kevin Dyson as the Founding Leader of Music City Academy. In my interactions with Dr. Dyson—as my son's football coach and as a parent-volunteer who regularly supported the program—I have observed a principled, steady, and highly effective leader who consistently places student growth at the center of every decision.

During the season I worked closely with the coaching staff to film games to support film review and player development. That role gave me frequent, firsthand exposure to Dr. Dyson's leadership in multiple settings—practices, games, and conversations with parents. Across those contexts, he modeled the traits that matter most in a founding school leader: clear expectations, calm decision-making under pressure, consistent follow-through, and an ability to earn trust through fairness and integrity.

Throughout my time volunteering, I watched Dr. Dyson support multiple student-athletes who were working to balance the demands of athletics with their academic responsibilities—including my own son. Rather than treating those challenges as excuses or lowering standards, Dr. Dyson consistently responded with a combination of empathy and accountability. He took time to mentor these young people, reinforcing time-management habits and the discipline needed to succeed both on the field and in the classroom. His approach reflected a deep understanding that athletics should reinforce—never compete with—academic effort and personal responsibility.

Dr. Dyson leads in a way that elevates the entire community around him. He communicates directly and respectfully, sets a high bar for conduct and performance, and creates an environment where young people feel both supported and challenged. Parents and students respond to him because he is consistent: he celebrates progress, addresses problems early, and treats every player as someone worth investing in.

My wife, who served as a volunteer mom, shares this perspective: "I helped with game day meals and cleaning uniforms. What struck me most about Kevin was how he treated everyone fairly and always took time to thank parents for even the smallest contributions. He made everyone feel like they were part of something important—not just the players, but the whole community around them. Our son respected him so much that it inspired him to do his best, on the field and in the classroom. That kind of influence is rare, and it's exactly what a school needs in its leader."

Music City Academy's mission—leveraging athletics as a foundation for rigorous, career-connected learning—aligns closely with what I have seen Dr. Dyson do in practice. A school's first leader establishes culture, expectations, and credibility with families and partners. Dr. Dyson is well suited to that responsibility because he couples a student-centered mindset with the operational habits of a strong leader: aligning adults around a shared vision, building trust with families and developing students who are prepared to thrive in school and in life.

For these reasons, I offer Dr. Dyson my unequivocal endorsement. Music City Academy will be fortunate to have a founding leader who brings character, clarity, and a genuine commitment to developing well-rounded young people. Please feel free to contact me if I can provide any additional perspective.

Sincerely,



Robert Reed

To Whom It May Concern,

I am writing this letter of recommendation on behalf of my friend of over 20 years, **Dr. Kevin Dyson**. I still vividly remember our conversation as his remarkable NFL career was coming to an end. I asked him, "What's next?"—and his response genuinely surprised me. He said, "I'm going back to school to get my master's in education."

I was taken aback, as many former athletes choose to stay connected to sports through broadcasting, training, or business ventures. But Kevin felt called to give back to the community that had supported him throughout his life. He often spoke about how his mother prioritized education for him and his siblings, and he wanted to honor that foundation by helping shape the next generation.

Now, twenty years later, Kevin has worked his way through the education system—starting in coaching and progressing all the way to serving as a high school principal. My moment of reflection on his journey came when he became the principal of my oldest child, who had not even been born when Kevin began this path. I will admit it felt strange at first to call him "Dr. Dyson," but I could not be prouder of all he has accomplished in his second career.

With all that in mind, there is no one more qualified or better suited to lead **Music City Academy** and carry forward its mission of creating a lasting educational impact on Nashville.

Best regards,
Marcus Perry-Hunter
Friend & Parent

Carter Reed
2370 Dano Ct
North Pole, AK 99705
410-908-2975
rc.reed294@gmail.com

To Whom It May Concern,

I am writing to express my full support for Dr. Kevin Dyson and his vision to open a charter school dedicated to cultivating the mind, body, and spirit of its students. As a former student-athlete under Dr. Dyson's leadership, I can personally attest to his exceptional commitment to fostering growth, resilience, and character in young people.

Throughout my time under him, Dr. Dyson was far more than just a teacher and coach—he was a mentor who consistently inspired me to pursue new challenges and rise above adversity. His guidance helped me understand that setbacks are not signs of defeat, but opportunities to learn, adapt, and grow. Dr. Dyson carries a rare ability to connect with students, meet them where they are, and push them toward the best version of themselves.

What sets Dr. Dyson apart is his approach to education and personal development. Whether on the field or in the classroom, he emphasized discipline, integrity, mental toughness, and emotional well-being. His belief that academic and personal excellence go hand in hand is exactly the type of philosophy that our community needs in a school environment.

I am confident that a charter school founded on Dr. Dyson's values and leadership would have a transformative impact on its students. His vision—to build a place where young people can grow intellectually, physically, and spiritually—is not only worthy of support but essential for preparing future generations to thrive.

For these reasons, and based on my direct experience with his leadership, I offer my strongest endorsement of Dr. Kevin Dyson and initiative to open MCA. I have no doubt that he will pour the same dedication, passion, and mentorship into this school that he has shown to countless students like myself.

Thank you for considering my perspective. Please feel free to contact me if you need any additional information.

Sincerely,
Carter Reed

Judith Langat
jlangat@yahoo.com
513 293 8456
04/20/2026

RE: Support for Music City Academy (MCA)

To Whom it may concern,

I am writing to express my support for the approval of Music City Academy, which I understand is proposed to serve families in Davidson County starting in the 2027-2028 school year.

As a Nashvillian since 2021, I see a growing need for more diverse, high-quality public school options choices in our community. MCA offers a unique model that combines academics, athletics, wellness, and career readiness which directly addresses the needs of our local students and families.

I am particularly impressed by MCA's dedication in recognizing that many students learn better through movement, teamwork, structure, and hands-on experiences which aligns with the Tennessee Public Charter Schools Act's goals of providing academic excellence. This school will provide a much-needed opportunity for students in our area to thrive.

The founding team has so far shown a strong commitment to partnering with local community centers, elementary schools and families, ensuring this school will be a valuable community asset.

I urge you to approve Music City Academy to give families in Davidson County more educational opportunities.

Sincerely,

Judith Langat

Potential Future Music City Academy Parent

Distinguished Members of the Metropolitan Nashville Public School Board,

It is my honor and privilege to submit this letter of support for Dr. Kevin Dyson's application for approval of Music City Academy. I have had the opportunity to witness firsthand the dedication, leadership, and commitment Dr. Dyson has demonstrated since making Tennessee his home, and his investment in our local community has been both genuine and impactful. He is not only active within the community, but deeply committed to leaving a meaningful and lasting imprint on the youth of our state.

As a native Nashvillian who was born, raised, and has lived nearly my entire life in Tennessee, education has always been important to me. I attended private Catholic schools during my elementary and middle school years and later transitioned into Tennessee public schools at various points in my academic journey. The differences I experienced in curriculum pacing and academic expectations between school systems were striking. While Tennessee public schools have made measurable progress in student achievement since my school-age years, there remains a gap that warrants innovative and mission-driven solutions.

Music City Academy is positioned to help address that gap. Under Dr. Dyson's leadership, MCA offers an environment designed to engage students who are eager to learn, to explore their curiosities, and to be academically challenged in a supportive setting. These are the students who stand to benefit most from a charter school model that prioritizes both rigor and individualized attention.

What further distinguishes Music City Academy is its strong commitment not only to academic excellence, but also to student health and physical well-being. Dr. Dyson and his team have made it a priority to ensure that every student remains physically active and healthy, recognizing the critical connection between physical wellness and academic success. This holistic approach sets MCA apart and reflects a thoughtful understanding of student development. Dr. Dyson's background as a former Tennessee Titans player uniquely positions him to lead this initiative, as he understands firsthand the discipline, focus, and balance required to excel both mentally and physically.

One of Dr. Dyson's greatest professional strengths is his ability to identify challenges, collaborate with leadership and team members, and implement effective, solution-oriented strategies. Throughout his career—both on the football field and in education—he has consistently demonstrated strong leadership, adaptability, and a commitment to continuous improvement. I have every confidence that, with Dr. Dyson at the helm, Music City Academy will not only succeed, but flourish as a premier charter school serving Tennessee's students.

In my opinion, denying MCA the authorization to operate would be a missed opportunity to positively impact the lives of countless students and families. Dr. Dyson possesses the vision, dedication, compassion, and leadership necessary to make a lasting difference in our state's educational landscape.

Thank you for your time and thoughtful consideration. Please feel free to contact me should you require any additional information.

Respectfully,

Johnny Ray Allen Jr.

Johnny Ray Allen Jr.
754-317-8175
rayallen1981@gmail.com

Attachments 1.7 E

Co-Workers

Letters of Support

Evidence of Community Engagement

Nolensville High School
Principal Jennifer Calvert
1600 Summerlyn Drive
Nolensville, TN 37135

Dear Committee and Board,

I am honored to write this letter in support of Dr. Kevin Dyson as he pursues the opportunity to lead another school to greatness. I had the privilege of serving as his Assistant Principal during his tenure as Head Principal at Centennial High School, and I witnessed firsthand the qualities that make him an extraordinary leader.

Dr. Dyson is a kind, humble, and student-centered leader who truly cares about the success and well-being of both students and teachers. His dynamic leadership style and approachable demeanor create an environment where collaboration thrives. Dr. Dyson has a unique ability to inspire others—his energy is contagious, and his vision motivates staff, students, and community members to rally behind initiatives that elevate the entire school.

One of Dr. Dyson's greatest strengths is his commitment to building strong connections with stakeholders. He consistently promoted the outstanding work happening within our school and cultivated a network of community partners and resources to support our mission. His efforts ensured that Centennial High School was not only a place of academic excellence but also a hub of opportunity and engagement for families and the broader community.

Dr. Dyson leads with integrity, creativity, and a relentless focus on student achievement. He empowers those around him, encourages innovation, and models the kind of leadership that transforms schools. I am confident that under his guidance, any school will flourish and reach new heights.

Please feel free to contact me at 615-472-5202 or Jennifer.calvert@wcs.edu if you would like additional insight into Dr. Dyson's leadership and accomplishments.

Sincerely,

Jennifer Calvert, Ed.D.
Principal
Nolensville High School

To Whom It May Concern:

I have had the privilege of knowing Dr. Kevin Dyson for more than 15 years, and during this time I have witnessed firsthand his exceptional dedication to the field of education. Dr. Dyson is a leader whose commitment extends far beyond the responsibilities of his role; he approaches education as both a calling and a service. His professionalism, integrity, and unwavering focus on student success have consistently set him apart.

Throughout the years, Dr. Dyson has demonstrated an educational philosophy grounded in equity, opportunity, and high expectations. He believes firmly that every child—regardless of background, circumstance, or previous academic experience—deserves the chance to succeed. This belief is evident not only in his words but also in his actions. Dr. Dyson is purposeful in creating environments where students feel seen, supported, and empowered. His ability to build strong relationships with students, families, and staff allows him to cultivate communities centered on trust, collaboration, and shared vision.

In addition to his strengths as an educator, Dr. Dyson is an exceptional leader. He approaches challenges with calm confidence, relies on data and experience to guide decision-making, and remains open to innovative and research-based practices that enhance learning for all students. His leadership style inspires those around him to strive for excellence while maintaining compassion and respect.

I give Dr. Dyson my highest recommendation without reservation. His ability to lead a school is matched by his deep understanding of what children and educators need to thrive. I am confident that his influence will extend far beyond the present—creating generational impact for every student who walks through the doors of his school.

Please feel free to contact me if further information is needed.

Sincerely,

Jeremy H. G. Hayes, MBA and MAE
615.818.8162
JeremyHGHayes@gmail.com

1320 West Main Street Suite 202
Franklin, Tennessee 37064-3700
Phone (615) 472-4052
Fax (615) 472-5619
Website: http://www.wcs.edu

October 16, 2025

To Whom It May Concern,

It is with great pleasure and confidence that I write in recommendation of Dr. Kevin Dyson, an exceptional educational leader and former principal in Williamson County Schools. Dr. Dyson is not only a talented educator, but also a visionary administrator who approaches every challenge with preparation, professionalism, and patience.

In my role as Assistant Superintendent, I had the privilege of observing Dr. Dyson's leadership firsthand. Our team specifically selected him to lead as a school principal at both middle and high school campuses with the goal of transforming school culture and improving student outcomes. In each assignment, Dr. Dyson quickly and effectively elevated the quality of instruction, fostered a culture of trust and high expectations, and led meaningful change with a student-centered approach. Dr. Dyson's ability to drive innovation in teaching and learning stems from his varied professional background, his courage to speak and thrive outside of traditional spaces, and his remarkable skill in handling difficult conversations with empathy and clarity.

Dr. Dyson's leadership is marked by his unwavering commitment to equity, student advocacy, and instructional excellence. He is known among colleagues as a knowledgeable and dedicated professional who champions teacher and student voice. Among students, he is respected as a fair, consistent, and innovative leader who never gives up on them, even when they may be struggling to believe in themselves. His calm and resolute demeanor allows him to guide even the most challenged students toward success.

Dr. Dyson is not a passive participant in leadership spaces. He is a steady participant who listens carefully, questions with a mind for innovation, and consistently speaks up to advocate for what is right for students and educators, demonstrating a deep understanding of both policy and practice. His leadership has evidenced not only effectiveness, but it also models a transformative mindset.

I hold Dr. Dyson in the highest regard and recommend him and his leadership without hesitation. His passion, integrity, and commitment to student success make him an invaluable asset to any educational organization. Should you have any questions regarding Dr. Dyson's qualifications or impact, please feel free to contact me. I am confident that his leadership will bring innovation, excellence, and lasting positive change wherever he serves.

Sincerely,

Leigh Webb

Leigh Webb, Ed.D.
Assistant Superintendent, Secondary Schools
(615) 472-4096 leighw@wcs.edu

November 17, 2025

To Whom It May Concern,

It is my pleasure to write this letter of support for Dr. Kevin Dyson. I have had the privilege of working alongside Dr. Dyson for more than six years, and in that time I have come to know him as a dynamic, principled, and deeply student-centered leader.

From our first collaboration, Dr. Dyson has consistently demonstrated exceptional leadership skills. He leads with clarity, humility, and vision, and he has a unique ability to bring diverse groups of people together around a shared purpose. Whether he is working with students, staff, families, or community partners, Dr. Dyson creates an environment where all voices are invited to the table and people feel seen, heard, and valued.

One of Dr. Dyson's greatest strengths is his ability to teach and inspire others. He is a natural educator: he models lifelong learning, asks thoughtful questions, and pushes those around him to think more deeply and aim higher, all while providing steady support. Colleagues consistently remark on his calm presence, his willingness to roll up his sleeves and do the work alongside them, and his ability to connect authentically with students of all backgrounds.

Dr. Dyson's work ethic is exceptional. He is dependable, disciplined, and unwavering in his commitment to doing what is best for students. He approaches challenges with a solutions-oriented mindset and a great deal of integrity, and he follows through on his commitments. When he sets a goal, he creates a thoughtful, strategic plan and executes it with both determination and flexibility.

Equally important is Dr. Dyson's dedication to building inclusive and equitable learning environments. He is intentional about creating spaces where every student feels they belong and can see themselves reflected in the culture of the school. He listens deeply to the needs of the community, incorporates multiple perspectives into decision-making, and consistently advocates for practices and policies that support access, opportunity, and success for all students.

Because of these qualities, I have complete confidence in Dr. Dyson's ability to be not only successful in opening a school, but to create a school community that thrives. He has the vision, the leadership capacity, the instructional insight, and the relational skills necessary to design and sustain a school that is rigorous, inclusive, and deeply rooted in the needs of its students and families.

I recommend Dr. Dyson without reservation and fully support his efforts to open and lead a school. I am confident that any community he serves will be stronger because of his leadership.

If you have any questions or would like additional information, please feel free to contact me.

Sincerely,

Dr. Tina L. Raulerson, Ed.D.
Former Colleague of Dr. Kevin Dyson

Robert W. Blair
President B.Media Communications
Board Chair , Franklin Special Schools
Co-Chair Williamson INC Black Business Coalition

November 18, 2025

To Whom It May Concern:

I have had the honor to work with and witness the leadership of
Dr.Kevin Dyson over the past several years. I have been honored to work professionally and in the community with him on various different projects.

Every occasion Dr. Dyson Leadership emerges and proves to be a catalyst for
success on each of those projects. Whether it be in the Education forum or in a community environment. His intellect, and instinct to do what's best and right for the situation
is always evident.

He is a trusted leader and visionary, most of all a friend,

Respectfully,

Robert W. Blair
President B.Media Communications
Board Chair , Franklin Special Schools
Co-Chair Williamson INC Black Business Coalition
--
mediablair2@gmail.com

Attachments 1.7 F

Facility Partners

Letters of Support

Evidence of Community Engagement

AVISON YOUNG

January 22, 2026

To Whom It May Concern:

On behalf of Avison Young, we are pleased to express our support for Music City Academy as it seeks approval for its charter application in Nashville, Tennessee. Our firm has the privilege of partnering with a wide range of organizations across the education sector, and we recognize in Music City Academy the hallmarks of a school poised to make a meaningful and lasting contribution to the community.

Avison Young is a global real estate advisory firm with strong roots in Nashville, providing services including tenant and user representation, project management, capital markets, and strategic real estate consulting. In our work with mission-driven clients, we see firsthand how effective school design, strong leadership, and a clear educational purpose can directly impact student achievement and long-term outcomes. Music City Academy's team demonstrates these strengths with clarity and intention.

Music City Academy's proposed model—grounded in rigorous academics, individualized student supports, and a commitment to cultivating both character and confidence—reflects a modern, student-centered approach aligned with the needs of Nashville families. The school's emphasis on preparing students not only for academic advancement but also for the rapidly evolving demands of future careers positions it as an innovative and forward-looking addition to Nashville's public school options.

What stands out to us is the leadership team's thoughtful planning and deep understanding of the Nashville landscape. Their strategic approach to culture-building, curriculum, and community engagement reflects a strong foundation for long-term success. We believe these qualities will enable Music City Academy to create a safe, structured, and inspiring learning environment where students can thrive.

For these reasons, Avison Young is pleased to offer our full support for Music City Academy's charter application. We are confident that the school will be a positive force for students and families across Nashville.

Thank you for considering this letter of support. We welcome the opportunity to assist further or provide additional information if helpful.

Sincerely,

Jody Elder
Avison Young
Principal
jody.elder@avisonyoung.com

Jenna Muller
Avison Young
Principal
jenna.muller@avisonyoung.com

Music City Academy – Letter of Support

Daniel Rebula
Senior Project Manager
DWC Construction
2014 Gladstone Ave
Nashville, TN 37211
Daniel.rebula@dwcbuilds.com
843-530-7007
1/22/26

To Whom It May Concern,

I am writing to express my support for **Music City Academy**, a proposed public charter high school opening in Nashville in 2027.

I support Music City Academy because**:**

- I believe strongly in MCA's **sports-connected model**, where athletics and academics work together to develop disciplined, resilient young people.
- I would be interested in **partnering** with the school through my organization or network.
- I believe Nashville needs more **high-quality, high-expectations public school options**, especially ones rooted in wellness, movement, and belonging.

I believe that Music City Academy's vision and its commitment to preparing every student for college, career, and life will have a lasting impact on our community.

Sincerely,

Daniel Rebula

CHASE
CONSTRUCTION GROUP
EMPLOYEE OWNED

1/22/25

To Whom It May Concern:

I have met with Kevin Dyson & Bobbe Hill, Founders of the Music City Academy and support the proposed principles of sports connected learning models. Athletics developments a "Team" atmosphere which will be very useful as young people develop.

Providing students with this opportunity, they will become self-disciplined, goal-oriented, independent thinkers with strong communication skills. That's how teams work!

As a retired travel team soccer coach, a resident of Middle Tennessee and work experience with the same 40-year-old Nashville company, I understand these team-oriented goals paired with strong institutional practices will ensure the students learn skills for their higher education pursuits as well as their future work force opportunities. As a person the regularly interviews candidates for employment, one of the skills we always look for is, was this person on a team of some type, Sports, Band, Debate, Military, etc. It shows a person's work ethic and the ability to work with others to a common goal.

The Music City Academy is an excellent option for educating the next generation.

Thank you.

Sincerely,

John Morss
Chief Operating Officer

Chase Construction Group
3001 Armory Drive, Suite 200
Nashville, Tennessee 37204

Phone: 615-777-5900
Fax: 615-7774544
Toll Free: 1-800-924-2732
website: www.dfchase.com

HMK
ARCHITECTS PLLC

January 2, 2026

Metro Nashville Public Schools
Charter Review Committee
2601 Bransford Avenue
Nashville, TN 37204

RE: Letter of Support for Music City Academy Charter Application

To the Charter Review Committee:

I am writing in strong support of the Music City Academy charter application. As a lifelong Nashvillian and Managing Principal of HMK Architects, a firm that works extensively with schools and community focused organizations, I have seen firsthand how intentional school models can positively shape students and neighborhoods.

I recently had the opportunity to hear founders Kevin Dyson and Bobbe Hill present Music City Academy's vision. Their plan to use the unifying power of sports and competition as a vehicle for academic excellence reflects a thoughtful and engaging instructional approach. Equally compelling is their emphasis on holistic student wellness, which addresses academic achievement alongside physical, social, and emotional development. This balanced focus aligns strongly with MNPS priorities around whole child education and long-term student success.

From a facilities and planning perspective, Music City Academy demonstrates a clear understanding of how environment can support its mission. Programs centered on athletics, teamwork, and wellness require intentional coordination between learning spaces, physical activity areas, and student support functions. The founders' clarity around these needs reflects organizational readiness and an ability to translate vision into responsible operational decisions, which is a key indicator of long-term viability.

Music City Academy responds to a real community need by creating an inclusive, motivating educational environment that connects student interests with academic rigor. I believe the school is well positioned to make a meaningful impact on Nashville students and families, and I strongly encourage approval of its charter application.

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

Scott Gibson
Partner
True North Advisory
210 12th Ave S, Suite 210
Nashville, TN 37203

January 9, 2026

To Whom It May Concern:

True North Advisory is pleased to support Music City Academy (MCA) and its mission to expand high-quality public high school options in Nashville. Music City Academy's innovative, sports-connected educational model will foster student discipline, leadership, and academic excellence by intentionally integrating athletics, wellness, and rigorous instruction. MCA's emphasis on teamwork, perseverance, and character development aligns strongly with the skills students need to thrive in college, career, and life.

True North Advisory supports efforts to bring innovative educational options like Music City Academy to Nashville and appreciates its commitment to student growth and community impact. We wish the school success as it works to serve students and families across our city.

True North Advisory is an Owner's Representative firm based in Nashville, Tennessee with a focus on commercial construction project management. 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.

Sincerely,

Scott Gibson
Partner
True North Advisory

Matter.

Chris D'Amato
Chief Operating Officer
Matter Real Estate
cdamato@matterre.com | 908-358-2281

November 18, 2025

To Whom It May Concern:

I am writing on behalf of Matter Real Estate to express our strong support for Music City Academy (MCA), a proposed public charter high school opening in Nashville in Fall 2027. MCA's mission – to leverage the unifying power of sports to bring students together in pursuit of academic excellence, character development, and long-term success – is a thoughtful and innovative approach that will offer Nashville families an additional high-quality public school option.

Matter has partnered with charter schools across the country to solve complex facilities challenges and secure high-quality learning environments for students. In Nashville specifically, we have supported charter organizations in identifying and securing incubation spaces, overseeing renovation scopes, and ultimately guiding them into long-term permanent facilities. Based on our conversations with MCA's leadership and our understanding of their model and timeline, we are eager to partner with the school in that same capacity.

In addition to the inspiring mission that MCA will implement, we are particularly encouraged by the strength of MCA's founding leadership team. Kevin Dyson's experience as a principal, paired with Bobbe Hill's operational leadership background, creates the ideal combination of instructional and operational expertise to bring a vision like this to life.

Our intended partnership with MCA would include:

- **Identifying a suitable incubation site** for MCA's launch year, including market screening, feasibility testing, and early landlord engagement.
- **Managing renovation or build-out work** to ensure the incubation facility is safe, student-ready, and aligned with MCA's programmatic needs.
- **Leading the search for a long-term home**, including full end-to-end site analysis, financial modeling, and coordination with lenders, architects, and contractors through delivery.

With strong leadership and an aligned facilities strategy, Music City Academy is positioned to make a significant contribution to students and families throughout Nashville.

Sincerely,
Chris D'Amato

MOFFITT
BUILDERS

Ross Moffitt
Owner
Moffitt Builders, LLC
4205 Gallatin Pike
Nashville, TN 37216

12/26/2025

To Whom It May Concern:

I am writing to express my strong support for Music City Academy, a Nashville-based charter school with a clear and compelling focus on sports-centered education as a pathway to academic achievement, character development, and long-term student success.

As a resident and business owner in Nashville, I have seen the positive impact that structured athletics, mentorship, and accountability can have on young people. Music City Academy's model—using sports as an anchor to promote discipline, teamwork, leadership, and perseverance—addresses both academic needs and life skills that students carry well beyond the classroom.

By connecting rigorous academic expectations with organized sports programming, the school creates an environment where students are motivated to excel, develop confidence, and take ownership of their education. This approach is especially impactful for students who thrive in hands-on, goal-oriented settings.

Equally important is the school's commitment to structure, accountability, and positive role models. A sports-education framework teaches responsibility, time management, resilience, and respect—qualities that directly translate into workforce readiness and community leadership. These are traits employers and communities increasingly value, and Music City Academy is intentionally developing them at an early age.

Music City Academy represents an innovative and practical solution to meeting the diverse needs of Nashville students. I believe the school will serve as a strong partner to families and the broader community while producing measurable academic and personal growth outcomes for its students.

I fully support the approval and continued development of Music City Academy and respectfully encourage its authorization so it may fulfill its mission of educating, mentoring, and empowering students through academics and athletics.

Thank you for your time and thoughtful consideration.
Sincerely,

Ross Moffitt
Owner.
Moffitt Builders

516 HAGAN STREET SUITE 100 NASHVILLE, TN 37203 T 615.256.2880 MZARCH.COM

Chris Riley
Architect, Co-Owner
MZA Architecture and Interiors
516 Hagan Street, Suite 100
Nashville, TN 37203
criley@mzarch.com
615-256-2880 x116
January 22nd, 2026

To Whom It May Concern,

I am writing this letter to express my support for Music City Academy; a proposed public charter high school planned for Nashville in 2027.

MZA has had the pleasure of working with many public charter schools in and around Nashville, and several of these projects were founding locations. Strong leadership and a strong vision are common in each of our successful educational projects. I support Music City Academy because their founders have demonstrated both a clear vision and the drive to make this vision a reality.

I had the opportunity to meet Dr. Dyson and Bobbe Hill several weeks ago, and they presented their goal for Music City Academy's teaching model: integrating movement, physical activity, and teamwork with education. These ideas resonate with me as I believe physical health is integral to mental health, a concept not often addressed in public school. With the right leadership, Music City Academy's realized vision could become something special and provide a positive influence on the local community and other public schools.

Speaking of leadership, my children will attend Centennial High School in Franklin, TN, where Dr. Dyson has acted as principal for the last several years. Dr. Dyson has done an excellent job as principal, is well respected in our community, and - speaking for many other local parents - we're excited about this new endeavor but also sad to see him go. He has been instrumental to the success of Centennial High School, and I believe his leadership and past accomplishments will translate well to Music City Academy.

I am confident that Music City Academy will have a positive impact on Nashville and am proud to support their vision.

Sincerely,

Chris Riley
Architect, Co-Owner
MZA Architecture and Interiors

Attachment 1.8: Digital Community Engagement and Media Presence

Evidence of Community Engagement

Contents of Attachments 1.8

- Attachment 1.8 A: Video Storytelling and Outreach
- Attachment 1.8 B: Community Newsletter
- Attachment 1.8 C: Social Media Outreach and Community Building
- Attachment 1.8 D: Earned Media and Press Coverage

Attachments 1.8 A

Video Storytelling and Outreach

Digital Community Engagement and Media Presence

Evidence of Community Engagement

Community Outreach and Engagement Video



https://www.musiccityacademy.org/video

SCAN ME

Attachments 1.8 B

Community Newsletter

Digital Community Engagement and Media Presence

Evidence of Community Engagement

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MUSIC CITY ACADEMY

The MCA January Newsletter

Dear Friends of Music City Academy,

This July, Music City Academy began as an idea shaped through conversations, questions, and a shared belief that students deserve a school that supports their whole selves. Today, just a few months later, that idea is becoming something real - built through community input, thoughtful planning, and deep collaboration.
Since July, we've spent time meeting with families across Nashville, building early partnerships, and listening closely to what students and parents hope to see in a new school. Every conversation and connection has helped clarify our vision and move this work forward.

As we begin sharing regular updates, we're excited to welcome you to the first edition of the Music City Academy newsletter. We're grateful you're here and look forward to continuing this journey together.

MCA in the News



We're excited to share that Music City Academy was recently featured in *The Tennessean*. The article highlights our vision for MCA, the work happening behind the scenes, and the growing community helping shape what this school will become.

Read the Tennessean Article

Don't have access to The Tennessean? A PDF copy of the article is included here.

Learning from Excellence



This fall, our founding team traveled to Salt Lake City and Las Vegas to learn from schools thoughtfully integrating academics, athletics, and career preparation.

At **Salt Lake Academy**, we saw how a strong academic foundation paired with sports and wellness builds

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discipline, teamwork, and consistency across the school.



At **Winter Sports School**, we observed a student-athlete model that blends rigorous academics with flexible schedules and coaching support.



In Las Vegas, **SLAM! Nevada** stood out for its clear connection between athletics and CTE pathways, helping students link their passions in sports to careers in leadership, media, health, and business.

We are deeply grateful for these continued partnerships and the generosity of school leaders who have opened their doors as we learn from excellence - including **Urban Dove** in New York, as well as local charter and private schools here in Nashville. These relationships continue to shape and strengthen the design of Music City Academy.

Community Support

If you haven't yet filled out our **Family Interest and Feedback Survey**, we'd love to hear from you. Your voice is crucial to shaping our school design and demonstrating community demand for authorization.

Survey Link

Upcoming Events & Community Gatherings

Our event calendar is coming together, and we're excited to spend more time with families and partners across Nashville in the months ahead.

We'll be hosting sports clinics, student-athlete experiences, parent coffees, and community info sessions - all designed to bring Music City Academy's mission to life and create space for connection and conversation.

📅 **More details coming soon.** Be sure to follow us and stay tuned for dates, locations, and ways to join us. We can't wait to see you out in the community!

THANK YOU!

We're deeply grateful for your encouragement, insight, and belief in what's possible for Nashville's students. Together, we're building Music City Academy - a school focused on strong minds, strong bodies, and strong character.

Follow Us on Social Media!

Want to change how you receive these emails?
You can update your preferences or unsubscribe

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MUSIC CITY ACADEMY

The MCA February Newsletter

Dear Friends of Music City Academy,

We are so grateful for the continued support, encouragement, and partnership of families and community members across Nashville as Music City Academy continues to grow.

This winter has been an especially meaningful season for our founding team, marked by important progress and exciting momentum. We're grateful to have you alongside us and look forward to sharing the latest updates and what's ahead.

🎉 A Major Milestone: Our Application Is Submitted!



We are thrilled to share that Music City Academy has officially submitted our charter application - an incredible milestone in our journey toward opening in Fall 2027.

This submission represents months of planning, writing, listening, revising, and dreaming alongside families, educators, partners, and community members across Nashville.

At MCA, we believe students thrive when they are challenged academically, supported personally, and encouraged to develop confidence and discipline through athletics and wellness. We are intentional about building a school where strong teaching, daily movement, and meaningful relationships work together to prepare students for college, careers, and life.

Over the past several months, we've had the privilege of learning from families, students, coaches, and educators across the city. Again and again, we heard the same hopes: high expectations, strong relationships, real-world opportunities, and a school where every student feels known and supported.

Submitting our application brings us one step closer to turning that shared vision into a reality for Nashville students and families.





What Happens Next

With our application submitted, it now enters the formal review process with Metro Nashville Public Schools.

Over the coming months, this includes a thorough review of our academic, financial, and operational plans, along with interviews, public meetings, and continued community engagement before a final decision.

We will continue to share updates as we move through each phase and remain committed to transparency throughout the process.

📚 Strengthening Our CTE Pathways with Tennessee SCORE

We are excited to continue building intentional, high-quality Career and Technical Education (CTE) pathways in partnership with the SCORE team.

Through this collaboration, we are aligning our programs with workforce needs and postsecondary opportunities so that MCA students graduate with both strong academic preparation and real career-ready skills.

Together with SCORE, we are being thoughtful and strategic about how our pathways connect athletics, health sciences, media, leadership, and business to meaningful careers. This partnership strengthens our commitment to helping students turn passion into purpose.



🏀 Spring Event Blast: Join Us in the Community

This spring, we are launching our **Spring Event Blast** - a monthly series of camps, community events, and partner activities where families can connect with Music City Academy in person.

Each month, we'll be partnering with local organizations to host and attend events that bring our mission to life through athletics, leadership, and community connection.

Featured Event: Music City Academy Basketball Camp
We are excited to partner with ProSkills Basketball to host our first MCA Basketball Camp on **February 28th**.

More information about registration will be shared soon and posted on our social media channels. For now, you can:

- Sign up for updates through the ProSkills website
- Contact the ProSkills team at **cwhitworth@proskillsbasketball.com**
- Or reach out to any member of the Music City Academy team

📍 **Where You'll Find Us This Spring**
You can also connect with us at community events throughout the season, including:

- A community meeting for families and neighbors
- Backfield in Motion basketball games
- ProSkills Basketball tryouts (March 5–7)

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Many more events will be added each month and shared through our monthly newsletters and social media channels.

If there is an event you'd like Music City Academy to attend, we'd love to hear from you. Please let us know!

We can't wait to see you out in the community!

🤝 Community Support: Your Voice Matters

Community support continues to be essential as we move through the authorization process.

If you haven't yet completed our family interest forms and feedback surveys, we encourage you to do so. These responses help demonstrate community demand and ensure our school reflects the needs and hopes of Nashville families.

Your voice truly shapes Music City Academy.

Survey Link

💙 How You Can Support Music City Academy

As a school built around academics, athletics, and wellness, early fundraising plays a critical role in helping us create high-quality, student-centered experiences.

Your support helps us invest in:

- Athletic and wellness programming
- Equipment, uniforms, and training resources
- Academic and enrichment materials
- Leadership development and mentorship
- Safe, engaging spaces for learning and movement

These early investments allow us to build a strong foundation where every student-athlete has access to the tools, coaching, and support they need to succeed - both in the classroom and beyond.

If you are interested in supporting Music City Academy through donations, sponsorships, or partnerships, we would love to connect.

Support Our Student-Athletes

🙏 Thank You for Believing in Music City Academy

Thank you for walking alongside us on this journey.

Whether you've attended an event, filled out a form, shared our story, introduced us to a partner, or simply encouraged our work - we are deeply grateful.

Together, we are building a school rooted in excellence, opportunity, and community.

Strong minds. Strong bodies. Strong character.

📲 Stay Connected & Follow Us!

Follow us for updates, events, and announcements.

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MUSIC CITY ACADEMY

Join MCA Tomorrow!

Friends of Music City Academy,

Tomorrow night we have our first opportunity to show the Metro Nashville Public School Board why Music City Academy is needed in Nashville. You do not need to speak, simply being in the room and visible as a supporter is incredibly impactful.

If you are available join us at 5pm at MNPS Central Office to show your support.

If you are booked up tomorrow, consider sending a quick email to your school board member (here is the link) to share why you think a sport, health, and wellness school that is focused on being Top 10 in academics and athletics is so important for our community.

Tomorrow night is the first vote on MCA. If voted down tomorrow, we will have another chance to appeal to MNPS and eventually the state of Tennessee. That said, we believe that our application and community support merits its approval by the board and we would love for you to join us tomorrow to show that support.

Details Reminder:

- Date: Tuesday, 4/28 (tomorrow)
- Time: 5:00 p.m. (please arrive by 4:45 p.m.)
- Location: Metro Schools Support Hub, 2601 Bransford Ave, Nashville, TN 37204 (Berry Road entrance)

Please let me know if you can attend or if you have any questions. I'll make sure you feel supported and provide any info you need.

Thank you for all you for supporting this idea, and our vision for Nashville's next great high school.

With gratitude,

Dr. Kevin Dyson

Founder | Music City Academy

Find your MNPS School Board Member

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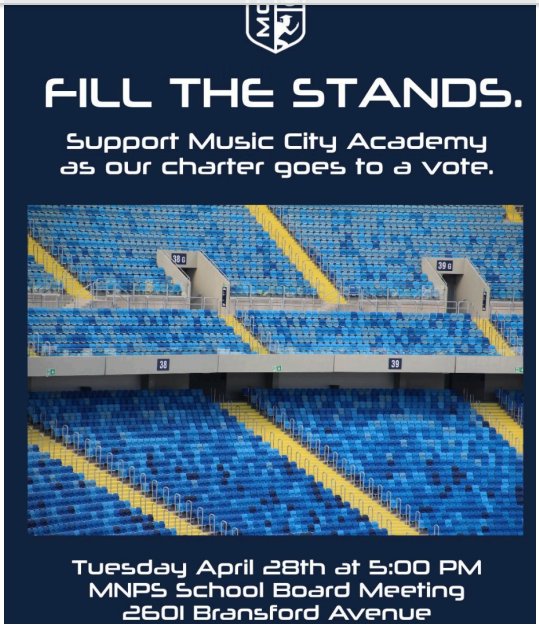

Listen to Local NPR Story on MCA



We are grateful to Blake Farmer and WPLN for this great interview on Music City Academy and what it will mean for our city. Hope you enjoy!

Listen Here

We are still collecting public support!

Know someone who might be interested in enrolling in Music City Academy!

Send them this link below to show their public support for what we are building and stay in the loop for future enrollment!

Show Your Support

💙 How You Can Support Music City Academy

As a school built around academics, athletics, and wellness, early fundraising plays a critical role in helping us create high-quality, student-centered experiences.

Your support helps us invest in:

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- Athletic and wellness programming
- Equipment, uniforms, and training resources
- Academic and enrichment materials
- Leadership development and mentorship
- Safe, engaging spaces for learning and movement

These early investments allow us to build a strong foundation where every student-athlete has access to the tools, coaching, and support they need to succeed - both in the classroom and beyond.

If you are interested in supporting Music City Academy through donations, sponsorships, or partnerships, we would love to connect.

Support Our Student-Athletes

🙏 Thank You for Believing in Music City Academy

Thank you for walking alongside us on this journey.

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Together, we are building a school rooted in excellence, opportunity, and community.

Strong minds. Strong bodies. Strong character.

📲 Stay Connected & Follow Us!

Follow us for updates, events, and announcements.

Want to change how you receive these emails?
You can update your preferences or unsubscribe

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MUSIC CITY ACADEMY

The MCA May Newsletter

Dear Friends of Music City Academy,

On April 28th, the MNPS Board voted to deny several proposed charter school applications, including Music City Academy. While this was not the outcome we hoped for, we remain encouraged by the conversation and the strong support shown by families, community members, and advocates throughout this process.

During the meeting, board members acknowledged the uniqueness of MCA's vision and the clear need for more high-quality options for Nashville students. Most importantly, this process is not over. Tennessee law allows us to revise and resubmit within 30 days, and that is exactly what we intend to do.

We continue to believe deeply in MCA's mission: using the unifying power of sports, wellness, and career-connected learning to engage students in rigorous academics and prepare them for college, career, and life.

Thank you for standing with us, sharing the vision, and continuing to advocate for more opportunities for Nashville students. The work continues, and so does our belief that the best is still ahead for Music City Academy.

Former Titan Kevin Dyson still has something to prove in education



We were honored to recently have Music City Academy and our founder, Kevin Dyson, featured by WPLN Nashville Public Radio in a profile highlighting the vision behind MCA and the journey that led to its creation.

The story shares Dr. Dyson's path from the NFL to public education leadership and the belief that sports can be a powerful connector to rigorous academics, purpose, and opportunity for students. The feature also highlights MCA's mission to create a school where students develop strong minds, strong bodies, and strong character through athletics, wellness, and career-connected learning.

We are grateful for the continued support from families and the growing excitement surrounding what Music City Academy can become for Nashville students.

MNPS Denies Four Charter School Applications



Nashville Board Members Show Bias, Admit "Nitpicking" in Charter School Denials

Metro Nashville School Board voted to deny several proposed charter schools, including Music City Academy, despite strong community support and compelling student-centered models. Testimonies highlighted the life-changing impact of educators and innovative approaches like The Gate School's discussion-based learning model, while Music City Academy emphasized using athletics as a bridge to academic and career success. Board discussions raised broader concerns about funding, capacity, and the lack of a unified growth plan for schools in Nashville. Notably, some members questioned whether aspects of the review process focused too heavily on minor details rather than overall impact. All applicants now have the opportunity to revise and resubmit, setting the stage for another round of consideration this summer.

In the Community



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⛳ Putting for Purpose — MCA Golf Tournament at The Putting Zone!

We're excited to invite you to the Music City Academy Fundraising Golf Scramble on **Wednesday, June 10th from 6–9 PM** at The Putting Zone — Nashville's one-of-a-kind 18-hole, par-72 indoor putting course and the perfect night out for the whole family!

Whether you're a seasoned golfer or have never picked up a putter, The Putting Zone is a fun, welcoming experience for all ages. Bring the kids, bring the crew, and make a night of it, all while supporting a great cause right here in Nashville.

🏌 **Sponsorship & Registration Options**

Whether you're looking to play, sponsor, or both — we have options for every level:

- **Title Sponsor — $5,000** | 8 player entries, 8 TPZ memberships, on-site trade table, logo placement and more
- **Hospitality Sponsor — $3,000** | 4 player entries, 4 TPZ memberships, logo placement on signage
- **Major Sponsor — $1,000** | 2 player entries, 2 TPZ memberships, on-site booth or tent, logo placement
- **Hole Sponsor — $500** | Hole signage, logo on digital displays, signed copy of Kevin's book

- Foursome (4 Players) — $300 | Grab your family or friends and compete together for a great cause
- **Individual Player — $75** | Join the fun solo and we'll get you on a team

🍽️ **What to Expect on the Night**

⛳ 18-hole indoor putting scramble 🍴 All-you-can-eat buffet 🏆 Prizes & awards 🎟️ A fun, welcoming atmosphere for the whole family 👨‍👩‍👧‍👦

📲 **Ready to Sign Up or Sponsor?**

Visit mcaputtingzonegolfscrambl.rsvpify.com to register your team, select your sponsorship level, and secure your spot.

Checks can also be made payable to: **Music City Academy and sent to, 104 Woodmont Blvd.**

Questions? Email us at info@musiccityacademy.org

Come for the golf, stay for the community — let's make this a night to remember for Nashville's students and families! 🏆

🍿 **MCA Popcorn Fundraiser is Live May 27th!**

Double Good



Our **Double Good Popcorn Fundraiser** kicks off **May 27 and runs through June 3**, and this is an easy (and fun) way to support Music City Academy.
We're partnering with Double Good to offer their award-winning popcorn, and **50% of every purchase goes directly back to MCA**; helping us continue to build a school where students grow in the classroom, on the field, and in life.
Whether you're supporting as a family, sharing with your network, or just grabbing a few bags for yourself, every purchase makes an impact.
👉 Jump in and get started here:
MCA Popcorn Fundraiser Page
Thank you for being part of the team and helping us move this vision forward.
Strong Minds. Strong Bodies. Strong Character.

Support Music City Academy

You Don't Have to Love Golf to Love This Cause.

We're building something special with Music City Academy, and your support helps bring it to life, whether you pick up a putter on June 10th or not.

As a tuition-free public charter high school rooted in rigorous academics, athletics, and wellness, early fundraising is critical to securing our founding facility and preparing the classrooms, career pathway labs, and training spaces our students deserve. Every contribution, at any level, helps us create a high-quality, student-centered environment from day one.

Here are a few ways to support MCA beyond the golf scramble:

- 💻 **Give online** — make a one-time or recurring gift directly to Music City Academy at [LINK]
- 🤝 **Become a founding sponsor** — align your business or organization with MCA's mission from the very beginning
- 📣 **Spread the word** — share MCA's story with your network, neighbors, and colleagues who care about Nashville's students
- 🎓 **Support a student pathway** — designate your gift toward a specific career track such as healthcare, technology, business, or athletics
- 📬 **Stay connected** — join our mailing list to follow our progress and learn how your support is making a difference

No handicap required. Just a belief that every Nashville student deserves a great school.

What Your Gift Can Do:
• **$50** → Help place essential academic and training materials into students' hands on day one
• **$100** → Help build out the tools and resources our classrooms and athletic programs rely on
• **$250** → Help prepare classrooms and wellness spaces for daily learning and development
• **$1,000** → Help fully equip a classroom so students walk into a ready-to-learn, ready-to-train environment
Leadership Giving:
• **$10,000+** → Foundational investment in securing and preparing Music City Academy's facility

These early investments allow us to build a strong foundation where every student-athlete has access to the tools, coaching, and support they need to succeed academically, physically, and in life.
If you believe in this vision, we invite you to stand with us.
👉 Click the link below to show your support and make a donation to Music City Academy.
Music City Academy is a registered 501(c)(3) nonprofit organization. All donations are tax-deductible. Thank you for being part of this journey.

[redacted]

🏈 MCA is Heading to the Joelton Vikings Football Camp!

We're excited to announce that Music City Academy is partnering with the **Joelton Vikings** for their annual Football Camp on **June 15th and 16th** at Joelton Community Park, 21 Joelton Community Park Rd!

This camp is open to young athletes ages **6U–14U** and is built around what we believe in at MCA, building skills, gaining confidence, and competing like a champion.

This is more than a football camp. It's a chance for young people in the Joelton community to be around coaches, mentors, and leaders who believe in their potential, on and off the field.

To register, contact:📞 Coach Bernard Eady — 615-919-2653📞 Coach Daniel Allen — 629-279-3204

Come out, bring your athlete, and let's build something together. 🏆

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🤝 Community Support: Your Voice Matters

Community support continues to be essential as we move through the authorization process.

If you haven't yet completed our family interest forms and feedback surveys, we encourage you to do so. These responses help demonstrate community demand and ensure our school reflects the needs and hopes of Nashville families.

Your voice truly shapes Music City Academy.

Survey Link

🙏 Thank You for Believing in Music City Academy

We don't take your support for granted, not for a single second.

Whether you showed up to an event, filled out a form, made a phone call, passed our name along, or simply told us "keep going", that means everything to us. You believe in this before there is a building to point to, and that kind of support is what fuels us.

We're building Music City Academy together. Obstacle by obstacle, conversation by conversation, student by student.

Strong minds. Strong bodies. Strong character.

📲 Stay Connected & Follow Us!

Follow us for updates, events, and announcements.

Attachments 1.8 C

Social Media Outreach and Community Building

Digital Community Engagement and Media Presence

Evidence of Community Engagement

Home My Network Jobs Messaging Notificatic

MUSIC CITY ACADEMY

Music City Academy

We are a proposed 9–12 public charter high school in Nashville, enrolling students for the 2027–28 school year.

Primary and Secondary Education
Nashville, Tennessee · 235 followers · 2-10 employees

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Nashville Incubator
424 followers
1mo ·

We're proud to be walking alongside Dr. Kevin T. Dyson as he builds something Nashville has never seen before. ...more



Former Titan Kevin Dyson still has something to prove in education
wpln.org

Dr. Kevin T. Dyson and 20 others 1 comment · 2 reposts

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Music City Academy

School

We are a proposed public charter school in Nashville enrolling students in 2027 through the unifying power of sports.

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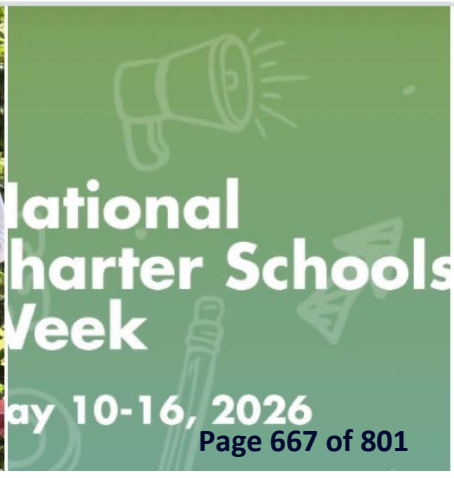

Music City Academy

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We are a proposed public charter school in Nashville enrolling students in 2027.

School

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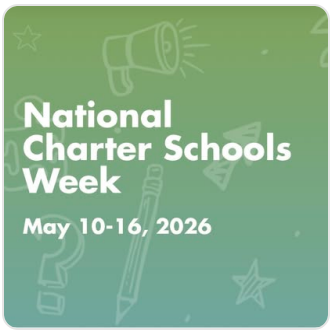
National
Charter Schools
Week
May 10-16, 2026





Happy
TEACHER
APPRECIATION
WEEK
Every lesson taught, every word of encouragement, and every extra effort you give makes a lasting difference in the lives of your students and our community.
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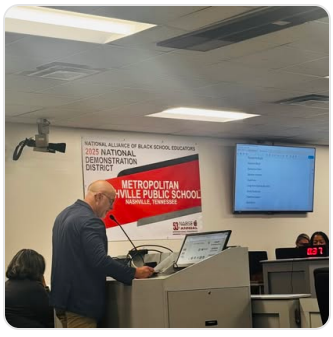
—TODAY AND EVERY DAY




CHAMPIONS
MUSIC CITY

MUSIC CITY

MUSIC CITY
ACADEMY

MEET THE
FOUNDER
He is passionate about leading students through sport. With a proven background in athletics, Kevin is excited to start Music City Academy in Nashville, TN.
Kevin Dyson

VISION
Team Over Self
Passion to Purpose
Wellness for Life


NASHVILLE
still has something to prove in education
MONDAY
April 13, 2026


TEAM
OVER
SELF




MUSIC CITY
MCA
ACADEMY


MCA
MUSIC CITY
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RJ Young · Follow
January 12 ·

We had the privilege of welcoming Tennessee Titans great Kevin Dyson to our stadium box for a visit with our own John Lierley and Drake Elcan to talk about support for education and community.

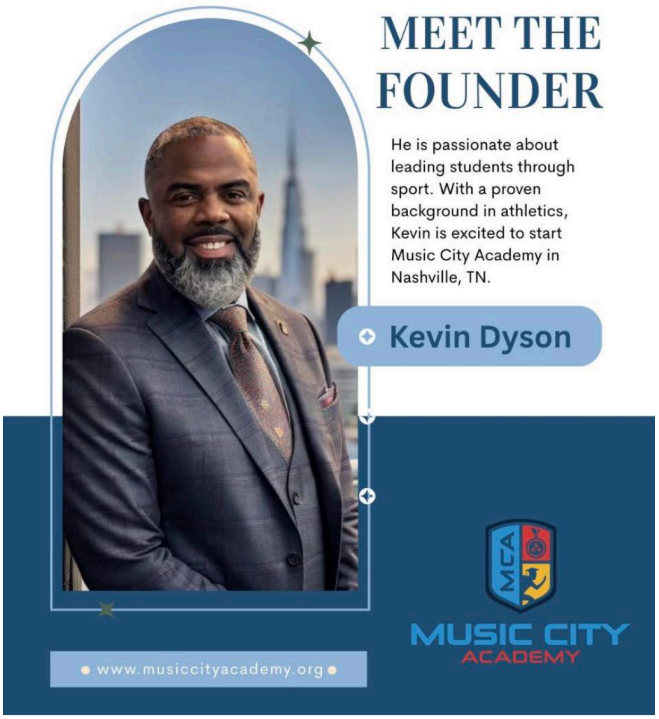
Following his athletic career, Dyson obtained both a master's and a doctorate from Trevecca Nazarene University. Dr. Kevin Dyson is in the process of founding Music City Academy, a public charter high school in Nashville for student-athletes seeking a career-focused education through sports, leadership, and health. The academy is set to welcome students in Fall 2027
See less



11 1 comment

Mike Organ · Follow
April 27 at 2:53 PM ·

Look who founded his own school 😮Titans wide receiver great Kevin Dyson. Makes me feel good as a board member of the National Football Foundation/College Football Hall of Fame Middle Tennessee Chapter about presenting him with our top honor - the Fred Russell Distinguished American Award - in 2023. **See less**



213 15 comments 8 shares

Pam Tucker Vasilevskis is with **Kevin Dyson** and **Kiwanis Club of Nashville** in **Na...**
January 9 ·

26 years ago yesterday, this guy, Kevin Dyson, gave Nashville the Music City Miracle! Today, Dr. Kevin Dyson is committed to launching Music City Academy where unity, teamwork,academics and the power of being part of something bigger than yourself will be the foundation of this charter school. Thank you for being our Kiwanis speaker today, Kevin!



30 3 comments

Thekickback.one is with **The New Life Center**.
· Follow
September 20, 2025 ·

From left to right, Ken Amato , Kevin Dyson, Al Smith
NFL Alumni Training camp Education Workshop for Father's







Begin Anew · Follow
March 27 ·

Bonnie attended United Way of Greater Nashville annual meeting today. She sat with our new partners from 413 Strong! We are excited to work with them in the future.

We heard from Mayor O'Connell, UWGN President & CEO Erica Mitchell, emcee Kevin Dyson, and a workforce panel led by UWGN's Rod DeVore. The workforce panel discussed the importance of childcare to allow parents to participate in programs to advance their career.

We know it can be tough for parents and that's why we make sure to provide childcare for enrolled participants during classes. We don't want childcare to be a barrier for anyone looking to achieve their goals!

Thank you United Way for a wonderful meeting! **See less**



Attachments 1.8 D

Earned Media and Press Coverage

Digital Community Engagement and Media Presence

Evidence of Community Engagement

THE TENNESSEAN

EDUCATION

Titans legend Kevin Dyson plans to launch Nashville charter school





Rachel Wegner
Nashville Tennessean

Jan. 2, 2026, 5:00 a.m. CT

Key Points

Kevin Dyson, a former Titans player with a storied NFL career, has spent the last 20 years in education.

He plans to launch Music City Academy, a public charter high school, in 2027.

The school will focus on challenging student athletes to excel both on the field and in the classroom.

As a kid, Kevin Dyson told his mom that he'd one day play in the NBA and buy her a house.

"I was 12 years old," he said. "That was the dream."

But when it came to his academics, his mom was strict. If he wanted to get anywhere near the basketball court, or play any other sport for that matter, he had to keep a B average. Stubborn and determined, Dyson pushed back.

It was no use.

"She held strong," he said.

Now 50 years old, with a storied professional football career behind him, Dyson has spent the last two decades finding his path as an educator. He has held a variety of coaching, athletic and administrative roles in local schools, earned his doctorate in education in 2018, and most recently served as the principal at Centennial High School in Franklin.

He left that role in July to set his sights on a new dream: Starting his own high school.

Over the last several months, Dyson and his co-founder Bobbe Hill have been making plans for Music City Academy, a public charter school they plan to open in Nashville in fall 2027. The school is designed for student athletes and will offer a wide variety of sports. But it will also challenge them to excel academically, work as a team and explore athletic careers that extend beyond playing the game.

"I'm taking the unifying power of sports and helping student athletes achieve academic excellence and athletic success," Dyson said.

In essence, Dyson said he's trying to build a school that would have helped him as a kid. While he was focused on being the best athlete he could be, the importance of academics and career options didn't "click" for him until much later in life, Dyson

said. He hopes Music City Academy will equip young people with the skills they need to succeed both on and off the field.

As an administrator, Dyson said he loved his work but often felt "handcuffed" by the limited structure of traditional public schools. And while public charter schools are held to the same standards as their counterparts, they typically have more autonomy when it comes to curriculum and teaching models, among other things.

The initial charter school application is due to Metro Nashville Public Schools in February. After that it will go through a rigorous review process before heading to a school board vote, which usually takes place in April. While building a school from the ground up was not something Dyson ever thought he'd do, he said the process has been formative for him.

"It's been ... scary, but it's been rewarding," he said. "I've learned a lot about myself through that."

'A heart for kids'

Dyson is no stranger to rising to a challenge.

His legendary run with the Tennessee Titans included a 75-yard touchdown in the 2000 playoffs. That touchdown, enshrined in NFL history as "The Music City Miracle," kept the Titans' season alive, and the team went on to its first and only Super Bowl appearance, which it nearly won. Dyson made the last play, fighting through a tackle and falling just shy of the end zone. That play also got its own name: "One Yard Short."

While Dyson is modest about his iconic status as a former Titans player, he also draws on what he learned from his time as an athlete to support the mission of his school. He said unity, teamwork, a shared goal, and the power of being part of something bigger than yourself shaped his vision for Music City Academy.

Music City Miracle, 25 years later: Watch, relive the most historic play in Titans history

https://www.tennessean.com/story/news/education/2026/01/02/tennessee-titans-kevin-dyson-nashville-charter-school/87151694007/

Those values also run deep for Hill, a former athlete herself who has spent the last 10 years in education. She worked as an administrator at Nashville Classical Charter School from 2017-2025 and helped found its new campus, which opened in 2023.

She met Dyson through the Nashville Incubator, a nonprofit that recruits and supports leaders to launch schools. The pair bonded instantly over their experience as athletes and their passion for kids. They've spent the last several months hashing out plans for Music City Academy together and recently visited a school in Nevada that has a similar model. Hill, a busy mother with two small children, said witnessing the joy and energy at that school inspired her.

"What we're building ... is so beautiful," she said. "That keeps me going."

While Dyson said the charter school application and planning process has challenged and tested him, he also said it has been rewarding.

"You really can’t go at it alone," he said. "I’ve been fortunate enough to be surrounded by a lot of intelligent people — a lot smarter than me — who work hard, who have a heart for kids and just want to do what's right and what's best for kids. As cliché as it is, they literally are the future."

https://www.tennessean.com/story/news/education/2026/01/02/tennessee-titans-kevin-dyson-nashville-charter-school/87151694007/

Tennessean
January 2 at 9:00 AM ·

Athlete-turned-educator Kevin Dyson has plans to launch Music City Academy, a public charter high school designed for student athletes. See link below ⬇️ bit.ly/4skULfx



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Author
Tennessean
Read the full story: bit.ly/4qU4hFh



TENNESSEAN.COM
Titans legend Kevin Dyson plans to launch Nashville charter school

4w Like Reply 2

Nicole Kurkowski
I can without a doubt say that if Dr. Dyson is behind it, he will make it and everyone who walks through those doors a success.
He was my daughter's principal for 3 years (we both wish he had stayed just one more year to get this class to graduation), and we always felt supported, important and empowered under his direction.
He is compassionate, a great motivator and communicator.
These new students will be so lucky to have his leadership.

3w Like Reply Edited 8

View all 6 replies

Lisa Gassner Keylock
I'd love to teach here!!! Interesting concept.
3w Like Reply 2

Myna Dickerson Sowell
I know all three folks in this pic!!
3w Like Reply

Lorie Daniel Bain
Dr. Dyson is a fantastic administrator and truly cares for his students. He was my daughter's principal for 2 years and we loved him. He will empower this school and his students in academics as well as sport.
3w Like Reply

Judy Cabaniss Perrell
Congratulations to one of my favorite Panther and his wife LaRosa. Well deserved and so happy for you. Miss the Panther days and LaRosa's pie! Love, Judy Perrell
3w Like Reply

Denise Baxter Owens
Sweet!
3w Like Reply

Shante' Pollard
Love this!!!
3w Like Reply

Lauranette Sweeney Ford
Best wishes, Dr. Dyson!
3w Like Reply

Thomas Christian
He's great human 💪
3w Like Reply

Dee Dee Vogt
This is a great idea to help these young men who are in a very unusual situation. I really applaude this much needed support.
4w Like Reply 2

Jerry Day
Dr. Kevin Dyson
3w Like Reply 5

Tina Brooks
Love me some KD!! Keep doing great things!! ⚔️💙
#LegendLeavingALegacy
3w Like Reply Edited

Ess Johnson
This is so cool!
3w Like Reply

Anthony Connell McLemore
Congratulations!🎉
3w Like Reply

Denise Barber Christianson
Kevin Dyson is amazing!
3w Like Reply

Angela Davis
That's a great idea!
3w Like Reply

Becky Videau
.... KD'S.... VISION.... 🚂🤴🚂
3w Like Reply

Misti Bragg
This is awesome can't wait 👏👏👏
3w Like Reply

Romel Snipes
Congrats bro🍾🙏🙏
4w Like Reply

Annette Granberry
Awesome 🙌🏽
3w Like Reply

Kristen Jackson McGilvra
Love this!
3w Like Reply

Jacqueline McClarn
Awesomeness!
3w Like Reply

Erin K Mishkin



3w Like Reply

Katie Carter
Love this **Kevin Dyson**❤️
3w Like Reply

Dennis Troutman
Call me if you need a equipment manager i am an OG

The Tennessee Star
STATE AND LOCAL NEWS THAT MATTERS

Exclusive Interview: Former Titans Wide Receiver Kevin Dyson Details Plans to Open Charter School in Nashville

January 14, 2026 Kaitlin Housler



In an exclusive interview with ***The Tennessee Star***'s CEO and Editor-in-Chief Michael Patrick Leahy, former Tennessee Titans wide receiver Kevin Dyson described his journey from the NFL to education and outlined his plans to open Music City Academy, a tuition-free public charter high school in Nashville focused on student-athlete development and academic success.

After retiring from the NFL at age 30 following injuries that cut short his playing career, Dyson, best known for scoring the "Music City Miracle" game-winning touchdown in the January 8, 2000, game against the Buffalo Bills, chose a path far different from many former professional athletes.

A Utah native and University of Utah graduate, Dyson remained in Tennessee after his football career and gradually transitioned into education. He earned both his master's degree and Doctor of Education from Trevecca Nazarene University.

Dyson began his education career coaching high school football in the Nashville area, where he discovered a passion for teaching and mentoring young people. He served as head football coach and athletic director at Independence High School in Williamson County before moving into administration as an assistant principal.

Those roles, he explained, helped him evolve as a leader and broaden his understanding of education beyond athletics.

"It helped me grow a lot," he explained on Wednesday's edition of ***The Michael Patrick Leahy Show***.

He later became principal of Centennial High School in Franklin, a position he held for four years.

Dyson described the role as both demanding and rewarding, particularly within Williamson County Schools, where expectations for academic and extracurricular excellence are consistently high.

While he received public credit as principal, Dyson emphasized that progress and success at Centennial were the result of strong collaboration among teachers, administrators, students, families, and the broader community.

"I doubted my ability to lead and transform schools. It was tough work in the sense that there's a lot of moving pieces, people don't realize that goes with running a high school. There was some self-doubt that went on for about a semester and then that second semester, my first year there, something just clicked and I got into a little bit of a rhythm. I had great people around me, great leaders around me, great teachers around me, and then the kids started responding and it just started taking off," Dyson said.

"I really had some great people around me that really cared about the school, cared about the community, cared about the kids in the building, and vice versa," he added.

Drawing on more than two decades in education, Dyson said his decision to launch Music City Academy, a high school charter school expected to open in Fall 2027, came from a belief that traditional public education has changed little over the past century and does not fully engage all learners.

"Public education is the same as it was in the early 1900s as it is in 2025, where essentially kids come to the school, they receive information, we test them, and then we move on. There are different ways that we all learn, and, for lack of a better way to say this, there's more than one way to skin a cat. I'm looking at a specific way to skin a cat in a different way, a way that may have kept me more engaged in school," Dyson explained.

Dyson said his planned public charter high school will initially serve ninth-grade students and expand one grade level each year.

He explained that Music City Academy will emphasize the "whole student," incorporating social-emotional learning, movement-based instruction, and culturally relevant teaching strategies.

"We'll start our day with an advisory or a homeroom period, but what's going to be different is the intentionality within those homerooms and how we source and do our curriculums in those rooms. That's the first line of intervention. That's the mentor, that's the accountability piece….In the school itself, I want teachers to be really intentional in using movement, being culturally relevant, incorporating movement, not just having kids sitting, using all the tools necessary to touch all the centuries of a student so they can grasp the concepts and learn the knowledge," he explained.

"I want the [classrooms] to flip in a sense where the kids are the center of the learning and teaching and the teachers facilitate, be very engaged," Dyson added.

By positioning sports as a unifying and motivating force rather than a distraction, Dyson said his school will aim to help students excel academically while preparing them for college, careers, or other post-secondary opportunities.

"Whether it be post-secondary school opportunities, play ball, or jobs or college, I wanted to use the vehicle of sport to get those opportunities to kids. Sports teach us all, it transcends color barriers, economic barriers, racial barriers. When it comes to our sports and teams, there's always something bigger than yourself, and that's the intentionality of the school is it's team over self," Dyson said.

For more information about Music City Academy, visit www.musiccityacademy.org/.

Watch:



– – –

*Kaitlin Housler is a reporter at **The Tennessee Star** and **The Star News Network**. Follow Kaitlin on X / Twitter.*

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(https://wpln.org/shows -and-podca sts/this -is -nashville/)

Former Titan Kevin Dyson still has something to prove in education

MONDAY
April 13, 2026



Courtesy Music City Academy

Kevin Dyson (left) is working to open an athletics-focused charter school in the fall of 2027 called Music City Academy. After leaving the NFL two decades ago, Dyson began his career as an educator, eventually getting his doctorate and becoming a public school principal in Williamson County.

LISTEN

Share:

Kevin Dyson was part of the biggest play during the biggest season the Tennessee Titans have had to date. He saw the highs of the Music City Miracle<*https://youtu.be/Q-HDWCXCi7w?si=3Bm8i3e49wMNqjwA*> and the bitter lows of being one yard short<*https://youtu.be/Hx0tlnRXa-0?si=JIM-zoH-2Ok-sKFX*> at Super Bowl XXXIV. And before long, he found his injury-prone career cut short in 2005. He wanted to coach but didn't have the credentials. So he went back to school and found education was his passion. He earned a doctorate, became a public school principal in Williamson County, and now he's starting his own athletics-focused charter school in Nashville — Music City Academy<*https://www.musiccityacademy.org/*>, scheduled to open in fall of 2027 if approved by the Metro Schools board of education.

His mother asks him why he doesn't just take it easy. Dyson points to the title of his book, "Qualified So I Am Justified<*https://www.kevindyson.com/product-page/qualified-so-i-am-justified*>," and says he's still got something to prove.



Nashville Public Radio in your inbox

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WPLN Transcript

I'm Blake Farmer and this is Nashville.

There's this idea popularized by columnist David Brooks that at some point in life, it's time to climb your second mountain. After climbing the ladder in the first part of your career, perhaps you might look for something that's more meaningful to spend your time on. In the world of professional sports, especially the NFL, that second mountain can come real quick. The average career is only about three and a half years. Our guest today did more than the average player and got our city's team closer to a Super Bowl victory than we've ever come. Uh about one yard short, in fact, and we'll talk about that. Uh he's now a Titan who's in education. Dr. Kevin Dyson, welcome to This Is Nashville.

Thank you, man. I appreciate. Actually, I need to remember that quote 'cus that is phenomenal cuz it's that's kind of how my life has progressed, if you will.

Uh, the second mountain. The second mountain.

I I found I'm on my third now.

Oh, because well, and we'll talk about all three mountains today, but I do want to sort of start on what I think will be the third in in today's show. Uh, because I want to relive the glory days at some point of the two-tone blue, uh, the Titans. But first, I've got to ask, is it any coincidence that the the public charter school that you're launching seems to have chosen the Titans colors as your school, the two-tone blue, even with the red accent? Coincidence?

Not at all. You know, the name in itself, uh, it plays off of the Music City Miracle. Of course, the school is called Music City Academy.

Music City Academy. And it it plays off Music City Miracle, which I've I've been I was a part of, been known for for 25 26 years now. and then also paying homage to how the city got its name from the fisk Jubilee singers in Queen Victoria in the 18th century dubbed them the music city singers or whatever she called.

I said they must be from a music city. Yes, there it is. And so I was kind of playing off both of those and that's kind how the naming came about.

And with that, of course, with the team colors of the city, I took of course two-tone blue, that's home. And I tried to get a blend of the goals between the Pres and the Nashville Soccer Club because of we're sports based.

So either way, you're trying to pull in the pro sports team. Pro sports teams.

Well, um, you were part of an incredible season for the Titans. Uh, unfortunately the most incredible we've had and haven't had one since 1999 and 2000. It was the year of the Music City miracle.

We've just got to listen back to Mike Keat's call.

Do the Titans have a miracle left in them in what has been a magical season to this point? If they do, they need it now.

Christy kicks it high and short.

Going to be fielded by Lorenzo Neil at the 25. Pitches it back to Yek. He throws it across the field to Dyson. He's got something. He's got something.

He's got it. He's got it.

20 10 touchdown Titans. There are no flags on the field. It's a miracle. Tennessee has pulled a miracle.

It's too bad that Mike Keith is not calling the games anymore. You know, nobody like it. But UT got him. So great. Uh what is it like to still be talking about a single play 26 years later? I mean this play even I mean it informs the school that you're starting. You know listen I I I tell people this all the time. Um you know I was a firstrounddraftpick,firstreceivertaken.Iwasandtakeninfrontofprobablyoneoftheall-timegreats, Randy Moss, right?

And I had aspirations of my career and and visions of being a pro bowler, winning Super Bowls even. And unfortunately for me, my career was kind of scarred by injuries. You know, I tore my knee the year after the M City Miracle, came back, had a good year, going to a contract year, tear my hamstring off the bone. Didn't know you can do anything like that, right? Tear the hamstring.

Hamstring off the tailbone. Yeah. And so that ended my my season and my in my contract year. Still got a one-year deal with Carolina. Tear my Achilles three months later after coming back from that. So tore my hamstring in November, tore my Achilles that J that June and still came back that that season and played in October. And so I bubbling around all the time. I still got to I walk with a limp. But you serious? Yeah.

Seriously. And all that to say, not everybody ends up with the Hall of Fame pictureesque storybook career and that's not what the NFL is built on. We would love love to be there. I think my talent may have warranted some of those accolades. I thought I had enough talent to be a pro bowler or even an allp pro given the right circumstances and and things of that nature. However, there's only 1500 or so in the Hall of Fame. There's 1500 players each year, let alone how many make it to the Hall of Fame level. So, the league is not made up of Hall of Famers. Those are the ones we remember. Those are the ones that we um put on pedestals, that we recognize, that people see highlights for years to come. But unfortunately for the other millions of us that come to that league and go and put in our time and leave with scars that leave that last a lifetime to have something that people still talk about 26 years later is very humbling and very appreciative cuz I could have been one of those guys that put his time in, had all these injuries, had all these scars, moved on, did some other things and impactful things, but nobody would remember me and I wouldn't have the same kind clout or opportunities I'm having now had it not been for those opportunities I had in 2000 and being a part of something special. I get a lot of credit cuz I scored the touchdown and I get that. But I was a part of that. I was I was one of I was one of 11. And so to for me to be able to still share this moment and be that the face of it and utilize that as extension of my time and playing and people still have commercials, call me for appearances and things of that nature. Man, I could have easily been one of the millions of guys that come to this league and nobody remembers anymore.

Well, but oddly, you know, it went from from the glory uh a few weeks later you're in the Super Bowl and there's this other play that kind of book ends the playoff run. Uh you know, the ball was in your hands again.

Final play of the game in regulation. It is caught by Dyson. Can he get in? No, he cannot. Mike Jones made the tackle.

Yeah. So, this is for people who are trying to picture this is when we were playing against the that we the Titans are playing uh against the Rams in the Super Bowl uh in 2000 and uh you know it was I actually don't know what the score was. It was a touchdown would have won it, right?

No, it was 16 to 23. Okay.

Uh we were down seven. Um and that would have Jeff Fisher had said on record he would have gone for the equalizing field goal extra point and not gone for two. He would have tied up. We'd have gone to overtime. would have been the first Super Bowl in overtime in history.

So, the the Music City Miracle gets you the calls still to do like a a commercial or a speaking appearance. I I wonderhowthatotherdefiningmomentcomesoutlikewhenyou'reworkingasaneducatoroaspeaker. Areyoutalkingaboutthatone?

A littlebitofboth.Iutilizeboth.

I mean,Ithinklifeisnotalwaystheups,youknow,it'snotalwayssunnydays.Uhmyangelosaysitbest, you know, you know, she talks about how we need you need rainy days for things to bloom, for things to grow. You know, it can always be sunny because then the scorch is the earth. You got to have rainy days. You got to have cloudy days.

And you know, I've learned a lot if not more from coming up short in the biggest game of my life and the biggest stage of my life was interesting. The irony of the the two plays is I wasn't supposed to be on the field in UC Miracle. I ended up with the ball in my hand when I wasn't even supposed to be the primary target, if you will, of the of the lateral. And then fast forward three weeks, I'm in the progression. The ball goes where it's supposed to based on that progression and I come up short. And so that shows you the epitome of life. Like sometimes you can be in the wrong place at the right time, but sometimes you can be in the right place at the wrong time and it just doesn't work out. And that's just how life is. And you got to take both of them with a grain of salt. you you can if everything was just positive, we would never have no growthandneverhavenolearningininthat.

Um, so looking back at your story, I I I knew I didn't know that well, but I I I had known you you went to college in Utah, but did not realize you were born and raised in Utah pretty much. Yeah. Raised Las Vegas, moved moved to Las Vegas at a couple months old and then moved to Utah.

Okay. Well, how so how did your family find yourselves in the in the land of mountains and Mors?

Yeah. Well, um, my dad who's from Las Vegas, uh, was, uh, football scholarship at Utah State. My mother, who was pretty much raised in Utah, our family moved around, military and things of that nature from Missouri and all those different things. End up was going was instate kid, went to school. They met 19, 18, 19 year old kids. They have a a kid and so they moved to Las Vegas and had three more kids before the age of 24. They were 20 22 23 years old uh, with four kids. And as you can imagine, with four kids that young, there's a lot of stress that goes on that not without college degrees because they both left school to raise me and then end up having siblings. Um, and um, a lot of stress, a lot of strain and uh, they split. My mom went home with the two youngest of two babies. Me and my brother, the second oldest, kind of stayed behind. We were, you know, going from home to home and then, you know, uh, aunt, grandmothers, and and things of that nature. And uh eventually we made our way back to Utah and we were raised by my mother and um I feel like she did a pretty good job considering um but um so yeah, I went to junior high in high school.

Well, and and basketball was apparently your first love. When when did football become the focus?

Uh my senior year in high school when I had to get the scholarship. Uh basketball was always my thing. I told my mom I was going to the pros. I was going to go to the NBA and buying a house. Um, but I was having success in football. Uh, we won a state championship. I was in Were you receiving then?

Uh, no. Well, kind of. I was a tight end wide receiver, but I mostly played free safety and corner. So, defense?

Yeah. I was recruited I recruited everywhere to be a DB. Um, defensive back.

Defensive back. Even Utah, they had me kind of as both. The the coach who recruited me was a receivers's coach. And so, he kind of he won out as it as it would be and it it worked out for me.

Uh but yeah, basketball was the first love and you know when you raised with a whole not a whole lot I should say. Um I had to get this I had to get the money and the money was there for me. I couldn't wait. Yeah. I couldn't wait the basketball season see was out there. And during the whole time being recruited I asked people can I do both? Cuz I just wasn't ready to give up basketball. And of course they all tell you that Arizona State, Utah, Utah State, BYU all of them were oh yeah you can you can play both here. And I did my freshman year and um I was 153 pounds as a freshman skinny rail playing division one football and um uh walking on it basketball saw it right on the wall.

It's it was hard. It it you can do both if the coaches well especially the basketball coach was um more open to the notion. I think he liked football players on on the roster, physicality and athleticism. But a lot of guys

that did that even after me and before me sat on the bench and watched and and I'm not saying this to to diminish anything. Anybody that played around the era because I played with some some first round draft picks. Keith Van Horn, Andre Miller, Mike Doliaak, they were first round draft picks around my time. They're on that roster.

And uh but athleticism, athletically, I you know, I was up there if not above them. And I say that humbly, but uh I So, but here I am 153 pounds on a football scholarship. Like I probably need to be lifting weights right now.

Yeah. Instead of uh out out there on the court. Yeah.

I'm Blake Farmer. This is Nashville. Our guest is Kevin Dyson, former Titan, then public school principal, now starting a charter school of his own. Um so you were drafted the same year as the great Randy Moss, as you referenced, which I he's now in the he's in the Hall, right? Mhm.

Well, uh, but it sounds like the way you're talking about that like like you were very aware you were drafted ahead of the great Randy Moss like what what was that like a shadow or something? You were always always I I talk about it in my book. It was one of those things nobody knew I was dealing with that demon all the time. I was always, you know, in my rookie year, which is crazy. My rookie year, I I I didn't feel the sting as much as I did later in my career. Now, I felt it a few times in my rookie year because the of course the media, they want to talk about it. He's over here having uh at that time one of the greatest rookie wide receivers seasons of all time. Is it the Vikings though?

Yeah, the Vikings at that time. and I'm here. I'm I'm on the field and we're running the ball, you know, most of the time the ball and then we're dumbing out to Frank Wchek and I'm over here just getting scraps and and at that time, you know, that's how I looked at it and he's over here just making play after play after play and but my rookie year, I didn't let it affect him as much. But I think as it got closer and closer and just just I'm talking about it now, but uh it's getting close closer to being contract year, uh things like that, you want to have a significant impact. it it be you become more aware as you get towards the end of your contract because you want the Pro Bowls, you want the Super Bowls, you want the accolades and then of course you want the contract that set you up. Now first rounder you do fine and you will but the second one and sometimes third one are the ones set your family up and their family up. It's generational and that's the idea and so I began starting putting pressure on myself. Um then the injuries didn't help because now I got to overcome that stigma. Um, and then also at the same time, he hasn't had any injuries and he's still doing his thing. Still phenomenal. And I just it just started to wear on me mentally. And a lot of people didn't realize I was suffering in silence cuz you hide it pretty well. Um, and I talk about in the book a little bit. And it was one of those things where, you know, there was moments where it didn't affect me, but there was often times where I find myself watching highlights like, dang, man, am I am I worth this? You know, and and really doubting myself. Um, and it's it's unfortunate that we do that cuz but there's a lot of lot of ego or psyche that comes to being a professional athlete. You you have to have your own head and you start dropping passes passes and you start doubting yourself and I think you know we we we look at what athletes have done. They get to that level and there's only 1% or less than 1% of people get to that level and you have to have a level of skill and talent to even get to that level. But there is a fine line of that mental piece or of confidence that a lot of guys can waver from. You've seen quarterbacks get gunshy for throwing passes or or receivers get the drops or running backs not pressing the hole or DBs that get beat all the time. It just you start pressing in a different way, not be able to play quote unquote your game. And I got like that for at times, not all the time, but at times. And I that's the regret part I have about that is I wish I had the mentality of that young Kevin of I don't care. I'm just here. I'm just happy to be a part of this and just be here instead of worrying about what out outside people were saying and watching other people and just be happy with the career I was having and at that time but then the injuries happened. Yeah. And then thenextonethenextone.

When did you start to realize like oh your your career is going to get cut much shorter than you would have wanted?

Um, well, it's interesting. I I signed a one-year deal with Carolina and and teams wanted me to sign a multi-year deal. I just wanted a one-year deal. I was 27 years old coming off a hamstring injury. And then I told my Achilles, like I said, that June.

You sign a one-year deal because you're like, I think I'm going to be better in a year.

I need to I want to come back and show I can come back, be healthy, and then I get a multi-year deal. Again, the second contract is really a better multi-year deal.

A better multi-year deal. And that the second contract is really what sets your family up, right?

um and the money they're getting now which I was born about 10 15 years later but so I just I wanted the one year deal to get back in and then I got hurt and tore my Achilles and now I'm a free agent. I'm 28 years old. I'm a free agent. I signed with San Diego Chargers.

Uh they end up cutting me. I talked to Shenheimer. He was like man we really love you but we got this guy and this guy and this guy said okay. So I sat out another year, still stayed in shape, then ended with the Washington Redskins, now commanders, and kind of the same thing. Um, so before they even decided to release me, he just like, "Man, we just don't know what to do with you. You had one of the best camps of all our receivers here, but we just signed David Patton and Santana Moss. We just drafted uh Taylor Jacobs and we got James Thrash who's our special teams captain and said we're not sure we're going to keep you keep that fifth receiver because we like to keep Hbacks with Mike Sers and of course Clinton Porters was the running back and a couple other guys are kind of those swing tight end running back types. So how many of those we going to keep? He said we just don't know but we'll be in touch. Well then they called me back a day or so later and I was released. So it wasn't necessarily about my talent anymore. It was just more about the politics of football and space and I became one of those guys. Whereas before as a first round draft pick, I kind of knew unless I did something stupid and really didn't match meet my performance, I was going to be there.

Well, this came now the political side of it is like you're as talented if not more talented than the guys we have.

However, I pay him a little bit less. We just signed him all this money and you're kind of in between. We got to let you go. And so that led to me I'm 28 29 years old um at at that time I'm 29 and just like I was tired of the grind. I found myself at training camp at the Redskins, you know, not really uh embedded myself in the culture of the team. Not I was just kind of reclused, you know, I'd be out usually after dinner, you go hang out, watch TV, play cards, play cool with the team. I found myself sitting in the room watching Sports Center or watching TV, studying my playbook, stretching before I went to bed and got up in the morning, did what I was supposed to do and did the same thing. And when I realized that what I was doing, that's when I was like, maybe I need to think about something else.

I'm kind of feel like I'm losing the love of this this grind, if you will, of this of this game. And so I think after I got released, I waited another few months. I got a couple calls. Redskins one of them, Titans another, and nothing materialized. And that next year, I turned 30 years old, decided to retire.

Wow. Well, uh, we're going to talk about what retirement had in store for you, but we need to take our first break.

When we come back, Kevin Dyson tries out one of the toughest jobs on the planet, that of middle school principal. Uh, stay with us. This is Nashville. I'm Blake Farmer and this is Nashville.

So, we started the show talking about how short the average career in the NFL is. Well, turns out middle school principles not much better. An average of about four years uh leading a public middle school. Our guest is Kevin Dyson. And after making uh franchise history, uh taking him as far as they've they've ever been. Uh a yard short of a Super Bowl uh would it be a victory? We don't know. But it point is uh the best year the Titans have ever had. His receiving days were were numbered and needed to find another way, frankly, to make a living. Um Kevin Dyson, why why education? Why a middle school?

Well, middle school was it just kind of happened. I ended up being I ended up being a high school principal, too. So, it just kind of middle school kind of happened. Gave me an opportunity to lead. And I think honestly that opportunity helped me when they did move me from the middle school back up to the high school. U bulk of my career have been high school, but although I started off as a middle school PE teacher at a private school out here in Nashville.

Is that right? So, so but but you you retire. When do you start thinking? I mean, I'm I'm guessing coaching seems like an obvious place for people to turn. Exactly. What about for you?

That's what it was. I was I was uh seeking coaching opportunities. I reached out to even my alma mater um friends that Utah in Utah. I reached out to several friends and even former coaches that were at different schools um like at Utah State, Utah, California, even a small school, UT Martin out here, MTSU I I talked to and some of them would return emails and calls and things of that nature. What I found back then, maybe not so much anymore, but back then there was a stigma of uh came with professional football players of being pampered and wasn't willing to do the work, wouldn't do the the dirty work, wouldn't do the the recruiting and the grimy stuff. I don't think it's so much anymore. I think a lot of people are going that route more of getting former players and using lives and their skill set and their knowledge. Back then, I found it was a little more difficult if you didn't have the experience. So, what I found was a lot of people wanted me to be a part of their staff, not necessarily pay me, but wanted me to do the bulk of the work. Like, hey, you can coach the receivers, but we're going to give you graduate assistant pay basically to see if I was really going to stick around and do it is what I found.

As opposed to giving me the opportunity, and if you don't like me, let me go, you know. And I and I told uh well, a friend of mine, good coach, Kyle Whittingham, University of Utah. I said, "Coach, just let let me come sell you if you don't you don't have to buy what I'm selling you. Just give me opportunity to sell you." And he said, "Okay, I just don't know. Guys never been at this level just coming straight from playing days and not coached and all that kind. Coach, just listen to what I'm telling you." And I never got to interview and things of that nature. And Chris Hill, who was the um uh AD at the time when I was a kid and Utah, he's since retired. He's like, "Why you didn't call me? I would have talked to him." I said, "Man, I I didn't want to have to go to people to to get in a door. I just wanted to do it myself. But I Kyle Winningham, who had known me, who recruited me in high school, uh, when he was at, um, Idaho, I think it was Idaho State when he was the defense coordinator, he actually came to Utah my freshman year where his dad was the defensive coordinator. So, I hadn't known him for a while. So, I figured that might have been like, "Oh, I know Kevin, you know," and I said, "Coach, you you know me." But, I found out that that business is is as as much, if not more, cutthroat as it as a player. It is a lot more of who you know and coaches they they have loyalty and guys they worked and gone to battle with that they want around them. So it makes it harder to jump in unless you truly know somebody that's getting a unique opportunity that's going to pull you along. So that's a long story to get to.

I wentthroughthatwithseveraldifferentschoolsuhevenlocallyuhsimilarkindofstoriesandthenIsettled in. I looked at some private schools out here because I wasn't certified to teach. Uh, I had my my bachelor's in sociology, criminology, nothing in teaching and education, but I wanted to coach. I want to be around the game. Uh, even maybe potentially do basketball if I was going to do high school. And I settled in on a small private school out here, Franklin Road Academy. Yeah.

And they gave me opportunities part-time. I was a part-time PE teacher and I coached football, basketball, and helped out with track. And I loved it. I love coaching and I love the kids grasping to what I was teaching them from all the things I had learned over along the way, especially receiver, even from a defensive standpoint and schematics and things. I was really enjoying that. And so, uh, I still had my eyes on coaching professionally, whether it be college or pro. However, I thought, well, if that's not going to work, then let me go back to school. And so, I am qualified. So, so I'm qualified to be justified. So I'm qualifi qualified. So I'm justified. And what I mean by that is that I've saying that because the title of the book I wrote, but reason I say that is I knew doors would open for me out here in Nashville.

In order for it to keep them open, I had to be qualified for the opportunities that came forth.

So I that's why I went back to school the first time. Uh just so it's like, okay, listen, I I'm going to have my teaching certificate. I can be Yeah. You don't have to be like, oh, well, look, we won't require the certificate. I see.

Yeah. And so my first master's degree was actually in leadership because I was private school. You don't have to have a teaching certification. I was thinking, "Oh, maybe I'd work my way up to be an athletic director and a coach." And um but then I had an opportunity to go back to public school. I'm a public school kid. I went to Clint Cliff High School here in Metro Nashville. And uh there was a couple positions um and then I didn't necessarily need a teaching degree for that either. I was on a waiver. And then a friend of mine knew I was interested in being an athletic director. like that I that I'm I'm passionate about sports obviously and he had a position coming up and it was also teaching PE which I did part-time wise but I hadn't in the previous two and a half years because I was doing something different and um so I went back checked what I had and they they found out I had enough hours to get certified as a PE teacher and I got my masters in teaching so I can teach PE and so that's how reason why I have two master's degrees and then I justIsettledinandthenfromthereIjustIstartedgrowingasaleaderhereaslearninghowtoruna sports program and leading coaches and things of that nature and then became a head football coach and and all the different things. And so when Dr. Herrell from Stewart's Creek High School contacted me when that school just opened up to come be an assistant principal.

So Stewart Creek, that's Ratherford County.

Rutherford County, uh he asked me to come be an assistant principal. I hesitated because I knew I had a pretty good team coming back. In fact, that team, Scott Blade, great coach, uh took over for me. He ended up winning a state championship with that team and runner up at uh at Independence at Independence and sorry at Independence. He ended up winning a state championship and a runner up in two consecutive years. And I knew that team was talented and I let it go. Um and I knew they were pretty good, but he was the right guy for the job. And so I got there and I did that for a few years before I made my way back to Independence High School where I was the athletic director and head coach as an assistant principal. And like you said, from there they moved me to Grassland Middle School. did that for a few years and then they they liked what they I I don't know maybe I don't know if they liked me or not but they they ended up moving me to Centennial High School and I was there for four years before I left here recently and now I'm on a new journey.

Well, and we're going to talk about that but I I wonder just like how this transition is you know I mean listen they've got they've got sitcoms about you know working at a at a middle school and high school. I don't know if you're a fan of the show that's suddenly escaping mine. Uh the Philadelphia school and it's anyway it'll come to me in a second. But but you know people almost make fun of uh I don't know how mundane or something you know just like being the the the school principal the school the assistant principal. So, I wonder how you go from kind of the bright lights to this this life that's that's just much more um not in the bright lights, but also doing something that's about as important as anything someone could do, which is teaching kids.

Yeah, I think I'll start there. I think the work in itself, uh the importance of it, the impact of it, I think that speaks for itself. I think the type of work it is, the energy, the the thanklessness of it all is what people don't see. U and not so necessarily for me for as when I became a leader of buildings, I you see it from a different lens of how how much teachers care, how much work they actually put in, and how much political climate surrounds them and they have no say in it. And and I say they I've been in teacher, I've been education, I'm part of that. I've been part of that process, too. But how much is dictated for them and they they're kind of just sitting there working as professionals trying to do the best they can for the kids that they're responsible for. And they all work hard in all school systems in their various ways. And some have a knack for it more so than others. Some they don't need to be nowhere near kids. Some of them that some of themneeddon'tneedtobeteaching.SomeofthemneedtobeteachingcollegebecausethatswhereI their mindsets are or their skill sets are. Um, but at the end of the day, everybody's either passionate about a contentororsomethingratherorthey'rethey'rethereforkidsbecauseyou'dgodosomethingelseifyou

if you didn't have some passion for it. Some passion for it cuz you know they're not paid like some of these other government jobs and things of that nature, right?

And it's just it's like to be in front of a classroom every day. You have to be on every day.

Every day. And I can't imagine being an elementary teacher. Oh my goodness. Can you imagine that every day? Well, what kept what kept you in it?

Man, that's such a great question. I think I think, man, I I have this innate thing about me of always trying to prove prove myself right and people wrong. Um, and maybe myself wrong sometimes when I've had self-doubt. I think there's always this things and it goes back to the whole phrase, I'm qualified so I'm justified. I feel like I've always feel like I'm trying to justify my existence and saying that I can achieve these things and I've reinvented myself. I went and got my doctor and became Dr. Dyson because I wanted to see if I can do it. I just wanted to see. And my mom jokes right now because now I'm doing this whole chart school thing. She's like, "Man, you need to go sit your butt down somewhere. You've done enough." And I'm like, I just I just I I got this innate thing in me that I want to prove a lot of people wrong or prove myself right or prove people right like my mother or prove, you know, or doubters I may had in high school or whatever. It's just this thing in me like I just I I want to be justified, I guess. I don't know. It just I keep going after things.

If you're just tuning in, this is Nashville. I'm Blake Farmer. Kevin Dyson is our is our guest. Um, so th this this line that's the title of your book. Um, and say it again so I don't mess it up. Qualified so I'm justified.

Qualified so I'm justified. You it it seems like that does get to this proving others to some degree. When when did you start using that or kind of realize that's what you were doing with your life choices?

Man, that's a thank you for asking me that question. Actually, it's it's twofold. When I when I was at FRA and I went back to school, I and again I realized what got me in the door at FRA was my name and what I had done in this city. Um, and it they need like, oh, this is cool. We've got Kevin Dyson and that got me in the door and but at the same time, I wasn't just content with just being, oh, Kevin Dyson doing middle school PE and coaching football and basketball. I wanted I wanted more.

I wenttothemwaslike,"Hey,Iwanttohelpwithequityanddiversitywiththeschoolandmaybelearntobe an athletic director and all that kind of stuff." So, I wanted I always wanted to extend myself a little bit more.

You didn't want to just use your Yeah. I didn't want to. And so, um, but and that was kind of what I was saying that got me back to going to school and getting the degrees. But fast forward just about four years ago, I did a a podcast with the NFL um alumni uh with uh Pat Tilman and um I'm drawing a blank on the other gentleman's name right now and I know him. I'm drawn to the blank on his name, but I did that and we were talking about the whole Randy Moss comparisons. We're talking about um first round pick comparisons and and things of that nature. And we're talking about my book and he said he he said same thing you was like you're just you're chasing these demons. you're always trying to like be qualified so you're justified and it's just I was like that's it and I didn't had the name of the book at that time we were just talking about as I was writing it I didn't even had the name and I was like that's the title that's it and that's it and that's what my journey has been like has been I've been chasing these demons if you will of my own that people don't even realize I'm chasing them just so I can prove myself to be worth whatever I am doing and doing it at a high level and I continue to try to press the envelope hope and and see. But, you know, I'm 50 years old now. I'm like, maybe I do need to sit my butt down somewhere. I listen to mom sometimes.

Well, do at this point, I mean, you're talking about being what, 20 years out of the NFL? Is almost almost 20. Like, do I mean, I would imagine my 12-year-old son doesn't know you're you were in the NFL. Like, do do you do you now get where like most people don't know?

Uh, depends. It's generational. Like you said, like your 12-year-old son probably not unless his mom tells him or dad tells him. Then it's like you were in the NFL. I've been I was a high school principal.

I onlyhaveaKeithBulockjerseyhanging.

Okay. And KB's good people. Um, but it's I I was a principal high school and middle school all these years and you you'd be amazed when I I've been on commercials or people saw my interview for the Super Bowl or something like that and I come back to school and everything the kids be like they didn't realize realize like you played in the NFL like and these are kids have been around me for years. They had no clue. Now I don't sit there and profess it and everything like that. And even like on in high school we'd have jersey day. I wear my brother's jersey with his name on it. So his Jets jersey, he although he played with the Titans, I wore his Jets jersey over his Seahawks jersey.

I forgot that your brother even played for the Titans.

Yeah. So I always wore one of his game jerseys, not my own, but it had my name on it. So they that brought the question, "Oh, it's my brother." But you could say it's your brothers. It kind of played off.

Yeah. Played off. And so it was just interesting dynamic, but when they found out, and it was funny cuz they would find out cuz their parents would come up to me and be like, "I remember when." Or ask me for an autograph. And the kids are like, "Why you doing that with my principal?" Like he's the principal. They have no clue. So it was always kind of fun. The parents who knew that the parents though so it's generational. So these young kids have no clue. However, when they do find out and they figure out it gives me opportunity opens up the door for a conversation especially they have aspirations to do something similar whether it be professional sports or or something along those lines, music or entertainment like a big dream kind of career.

Yeah. So it gives me opportunities to have those conversations. Um you have kids of your own. Yeah.Right.

Mhm. I I wonder how the life of your children compares to your life growing up.

It's funny. I just had this conversation a few days ago. Uh we talk about, you know, are my situation, my circumstances. Um my motivation was what I see I saw on a daily basis, you know, or what I didn't see on a daily basis financially, economically, uh things of that nature.

So my motivation was I'm going to the NBA so I can buy my mother a house because I was tired of I was tiredofstruggling.Iwastiredof

You felt the struggle every day even as a kid.

As a kid. So you know we you know I was free and reduced lunch and all the different things. And so that was my way to support and help my family if you will. And now that you as we most do we want to be able to do things better for our kids and our parents did for us and be able to expand and do some things. And now my son and my daughter and daughters and things of that nature who have lived in in different circumstances say in more affluent communities and in suburbia and things of that nature. They don't want for anything. They're getting quality education and doing those things. But I don't know if they have and I'm not the only one. There's a lot of people we had this conversation. I just had this yesterday or day before yesterday. A lot their their grit is a little bit different than mine was. Mine was I was working on my craft every day. I was going to play.

You're like, "This is my shot." Shot. Yeah. I was at the gym almost every day. I was dribbling the basketball almost every day. I If I wasn't at the gym, I was at the the park. I was doing something. I was playing. And if I wasn't playing basketball, I was playing wolf ball. I was playing tackle football or whatever we were doing. We I was realizing or not, I was honing in on my skills. Yeah.

Every day because I wanted to because my dream was to go play professional basketball. And now our kids don't necessarily have that same grind because they're fortunate enough not to have that same worry. However, statistically, if your parents hold degrees or advanced degrees, your kids are more likely to do better in school and similar fashion, get degrees and advanced degrees compared to coming from a family where might have been single family income or does not have much more than the equivalent of a high school diploma. There's a less likely chance that they will go do something post-secondary wise. So, beat the odds in.

So, beat the odd beat the odds. And so my kids are fortunately are set up in a different way. So they are raised different, but they're also have different demeanor, different energy about them than when I had because I had I in a sense had to. And I'm not alone. There's going to be people listening to this or who know me or who I play with have similar stories if not even more more significant of of of deficit if you will or not have not having. But at the end of the day, that helped mold me, helped motivate me, and it helped get me to where I'm at today.

Well, we need to take one more break, and when we come back, um Kevin Dyson combines, you know, his his two careers, his pro alete and educator career, forming a charter school that intends to put athletics at the center. Stay with us. This is Nashville.

I'mBlakeFarmerandthisisNashville.

There may be a few private schools in town where every student's expected to join a team of some kind, but public schools have not generally made athletics uh, you know, a big part of the curriculum, at least as of late.

Music City Academy, co-founded by our guest, Kevin Dyson, is proposing just that, a charter school that centers athletics. Uh, so Kevin Dyson, you are you just trying to win all the state championships or something?

I mean,thatwouldbenice.Imean,IIamacompetitiveperson.Iliketowin.UmIthinkultimatelywhen you think about what sports has done for my life uh the good, bad, and the indifferent. Um I wanted to bring that into a more inclusive setting where kids can learn some of those same things through the unifying power of sports.

Um we have a big ecosystem of sports opportunities in Nashville now. And we talked about before we got on the air about the baseball team potentially being here, let alone the other professional franchise. I even mentioned the sounds. Um, but the other professional opportunities and and even women's basketball, let alone the other concepts, even where we're at in this studio and the other new studios and broadcasting around and things of that nature and taking that passion of sports and utilizing that and fueling kids with some post-secary opportunities. And so in my mind when I was approached about what would you do if we built school I was like well 12-year-old Kevin would have loved to have learned all of this.

Now again 12-year-old Kevin only saw Michael Jordan on TV and Tony Dorset and Jerry Rice and whomever on TV. And so from Kevin that 12-year-old Kevin that's all he saw. But 50-year-old Kevin, who knows, there's 22 players on the field at each point in the football, but there literally is hundreds of people making that entertainment go from a a marketing standpoint, from a broadcasting standpoint, from a security standpoint, from from a videographer standpoint, from a social media standpoint. There's other all these opportunities in the world of sports that go beyond just the playing field or court. And I wanted to bring that in and give kids opportunities to explore potential jobs in the world of sports. These sports agents like stuff I as a kid I can sit there and say I had no idea my first I didn't know what a sports agent was although I probably had seen them until my senior year or junior year when agents start contacting me and I'm like oh yeah those are people to represent you to go to the game. I'm thinking those were lawyers. I didn't realize they were different you know and things of that nature.

Well, um, is this something you've seen done elsewhere like where the school really is built around athletics in different capacities? Um, I visited, um, Slam School in Miami and Las Vegas. Now, uh, that's Pit Bull's model. Okay. Slam School.

Slam Slam School. Uh, that was the first school I visit to visited was Slam Miami. um they they form a career and technical side but it's not just sportsbased school but more in the career and advancement career and technical side of education.

So for so it it's really targeting kids who who are not really thinking college is that what you mean both. Okay.

But post-secary opportunities whether it be college opportunities or because there sports management classes now advanced degrees and undergrad degrees and things of that nature. Um then I visited uh two schools in New York. Um, one was called Urban Dove and they utilize a team model. Everybody's part of a team. Everybody has a mentor. So, I'm taking bits and pieces of that one.

Uh, and then boss is the business of sports school and they incorporate the business of sports. Uh, and so what they're but theirs is more entrepreneurial um business. So kids, matter of fact, I'm wearing a pair of the shoes that the kids have designed and they share on as Yeah. as a nonprofit. Um, and so and I support them. I've actually bought two pairs of shoes from them um to support their cause. That's also in New York. It's in Manhattan.

Well, this is an interesting idea. I So, just some brass tax here. Y'all are talking about opening this in Metro Nashville. Yeah. You don't have a site yet, correct?

Not yet. We got some some prospects in mind, of course, but there's, as you can imagine, there's a lot to go through that, but yeah. So, we're there.

Well, uh, your mom, uh, as you, as you said earlier in the, uh, broadcast was like, "Why do you keep trying to do new stuff? Just it's enough. You're enough." Yeah.

I mean, is this the hardest thing you've had to do? Um, yeah. I'm saying that calmly, but by far, I've had to um, learn new skill sets um, through this. you know, getting my doctorate was pretty taxing. I don't I don't remember sleeping a whole lot um through that two two and a half years of writing and and researching. This is close to that, you know. Not that I'm I'm missing sleep, but there's a lot of research, a lot of writing. There's a a lot of stuff that I've never had to do. I've never had to do site visits or real estate visits and trying to find viable options for a school. I've never started a school. I've I now I say that at Stewart's Creek although it's part of another system. I started at that school but not from the ground up. Like you got to find the real estate the ground to build and or renovate or whatever. Create a name, create a budget. Now here'sthepartI'veneverhadtodo.

I have never had to go solicit money.

Now I've done fundraisers, golf tournaments, and selling candy or whatever for for a small pocket for my football teams or even myself as a kid. But this is on a whole another level of of economics. I'm trying to raise essentially millions of dollars to fund a school and build a school out for kids to have access to a world that they otherwise would not have access to. And so that is a skill that I'm learning to do and and go to people that I've known for years, go to organizations, go to meet people that I've never would have probably reached out to and say, "Hey, I got this vision and I need your help. Can you do this for kids, you know, and I I'm trying to keep that in mind that this is for kids, not Kevin asking for money for his his own benefit. It's for kids. I have that we do function as a nonprofit, so it is tax writable u and right offable. I should say that's the right way to say that. But u but it's still it's just I hate I've been that I've been that that person that people hey can can you donate to this? Can you do matter of fact somebody just texted me the other day asked me to donate something for their for their program and I'm like I'm trying to I'm trying to find money for mine you know. So it's it's one of those things man that's a definitely skill salesmen and sales women to have that skill set man I man my hats off to you. That's the phenomenal skill.

Uh this is Nashville. Blake Farmer closing out our time with uh Kevin Dyson, a former Titan who's now spent uh you know much more time off the field uh as a public school uh principal administrator otherwise and now starting a school of his own. Um is this the you you know it seems like when you're um leading a school of some kind yes you're you're um shaping minds the next generation but there is something about starting a school that's like this physical place it's a thing that you can kind of point to the work like is some of this kind of the need for legacy ex not some of it a lot of it you know

I'm I'm 50 um years old and when I retired from NFL in uh uh 95 um 2000 2005 95 my child was born in 95 in 2005 excuse me 30 years ago or 20 years 20 years ago my goodness my math is always off um in 20 years ago I said I was going to do whatever I'm doing until I turn 50 and then I will see where I'm at and reevaluate and then if I'm good I'll keep going if not I'll do something different. Well, then I turned 50 this

year and it came around that time. So, I was about to turn 50, I should say, when I made the decision. I was like, okay, something this the timing of this is is not incidental. It's pretty you said you really had referenced I'll give it this much time and I and I was turning 50 and I said, well, I've done some decent things with a great team at Centino High School. We we we transformed the school. We made impact in in a communityway.Ireallyenjoyedit.Enjoythepeople.Ihadsomegreatpeopleworkingwithmeumforme if youwill.Idon'tknowifthat'stherightwaytosaythatornot.Ialwayssaywithme.Uhkidsweregreat.
We we went from kind of this this the black eye the county to a reward school and and done some good things and and I could have kept going and because I I still had more I wanted to accomplish.

But then this opportunity came up and it was like what is the legacy you want to leave behind to that word legacy and and your in your time? How much longer are you going to be doing this? You know, this is not something I plan to plan like this being education until I'm 70 80 years old, right? I still want to for I've been afforded opportunity. I've been a first round drafty. I got some things I want to do and for myself and I'm still a young man if if you will. No, I'm 50. I'm not that young, but I still like to leave. I got Your lip doesn't get any worse. Not get any worse. You know, I want to be able to enjoy the golf courses a little bit more.

And so, what can it do? What what how can I expand on this legacy and leave it behind? And um so when the opportunity came up and they asked me what would you do if and I said well 12-year-old Kevin would have loved going to a school that had this this and this and and things of that nature. And it became, you know what, how can I leave a legacy behind beyond that combines the the one that I've been a part of as far as the MC miracle and even the yard short and now on this side of it expand on that where similar to I told you before there's a lot of players came in the field that people don't really remember they don't even talk about and now a lot of educators in that in that same boat right that have done great things have transformed schools have done impactful things in their community that don't have a legacy to leave behind. And so I'm essentially doing that in my second phase of my life, that second career is trying to leave that lasting impact in this city has been so much and been so great to me. Plus, Randy Moss didn't have a school.

He don't have a school, which he probably will. It probably be better than mine knowing him, you know.

Well, maybe he'll come and uh come and speak to the kids uh at M City and he just battled cancer and and things of that nature and he he beat that. So, you know, we all have our things. you know, he he's a he's a good dude, man. Wonderful thing. Um, my draft class and is was great. I mean, you think about my draft class had like Peyton Manning, Randy Moss, Charles Woodson, like, you know, I I can go on and on that, you know, just Hines Ward. There's a lot of guys in that draft class that are Hall of Famers. So, I'm part of it.

U Kevin Dyson, a uh a Titan in education here in Nashville. Uh, thanks for joining us. Ah, thank you. I appreciateyou,man.Anytime.

Thank Thank you for tuning in this hour.

This is Nashville is a production of Nashville Public Radio. We air these profile interviews most Mondays. Somehow we've got a lot of athletes on this year. Figure skating legend Scott Hamilton, knuckle ball guru RA Dicki. Uh they're all on the podcast feed at this nashville.org or you can subscribe on the WLN YouTube channel. Watch those interviews. Today's episode produced by yours truly, Liv Lombardi, making us sound and look good. The masterminds behind our theme music are Lange and Namir Blade. You can leave us a message anytime. Tell us who else you think we ought to interview. 615751-2500. You can also find us on Instagram at This is Nashville_WPLN. I'm Blake Farmer. Go in peace.

Attachments 1.9

Fundraising

Evidence of Community Engagement


You're invited
Putts & Purpose
You're Invited to an Exclusive Evening with Music City Academy! Wednesday, May 27th
6:00 PM
The Putting Zone
3040 Sidco Dr, Nashville, TN
RSVP today to secure your spot!


MUSIC CITY ACADEMY
FUNDRAISING
GOLF
TOURNAMENT
18 HOLES | 4 SPONSORSHIP LEVELS | 1 GREAT CAUSE
PUTT FOR THE FUTURE
$75 - Per Player
$300 - 4 Players
Sponsorship Levels Also Available
Hosted in support of Music City Academy — a tuition-free public charter high school preparing students for high-impact futures.
Register now, space is limited
WEDNESDAY
JUNE 10TH
AT THE PUTTING ZONE
3040 SIDCO DR
Check-in: 5:30pm
Shotgun starts 6:00pm
SCAN ME
www.musiccityacademy.org




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TOURNAMENT
PUTT FOR THE FUTURE
C. EARLES
Rollin' Down the River
PINCHES
DogLegZ
PATRICIA
GOLF


SCAN
ME
PINCHES
MUSIC CITY


"Half of golf is fun.
The other half is putting."
–Peter Dobereiner
"Putts get real difficult the day they hand out the money."
–Lee Trevino
–Tommy Bolt

OUR MODEL

1. SPORTS INCREASE SCHOOL ATTENDANCE & ENGAGEMENT

A 2026 study using Indiana school data found varsity athletes had:

- 20% fewer absences
- Were about one-third less likely to be chronically absent
- In-season athletes missed only 5% of school days, compared with 6.9% for non-athletes

2. SPORTS IMPROVE ACADEMIC OUTCOMES

Research summarized by the National Federation of State High School Associations found school-sponsored athletics participation is associated with:

- 2% higher math and science test scores
- Greater expectations of earning a bachelor's degree
- Stronger future educational attainment indicators

3. TEAM SPORTS BUILD LEADERSHIP SKILLS

Students on teams regularly practice real leadership:

Leadership competencies developed through sports:

Communication, Conflict resolution, Accountability, Resilience after failure, Leading peers, Handling pressure, Decision-making in real time, Emotional control, Unlike classroom simulations, sports give students live reps in leadership every day.

4. SPORTS IMPROVE MENTAL HEALTH & CONFIDENCE

Research on adolescent sports participation found students involved in sports had:

- Better self-rated health
- Better mental health outcomes in early adulthood
- Lower depression indicators compared with peers not involved in sports

5. TEAM PARTICIPATION CREATES BELONGING

The Aspen Institute notes sports provide educational, social, emotional, and physical benefits and help schools develop the whole child. Students who feel they belong are more likely to:

- Stay enrolled
- Participate in class
- Avoid discipline issues
- Graduate

LETS HUDDLE

Kevin Dyson, Founder

kevin@musiccityacademy.org | 615-212-8568

MUSIC CITY ACADEMY

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Or by visiting
https://xplorpay.hyfin.app/2V8R6P8PR846/paymentLink

GIFTS TO OUR FISCAL SPONSOR NONPROFIT:

Music City Academy

(DBA Music City Academy - EIN: 39 - 4038427)

Strong Minds. Strong Bodies. Strong Character.

Music City Academy (MCA) is Nashville's first athletics-infused public charter high school, designed to unite rigorous academics, daily movement, and career-connected pathways. Opening in Fall 2027, MCA will serve grades 9–12 and grow to 480 students.

MCA exists to expand access to high-quality high school seats by leveraging the unifying power of sports, team-based belonging, and wellness-centered design to drive academic excellence and postsecondary success.

Opening Fall 2027
Tuition-Free Public Charter High School
(Grades 9–12)

WHY US?

For Music City Academy, sports should not be treated as extracurricular—they can be the engine of engagement.

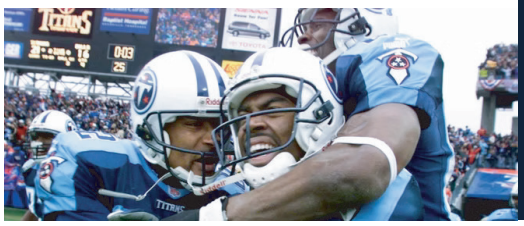
When structured intentionally, athletics becomes:
A pathway to academic motivation
A leadership lab
A wellness system
A culture builder
A Graduation strategy

The Power of Sports & Team Participation
Building Engagement. Leadership. Success.

WHY SPORTS MATTER IN EDUCATION

Sports are more than games—they are one of the most effective tools for helping students stay connected, motivated, and prepared for life.

Students involved in athletics and team-based activities are more likely to:
Attend school consistently
Stay engaged in learning
Build confidence
Develop leadership skills
Improve mental wellness
Graduate prepared for college, career, and life



FINANCIAL OVERVIEW

MCA's public funding covers core academic operations but does not fully fund athletics, wellness, and facilities. In Year 1, total revenue is projected at $3.3M with a positive operating margin. At scale, MCA will operate on approximately $9M annually, with philanthropy bridging a ~$500K annual gap to sustain quality.

Start-Up & Design

Over $500,000 secured in start-up funding through Nashville Incubator

National Philanthropic Opportunities could lead to up to $450,000

Federal Charter School Grant Opportunities - Up to $750,000

Public Funding (Annual)

State/Local Per Pupil Funding - Approximately $15K per student

Federal/Grant Funding - Approximately $2.5K per student

Eventually: $8.75 Million a year (500 students)

Unfunded Gap (Philanthropy)

Unfunded - Estimated $500k a year to offer the opportunities we want to offer

Athletic Facilities: $10 Million Goal over next 10 years

Philanthropic Donation + Partnerships



SPONSORSHIP= SEASONS, PLAYS, WINS

LEVEL 1
FUEL ACCESS AND EQUITY | Student Impact

$250	Outfit 1 athlete (uniform + gear)
$500	Bus 1 away game
$1,000	Officials and Game Operations for 1 home game
$2,500	Sideline safety & medical kit

LEVEL 2
POWER A PROGRAM | Team Support

$5,000	Starter equipment for a team
$10,000	Head coach stipend + PD
$25,000	Season of field/court rentals
$35,00	Fund a Soccer season
$45,000	Fund a Basketball season
$130,000	Fund a Football season

LEVEL 3
BUILD A LEGACY | Capital & Naming

$100,000+	Multi-team package + naming opportunities
$250,000+	Locker room / training build-out + naming opportunities
$1,000,000+	Founding Field Complex Naming

WHAT DONORS MAKE POSSIBLE

Every student competes
Quality fields + experienced coaching + trainer support
Belonging, confidence, and stronger outcomes

Attachment 2: School-based Team Resumes

Kevin Tyree Dyson, Ed.D
Franklin, TN | Websites: musiccityacademy.org / kevindyson.com

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PROFESSIONAL SUMMARY

Seasoned consultant and executive coach with over a decade of experience in leadership development, team building, and motivational speaking. Skilled at driving organizational transformation, fostering professional growth, and creating high-performing teams. Expertise includes strategic planning, executive coaching, conflict resolution, and facilitating professional development initiatives across educational and corporate settings. Known for delivering impactful training and coaching sessions that inspire leaders to achieve measurable success and cultivate a positive organizational culture.

CORE COMPETENCIES & CLIFTON STRENGTHS

- **Leadership & Team Development**
  CliftonStrengths: Arranger – Effective at organizing resources and creating systems to maximize team productivity.
- **Executive Coaching & Mentoring**
  CliftonStrengths: Consistency – Focused on fairness, stability, and clear procedures to foster trust and success in coaching relationships.
- **Motivational/Keynote Speaking**
  CliftonStrengths: Deliberative – Thoughtful and strategic, skilled in crafting messages that resonate with diverse audiences and anticipate challenges.
- **Organizational Strategy & Transformation**
  CliftonStrengths: Context – Ability to understand present challenges by evaluating past experiences, helping organizations learn and adapt.
- **Conflict Resolution & Communication**
  CliftonStrengths: Learner – Continually seeking new knowledge and strategies to address conflicts and improve communication.
- **Workshop Facilitation & Training**
  CliftonStrengths: Arranger – Adept at designing and facilitating engaging workshops that align with organizational goals and team needs.

- **Strategic Planning & Decision Making**
  CliftonStrengths: Deliberative – Careful decision-maker who anticipates potential obstacles to strategic goals and plans accordingly.

CONSULTING & COACHING EXPERIENCE

Leadership Consultant & Executive Coach | 2018 – Present

- Provide one-on-one executive coaching to senior leaders, focusing on leadership style, decision-making, team dynamics, and conflict resolution.
- Design and facilitate corporate workshops and training sessions on leadership development, communication strategies, and team effectiveness.
- Develop tailored organizational strategies that enhance team performance, employee engagement, and alignment with corporate goals.
- Help clients navigate organizational change, improve organizational culture, and boost overall productivity.

Nashville Incubator, Nashville, TN
Founder | Present

- **Visionary Leadership & School Culture**: Establish and embody the founding vision and mission of the school, creating a strong, values-driven culture focused on academic excellence, equity, and student success from day one.
- **Instructional and Operational Leadership**: Design and oversee the implementation of the academic model, including curriculum, instruction, assessment, and staffing, while also managing daily operations to ensure a safe, efficient, and compliant school environment.
- **Talent Development & Community Engagement**: Recruit, develop, and retain high-quality staff; build strong relationships with students, families, and community partners; and serve as the public face of the school to ensure alignment with community needs and long-term sustainability.

Centennial High School, Franklin, TN
Principal | 2021 – 2025

- Led Centennial High School to “Reward School” designation for two straight years (2023-24; 2024-2025) by the Tennessee Department of Education; recognizing excellence in overall student achievement, growth, and subgroup performance.

- Oversaw consistent TVAAS growth, contributing to Williamson County Schools' Level 5 composite rating, the highest possible distinction for academic progress.
- Maintained a graduation rate of 95–96%, exceeding state and national averages and reflecting a strong culture of student engagement and support.
- Elevated college readiness, with students averaging 27 on the ACT and 65% scoring 21 or higher, surpassing both district and state benchmarks.
- Expanded Advanced Placement (AP) participation to over 40% of the student body, increasing equitable access to rigorous, college-level coursework.
- Strengthened academic outcomes in English Language Arts and Science, with proficiency rates exceeding 60%; placing Centennial in the top 20% of Tennessee high schools.
- Implemented data-driven professional learning communities (PLCs) utilizing TVAAS, iReady, and MasteryConnect assessments to identify learning gaps and accelerate student growth.
- Fostered a collaborative school culture through strategic leadership development, restorative discipline practices, and equity-focused instruction, resulting in sustained academic and behavioral improvement.
- Led school turnaround efforts resulting in removal from Tennessee's Priority School list in 2022–23, improving performance from the bottom 5% statewide through data-driven strategies and targeted instructional leadership.

Grassland Middle School, Franklin, TN
Principal | 2019 – 2021

- Oversaw school operations and developed budget strategies to improve organizational efficiency.
- Led community outreach initiatives and coordinated team-building activities to foster a supportive and high-performance environment.

Independence High School, Thompson's Station, TN
Assistant Principal | 2016 – 2019

- Directed leadership training programs for staff, focusing on effective communication, decision-making, and conflict management.
- Coordinated cross-functional teams to implement data-driven strategies for improving student and staff performance.

Stewarts Creek High School, Smyrna, TN
Assistant Principal | 2013 – 2016

- Led school-wide athletic programs, ensuring alignment with academic priorities and student wellness goals, while fostering teamwork, discipline, and school spirit.
- Directed leadership training initiatives for staff, focusing on effective communication, strategic decision-making, and conflict resolution to build a cohesive, high-performing school culture.
- Coordinated cross-functional teams to design and implement data-driven strategies that improved both student outcomes and staff effectiveness across academic and operational areas.

EDUCATION

Trevecca Nazarene University, Nashville, TN
Doctorate of Education, Leadership and Practical Practice | 2018

Master of Arts, Teaching and Principles | 2010

Master of Education, Leadership Administration | 2007

University of Utah, Salt Lake City, UT
Bachelor of Science, Sociology | 1997 (Criminology Certification)

SELECT COMMUNITY & PROFESSIONAL ENGAGEMENT

- Board Member, National Black Student Achievement Association
- Board Member, Williamson County Black Business Coalition
- Board Member, Student Taking A Right Stand (STARS) Nashville
- Board Member, Backfield In Motion (BIM) Nashville
- Keynote Speaker & Leadership Facilitator at corporate conferences and professional development events
- Radio Host/Commentator, WKDF (104.5) Tennessee Titans Weekly Radio Show (2006–Present)

ADDITIONAL INFORMATION

- Published Author: *Qualified So I Am Justified* (2024)
- Former wide receiver for the Tennessee Titans (1998-2003) and the Carolina Panthers (2003-2004).
- Super Bowl Runner-Up (2000 & 2004), AFC Conference Champions (2000), NFC Conference Champions (2003).
- Honored with the Ed Block Courage Award for exemplary character and overcoming adversity.
- Actively involved in community outreach, motivational speaking, and youth programs, leveraging professional athletic experience to inspire and mentor others.

CHRISTINA MCDONALD

Nashville, TN

HIGHLIGHTS

Experienced educational leader with over a decade of experience as driving dramatic school turnarounds, including leading Intrepid from a D to a B rating and founding both Reimagine Prep (2015) and Nashville Prep (2012), where student outcomes were paramount to our success as an organization. Results-driven and equity-centered, I set high standards, value coachability and kindness, and build goal-oriented teams committed to student success and anti-racist practices. A former 5th grade teacher at heart, I lead with empathy, direct communication, and a deep belief in balancing people's growth with the urgency of students' futures.

PROFESSIONAL EXPERIENCE

Intrepid College Prep — Nashville , TN — 2021 - 2026

Senior Director of Leadership, Independence Academy

As Senior Director of Leadership, led cross-campus strategy and provided high-impact coaching and actionable feedback to campus leaders, resulting in sustained growth at both middle and high school levels. Oversaw leadership development and performance strategy for middle and high school campuses, accelerating student achievement through targeted coaching, direct feedback cycles, and data-driven accountability structures.

- **Spearheaded a comprehensive schoolwide turnaround strategy,** Elevated Intrepid's Tennessee State Accountability Rating from D to B within three academic years, reflecting significant gains in student proficiency and growth on the Tennessee Comprehensive Assessment Program (TCAP).
- **Architected and implemented a rigorous instructional observation and feedback framework,** training instructional leaders and teachers on effective execution and establishing accountability structures that drove consistency, improved instructional quality, and increased student achievement outcomes.
- **Designed and institutionalized a Leader Competencies rubric and evaluation protocol,** building leadership capacity through targeted coaching, calibration training, and performance alignment to schoolwide priorities.
- **Led high-impact, data-driven strategic planning cycles,** facilitating structured data meetings that produced measurable subgroup growth, delivered double-digit gains in priority content areas, and significantly narrowed student performance gaps.
- **Outstanding Changemaker Award (2022)**: Tennessee Charter School Center recognized the school for its impact.
- **2023 Overall High School Changemaker:** Awarded by the Tennessee Charter School Center for academic excellence and transformation.
- 2023-24 Performance: Students achieved **Level 5 TVAAS growth** across 18 content areas and scored highest in 15 TN Ready content areas among MNPS District 6 schools.

Executive Principal, Independence Academy

Dynamic leader guiding staff to achieve strong performance outcomes while fostering a culture of ownership and continuous improvement. Skilled in conflict resolution and coaching adults while driving accountability for all things instruction and course progression. Sustained diverse teams of forty teachers and four deans, in implementation of Objectives and Key Results with clarity and transparency, driving measurable growth while strengthening accountability and team collaboration across the organization.

- **Increased real-time data implementation** from 54% to 78% by embedding structured observation and feedback cycles across instructional teams.
- **Elevated cognitive rigor** from 33% to 55%, strengthening student ownership and equitable access to grade-level content.
- **Increased Math proficiency** from 6% to 60% and **ELA proficiency** from 14% to 45% on the Tennessee Comprehensive Assessment Program (TCAP) through targeted reteach cycles and standards-aligned instruction.

- **Drove a 42.5 percentage-point increase in combined Math and ELA proficiency**, raising average proficiency from 10% to 52.5% through targeted reteach cycles and standards-aligned instruction.

Republic Charter Schools

Executive Principal, Nashville Prep Middle School Nashville, TN 2019 - 2021

Served as Middle School Principal, setting a clear academic vision and leading strategy across instruction, culture, and operations to drive measurable student growth. Built high-performing teams through direct coaching, candid feedback, and strong accountability systems that elevated instructional quality across classrooms. Cultivated a joyful, structured, and mission-aligned school culture where students and staff were challenged, supported, and positioned to thrive.

- *Led Nashville Prep through the operational and instructional challenges of COVID-19, ensuring continuity of learning,* ***safeguarding student and staff well-being****, and stabilizing school systems during sustained disruption.*
- ***Accelerated academic recovery and growth*** *by implementing targeted intervention systems and data-driven instructional strategies, increasing state assessment proficiency and overall school performance.*
- *Strengthened staff culture and retention by* ***building leadership capacity****, enhancing coaching and feedback systems, and fostering a mission-aligned professional environment that improved teacher retention throughout tenure.*

Founder and Founding Executive Principal, Reimagine Prep Middle School Jackson, MI 2015 - 2019

Provided visionary leadership as the Founding Principal of the first charter school in the State of Mississippi, leading the design, authorization, launch, and growth of a high-performing open-enrollment middle school centered on anti-racist systems, equitable access, and culturally responsive instructional practices for a diverse student population.

- *Co-led charter development and authorization, partnering with the founding board to design the academic model, governance structure, and operational framework, and* ***successfully securing state approval.***
- ***Built the school from the ground up,*** *recruiting the founding staff and students and establishing mission-aligned systems across academics, operations, talent, and student support.*
- *Launched with 150 fifth graders and* ***expanded strategically through 8th grade****, scaling systems to support sustainable growth and strong academic foundations.*
- *Drove measurable results, building the* ***highest-performing open-enrollment middle school in the city,*** *earning a state accountability rating of B, and leading the inaugural cohort through 8th grade completion.*

Nashville Prep

- **Assistant Principal, Culture**, Nashville, TN, 2012 -2015
- **Founding 5th grade History Teacher, Level 5 TVASS** Nashville, TN, 2011-2015

KIPP NYC/KIPP Infinity

- **Executive Assistant for co founder Dave Levint**, New York, NY, 2008-2011
- **Music Teacher**, New York, NY, 2008-2011

Granbery Elementary

- **Music Teacher**, Nashville, TN, 2004-2005

Tusculum Elementary

- **Music Teacher**, Nashville, TN, 2003-2004

EDUCATION

- Belmont University - Nashville, TN | **Bachelor in Education**
- Harvard Business School | **Principal and School Leadership**

Awards

- **Nashvillian of the Year, Nashville Scene 2012**
  Link to Nashville Scene Cover Story https://bit.ly/40chVIo
- **BES Fellowship and LENS**

Attachment 3: Board Member Resumes

Biography – Rawle Andrews Jr., Esq.

Rawle Andrews Jr., Esq. is the executive director of the APA Foundation (APAF), the 501(c)(3) charitable affiliate of the American Psychiatric Association. Rawle also is the president of the Rotary Club of Howard West (Maryland/District 7620), and a past 2-term president of the historic Bar Association of the District of Columbia. Before joining APAF, Rawle held several progressively responsible leadership positions at AARP over 15 years, including most recently vice president. He was in the private practice of business law and litigation for 16 years before joining AARP.

Rawle's community leadership includes past or present service on several outside boards and commissions, including: the Thurgood Marshall Center Trust; the DC Superior Court Civil Rules Advisory Committee; the American Bar Association Commission on Law and Aging; the DC Access to Justice Commission; the Holy Cross Health Foundation of Maryland; and National Chair of the Public Policy Committee of Kappa Alpha Psi Fraternity, Inc. He has held adjunct professorships at Georgetown University and the Howard University School of Law, and he is a frequent lecturer and author on law and policy matters related to mental health, aging, nonprofit leadership, and belonging. Rawle earned his J.D., *with honors*, from the Howard University School of Law; a BA in Psychology from Texas Southern University; an executive leadership certificate from the Georgetown University McDonough School of Business; and a graduate of the Rotary Leadership Institute.

Rawle's commendations include, among others, a 2022 U.S. Presidential Lifetime Achievement Award; a Fellow of the American Bar Foundation; a 2025 Inductee of the Houston-St. Thomas High School Hall of Honor (125th Anniversary Class); the 36th Recipient of the Lamont H. Lawson Award, Washington (DC) Alumni Chapter of Kappa Alpha Psi Fraternity, Inc.; 2022 Charles Hamilton Houston Award from the DC Courts; the 2022 Hope in Action Award from the H.O.P.E. Center of Harlem; a 2020 AARP Meritorious Service Award (Founding Chair, Disaster Management ERG); a 2018 Distinguished Healthcare Leadership Award from the National Association of Health Services Executives; the 2016 National Humanitarian Award by the National Association of Black Veterans (NABVETS); the 2015 Pillar of the Province Award by the Eastern Province of Kappa Alpha Psi Fraternity, Inc.; Life Member, Leadership Maryland Class of 2011; and the D.C. Bar's 2006 Pro Bono Lawyer of the Year Award.

RAWLE ANDREWS JR., ESQ.
4018 Wakefield Lane, Bowie, Maryland 20715
Email: rawleandrewsjr@gmail.com; Cell: **202.705.9800**

Results-driven, action-oriented, senior non-profit executive with a 25+ year track-record of empowering individuals and organizations to drive positive social change with focus, determination, and empathy. KSAs: Servant Leadership/People Strategy * Governance * Strategic Planning & Operational Planning * Finance & Budget Management * Fundraising/Development * Advocacy Campaign Management & Oversight * Risk Management * Government Relations & External Affairs * Health Equity Advocate * Multicultural Affairs/Supplier Diversity

PROFESSIONAL EXPERIENCE

- American Psychiatric Association, Washington, DC, September 2021 – Present
Executive Director, APA Foundation

- Chief Executive Officer of APAF, the 501(c)(3) affiliate of the APA managing a $60 million endowment
- 4-Star Rating, Charity Navigator – Exceptional Financial Strength, Accountability, and Transparency
- Member, APA Executive Leadership Team
- Led the diversification of APAF's 16-member Board (62% women; 50% multicultural)
- Launched the Mental Health Care Works public awareness and literacy multi-media campaign (www.mentalhealthcareworks.org), which has earned 9 Telly Awards, 5 Anthem Awards, and garnered over 844 million audience impressions since its inception (August 2023-present)
- Increased operating revenues by over 35%, including $2.1 million in new unrestricted funds
- Approved the largest cohorts of Resident Fellows (213) and Medical Students (600) in APAF history
- Co-sponsor, the 2022-2024 APA Mental Health Services Conference (DC); and the 2023-2026 APA Annual Meeting (San Francisco '23, New York '24, Los Angeles '25, and San Francisco '26)
- Awarded three (3) Gold Telly Awards in the nonprofit, social impact, and workplace culture categories for the APAF *Notice. Talk. Act.*® framework YouTube video and increased brand recognition and scalable impact
- Secured APAF's invitation to join the Kenneth Cole-led Mental Health Coalition (featured panelist at the Wellbeing at Work Summit '24 and '25)
- Launched the new "*Where We Play*" anti-stigma initiative, including a 5K Race and sponsorship of mental health-related films such as "*Cured*", a 2022 Emmy Nominated documentary, and profiled in the CBS Sports documentary, "*Rethinking Strong: Black Athletes & Mental Health*" (2024)
- 2022 U.S. Presidential Lifetime Achievement Awardee (46th Admin., AmeriCorps., and Points of Light)

- AARP, Washington, DC, January 2007 – September 2021
Vice President, Mega 7 Region, October 2015 – September 2021

- Launched and provided direction in the areas of advocacy, community outreach and communications for a diverse strategic business unit operation across the seven (7) most populous states in the USA of over 15MM members, 6,300 volunteers, 175 professionals and 20 staffed office locations across the states of CA, FL, IL, NY, OH, PA and TX. Voting Member, AARP Employee Benefits Group (re-appointed by CEO Jo Ann Jenkins; 2014-2021); G16 Enterprise Strategy Leadership Team (appointed by CEO; April 2013 – December 2014)

Regional Vice President, Mideast USA, April 2011 – September 2015

- Managed and led the business and financial affairs of over 7MM members, 3,200 volunteers, 85 professionals and nine (9) staffed office across the states of DE, IN, KY, MD, MI, NJ, OH and PA. Voting Member, AARP Employee Benefits Group (appointed by CEO A. Barry Rand; 2013-2014)

Senior State Director, AARP Maryland, January 2010 – April 2011

▪ Managed and led the business and financial affairs for over 850,000 members, 600 volunteers, seven professional staff. Yielded 40% market share of 50+ Marylanders. Recipient, MD Governor's Leadership in Aging Award (2010).

Managing Attorney, AARP Legal Counsel for the Elderly, January 2007 – December 2009
▪ Chief Deputy Director. Provided leadership and direction to a diverse team of 40 staff members and over 100 volunteers that handled nearly 7,000 cases/year across ten (10) law and policy practice areas; Co-Founder, Project H.E.L.P. (Homebound Elderly Project; DC Bar Foundation Grantee); Member, AARP African American/Black Taskforce; Court-appointed Commissioner, DC Access to Justice Commission (2009-2012); AARP Rep., DC Legal Services Provider Network (2007-2009).

Georgetown University, Adjunct Law Professor, Advanced Civil Litigation & Trial Practice, 2009-Present (General Program & Returning Citizens Program)

Howard University, Adjunct Law Professor, Housing Discrimination & Housing Litigation, 2007-Present

Andrews & Bowe, PLLP (legacy firm formerly affiliated with Wong Fleming), Founding Partner, Washington, DC, 2003 – 2006 (Recipient, DC Bar Pro Bono Lawyer of the Year (2006).

Dickinson Wright, PLLC, Attorney/Business Litigation, Detroit, MI/Washington, DC, 2000 – 2003.

Squire Sanders & Dempsey, LLP, Attorney/Business Litigation, Washington, DC, 1990 – 2000.

Office of the Hon. Clinton P. Hackney, State Representative (HD139), Legislative Aide, Houston, TX, Texas House of Representatives, 1986-1987.

EDUCATION

Howard University School of Law, Washington, DC, May 1990
Juris Doctor, *with honors* (Top 10 class ranking); Member, *Howard Law Journal*

Texas Southern University, Houston, TX, August 1987
Bachelor of Arts, Psychology; Minor, Political Science; Chief Justice, Student Government Association

LICENSES AND ENGAGEMENTS

Admissions & Affiliations: District of Columbia (1993); Pennsylvania (1990; inactive); U.S. District Court for the District of Columbia (1993); U.S. Court of Appeals for the Fourth Circuit (1992); U.S. District Court for the District of Arizona (1995); U.S. District Court for the Eastern District of Michigan (2001); U.S Court of Appeals for the Sixth Circuit (2002). Professional & Civic Associations: American Bar Association; Fellow, American Bar Foundation; National Bar Association; Bar Association of the District of Columbia; Washington Bar Association; The Barristers of Washington, DC; Life Member, Houston-St. Thomas H.S. Alumni Association; Life Member, Kappa Alpha Psi Fraternity, Inc.

Representative Publications & Speeches: "*Mental Health Care Works : Insights from a Public Service Campaign*", FOCUS: The Journal of Lifelong Learning in Psychiatry; Interview, Vol. 23, No. 1 (01/15/2025); NGO Panelist, Leigh Steinberg Brain Health Summit (New Orleans, 02/08/2025); Featured Speaker, Home Base Veterans & Military Familles Brain Health Summit (Boston, 09/11-12/2024); "*Join in the APA Foundation's 30th Anniversary Celebration!*" (Psychiatric News, 02/25/2022); Interview, "Mental Health Coalition Continued Push to Eradicate MH Stigma" (Mental Health Weekly, 01/21/2022); Featured Speaker, "*Back to the Future: Reimagining Guardianship & Conservatorship in Post-Pandemic America"*, ABA CLE Program; Keynote, "*Aren't You a Centurion*", Be The Solution – Texas Sr. Citizens Community Empowerment Conference, Houston, TX; Joint

Op-Ed, "*To Fight the Virus, Fight Disparities*" (New Pittsburgh Courier, 06/17/2020); Keynote, "*Faith After the Bough Breaks*", 105th Anniversary Worship Service, Greater New Hope Missionary Baptist Church of Houston, TX; Panelist, "*Disrupt Aging*", the National Association of Asian American Journalists, Philadelphia, PA; Keynote, "*Reclaiming Your Inner David: Finding Purpose and Promise in a World of Goliaths*," DC Mayor's 6th Annual Senior Symposium; Panelist, "*Boomer Law: Ethical and Legal Challenges for an Aging Bench and Bar*," Washington Bar Association/National Bar Association CLE Program; "*The Challenges of an Aging Profession: Proactive or Reactive Response: Legal & Ethical Considerations for the Bench and Bar*", New York County Lawyers' Association CLE Program; Panelist (Opening Plenary Session), "*The Challenges of Aging, Proactive or Reactive Response",* 38th Annual Conference of the National Association of Women Judges, Seattle, WA; Keynote, "*Toiling in the Vineyards of Righteousness: A Tribute to the Faith Leaders of Ilumina Luncheon*", Miami, FL (Salem Media Group); Keynote, "*Are You Satisfied with the Status Quo: Recalibrating Your Personal GPS to Find Promise, Purpose and Prosperity in the Age of Possibilities*," *Destino* Conference of South Florida; Panelist, "*The State of Black America: Where Do We Go From Here*", Hon. Bobby Rush (1st CD, IL) – Cong. Black Caucus Braintrust Forum; Presenter, "*Elder Law Today: Successfully Navigating the Grey Areas Across Communities of Color for Boomers and their Families*," National Asian American Bar Association Annual Convention; Keynote, "*Are You Satisfied with the Status Quo: Recalibrating Your Company's GPS to find Purpose (and Profit) in the Age of Possibilities*," Capital Region Minority Supplier Diversity Conference Annual Meeting; Presenter, *Race & Domestic Policy*, C-SPAN/George Mason University; Joint Op-ed with MedChi CEO G. Ransom, "*Fix Medicare Physician Payments to Protect Seniors' Health,*" (Balt. Sun, 12/01/2010); "*In funding health care reform, the world according to AARP*," (Md. Gazette interview 02/05/2010); Presenter, "*I'm Not Rich! Why Do I need a Will*," AARP 50th Anniversary Member Event & Expo (2008); Panelist, "*The Boomer Tsunami: Expanding the Scope of Legal Services to the Aging Population through an Attorney Home Visit Program*", ABA-NLADA Equal Justice Conference (2008); Op-ed, "*Social Security Anniversary*," (The Afro Amer. Newspapers, 08/17/2010); Op-ed, "*Marylanders deserve real health care options*," (Md. Gazette, 02/19/2021); Book Review, "*ABA's Legal Guide for Americans over 50*," 21 Mgmt. Info. Exchange J. 4:20-21 (Winter 2007 ed.); Contributing Author, "*Contempt of Court and Other Statutory Remedies*", Chapter 24, Michigan Law of Damages (ICLE 3rd Ed. & Supps.).

Honors & Appointments: 2022 U.S. President's Lifetime Achievement Award for Volunteer Service (2022); Global Icon Man of the Year Award, Women's Wealth Magazine & Men's Business Quarterly (2025); Distinguished Healthcare Leadership Award, National Association of Health Services Executives (2018); Commissioner, ABA Commission on Law and Aging (2014-2017); Commissioner, National Laurel Wreath Commission (2015-2017) and Chair, National Public Policy Committee (2016-Present), Kappa Alpha Psi Fraternity, Inc.; Leadership Maryland (2011); DC Superior Court's Civil Rules Advisory Committee (2009-Present); Board Member, Holy Cross Health Foundation (2012-2017); Board Member, Thurgood Marshall Center Trust (2008-Present); Team Recipient, Kobak Award, New York County Bar Association for Best CLE Program (Boomer/Elder Abuse Law & Policy) (2017); Recipient, Decatur Trotter National Humanitarian Award, National Association of Black Veterans, Inc. (2015); Honorable Order of Kentucky Colonels (2015); Recipient, Kappa Alpha Psi Pillar of the Province Award (2015); Member, DC Bar Strategic Planning Committee (2009-2010; Best Bar Project Award); and DC Bar Pro Bono Lawyer of the Year (2006).

References available on request.

RUSSELL MCBRYDE
Franklin, TN • 615-417-4377 • russ.mcbryde@gmail.com
LinkedIn: linkedin.com/in/russellmcbryde/

C-SUITE HEALTHCARE & BUSINESS DEVELOPMENT EXECUTIVE
Driving Growth, Operational Excellence & Transformational Partnerships Across Healthcare, Technology & Preventative Medicine
Dynamic and relationally gifted executive with 26+ years of leadership experience building high-growth healthcare organizations, launching startups, and driving revenue through strategic partnerships and market expansion. Recognized for transforming early-stage concepts into scalable operations, cultivating high-performance teams, and architecting deep professional networks that accelerate growth.

Blends expertise in preventative medicine, imaging, insurance innovation, healthcare operations, and business development with a unique ability to connect stakeholders, forge trust, and unlock new opportunities. Equally skilled at leading complex clinical environments and launching tech-forward models that simplify access, elevate patient experience, and improve health outcomes.

Faith-driven, service-oriented leader committed to building organizations anchored in integrity, excellence, and long-term impact.

CORE COMPETENCIES

- Executive Leadership & Vision
- Startup Launch & Scaling
- Healthcare Operations & Strategy
- Preventative Imaging & AI-Driven Diagnostics
- Business Development & Market Expansion
- Strategic Partnerships (Clinical, Corporate, Community)
- Revenue Growth & P&L Oversight
- Team Leadership & Culture Building
- Relationship Architecture / High-Value Networking
- Concierge Medicine & Patient Experience
- Insurance Innovation / Life & LTC
- CRM & Digital Health Technology Integration
- Public Speaking & Community Engagement

PROFESSIONAL EXPERIENCE

George Shinn Companies • Franklin, TN
Senior Vice President, Project Management
2025 – Present

Recruited directly by Founder, Entrepreneur, and Philanthropist **George Shinn** to lead strategic growth initiatives across The Shinn Companies' healthcare, business, investment, and philanthropic ventures.

- Oversee strategic expansion initiatives including multi-market healthcare projects, retail and community ventures, and mission-driven business development opportunities.
- Evaluate and advance new investment opportunities; lead due diligence, partnerships, and growth strategy.
- Serve as trusted advisor to Mr. Shinn, helping shape long-term organizational vision and legacy-focused initiatives.
- Support key philanthropic projects including education, Christian leadership development, and community transformation efforts.

Longevity Health Center • Franklin, TN
Chief Executive Officer
2024 – 2025

Recruited by founding investor George Shinn to build and launch a premium preventative imaging and concierge wellness center focused on early detection of heart disease and cancer.

Startup Launch & Operational Leadership

- Built the organization from concept to fully operating clinic, leading all strategy, operations, financial modeling, staffing, workflow design, and business development.
- Achieved near break-even performance within 5 months, generating ~$140K monthly revenue—exceptional performance for a startup preventative imaging center.
- Led implementation of advanced cardiac CT/CCTA with AI-driven plaque analysis using Cleerly® and HeartFlow®—placing Longevity among the top 10 centers in the nation using this combined technology.

Clinical & Patient Impact

- Oversaw nearly 200 cardiac scans in first 5 months; ~30% detected clinically significant CAD, with ~10% requiring stents—multiple documented lives saved.
- Designed a high-touch concierge patient experience focused on education, clarity, and actionable prevention.

Partnerships & Market Penetration

- Established referral pipelines with concierge physicians, cardiologists, corporate groups, wellness programs, orthopedic practices, and professional athlete networks.
- Built strong community engagement through partnerships with Franklin Fire Department, Gibson Guitar, Southall Farm & Inn, and NFL Alumni.

Team Leadership

- Hired and led a cross-functional clinical and administrative team including cardiology oversight, CT techs, echo techs, NP/RN staff, and concierge coordinators.
- Built a culture rooted in compassion, hospitality, precision, and world-class service.

Suriance Life Insurance • Franklin, TN
Chief Executive Officer
2022 – 2024

Recruited by Founder to launch a disruptive, tech-forward life insurance company focused on simplifying access to term life and long-term care solutions.

- Built value proposition centered on **Faith, Family & Service**, modernizing a traditionally complex product category.
- Led market research, product strategy, financial modeling, and technology integration using open-source CRM and API-driven insurtech stack.
- Secured national partnerships with **Haven Life (MassMutual), Nationwide, USAA, and Prudential**.
- Pioneered influencer-driven customer acquisition strategy, generating high-performance lead flow and 32% conversion in early pilots.
- Scaled telesales JV with Haven Life producing 75–100 warm transfers daily with $3M monthly revenue potential.

(Additional roles prior to 2022 included; shortened for clarity while retaining impact.)

Amedisys Home Health • Middle TN
Area Vice President
2020 – 2022
Led multi-market sales and care transition teams across 6 centers during COVID-19; expanded YOY revenue by 1.7%. Recognized by COO as a top performer within first 90 days.

Happiest Baby (SNOO Smart Sleeper) • Nationwide
Executive Business Development Consultant
2020 – 2023
Developed hospital market strategy; sold SNOO into 100 top pediatric hospitals. Built early pathway toward FDA approval for SIDS-related indications.

Paradigm Claims Services • Miami, FL
Business Development Consultant
2019 – 2020
Launched consumer model, reduced sales cycle by 30 days, secured 6 new home care clients in 4 months.

Electronic Caregiver • Nashville, TN
Senior Director & Advisor
2018 – 2020
Built enterprise partnerships for digital health/ECG technology; secured 18+ distributor agreements in 180 days.

Southeast Eye Specialists (SEES) • Nashville, TN
Vice President, Business Development
2017 – 2018
Expanded clinics by 20+ locations; increased sales productivity 236%; enhanced cataract advanced-tech conversions from 13% to 22%.

Virsys12 • Brentwood, TN
Director of Business Development
2015 – 2017
Scaled Salesforce Health Cloud partnerships; grew average deal size 4x; secured $700K+ in first-year revenue.

Additional Leadership Roles
Alliance Oncology / US Radiosurgery – VP Business Development
BlueSky MD – Vice President
GlaxoSmithKline – Senior Executive Representative (President's Club)
Bayer Corporation – Senior Sales Representative (President's Club)
Chicago Cubs (AA West Tenn Diamond Jaxx) – Executive Director

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BOARD & COMMUNITY LEADERSHIP
Chairman, Board of Directors — Music City Academy (Opening 2027)
Public charter school founded by Dr. Kevin Dyson focused on athletics-integrated education, leadership development, and community impact.
Other Service

- Young Life Leader & Mentor
- Big Brothers/Big Sisters
- Various Christian and community initiatives

EDUCATION & CERTIFICATIONS
Bachelor of Science — Communication Arts (PR & Advertising)
Union University
Certifications & Training

- Life & Health Insurance License
- Long-Term Care Certified
- Salesforce Advanced Sales
- John Maxwell Leadership Mentorship Program
- GSK Consultative Selling & Field Training

AWARDS

- GSK President's Club — Ruby Tier
- GSK President's Club — Emerald Tier
- Bayer President's Club — Platinum Tier
- 7× Bravo Awards (Alliance Oncology)



ADOLPHO A BIRCH III

Chief External & League Affairs Officer, TENNESSEE TITANS

Adolpho Birch joined the Titans organization in 2020. His responsibilities include league and legal affairs, government relations, DEI efforts, community impact and the Titans Foundation.

Since returning to Nashville, Birch has been a catalyst for enhancing the team's Community Impact footprint and reformulating the vision and reach of the Titans Foundation. He also has taken on a key role in the advancement of a new stadium and development along the city's East Bank, working with City and State officials and leading stakeholder engagement efforts throughout the state.

As an advisor to Commissioners Paul Tagliabue and Roger Goodell, Birch held multiple senior-level roles during his 23-year tenure at NFL headquarters. Prior to joining the Titans, Birch served as the NFL's Senior Vice President of Labor Policy & League Affairs, overseeing the negotiation and enforcement of policies critical to the integrity of the game, including those on substances of abuse, performance-enhancing drugs, gambling and personal conduct. He also advanced the NFL's legislative and governmental efforts on key issues such as youth concussion prevention and treatment, the league's tax status and the FCC's blackout rule. Leading the NFL's player engagement efforts, he focused on continuing education, financial education, career development and clinical assistance designed to support player and employee off-field success.

Birch began his career as a judicial law clerk for Thomas Wiseman, Chief Judge of the U.S. District Court for the Middle District of Tennessee, then as an associate at Fulbright & Jaworski in Houston. A Nashville native and graduate of Father Ryan High School, Birch earned degrees from Harvard University and Vanderbilt University School of Law.

Complementing his industry experience, Birch serves on several professional and nonprofit boards, including the Vanderbilt University Board of Trust; Sports Lawyers Association; Partnership Tennessee; Nashville Ballet; Nashville Sports Council; Nashville Police & Public Safety Alliance; Martha O'Bryan Center and Business of Sports School in New York. In May 2021, he was elected to the Board of Directors for Ingram Industries. That same month, he was named a director and committee chair for the federally established Horseracing Integrity and Safety Authority. In January 2022, he was appointed to the Tennessee Access to Justice Commission. He has been named a *Best of the Bar* honoree by the Nashville Business Journal in each of the past four years. In January 2024, he was named one of the Nashville Tennessean's *2024 Black Leaders to Know*, and was voted one of Power Poll's *2024 Most Powerful People.*

Birch's father, A.A. Birch, Jr., was the first African American Chief Justice of the Tennessee Supreme Court. In 2006, the City of Nashville named its new criminal justice building after him. His mother, Dr. Janet Scott Birch, was a longtime Professor of Clinical Psychology at Meharry Medical College and active community organizer.

Email: adolpho.birch@titans.nfl.com
Office: 615 565 4001

Updated: 10102025

Contact

731 Porter Rd. Nashville, TN 37206 6153460252 (Work)
crc@crclegalgroup.com

www.linkedin.com/in/crystal-cole-legal(LinkedIn)
www.crclegalgroup.com (Company)

Leadership and Community Involvement

• Tennessee Bar Association - Leadership Class of 2025, Current General Practice Committee Chair

• Commercial Law League of America

• UT Promise Mentorship Program Mentor

• Women in Numbers & Lawyers Association for Women

• Nashville Bar Association

• UT Board of Governors

• Blood Cancer United

Crystal R. Cole

Owner, CRC Legal Group

Experience

CRC Legal Group Nashville, TN
Owner
January 2015 - Present

Legal practice focused on consumer and commercial debt collection. Other practice areas include subrogation, landlord/tenant, and creditor representation in bankruptcy for the Middle District TN. I can also provide court coverage in the Middle Tennessee area for out of county attorneys. Admitted to practice in TN,KY, and before the US District Court Middle District TN.

Law Offices of Barry J. Gammons, PLLC Nashville, TN
Attorney June 2009 - January 2015
Paralegal October 2005 - June 2009

Case management including court appearances, trials, drafting legal filings, etc. for consumer, commercial, and subrogation files. Communicate with clients to keep them informed of case statuses and answer legal questions that may arise. Preparing claims, motions, and other legal filings in bankruptcy matters. Managing staff and handling day to day matters when upper management is absent. Directly oversees commercial collection department as well as two major consumer collection clients.

Education

Nashville School of Law
JD, Law

University of Tennessee-Knoxville
BS Business Administration, Marketing

James L Maddux

Contact Information

- **Phone:** 615-844-3398
- **Email:** jim@raymondjames.com
- **Website:** www.madduxwealth.com
- **LinkedIn:** linkedin.com/in/jim-maddux-72384527
- **Location:** Brentwood, Tennessee

Professional Summary

A seasoned and tax-focused Financial Advisor with over 20 years of experience, specializing in holistic wealth management, personalized financial planning, and investment strategies. Proven ability to help clients build, preserve, and transfer wealth with a strong emphasis on tax efficiency. Leveraging a background in collegiate athletic coaching to develop strategic financial "game plans" and drive successful outcomes.

Professional Experience

Founder & Financial Advisor | Maddux Wealth Management

- Brentwood, Tennessee
- *June 2024 – Present* (1 yr 7 mos)
    - Founded a Tennessee-based, tax-focused wealth advisory firm, leading all aspects of firm strategy, client acquisition, and service delivery.
    - Specialized in comprehensive financial planning, retirement strategies, and investment management to build, preserve, and transfer client wealth.
    - Emphasize tax efficiency by proactively using strategies like **direct indexing** and **tax-loss harvesting** to offset client taxable gains from concentrated stock positions.
    - Committed to providing a **personal, consistent, and creative** advisory experience, building trust through proactive communication and thoughtful solutions.

Financial Advisor | COVA Wealth Management

- Brentwood, Tennessee
- *February 2012 – May 2024* (12 yrs 4 mos)
    - Provided investment advisory services through Raymond James Financial Services Advisors, Inc..
    - Offered securities through Raymond James Financial Services, Inc., Member FINRA/SIPC.

Senior Financial Advisor | Merrill Lynch

- *June 2005 – February 2012* (6 yrs 9 mos)
    - (***Action needed:*** *Add 2-3 specific, quantifiable bullet points detailing accomplishments here.*)

Collegiate Athletic Coach | Lipscomb University

- *January 2000 – May 2005* (5 yrs 5 mos total)
    - **Head Men's Soccer Coach** (Jan 2004 – May 2005)
    - **Assistant Men's Soccer Coach** (Jun 2002 – Dec 2003)
    - **Graduate Assistant Soccer Coach** (Jan 2000 – May 2002)
    - *Highlights the ability to coach, build a strategy, and drive high-performance results—transferable skills to wealth management.*

Education

- **Lipscomb University**
    - **Masters of Business Administration**
        - 2000-2022
    - **Bachelor's Degree**
        - 1996 – 2000

Skills & Certifications

- **Key Skills:** Financial Analysis, Investment Portfolio Management, Tax Planning, Retirement & Estate Planning, Fiduciary Consulting.
- **Licenses/Designations:** Series 7.
- **Honors/Awards:**
    - National "A" Coaching License (Issued by United States Soccer Federation - Feb 2005)
    - James R. Byers Award (Issued by Lipscomb University Athletic Department - Jan 2001) - *Given annually to the top male athlete for leadership in athletics, academics, and Christian life.*



KEN THOMAS

(615-405-0041) | Ken.thomas@archangelusa.com | linkedin.com/in/ken-thomas-69977810 | Nashville, TN

Summary

Accomplished Chairman and CEO with a distinguished track record of driving exponential growth and achieving operational excellence across protective services and education management sectors. An award-winning executive recognized for strategic development, robust governance functions, and superior customer satisfaction. Proven expertise in scaling businesses from inception to multi-state enterprises, consistently exceeding growth targets year-over-year.

Core Competencies

Strategic Planning & Execution	Organizational Leadership	P&L Management
Business Development & Expansion	Risk Management & Compliance	Customer Relationship Management (CRM)
Governance & Policy Design	Human Resources & Administration	Team Leadership

Professional Experience

Chairman & Chief Executive Officer (CEO)

Archangel Protective Services | Nashville, TN | 2010 – Present

Provide executive leadership and strategic direction for all day-to-day operations and long-term goal actualization. Champion core values of service, team stewardship, and legacy building, fostering an ethical and performance-driven culture.

- **Organizational Growth & Scaling:** Grew the company from a 2-person operation serving a single customer to an enterprise employing over 350 officers, serving 60+ security customers across 15 states. Manage operations averaging over 550,000 service hours annually.
- **Award-Winning Performance:** Achieved exponential year-over-year growth since inception, resulting in consistent recognition by the *Nashville Business Journal* (ranked the 5th Largest Veteran-Owned Company and 4th Largest Minority-Owned Business in Nashville for 2025).
- **Customer Excellence:** Directed the comprehensive Archangel Customer Care Program, ensuring high satisfaction and retention. Efforts resulted in a 100% customer retention rate across all completed projects through 2025.
- **Compliance & Licensing:** Serve as the official security company license holder of record across 15 different states.

Senior Vice President / Customer Care & VP Operations Services

Community Education Partners (CEP) | Nashville, TN | 1999 – 2010

Developed and executed company-wide strategies for customer satisfaction, student safety, social services integration, and attendance improvement programs across a network of alternative education facilities.

- **Multi-State Leadership:** Directed multi-state cross-functional senior leadership teams, ensuring rigorous adherence to contractual obligations and achieving consistent contract renewals.
- **Operational Excellence & Recognition:** Promoted to Senior VP for outstanding performance and awarded the "Chairman's Award for Excellence," the company's highest honor, for consistent leadership and results.
- **Student Safety & Security Leadership:** Led safety initiatives for 19 schools across 10 states. Implemented rigorous security processes and procedures that achieved 100% student safety and zero incidents involving weapons introduced into school environments.
- **Social Services & Attendance Improvement:** Championed a holistic "wrap-around services" approach by integrating on-site Community Social Service Providers. Elevated student attendance rates from under 20% to over 80% in nearly all cases, enabling at-risk students to achieve grade-level growth and return to their home schools on track for graduation.

Aviation Warfare Systems Operator Master Chief Petty Officer, Command Master Chief, Aviation Warfare Specialist, Naval Aircrewman, United States Navy, Retired

United States Navy | 1975 – 1998

Completed a distinguished 23-year career, retiring as a Command Master Chief (E-9), the top 1% of the enlisted ranks. Held roles of increasing responsibility, from F-4J Plane Captain to Senior Enlisted Advisor for Commander Maritime Aviation Patrol and Reconnaissance Wing 10.

- **Leadership:** Attained the rank of Master Chief Petty Officer two years ahead of the typical 20-year timeline.
- **Advisory Role:** Served as the Senior Enlisted Advisor to the Commodore Patrol Wing X, overseeing thousands of enlisted sailors across multiple deployable and overseas assets.

- **Awards:** Recognized with the Navy Meritorious Service Medal for outstanding service in a career-culminating role.
- **Education:** Graduated with honors from the Navy Senior Enlisted Academy.

Education & Certifications

Master of Education

American Intercontinental University

Bachelor of Undergraduate Studies

University of the State of New York Excelsior College

Certifications:

- State of Tennessee Handgun Safety Instructor
- NRA Basic Pistol Instructor
- Security Company License Holder of Record (15 States)

Community Involvement

- Member, Buffalo PAC
- Senior Trustee, Music City Church
- Board Member, The Branch Neighborhood Food Bank
- Committee Member, EO Nashville
- Graduate and Entrepreneur in Residence, Nashville Business Incubator Center
- Vice President, Music City Academy Board of Directors

Curriculum Vitae

Dr. Leigh Ann Danzey-Bussell

3246 Burris Drive
Nolensville, Tennessee 37135

drbussell97@gmail.com
317-509-2213

EDUCATION

Doctor of Philosophy
Florida State University
Major: Athletic Administration
Dissertation: "The Price of Success: An Analysis of Funding Top Ten Men's and Women's Programs in Comparative Sports."

Master of Arts
Northeast Louisiana University
Major: Communication

Bachelor of Arts
University of Alabama
Major: Public Relations

Bachelor of Arts
University of Alabama
Major: Broadcasting
Minor: History

Certificates
Florida Atlantic University
Executive Certificate Hospitality & Tourism (2022)
Hospitality & Tourism Management (2020)

Professional Experience

July 2025-Present – President, Mythamos Creative.

August 2016-Present –Professor, Trevecca Nazarene University (Tenured).

October 2016-Present – Adjunct Professor (Graduate; online), Upper Iowa University.

July 2014-present – Adjunct Professor (Undergraduate; online,) Troy University.

July 2014-August 2023– Adjunct Professor (Graduate; online), Belhaven University.

August 2007-present – Independent Sport and Entertainment Management Consultant.

August 2013-August 2014 – Adjunct Graduate Faculty member, Jacksonville State University.

August 2009-June 2014 – Graduate Faculty Mentor, Northcentral University.

August 2012-December 2013 – Assistant Professor of Sport Management, University of West Georgia.

August 2007-July 2012 – Assistant Professor Sport Administration Program, Ball State University.

August 2007-May 2011 – Assistant Professor and Graduate Program Coordinator, Sport Administration, Ball State University.

August 2002-August 2007 - Director of Motorsports and Assistant Professor, Sport Management, Marian College.

December 2001-August 2002 - Executive Director, Team Clydesdale International, Indianapolis, Indiana.

August 1999-December 1999 - Adjunct Professor, Ball State University, Muncie, Indiana.

May 1999-June 2001 - Program Specialist, Hamilton County YMCA, Fishers, Indiana.

August 1996-November 1998 - Administrative Program Assistant, American Heart Association, Indianapolis, Indiana.

July 1996-July 1997 - Sports Information Director, Indiana Collegiate Athletic Conference, Indianapolis, Indiana.

August 1994-July 1995 - Research and Special Project Coordinator to Assistant Athletic Director for Women's Sports, Florida State University, Tallahassee, Florida.

January 1994-August 1994 - Golf Instructor, Department of Physical Education, Florida State University, Tallahassee, Florida.

August 1990-May 1992 - Graduate Assistant Sports Information Director, Northeast Louisiana University.

September 1989-June 1990 - Assistant Sports Information Director, University of South Alabama, Mobile, Alabama.

March-August 1989 - United States Golf Tour - Director of Media Relations.

September 1984-May 1987 – Student Assistant Sports Information Director, University of Alabama.

RESEARCH INTERESTS

Curriculum development and assessment, Active learning, Collaborative learning, Mentoring, Pedagogical Innovations, Event Management, Communication, Gender Equity, Hospitality, Sport and Tourism, Sport Management and Marketing Strategies, Risk Management and Safety, Kpop marketing strategies, Fandoms, Online teaching.

RESEARCH

Textbook(s)

Greenwell, C. T., **Danzey-Bussell, L. A.** & Shonk, D. J. (2024). Managing Sport Events. 3rd Ed. Human Kinetics, Champaign, IL.
Greenwell, C. T., **Danzey-Bussell, L. A.** & Shonk, D. J. (2019). Managing Sport Events. 2nd Ed. Human Kinetics, Champaign, IL.

Greenwell, C. T., **Danzey-Bussell, L. A.** & Shonk, D. J. (2013). Managing Sport Events. Human Kinetics, Champaign, IL.

Publications

Bussell, L.A., & Lu, D. A. (2022). Would it Could it Work in Sport? A look at BTS' "dynamite" marketing strategies. In Pitts, B. (Ed.) *Case Studies in Sports Business Marketing*. (3rd ed.) FIT Publishing, Morgantown, West Virginia.

Willett, J., Brown, C. & **Bussell, L. A**. (2019). An exploratory study: Faculty perceptions of online learning in undergraduate sport management. *Journal of Hospitality, Leisure, Sport, and Tourism Education.*

Bussell, L. A. (2017, March) The "GOLD" Standard - Global Online Learning Difficulties: It's more than pedagogy that matters. [Abstract]. *5*(3), 78.

Hatfield, L. M., **Bussell, L. A**., Johnson, J. & Riemer, B. A. An examination of work-family conflict and related theories in NCAA Division I senior woman administrators. [Abstract]. *3*(3), 68.

Bussell, L.A. & Riemer, B. A. (2014). Where government and sport management unite: Students as consultants. [Abstract]. Global Sport Business Journal, *2*(3), 68.

Bussell, L.A. and Mosier, B., & Clevenger, K. (2013). Celebrating abilities, encouraging awareness. GAHPERD Journal.

Shonk, D.J., Greenwell, T.C., & **Danzey-Bussell, L.A**. (2013, November-2014, February). Mind your PEAS & Cues: How to enhance the quality of services surrounding your event. *Sports Events Magazine*, 11.

Bussell, L.A. (2013). SPTADUKIA: Survivor Sport Management Style. Radical Pedagogy, 10 (1).

Lee, D., Byon, K. K., Schoenstedt, L., Johns, G., **Bussell, L,** D., & Choi, H. (2013). Validation of the consumer values versus perceived product attributes model measuring the purchase of athletic team merchandise. ICHPER-SD Journal of Research, 7(1), 39-45.

Bussell, L.A. & Pierce, D. (2011) Interscholastic Sports Sponsorship: Funding High School Athletics in Indiana. Applied Research in Coaching and Athletics, 26, 210-230.

Pierce, D. & **Bussell, L.A.** (2011) National Survey of Interscholastic Sport Sponsorship in the United States, submitted Choregia, 1 (7), 42-63.

Yordy, B., Pierce, D. A., Blom, L. C., & **Bussell, L. A.** (2010) Alternative revenue generating strategies in interscholastic athletics. Indiana AHPERD Journal, 39(4), 7-11.

Bussell, L.A. (2011). Media Relations. Encyclopedia of Sport Management and Marketing, SAGE Publications, Thousand Oaks, CA.

Bussell, L.A. (2011). In-house Agency. Encyclopedia of Sport Management and Marketing, SAGE Publications, Thousand Oaks, CA.

Bussell, L.A. (2011). Work Team. Encyclopedia of Sport Management and Marketing, SAGE Publications, Thousand Oaks, CA.

Bussell, L.A. (2011). News/Press Conference. Encyclopedia of Sport Management and Marketing, SAGE Publications, Thousand Oaks, CA.

Bussell, L.A. (2011). Media Relations. Encyclopedia of Sport Management and Marketing, SAGE Publications, Thousand Oaks, CA.

Bussell, L.A. (2011). Management Decision-Making Process. Encyclopedia of Sport Management and Marketing, SAGE Publications, Thousand Oaks, CA.

Bussell, L.A. (2011). Traffic Flow management. Encyclopedia of Sport Management and Marketing, SAGE Publications, Thousand Oaks, CA.

Bussell, L.A. & Pavlechko, I. (2011). Management of a golf tournament. Encyclopedia of Sport Management and Marketing, SAGE Publications, Thousand Oaks, CA.

Manuscripts Submitted or in Revision/Progress

Bussell, L. A. and Bussell, S. G. (in progress). Kpop Demon Hunters: A 'Golden' Playbook for Teaching Sport Management.

Bussell, L.A. (2025). (in progress). From Classroom Concept to Statewide Impact: The Birth of the Sport Management association of Tennessee.

Bussell, L. A. and Riemer, B. A. (in revision). Problem based learning: Engaging students as consultants. Submitted to the Journal of Problem Based Learning in Higher Education.

Bussell, L. A. and Riemer, B. A. (in revision). Mentoring in sport studies: Current practices and a new model. Submitted to the Journal of Sport Behavior.

Presentations, Posters, Panels

Bussell, L.A. (2025). "Kpop Demon Hunters: A 'Golden' Playbook for Teaching Sport Management." Presented at the 32nd Annual Faculty Research Symposium, Trevecca Nazarene University, Nashville, Tennessee.

Bussell, L.A. (2025). *Panelist.* "Title IX at a Crossroads: Progress, Setbacks, and the Fight Ahead." Riverside City College, Riverside, CA [Invited]

Shonk, D., **Bussell, L.A**., Damon, Z., Hardin, R., Pate, J., Pierce, D. Shreffler, M. (2022, June). Scholarship of Teaching and Learning: Effective Strategies for Publishing in Sport Management. Presented at the annual conference of the North American Society for Sport Management, Atlanta, Georgia.

Bussell, L.A., and McCormick, S. (2022, June). Pivot, Pivot, Pivot: The one where we pivoted. Presented at the annual conference of the North American Society for Sport Management, Atlanta, Georgia.

Bussell, L.A. (2021, June). Choose to Schmooze: Networking for the Future. Presented at the annual conference of the North American Society for Sport Management, Virtual Conference.

Bussell, L.A. and Rogers, S. (2021, February). Shifting Content and Communication Strategies During COVID-19. Presented at the annual conference of the Applied Sport Management Association, Virtual Conference.

Bussell, L. A. (2020, June). Students for Hire: Creating a Challenging Capstone Experience. Presented at the annual conference of the North American Society for Sport Management, Virtual Conference.

Bussell, L. A. (2019, May). You got served! Presented at the annual conference of the North American Society for Sport Management, New Orleans, Louisiana.

Willett, J., Brown, C. & **Bussell, L. A**. (2018, June). Faculty Perceptions of Online Learning in Undergraduate Sport Management Programs**.** Presented at the annual conference of the North American Society for Sport Management, Halifax, Nova Scotia, Canada.

Bussell, L. A., Pitts, B., Willett, J., & Alderman, H. (2018, June).#OnlineSportManagement: Challenges, Opportunities, and Implications. Presented at the annual conference of the North American Society for Sport Management, Halifax, Nova Scotia, Canada.

Bussell, L. A. (2018, June). Cultivate, Cooperate, Collaborate, Celebrate: A Win-Win Event Partnership. Presented at the annual conference of the North American Society for Sport Management, Halifax, Nova Scotia, Canada.

Bussell, L.A. (2018, February). Desperately Seeking Partnerships: Creating a winning team through industry collaboration. Presented at the Global Sport Business Association Conference.

Bussell, L. A. (2017, November). What's your study spirit animal? Presented at the 23rd Annual Trevecca Nazarene University Faculty Research Symposium.

Bussell, L. A. (2016, November). On your mark, get set, ENGAGE! Presented at the 22nd Annual Trevecca Nazarene University Faculty Research Symposium.

Bussell, L. A. (2017, June). Get the Mouse Out of the House: Active Learning in an Online Environment**.** Presented at the annual conference of the North American Society for Sport Management, Denver, Colorado.

Bussell, L. A. (2017, March). The "GOLD" Standard - Global Online Learning Difficulties: It's more than pedagogy that matters. Presented at the Global Sport Business Association Conference.

Bussell, L.A., Hums, M., Pitts, B., Riemer, B., Hancock, M., Grappendorf, H. (2015, June). Empowering the Future of Sport Management. Presented at the annual conference of the North American Society for Sport Management, Ottawa, Ontario, Canada.

Hatfield, L. M., **Bussell, L. A**., Johnson, J. & Riemer, B. A. An examination of work-family conflict and related theories in NCAA Division I senior woman administrators. Presented at the Global Sport Business Association Conference, February 2015.

Dane-Staples, E., **Danzey-Bussell, L.A.,** Harrison, T., Lawrence-Benedict, H. & Staurowsky E. (2014, May). Best Practices in Virtual Classrooms: Strategies for Program and Classroom Development. Presented at the annual conference of the North American Society for Sport Management, Pittsburgh, Pennsylvania.

Bussell, L. A., (2014, May). Are you Linkedin? Presented at the North American Society for Sport Management annual conference, Pittsburgh, Pennsylvania.

Bussell, L.A. & Riemer, B. A. (2014, February). Where government and sport management unite: Students as consultants. Presented at the Global Sport Business Association Conference.

Riemer, B. and **Bussell, L.A**. (2013, November). Institutional control, puppets, and students. Presented at the annual conference of the North American Society for the Sociology of Sport Quebec City Quebec. Canada

Bussell, L.A., Riemer, B., Hatfield, L. M., Hatfield, L. C., & Butts, F. (2013, June) From Mentoring to Networking: Laying the foundation for the future of Sport Management. Presented at the annual conference of the North American Society for Sport Management annual conference, Austin, Texas.

Bussell, L.A. (2013, June) Social Media in Sport Management: #Hashtag for Learning. Presented at the North American Society for Sport Management annual conference Teaching & Learning Fair, Austin, Texas.

Butts, F. & **Bussell, L.A.** (2013, June) Student Engagement in Online Instruction in Sport Management. Poster presentation. Student Engagement in Online Instruction in Sport Management.

Bussell, L. A. (2013, January). How to Write a Lot. Professional Development Seminar presented to the University of West Georgia faculty.

Bussell, L. A. (2012, November). Cinderella didn't just go to the ball, she played ball! Presented at the annual conference of the North American Society for the Sociology of Sport, New Orleans, Louisiana.

Bussell, L. A. & Riemer, B. (2012, November). We're all in this together: gendered role identification in mentor-protégé relationships. Presented at the annual conference of the North American Society for the Sociology of Sport, New Orleans, Louisiana.

Bussell, L. A. & Riemer, B. (2012, May) We're All in This Together: Gendered Role Identification in Mentor-Protégé Relationship? Presented at the North American Society for Sport Management annual conference, Seattle, Washington.

Bussell, L. A., (2012, May). Governance and Facebook ... Teamwork Personified! Presented at the North American Society for Sport Management annual conference, Seattle, Washington.

Lee, D., Byon, K. K., Schoenstedt, L., Kim, M. K., Johns, G., & **Bussell, L. A.** (2012, April). "Validation of the Consumer Values Versus Perceived Product Attributes Model Measuring the Purchase of Athletic Team Merchandise" Southern Sport Management Conference Troy, Alabama.

Bussell, L.A. & Riemer, B. (2011, November) Using New Media Tools to Teach Undergraduate Invited panelist at the annual conference of the North American Society for the Sociology of Sport, Minneapolis, MN.

Riemer, B. & Bussell, L. A. (2011, November). Information Literacy and the College Student Presented at the North American Society for the Sociology of Sport annual conference, Minneapolis, MN.

Bussell, L.A., Riemer, B., Gray, D., Williams, J. Staurowsky, E. (2011, June). Seeking Six Degrees of Separation: Women Mentoring Women with the Transition to the Professoriate. Presented at the North American Society for Sport Management annual conference, London, Ontario, Canada.

Bussell, L.A. (2011, May). "SPTADUKIA" Reality TV Sport Administration Style. Presented at the North American Society for Sport Management annual conference Teaching & Learning Fair, London, Ontario, Canada.

Bussell, L.A. & Riemer, B. (2010, November). Responding to Backlash in the Classroom: What's a Professor to do? Presented at the North American Society for the Sociology of Sport annual conference, San Diego, CA.

Bussell, L.A. (2010, November). Investigating Supervision Risks. Presented at the North American Society for the Sociology of Sport annual conference, San Diego, CA.

Bussell, L.A. (2010, October). Sport Communication: The who, what, why and how. Invited Teleconference Lecturer for the annual International Symposium on Sport and Physical Education, Kyung Hee University, Korea.

Bussell, L.A. (2010, May). Sport Communication. Presented at the North American Society for Sport Management annual conference Teaching & Learning Fair, Tampa, FL.

Bussell, L.A. (2010, April). Amazingly Engaging: An Assessment of Service Learning in Sport Management, Presented at the 6th Annual Southern Sport Management Conference, Troy, AL.

Pierce, D. A. & **Bussell, L.A.** (2010, March). National survey of corporate sponsorship in interscholastic athletics. Poster presented at the American Alliance for Health, Physical Education, Recreation and Dance annual conference. Indianapolis, IN.

Bussell, L.A. (2010, January). Risk Management in High Schools. Invited presentation at the National Federation of State High School Associations Citizenship & Equity Committee annual meeting. Indianapolis, IN.

Bussell, L.A. (2009, November). Management of Athletes, Sites and Volunteers session presider at the North American Society for the Sociology of Sport annual conference. Ottawa, Canada.

Bussell, L.A. (2009, November). From Initial Reservation to Approving Engagement: The Students Perspective. Presented at the North American Society for the Sociology of Sport annual conference, Ottawa, Canada.

Bussell, L.A. & Ivan, E. (2009, May). From the Classroom to the Community: Service Learning through Sport Law. Presented at the North American Society for Sport Management annual conference, Columbia, SC.

Bussell, L.A. (2009, May). Immersive Learning through Service Learning - Using Sport Law Class as a Catalyst. Presented at the North American Society for Sport Management annual conference Teaching & Learning Fair, Columbia, SC.

Bussell, L.A. (2009, May). Event Security. Invited Teleconference Lecturer for the annual International Symposium on Sport and Physical Education, Kyung Hee University, Korea.

Petersen, J. & **Bussell, L.A.** (2008, November). Assessment in Sport Management: A Practitioner's Roundtable. Presented at the Indiana Association for Health, Physical Education, Recreation and Dance annual meeting, Indianapolis, IN.

Bussell, L.A. (2008, May). Sport Communication: The who, what, why and how. Invited Teleconference Lecturer for the annual International Symposium on Sport and Physical Education, Kyung Hee University, Korea.

Bussell, L.A. (2008, April). Facility Planning: How to build a facility in 50 minutes. Invited Lecture, Ball State University, Muncie, IN.

Bussell, L.A. (2007, May). The state of Motorsports Education in Indiana. Invited presenter at the Indiana InGear Symposium, Indianapolis Motor Speedway, Indianapolis, IN.

Bussell, L.A. (2006, December) Education and Internships. Invited panelist for the annual Indiana Motorsports Association conference, Indianapolis, IN.

Bussell, L.A. (2006, January) Motorsport and Sponsorship: The Symbiotic Relationship. Invited presenter at the Society of Manufacturing Engineers Motorsports Annual Conference, Indianapolis, IN.

Other Publications

Personal Interview on innovative pedagogy:
Free, J. (2014). (personal interview) Unscripted reality: Using competition-based television as a teaching tool. SixFinger Learning, http://www.sixfingerlearning.com/unscripted-reality-using-competition-based-television-teaching-tool/

CONSULTING

Tennessee State University, Nashville, Tennessee – Fundraising project for Athletic Development Department (2023)

Alliance Sport Marketing, Nashville, Tennessee –State of New Hampshire Driver Safety Program (2019)

Alliance Sport Marketing, Nashville, Tennessee – State of Illinois Department of Highway Safety Campaign (2018)

Nolensville High School, Nolensville, Tennessee – Concessions and Fundraising (2018-19)

Carroll County Park and Recreation Department Needs Assessment (2014)

Archbishop Hoban High School – Safety and Security Plan Review (1012)

GRANTS

Provost Immersive Learning Grant, Safe at Home? An immersive investigation of supervision within Indiana High School Athletics programs, ***FUNDED, $19, 619***.

Discovery Grant, Ball State University, Safe at home? An immersive investigation of supervision within Indiana High School Athletic programs October 2009, NOT FUNDED, $20,000

Graduate Program Marketing Funds, Ball State University, Graduate School, November 2009, ***FUNDED $400***

Summer Assessment Grant, Ball State University, April 2009, ***FUNDED, $750***

Scholarship of Engagement Faculty Grant, From the Classroom to the Community: Legal Issues in Athletic Administration Symposium Indiana Campus Compact, May 2009, ***FUNDED, $2,250***

Ball State University Creative Teaching Grant, From the Classroom to the Community: Legal Controversies in Sport Administration, February 2008, ***FUNDED, $7,500***

Ball Brothers Foundation, Marian College, 2006, ***FUNDED, $20,500***

THESIS AND DISSERTATION COMMITTEES

Karin Lee, Doctoral Candidate, Dissertation Committee member, Capella University, 2011-12.
Gregg Brody, Graduate Creative Project Advisor, 2010-11.
Jay Steilberg, Graduate Creative Project Advisor, 2010.
Malma Peniata, Graduate Creative Project Advisor, 2010.
Brad Yordy, Graduate Creative Research Project Committee Member, 2009.
Adam Tschour, Graduate Creative Project Advisor, 2010.
Tony Dinsmore, Graduate Thesis, Chair, Fall 2009.
Bill Wirtz, Graduate Creative Research Project, Project Advisor, Spring 2008.

TEACHING EXPERIENCE

Fundamentals of Golf (U)
Foundations of PE and Sport (U)
Introduction to Sport Management (U)
Introduction to Health/Wellness (U)
First Aid (U)
Officiating (U)
Promotion of Sport (U)
Event and Facility Management (U, G -Online)
Legal Aspects of Sport (U; G; U/G-Online)
Sociology and Sport - Current Issues (U; U-Online)
Sports Information/Communication (U)
Administration of Sport (U; G; G-online)
Senior Capstone Seminar (U)
Sport Management Capstone Consulting (U)
Capstone Seminar (G)
Personal/Community Health and Safety (U)
Governance in Sport (U; U-Online)
Survey of Motorsports (U)
Race Team Management (U)
Social Media in Sport (U)
Financial Aspects of Sport (U-online)
Practicum (U)
Internship (U; G)
Sport Marketing and Sponsorship (U; G)
Sport Supervision (G)
Ethics and Philosophy in Sport (G)
Human Resources in Sport (G)
Diversity in Sport (G-Online)
Sport Ethics (G)
Public and Media Relations in Sport (G)
Research Methods (G-Online)
Financial Administration of Sports Facilities/Programs (G)
Principles of Executive Leadership (G-online)
Leadership and Ethics (G-Online)
Principle of Executive Leadership (G-Online)
Legal Aspects of Equity in Intercollegiate Athletics (Doctoral)
Sport Compliance (Doctoral)
Advising the Student Athlete (Doctoral)

SERVICE

Volunteer:

Men's SEC Basketball Tournament, Nashville, Tennessee, 2025, 2024, 2020 and 2019

NFL Draft, Nashville, Tennessee, 2019
Super Bowl LIII, Atlanta Georgia, 2019
Music City Bowl, Nashville, Tennessee, 2018, 2017
NCAA Men's Basketball Tournament, Nashville, Tennessee, 2018
Ohio Valley Conference Basketball Tournament, 2017
NCAA Men's Basketball Championship, Atlanta, Georgia, 2014
Super Bowl XLVI, Indianapolis, Indiana, 2012

Professional:

NASSM Room Moderator, NASSM Conference 2022, Atlanta, Georgia
NASSM Teaching and Learning Fair Co-Coordinator, 2012-present.
Editorial Board, Sport Management Education Journal, 2020-present
Reviewer, Sport Management Education Journal, 2018-present
Reviewer, The Journal of The Christian Society for Kinesiology, Leisure, and Sport Studies
Reviewer, North American Society for Sport Management Student Research Paper, 2013
Finance Committee, North American Society for the Sociology of Sport, 2010-2016)
Reviewer, Barbara A. Brown Outstanding Student Paper Award for North American Society for the Sociology Sport, 2010
Teaching Education, Manuscript Reviewer
Jones and Bartlett manuscript reviewer 2006-present
Indiana Department of Education Safety Survey, Intermediate and Middle Schools, Spring 2011
Indiana Department of Education Safety Survey, High Schools, Fall 2010
Sport Law, First Edition, June 2007, Jones & Bartlett
Principles and Practice of Sport Management, Third Edition (2006, June), Jones & Bartlett
Foundations of Physical Education and Sport, Sixth Edition. (2003, January), McGraw-Hill Publishing

University:

Student Conduct Council, Trevecca Nazarene University, 2018-present.
Kpop Club Advisor, Trevecca Nazarene University, 2021-present
Sport Management Club Advisor, Trevecca Nazarene University, 2017-present
NCAA Recertification, Gender/Diversity Subcommittee, Ball State University, 2010
Graduation Faculty Marshall, College of Applied Science and Technology, Ball State University, May 2008
Wrestling Club Advisor, Ball State University, 2008-present
Football Task Force, Marian College, 2004
Teaching and Learning Committee, Marian College, 2003-2007

College/School:

Student Life Council Judiciary Committee, Trevecca Nazarene University, 2018-present
Sport Management Faculty Search Committee Chair, University of West Georgia, 2013.
Faculty Development, Mentoring & Retention Committee, University of West Georgia, 201215
Technology Committee, University of West Georgia, 2012-2015
Graduation Faculty Marshall, School of Physical Education, Sport and Exercise Science, Ball State University, May 2008-2012

SPESES International Committee member, 2007-2012
Department Chair Search Committee member, November 2008-March 2009
Sport Administration Faculty Search Committee member, Spring 2009
New Student Orientation, June 2009

Community:

Tennessee Promise Peer Mentor, 2018-present
Tennessee Special Olympics, 2019
Saraland/Satsuma/Chickasaw Education Council – Council Member
Oaklandon Youth Organization Board Member – Public Relations co-chair; Opening Day Coordinator

PROFESSIONAL DEVELOPMENT/CONTINUING EDUCATION

Collaborate Workshop, April 2013
D2L Certified Online Teaching Cohort Fall 2012
D2L Quizzes Workshop fall 2012
D2L Course Builder Worship fall 2012
T & L Workshop: Promoting Civility in the Classroom, fall 2010
How to Write a Lot, fall 2009
The Grants Dollars Trilogy, Part II, February 2009
Team Teaching, February 2009
What Do Students Think about Instructional Technology/Computer in the Classroom, November 2008
inQsit Training: Creating Online Surveys, October 2008
Enhancing Online Learning Conference, March 2008
Microsoft Publisher: Brochures, March 2008
Video Conferencing, March 2008
T & L Workshop: Assessment Primer, February 2008
T & L Workshop: What Questions Should I Answer to Develop Innovative Teaching? January 2008
Innovative Teaching Workshop, Spring 2008
inQsit Training: Creating Online Tests, January 2008
Alpha Seminar, Ball State University, Fall 2007

HONORS/AWARDS

Outstanding Professor of the Year, Ball State University, Sigma Phi Epsilon Fraternity, 2008
Honorary Knighthood, Marian College, 2005, 2006
Graduate Assistantship, Florida State University, 1994-95
Founded, organized, and elected President, School of Communication Graduate Student Organization, Northeast Louisiana University, 1992
Circle of Scholars, Northeast Louisiana University, 1992
Graduate Assistantship, Northeast Louisiana University, 1990-92
Crimson Courter, University of Alabama, 1983-1987
Athletic Scholarship, University of Alabama, 1984-1987

AL SMITH, M.Ed.

Franklin,Tennesse (615) 293-9522
linkedin.com/in/al-smith54 asmith54pro@gmail.com

SUMMARY

Former NFL All-Pro Linebacker and Team Executive for the Houston Oilers / Tennessee Titans with proven leadership skills both on and off the field. Demonstrated business strengths in administration, financial management, budgeting, sales and marketing. Well versed in working with executive management to spearhead highly successful academic and professional sports programs. Influential motivational coach, speaker and author. Proven success in recognizing, evaluating and developing players and taking them to the next level. Confident decision-maker with excellent problem- solving and communications skills (both verbal and written).

- General Management
- Business Operations
- Coaching and Mentoring
- Sports and Football Analysis
- Fundraising
- Business Development
- Marketing and Strategy
- Team Building
- Motivational Speaker and Author
- Strategic Planning
- Negotiations
- Sports Broadcasting
- Athletic Recruitment and Development

PROFESSIONAL EXPERIENCE

NFL ALUMNI ASSOCIATION, INC. **2010 – Present**
An advocacy and charitable fundraising organization whose purpose is to serve, assist, and inform members in their post NFL lives, and provide local support and expand the impact of ''Caring for Kids" throughout all communities.
Chairman of the Board (2018 – 2020) Liaison between management and the Board of Directors and to provide independent advice and counsel to the CEO.
Vice Chairman, National Board of Directors (2016 - Present)
Member, National Board of Directors (2015 – Present)
The National Board oversees management of business, legal, financial, health, and local chapter management matters of this 501-c3.

- Elected to National Board of Directors by the board and chapter presidents across the nation.
- Chairman of the Nominating Committee and also on the Ethics Committee.
- Elected Vice Chairman by members of the board of directors.
- Worked licensing, sponsorship, and outreach initiatives for the FL Alumni Association.
- Generated new members and organizational sponsorships.
- Participated in all annual, quarterly and monthly meetings with the Board of Directors.

NATIONAL FOOTBALL LEAGUE - Nashville, TN **2015 - Present**
Compliance Officer, NFL Operations Department

- Enforced NFL policies related to all aspects of uniform code compliance during game day, press conferences, and post-game day activities.
- Informed players for both home and visiting teams of any infractions through designated personnel on each team.
- Authorized to have uncooperative player fined by the NFL and/or removed from the game by the referee for infractions.
- Communicated with national office to report any infractions.

President, Tennessee Chapter of the NFL ALUMNI ASSOCIATION INC. (2009 – 2016)
Managed alumni relations and membership services, chapter marketing and promotion initiatives. Established, managed and maintained annual budget. Managed NFL Alumni brand development for chapter support and growth. Oversaw association's disbursement of funds for Tennessee chapter relations to various organizations, such as Big Brothers Big Sisters, Ronald McDonald House, and Sole for Souls.

- Led the Chapter from zero revenue when started to being able to donate over six figures to various organizations throughout the community over a three-year period.
- Oversaw fundraising, event management and community relation's efforts. Brought in over 50 high profile alumni for multiple fundraising events, which brought more exposure for the association and the sponsors.
- Renewed interest and excitement in fundraising efforts through various activities, such as golf tournaments, wine tastings and casino nights. Raised thousands of dollars in a short period of time resulting in increased chapter exposure and the ability to donate money to the community.
- Increased chapter membership from 50 to 250 through outreach opportunities, getting the word out into the community and event solicitation. Streamlined the process for becoming a member.
- Conducted presentations on a weekly basis to donors and sponsors to help maintain NFL relations throughout the state of Tennessee.

VANDERBILT UINVERSITY ATHLETIC DEPARTMENT - Nashville, TN **2015**
Director, Player Development

- Had weekly individual mentoring sessions with all student athletes to provide academic, social, and athletic guidance. Coordinated referrals to other staff as necessary.
- Served as liaison between players and coaching staff to facilitate communication, conflict resolution and resolve any on- or off-campus issues that needed to be addressed.
- Assisted in class scheduling and reinforced attendance guidelines to ensure all academic standards were met while student-athletes success fully participated in all team activities.
- Designed and taught life skills seminars for student-athletes pertaining to on- and off-the-field conduct.
- Coordinated community service outreach initiatives and activities for student athletes such as Children Hospital visits, YMCA activities, school mentoring programs, etc.
- Provided career guidance such as goal setting, resume writing, job search skill coaching, and identifying internship opportunities for student athletes with numerous area employers.

SCHOOL OF THE LEGENDS - Nashville, TN **2009 - 2012**
Social media outlet for fan interaction with current and former professional players.
Director of Special Markets
Worked closely with executive leadership to develop strategic business goals and objectives. Created and advised on strategies for sales and marketing efforts to increase membership account base and player activation and retention.

- Recruited players to put their profiles on the site. Grew membership to 2000 players.
- Managed business development initiatives for new market and target audience expansion.
- Assisted in the development and execution of product pricing for training videos, which helped children learn from their favorite player how to play their position.
- Analyzed existing business to identify key areas of new opportunities for growth potential. This was a collaborative effort and helped increase overall sales for the organization.

WNSR Sports Radio - "The Thom Abraham Show" - Nashville, TN **2008 - 2014**
Sports Analyst
Co-host and drive-time sports announcer. Participated in fundraising and promotional efforts and represented the station at industry and community events.

- Provided expert analysis of the topic being discussed on the show, and interviewed guests about these topics or other important events. Prepared and reviewed program materials prior to each broadcast.
- Prepared and voiced sportscasts and commercials and wrote sports news.
- Reviewed wire copy, public service announcements, underwriting announcements, pre-recorded reports and audio elements, media copy and program rundowns.
- Researched, reported, interviewed, wrote, edited and produced program segments.

TENNESSEE TITANS - Nashville, TN **1987 - 2007**
Director of Pro Scouting (2003 - 2007)
Administered the organization's pro personnel and advance scouting functions. Supervised two pro scouts.

- Made recommendations to management on which players to draft. 75% of the time those recommendations were given strong consideration. Many players recommended for drafting became solid contributors.
- Prepared reports used for game planning, and presented findings to the coaching staff based on pre-scouting and evaluation of opponents.
- Interviewed and evaluated league-wide pro talent, as well as selective college talent to prepare for the NFL draft. The evaluation was based on talent, fit for the organization, injury history, dependability, and what the player wanted to accomplish.

Director of Player Development, Pro Personnel (2000 - 2003)
Held broad responsibility for player activity on and off the field to facilitate their transition to the NFL. Assumed dual role in assisting players with their transition from college to professional sports, and helped them with budgeting, financing, and any other issues. Also performed pro-scouting duties, including evaluating player activity on the field, their transition off the field, and their ability to see how they fit with the Titan organization. Managed department budget and one assistant.

- Recognized as the NFL's Best Player Development Program in 2003.
- Conducted financial planning seminars, coordinated internships and managed continuing education and training for players' completion of graduate and undergraduate programs.
- Managed career transition of players into post-playing careers, and offered guidance on where to go for external advice and counseling, as appropriate.
- Performed additional duties within the Personnel Department including advance scouting, player evaluations and interviews, weekly presentations for the coaching staff and college / pro evaluation.
- Elected to NFL Steering Committee to deal with organizational, league, and player issues and initiatives.

Director of Player Development (1998 – 2000)
Accountable for the management, development, budgeting and administration of player enhancement initiatives. Advised management on player selection and retention. Conducted public speaking appearances to discuss the dynamics of the transition from collegiate to professional athletics.

- Won NFL award for "Most Improved Player Development Program" for the 1998-1999 season.
- Managed the team's success in maintaining the lowest rates of off-the-field incidents for players.
- Implemented and coordinated life coaching seminars, interviews and counseling for player intervention and enhancement.
- Coordinated the largest number of player internships in the history of the program to prepare them for work outside of the NFL. Internships grew from zero to 20.
- Attained the highest percentage of players who returned to college to complete their degrees.
- Achieved the highest percentage of players participating in financial seminars.

Professional Athlete, Houston, TX and Nashville, TN (1987 – 1997)
Played for the Houston Oilers/Tennessee Titans. As an NFL linebacker, led the defensive unit on the field and decision- making for defensive formations. Elected as Team Captain for multiple years. Functioned as a defensive signal caller, which is an equivalent role to an offensive quarterback.

- Selected to the NFL AFC Pro Bowl team twice (1991, 1992). Selected as first alternate for 1990, 1993.
- Finished career as one of the top middle linebackers in the NFL.
- Led the team in tackles for seven seasons, achieving I00 + tackles per season.
- Established a league-best record by preventing anyone from rushing for more than I00 yards during 24 consecutive games.
- Assisted the Houston Oilers /Tennessee Titans in establishing one of the top-ranked run defenses in the NFL.
- Named to NFL All-Pro team multiple years.

EDUCATION, PROFESSIONAL DEVELOPMENT and PUBLICATIONS

Master of Education Degree, Tennessee State University, Nashville, Tennessee, 2003
Bachelor of Science Degree, Sociology, Utah State University, Logan, Utah, 1987

NFL Executive Transition Program, Georgia Tech Scheller Business School, Atlanta, GA, 2014
NFL Executive Management Program, Northwestern University, Kellogg School of Business, Chicago, IL, 2006
NFL Executive Management Program, Stanford University Business School, Palo Alto, CA, 2003
-Selected as member of the inaugural class for this program

Author, Think Like a Pro, Act Like a Pro: Game-winning Strategies to Achieve Results, Discipline and Success in Life and Business, HIGHERLIFE Publishing, 2016

COLLEGIATE FOOTBALL HONORS

Member of Utah State University Hall of Fame
Member of State of Utah's All-Century Team
Elected Team Captain for Utah State University multiple years
Named Defensive Player of the Year for 1986 PCAA
Made First Team All-Conference - multiple years
Held record for most tackles in a season for over a decade

Kristina N. Schneider

1213 Deanna Court ♦ Franklin, TN. 37067 ♦ kriss@wcs.edu ♦ 615.818.7324

Professional Forward-thinking STEM educator and instructional leader with over 18 years of experience designing innovative learning environments and leading transformative instructional programs. Currently serving as Assistant Director of the newly opened Williamson County Schools Innovation Center, where I lead strategic program development, industry-aligned STEM pathways, and partnerships that connect students to real-world applications. A two-time teacher of the year, recognized for driving student engagement, cultivating teacher leadership, and advancing equitable access through design thinking and data-informed practices. Committed to shaping the future of College, Career, and Technical education through visionary leadership, scalable program design, and mentorship of educators.

Experience

Assistant Director **Innovation Center, Williamson County Schools**
August 2025 – Present

- Co-wrote and secured a $15.5 million dollar grant through the State of Tennessee Innovative Schools Model Grant.
- Spearheaded the creation of signature programs and simulation spaces in the Innovation Center to provide students will real-world experiences and skill building spaces.
- Developed scalable instructional models that promote innovation, design thinking, and authentic project-based learning across district programs.

Assistant Director
July 2021 – August 2025 **College, Career, & Technical Education Department**

- Provide leadership and strategic direction for CCTE Programs across the district
- Spearhead initiatives to train and mentor pre-service and in-service STEM educators
- Lead cross-school collaborations to expand CTE pathways and equity in access
- Develop partnerships with industry and higher education to align STEM curriculum with workforce needs
- Support curriculum development, compliance, and program evaluation

Thompson's Station Middle School (Thompson's Station, TN) *August 2019 – July 2021*
STEM Teacher and 7th Grade Science (2020-2021)

- STEAM Team Member 2020-2021
- Teacher of the Year 2020-2021
- School-Wide Testing Coordinator 2019-2021
- Built a PLTW Middle School STEM program to feed into Independence and Summit High Schools CAD and Engineering programs
- Developed and created Thunder Talks program to engage parents and community with career related talks for students
- Assistant Boys Soccer Coach 2019

Summit High School (Spring Hill, TN *August 2011 – July 2019*
Project Lead the Way Engineering Teacher

- School-Wide Testing Coordinator 2018-2019
- Discipline Dean 2018-2019
- Cluster Lead for the STEM, Architecture, Agriculture, and Transportation Team for WCS 2015-Present
- Teacher of the Year 2014-2015
- Building Leadership Team Member 2014-2017 & 2018-19 as testing coordinator
- Technology Student Association (TSA) Advisor 2012-2017
- Student Teacher Mentor through Vanderbilt University 2014-2015
- Develop inquiry-based and problem based projects to challenge higher order thinking
- Contributed to a successful opening of Summit High School and started the PLTW program
- Head Boys Soccer Coach 2011 – 2016 and Head Girls Soccer Coach 2011-2013

Heritage Middle School (Thompson's Station, TN) *August 2007 – July 2011* **8th Grade Science Teacher**

- Building Leadership Team Member 2009-2011
  - Effectively communicated with colleagues to relay information between administration and staff
  - Facilitated grade level meetings to discuss current topics in our building
  - Made data-driven decisions related to curriculum and instruction at the grade level
- Develop and implement new teacher orientation at the school level
  - Assisting new teachers in our building get off to the right start at Heritage

Education

Rochester Institute of Technology (Rochester, NY)
Graduate Credit in PLTW Engineering Programs (8 credits earned)

Trevecca Nazarene University (Nashville, TN)
M.A. Leadership and Administration
August 2010

University of Wisconsin – Milwaukee (Milwaukee, WI)
B.S. Education - MACSTEP Graduate
May 2007

Licensure

Tennessee Department of Education

ILL Administrator *Expiration 8/31/2026*
Beginning Administrator PreK-12 (442)

Professional License *Expiration 8/31/2030*
Biology 7-12 (415), Earth Science 7-12 (418)
Highly Qualified in Biology 9-12, Science K-8

Training

Schoology, STEM Professional Development, First Aid/CPR/AED, Capturing Kids' Hearts, Quantum Learning, Skyward software, FDA/NSTA National Workshop on Food Science, NSTA New Teacher Academy Participant

Professional Organizations

Tennessee Directors of Career and Technical Education (TDCTE)
National Science Teachers Association (NSTA)

Contact

www.linkedin.com/in/clint-story-3b70009a (LinkedIn)

Top Skills

Business Development
Customer Service
Credit

Clint Story

Senior Vice-President- Business Relations at Citizens Savings Bank and Trust Company
Franklin, Tennessee, United States

Summary

Experienced sales and business development professional with proven ability to obtain new clients and cultivate partnerships with existing clients via assertive sales initiatives and superior customer service. Strategic thinker that can develop and implement sales, marketing, and business initiatives to support corporate objectives. Excellent business development, analytical, planning, negotiating, communication, and organizational skills. Passionate leader that focuses on team building which increases the productivity and efficient of fellow team members

Strong history of success driving sound revenue and profitability gains within highly competitive organizations, industries, and markets. Ambitious, aggressive, and intensely focused on bottom-line results.

Seeking a sales and business development leadership position with an organization that will provide an exciting challenge, maximize my talents, and allow me to significantly contribute to an organization's efficiency, growth, and profitability.

Experience

Citizens Savings Bank and Trust Company (Member FDIC)
8 years 3 months

Senior Vice-President, Business Relations
May 2022 - Present (4 years 1 month)

Vice-President- Business Relations
March 2018 - Present (8 years 3 months)
Nashville, TN.

Sunday School Publishing Board
Vice President- Business Development
March 2015 - March 2018 (3 years 1 month)
Nashville, TN.

Citizens Savings Bank and Trust Company
18 years 1 month

Vice-President/Commercial Lending
October 1999 - June 2013 (13 years 9 months)
Nashville, Tn.

Commercial lending portfolio of over $20 million with clients from Middle Tennessee, West Tennessee, and Northern Alabama.

Developed, managed, and sustained partnerships with clients via prospecting, diligent sales efforts, and superior customer service. Effectively recognized and met the financial services needs of businesses, non-profit companies, and churches.

Created, developed, and implemented vital marketing and business development strategies to grow Bank's client base and profitability.

Conducted numerous seminars on Church Financial Management, Small Business Lending, Budgeting, and Financial Literacy

Banking Officer/Commercial Lending
June 1995 - September 1999 (4 years 4 months)
Nashville, Tn.

Primarily responsible for addressing the commercial lending needs of prospective and existing clients, as well as introducing other financial services to these respective clients.

Significantly contributed to the growth in Bank's lending portfolio, deposit base, and profitability.

Served as Credit Analyst on commercial loans to businesses, non-profits, and churches.

Education

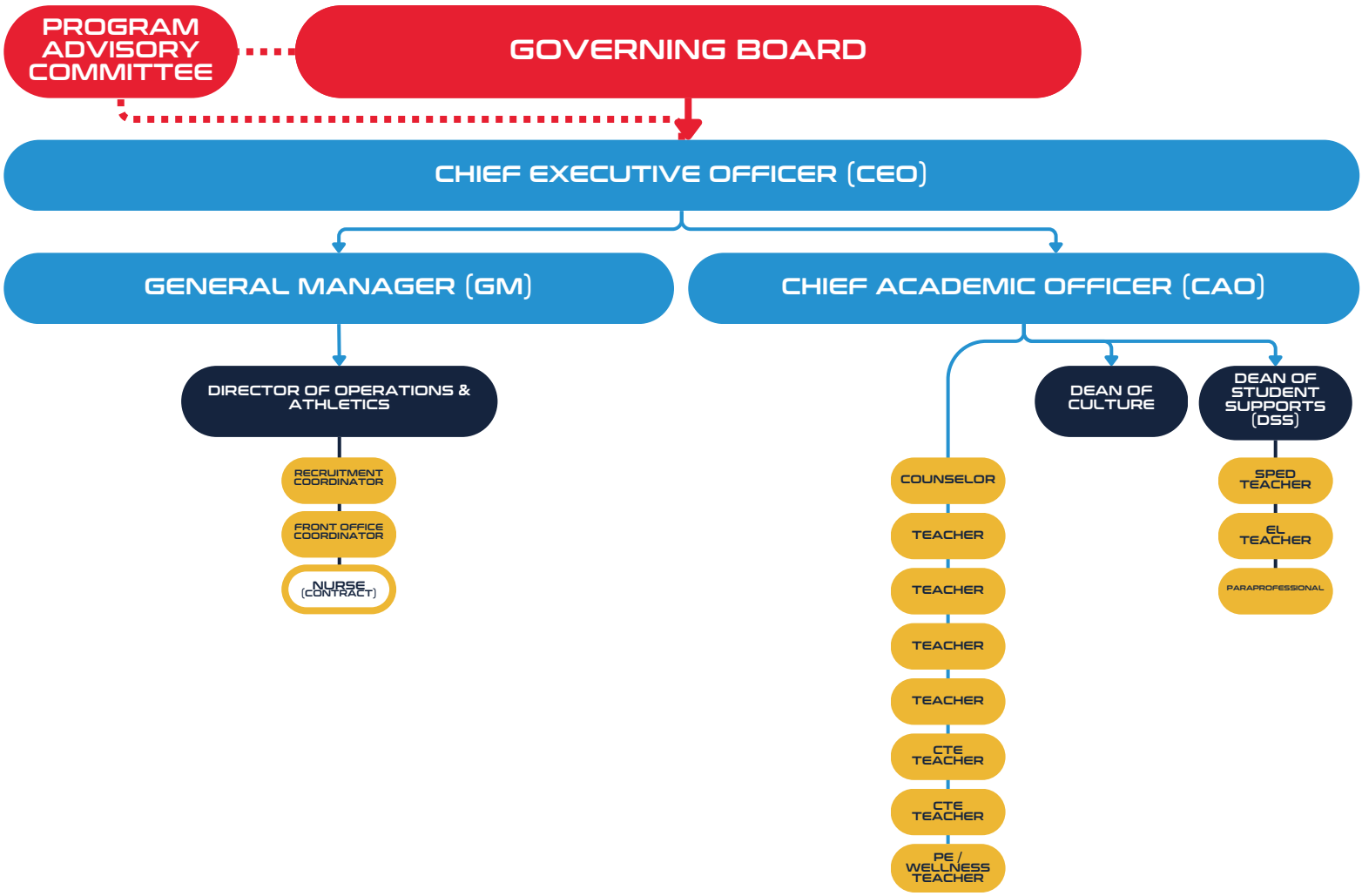
Graduate School of Banking at Louisiana State University
· (2003 - 2005)

Southeastern School of Advanced Commercial Lending
· (2000)

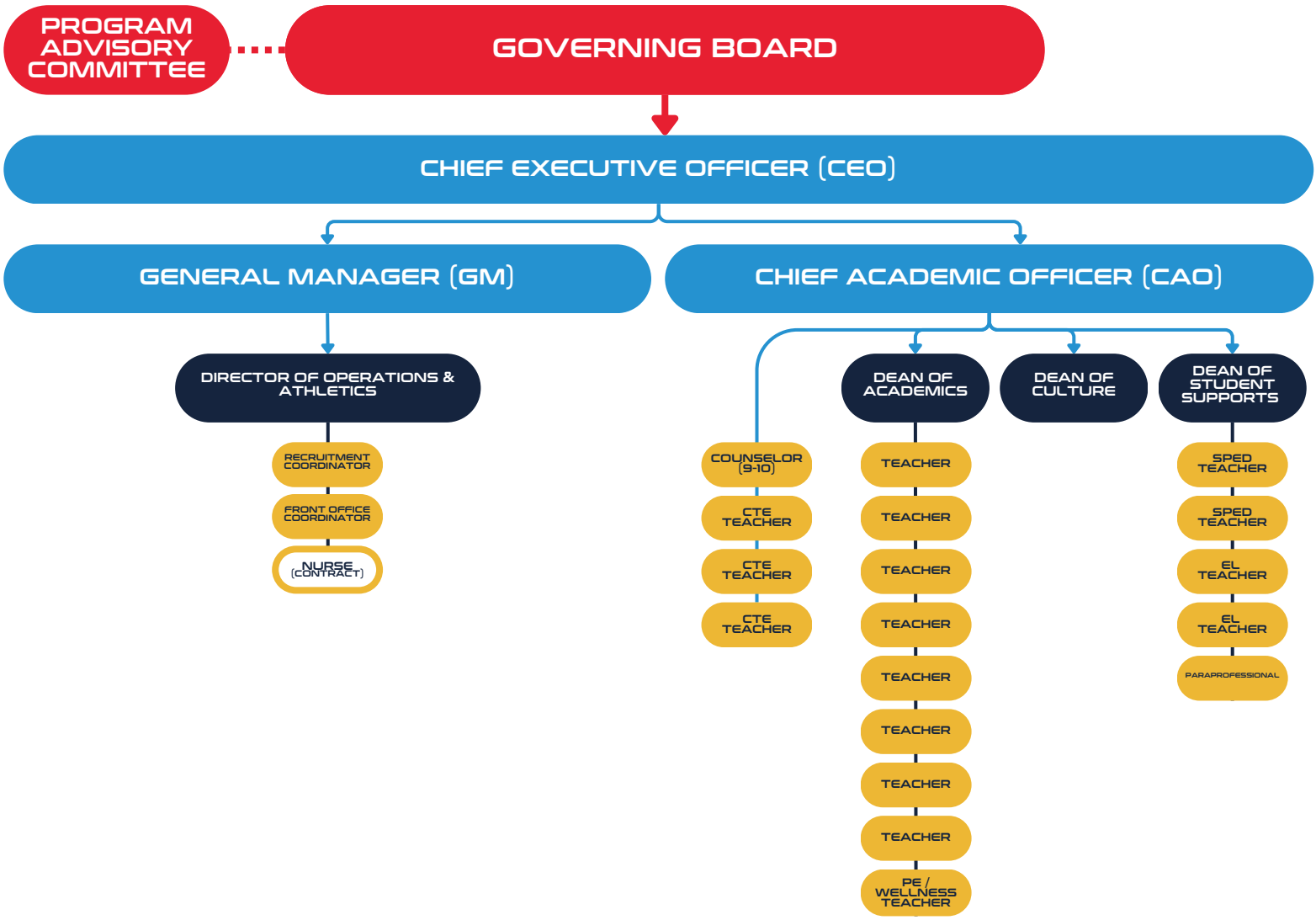
Morehouse College
Bachelor of Arts (B.A.), Finance · (1992)

Attachment 4: Organization Chart

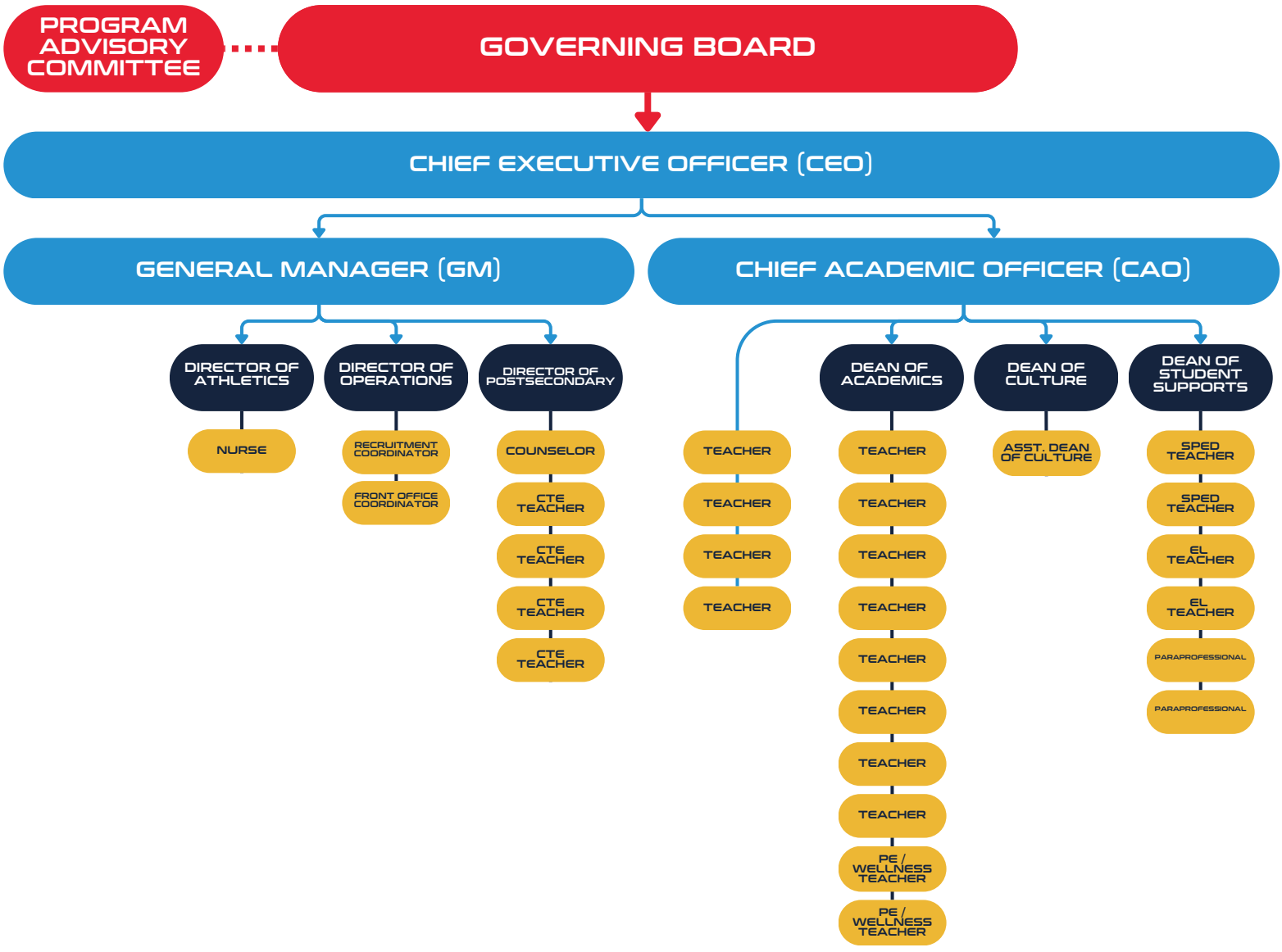
MUSIC CITY ACADEMY
ORGANIZATION CHART - YEAR 1



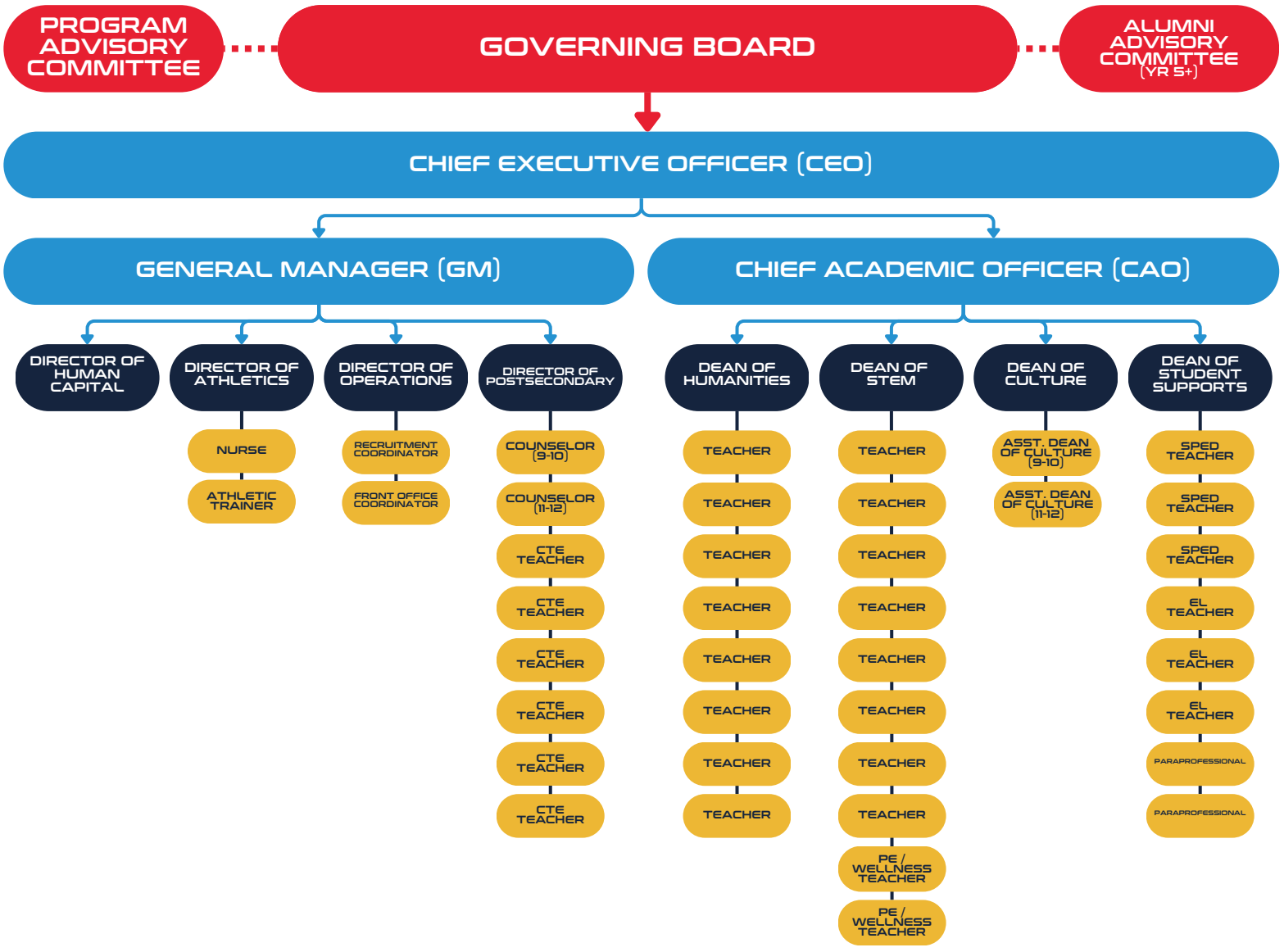
MUSIC CITY ACADEMY
ORGANIZATION CHART - YEAR 2



MUSIC CITY ACADEMY
ORGANIZATION CHART - YEAR 3



MUSIC CITY ACADEMY
ORGANIZATION CHART - FULL SCALE



Attachment 5: Articles of Incorporation

Tracking Number
B2025758873

Charter Nonprofit Corporation

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/businesses

Control #: 002046667
Filed: 08/28/2025 10:44 AM
Tre Hargett
Secretary of State

Tre Hargett
Secretary of State

Entity Information

Entity Name: MUSIC CITY ACADEMY

Entity Type: Nonprofit Corporation

Fiscal Year Ending Month: June

Additional Designation: *(No additional designation)*

Principal Office Address
104 Woodmont Blvd Ste 310
Nashville, TN 37205
Davidson County, USA

Mailing Address
104 Woodmont Blvd Ste 310
Nashville, TN 37205
Davidson County, USA

Will this filing have a delayed effective date?
☐ Yes ☑ No

Period of Duration:
Perpetual

This corporation is a:
☑ Public Benefit Corporation ☐ Mutual Benefit Corporation
☐ Religous Corporation ☑ Not Religous Corporation

This corporation will:
☐ Have Members ☑ Not Have Members

Provisions regarding the distribution of assets upon dissolution:
See Attached.

Other Provisions:
See Attached.

Do you have additional uploads you would like to attach to this filing?
☑ Yes ☐ No

Incorporators

NOAH BRANDT
1717 K STREET NW, SUITE 900
WASHINGTON, DC 20006-5349, USA

BOBBE HILL
104 Woodmont Blvd Ste 310
Nashville, TN 37205, USA

Registered Agent Information

INCORP SERVICES, INC.
1585 MALLORY LN, SUITE 104
BRENTWOOD, TN 37027-3036

Incorporator's Signature

☑ By entering my name in the space provided below, I certify that I am authorized to file this document on behalf of this entity, have examined the document and, to the best of my knowledge and belief, it is true, correct and complete as of this day.

☑ The undersigned, acting as incorporator of the nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the above Articles of Incorporation.

Signed Electronically: NOAH BRANDT **Date:** 08/25/2025

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

Tre Hargett
Secretary of State

NOAH BRANDT
1717 K STREET NW, SUITE 900
WASHINGTON, DC 20006, USA

08/28/2025

Request Type: Certificate of Existence/Authorization

Issuance Date: 08/28/2025

Request #: C2025073118

Document Receipt

Order Number: C2025073118

Verification #: 490FFF45

Receipt #: 2025-628639

Filing Fee: $20.00

Payment: Credit Card - 3905163976 $20.00

Entity Name:	MUSIC CITY ACADEMY		
SOS Control #:	002046667	Initial Filing Date:	08/28/2025
Entity Type:	Nonprofit Corporation	Formation Locale:	TENNESSEE
Status:	Active	Duration Term:	Perpetual
Fiscal Year Close:	June	Annual Report Due:	10/01/2026
Business County:	Davidson		
Benefit Type:	Public Benefit Corporation	Religious Type:	Non-Religious

CERTIFICATE OF EXISTENCE

I, Tre Hargett, Secretary of State of the State of Tennessee, do hereby certify that effective as of the issuance date noted above

MUSIC CITY ACADEMY

* is a Corporation duly incorporated under the law of this State with a date of incorporation and duration as given above;
* has paid all fees, interest, taxes and penalties owed to this State (as reflected in the records of the Secretary of State and the Department of Revenue) which affect the existence/authorization of the business;
* has filed the most recent annual report required with this office;
* has appointed a registered agent and registered office in this State;
* has not filed Articles of Dissolution or Articles of Termination. A decree of judicial dissolution has not been filed.

Tre Hargett
Secretary of State

Verification #: 490FFF45

Tre Hargett
Secretary of State

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

NOAH BRANDT
1717 K STREET NW, SUITE 900
WASHINGTON, DC 20006, USA

08/28/2025

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepencies.

Entity Name:	MUSIC CITY ACADEMY		
SOS Control #:	002046667	Initial Filing Date:	08/28/2025
Entity Type:	Nonprofit Corporation	Formation Locale:	TENNESSEE
Status:	Active	Duration Term:	Perpetual
Fiscal Year Close:	June	Annual Report Due:	10/01/2026
Business County:	Davidson		
Benefit Type:	Public Benefit Corporation	Religious Type:	Non-Religious

Document Receipt

Receipt #: 2025-627207	Filing Fee:	$100.00
Payment: Credit Card - 3905137698		$100.00

Registered Agent Address:
INCORP SERVICES, INC.
1585 MALLORY LN, SUITE 104
BRENTWOOD, TN 37027-3036

Principal Office Address:
104 Woodmont Blvd Ste 310
Nashville, TN 37205
Davidson County, USA

Congratulations on the successful filing of your Charter Nonprofit Corporation for **MUSIC CITY ACADEMY** in the State of Tennessee which is effective **08/28/2025**. 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

B2025758873

Music City Academy – 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 Internal Revenue Code (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 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.

Action of Sole Incorporator of Music City Academy

The undersigned, being an Incorporator of Music City Academy (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:

- Rawle Andrews
- Russel McBride
- Adolfo Birch
- Ken Thomas
- Jim Maddox
- Crystal Cole

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 September 12, 2025, as the sole incorporator to the Board of Directors as constituted above.

Noah Brandt

Noah Brandt, Incorporator

Attachment 6: Proof of Nonprofit and Tax-Exempt Status

X

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
PHILADELPHIA PA 19255-0023

Date of this notice: 09-05-2025

Employer Identification Number:
39-4038427

Form: SS-4

Number of this notice: CP 575 A

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

002680.700151.35625.29861 2 MB 0.672 1080

MUSIC CITY ACADEMY
% NOAH BRANDT
104 WOODMONT BLVD SUITE 310
NASHVILLE TN 37205

002680

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 39-4038427. This EIN will identify your entity, accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did not apply for this EIN, please visit, www.irs.gov/einnotrequested.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 941	01/31/2026
Form 940	01/31/2026

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding of the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

(IRS USE ONLY) 575A 09-05-2025 MUSI B 0509906990 SS-4

If you are required to make federal tax deposits for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or corporate income taxes (Form 1120), you will receive a Welcome Package shortly which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 996, Electronic Choices to Pay All Your Federal Taxes. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit www.irs.gov/mefbusproviders for a list of companies that offer IRS e-file for business products and services.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is MUSI. You will need to provide this information, along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, Safeguarding Taxpayer Data: A Guide for Your Business.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. If you do not need to write us, do not complete, and return this stub.

Thank you for your cooperation.

An official website of the United States Government
Here's how you know

Apply for an Employer Identification Number (EIN)

Use this assistance to apply for and obtain an Employee Identification Number (EIN)



EIN Assignment

Congratulations! Your EIN has been successfully assigned.

Save and/or print this page and the confirmation letter below for your permanent records.

Print Page

The EIN

The EIN Details

EIN assigned	**39-4038427**
Legal name	**MUSIC CITY ACADEMY**

The confirmation letter will be mailed to the applicant. This letter will be the applicants official IRS notice and will contain important information regarding your EIN. Allow up to 4 weeks for your letter to arrive by mail.

Summary of your information

Legal Structure

Organization Type	NON-PROFIT/TAX-EXEMPT ORGANIZATION

Non-Profit/Tax-Exempt Organization Information

Legal name	MUSIC CITY ACADEMY
County	DAVIDSON
State/Territory	TN
Start date	AUGUST 2025

Addresses

Physical Location	104 WOODMONT BLVD SUITE 310 NASHVILLE TN 37205
Phone Number	615-445-0390
Mail directed To	

TPD Name	NOAH BRANDT
TPD Address	1717 K STREET NW SUITE 900 WASHINGTON DC 20006
TPD Phone Number	270-935-9234

Responsible Party

Name	KEVIN DYSON
SSN/ITIN	XXX-XX-9817

Employee Information

Date wages or annuities will be paid	OCTOBER 2025
Number of agricultural employees	0
Number of other employees	1
Tax Liability of $1000 or less during calendar year	NO

Principal Business Activity

What your business/organization does	OTHER
Principal product/service	NONPROFIT PUBLIC CHARTER SCHOOL

Additional Non-Profit/Tax-Exempt Organization Information

Owns a 55,000 pounds or greater highway motor vehicle	NO
Involves gambling/wagering	NO
Involves alcohol, tobacco, or firearms	NO
Files Form 720 (Quarterly Federal Excise Tax Return)	NO
Has employees who receive Forms W-2	YES
Reason for Applying	STARTED A NEW BUSINESS

Additional Information about your EIN

When can you use your EIN?

This EIN is your permanent number and can be used immediately for most of your business needs, including:

- Opening a bank account
- Applying for business licenses
- Filing a tax return by mail

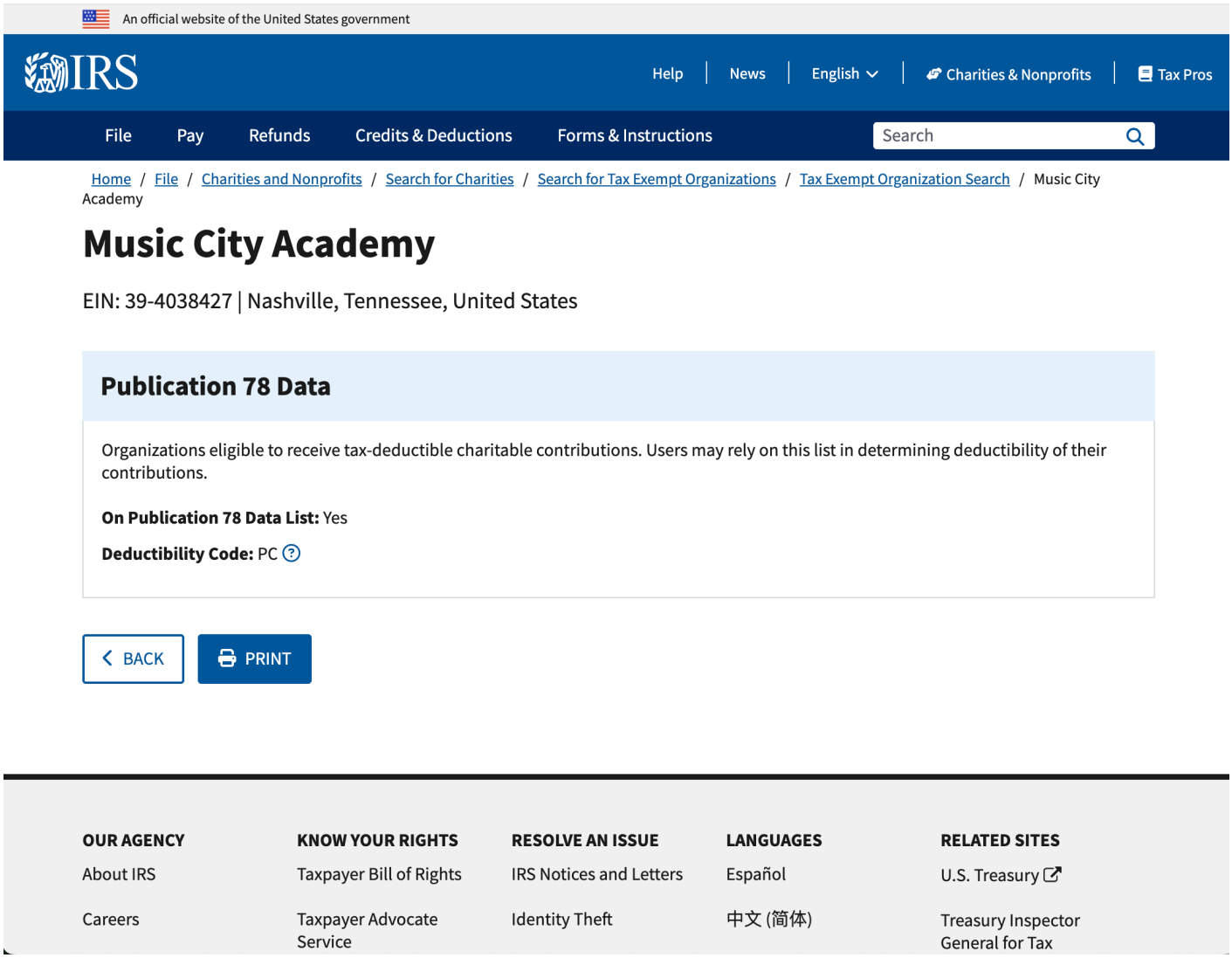
However, it will take up to two weeks before your EIN becomes part of the IRS's permanent records. You must wait until this occurs before you can:

- File an electronic return
- Make an electronic payment
- Pass an IRS Taxpayer Identification Number (TIN) matching program

Next Steps

You can download IRS forms, publications, and tax returns at https://www.irs.gov/formspubs

Need to make a correction?



An official website of the United States government

IRS

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Music City Academy

EIN: 39-4038427 | Nashville, Tennessee, United States

Publication 78 Data

Organizations eligible to receive tax-deductible charitable contributions. Users may rely on this list in determining deductibility of their contributions.

On Publication 78 Data List: Yes

Deductibility Code: PC

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Attachment 7: Governing Board Bylaws

AMENDED BYLAWS OF MUSIC CITY ACADEMY

ARTICLE I — NAME

The name of the nonprofit corporation is Music City Academy (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 II — OFFICES

Section 2.1 Corporate Office.

The principal office of the Corporation shall be located in Nashville, Tennessee, at such place as the Board of Directors shall determine from time to time. 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 2.2 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 III — PURPOSE, POWERS, AND USE OF FUNDS

Section 3.1 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"). The Corporation's primary purpose is to operate a public charter school pursuant to Tennessee Code Annotated § 49-13-101 et seq., in accordance with its charter agreement and all applicable laws and regulations. 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 3.2 Powers.

The Corporation shall have and exercise all rights, powers, and privileges granted to nonprofit corporations under the laws of the State of Tennessee, together with any powers incidental thereto, including but not limited to the power to:

- Operate one or more public charter schools in accordance with applicable law and the terms of its charter agreement.
- Employ and contract with staff, including a Chief Executive Officer, teachers, and administrative personnel, to carry out the educational program.
- Lease, purchase, and otherwise acquire, hold, use, and dispose of real and personal property in furtherance of the Corporation's purposes.
- Apply for, receive, and expend public funds, grants, gifts, and contributions to support the Corporation's mission.
- Adopt policies, curricula, and programs consistent with the mission and charter agreement.
- Enter into contracts and agreements necessary to conduct the affairs of the Corporation.
- Take all other actions necessary or convenient to accomplish the Corporation's purposes, provided such actions are not inconsistent with its nonprofit status, charter agreement, or applicable law.

Section 3.3 Use of Funds.

In making distributions to effectuate the charitable, scientific, literary, and educational purposes of the Corporation, 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. The Corporation is not formed 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 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. 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 3.4 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 Section 4944 of the Code; and (e) shall not make any taxable expenditures, as defined in Section 4945(d) of the Code.

Section 3.5 Dissolution.

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 the event of dissolution, 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 to (i) the local school district, (ii) another public school or public charter school, or (iii) another nonprofit organization organized and operated exclusively for educational purposes and qualified under Section 501(c)(3) of the Internal Revenue Code, as determined by the Board and consistent with applicable law, including T.C.A. § 49-13-110. 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. In the event of dissolution, a committee shall immediately be appointed by the Corporation to disburse all funds on hand within thirty (30) days of the dissolution date.

ARTICLE IV — MEMBERS

Section 4.1 Members.

The Corporation shall not have members.

ARTICLE V — BOARD OF DIRECTORS

Section 5.1 General Powers.

All corporate powers of the Corporation shall be exercised by and under the authority and direction of its Board of Directors. The Board shall have supervision, control, and direction over the Corporation's activities, determine its policies, and ensure the Corporation's compliance with its charter agreement and applicable law.

Section 5.2 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 three (3) year staggered terms; 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 eighteen (18) years, but need not be residents of the State of Tennessee.

Section 5.3 Composition.

The Board shall include individuals with experience and expertise in areas such as education, finance, law, governance, and community engagement. Directors shall be independent and shall not be employees of the Corporation, except as otherwise permitted by these Bylaws and law.

Section 5.4 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 5.5 Duties of the Board

In addition to the duties imposed by law, the Board shall:

- Establish and maintain the mission, vision, and strategic goals of the Corporation.
- Approve policies, budgets, and major contracts.
- Ensure fiscal responsibility and compliance with applicable laws and charter requirements.
- Recruit, support, and evaluate the Chief Executive Officer.
- Maintain accountability to the authorizer, families, and the community.

Section 5.6 Regular Meetings.

The Board of Directors shall meet no fewer than once per month during the regular school year (August through June) and no fewer than quarterly during the summer months (June and July), unless otherwise determined by the Board. Regular meetings shall be held at such times and places as the Board of Directors shall determine from time to time. The schedule of regular meetings for each fiscal year shall be established by the Board at or before the first meeting of the fiscal year and shall be posted in accordance with applicable open meetings law. The Board may adjust the schedule as needed by majority vote, provided that notice is given in accordance with these Bylaws.

Section 5.7 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 5.8 Special Meetings.

Special meetings of the Board of Directors may be called by the Board Chair, or at the request of any two (2) Directors. The Board Chair shall fix the time and place of any special meeting.

Section 5.9 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 5.10 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 5.11 Voting.

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. The members of the Board of Directors, or any committee designated by the Board of Directors, may participate in a meeting by means of conference telephone, videoconference, 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 5.12 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.

Section 5.13 Compensation and Reimbursement.

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 5.14 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.

Section 5.15 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 5.16 Resignation.

A director may resign his or her membership at any time by tendering his or her resignation in writing to the Board Chair or, in the case of the resignation of the Board Chair, 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 5.17 Self-Dealing.

No member of the Board of Directors shall use confidential information for personal gain or to the detriment of the Corporation. Any Director who abuses confidential information shall be removed from the Board. The Board of Directors will follow procedures as laid out in these Bylaws for such removal. The Corporation will not engage in any act of self-dealing, as defined in Section 4941(d) of the Code; nor retain any excess business holdings, as defined in Section 4943(c) of the Code; nor make any investments in a manner that would incur tax liability under Section 4944 of the Code; nor make any taxable expenditures, as defined in Section 4945(d) of the Code.

Section 5.18 Open Meetings Compliance.

All meetings of the Board shall comply with applicable state open meetings and public records laws, including the Tennessee Open Meetings Act (T.C.A. § 8-44-101 et seq.).

ARTICLE VI — OFFICERS

Section 6.1 Number.

There shall be a Board Chair, Treasurer, Secretary, and Chief Executive Officer (subject to timing qualifications set forth below) of the Corporation, each of whom shall be elected or appointed 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 Board Chair and Secretary.

Section 6.2 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. Each officer shall hold office for a term of one (1) year 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.

Section 6.3 Board Chair.

The Board Chair 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 Board Chair shall be charged with the responsibility of appointing the members of each standing or ad hoc committee of the Board, and the Board Chair shall be entitled to serve on any standing or ad hoc committee of the Board. The Board Chair 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. The Board Chair shall have such other powers and perform such other duties as may be assigned by the Board.

Section 6.4 Treasurer.

The Treasurer shall serve as the chief financial officer of the Corporation; 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; deposit all such monies in the name of the Corporation in such depositories as shall be selected; disburse the funds of the Corporation in accordance with the directives of the Board of Directors; and render to the Board of Directors, at its annual meeting and at such other times as may be requested, an accounting of all transactions and of the financial condition of the Corporation.

Section 6.5 Secretary.

The Secretary shall keep the minutes of the proceedings of the Board of Directors; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records; keep a register of the address of each member of the Board of Directors; and in general perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned by the Board Chair or by the Board of Directors.

Section 6.6 Removal.

Any member of the Board of Directors removed from office pursuant to Section 5.15 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 6.7 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.

Section 6.8 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 in the course of coordinating the affairs of the Corporation shall be reimbursed upon proper substantiation.

Section 6.9 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 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 compensation limitations set forth in Section 6.8 hereof. The **C Chief Executive Officer** shall be responsible for the day-to-day administration and management of all programs, operations, and personnel in accordance with policies and budgets approved by the Board.

The Chief Executive Officer shall serve as an ex officio, non-voting member of the Board of Directors. The Chief Executive Officer shall be entitled to receive notice of all meetings, to attend and participate in discussions, and to make reports to the Board, but shall not have the right to vote on any matter.

The Chief Executive Officer shall recuse themselves from any discussion or deliberation regarding their own employment, performance evaluation, compensation, or any matter presenting a conflict of interest.

The Board shall conduct an annual performance review of the Chief Executive Officer in accordance with Board policy.

ARTICLE VII — COMMITTEES

Section 7.1 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. The Board may establish standing committees, which may include but are not limited to:

- Finance Committee — Oversees the Corporation's financial health, budget, and audits.
- Academic Excellence Committee — Monitors student performance, curriculum quality, and compliance with academic goals.
- Governance Committee — Oversees Board recruitment, training, and evaluation.

- Development Committee — Supports fundraising and community engagement efforts.

Such committees shall consist of at least one (1) Director, and may include advisory members, as appointed by the Board Chair, shall be under the control and serve at the pleasure of the Board of Directors, and shall maintain a permanent record of their actions and proceedings.

Section 7.2 Committee Authority.

Committees shall have only the authority expressly delegated to them by the Board and shall not have authority to act in place of the Board except as permitted by law and expressly authorized in a Board resolution.

Section 7.3 Ad Hoc Committees.

The Board Chair, with the approval of the Board of Directors as evidenced by resolution, may from time to time create such ad hoc committees as the Board Chair believes necessary or desirable. 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.

Section 7.4 Committee Reports.

All committees shall make such reports as may be required of them to the Board Chair and Board of Directors.

ARTICLE VIII — OPERATIONS AND FINANCIAL MANAGEMENT

Section 8.1 Contracts.

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.

Section 8.2 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.

Section 8.3 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 8.4 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 depositories as the Board of Directors may from time to time select.

Section 8.5 Books and Records.

The Corporation shall keep, or cause to be kept, full, complete, and accurate books of account showing the assets, liabilities, costs, expenditures, receipts, and other such similar matters. Such books of account will be the property of the Corporation and will be prepared in accordance with generally accepted accounting principles and procedures. Such books of account shall be maintained at the Corporation's principal office, or such other place as the Directors may determine. All books and records of the Corporation may be inspected by any Director for any purpose at any reasonable time on written demand.

Section 8.6 Financial Statements

Within one hundred twenty (120) days following the end of each fiscal year, the Treasurer shall cause to be prepared financial statements of the Corporation for such fiscal year in accordance with generally accepted accounting principles (GAAP).

Section 8.7 Financial Controls.

The Board shall ensure that proper financial controls are in place, including but not limited to:

- Board approval of the annual budget and any material budget amendments.
- Segregation of financial duties to the extent practicable.
- Regular financial reporting to the Board.
- Annual independent audit or review, as required by law.

Section 8.8 Check Signing.

The Board of Directors shall establish a written policy regarding the required signatories for all checks, drafts, and wiring instructions withdrawing funds from any depositories at its initial meeting. Such policy shall include naming the Directors of the Corporation who may sign on behalf of the Corporation and any dollar limitations for such signatories. Such policy may be revised from time to time by the Board of Directors.

Section 8.9 Public Accountability.

All financial records of the Corporation shall be maintained in accordance with applicable law and made available for public inspection to the extent required by law.

ARTICLE IX — EXECUTION OF DOCUMENTS

Section 9.1 Execution of Documents.

The Board of Directors may, by a proper resolution, provide for the method of signing checks, notes, drafts, bills of exchange or other instruments for the payment of money; for the transfer and sale of property; for the assumption of liabilities; and for the execution of all other legal documents.

Section 9.2 Facsimile or Electronic Signatures.

For purposes of written consents of the Board of Directors, the Corporation accepts and agrees to be bound to documents executed and transmitted by facsimile and/or electronic mail provided each such facsimile or electronic mail document is received within the time period specified for such document.

ARTICLE X — 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.

Section 10.3 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.

Section 10.4 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.

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 considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the meeting while the determination of a conflict of interest is discussed and voted upon.

(c) Addressing the Conflict. An interested person may make a presentation at the meeting, but after the presentation, shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives.

(d) Manner of Approval. A transaction in which a director or officer has a conflict of interest may be approved if: (1) a more advantageous transaction is not reasonably possible under circumstances not producing a conflict of interest, and the Board determines by majority vote of the disinterested directors that the transaction is in the Corporation's best interest, for its own benefit, and is fair and reasonable; or (2) approval is obtained from the Attorney General of the State of Tennessee or a court of record.

(e) Violations. If the Board 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. If the Board determines the person has failed to disclose, it shall take appropriate disciplinary and corrective action.

Section 11.4 Annual Disclosure.

Each Director shall annually complete and sign a disclosure statement identifying any relationships, positions, or circumstances that may contribute to a conflict of interest. Directors must disclose any potential conflict as soon as it arises.

Section 11.5 Records of Proceedings.

The minutes of meetings shall contain: (a) the names of persons who disclosed or were found to have a financial interest, the nature of the financial interest, any action taken, and the Board's decision as to whether a conflict of interest existed; and (b) the names of persons present for discussions and votes, the content of the discussion, and a record of any votes taken.

ARTICLE XII — CODE OF ETHICS

Section 12.1 Board Ethics.

It is imperative to the success of the Corporation that there be a fully informed, responsive, and reasonable Board of Directors. To this end, each Director shall conduct themselves at all times in the best interest of the Corporation. Each Director shall abide by the following Code of Ethics. No code or set of rules can be framed which will particularize all of the duties of a Director. The following is to be considered a general guide.

Section 12.2 Attendance.

Directors shall put forth their best effort to attend all meetings and constructively participate in those meetings.

Section 12.3 Business Judgment.

Directors shall exercise good judgment in the control and use of confidential information that may from time to time come into their possession.

Section 12.4 Public Relations.

Each Director shall serve as a public relations agent for the Corporation and therefore shall work diligently and properly to promote its goals and objectives while keeping abreast of its overall progress.

Section 12.5 Alleged Violations.

The Executive Committee, or in the absence of an Executive Committee, a designated committee of disinterested Directors, shall be charged with the responsibility of reviewing any allegations of Directors violating this code or acting in any way which is detrimental to the success of the Corporation and make recommendations to the full Board for final action.

ARTICLE XIII — INDEMNIFICATION AND ADVANCEMENT OF EXPENSES

Section 13.1 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, 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 (any such 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, 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.

Section 13.2 Directors and Officers Insurance.

The Corporation shall maintain Directors and Officers ("D&O") liability insurance to protect the Directors and Officers from personal liability arising from the performance of their duties.

Section 13.3 Permissive Indemnification of Employees and Agents.

The Corporation may, to the maximum extent permitted by the Act, indemnify and advance expenses in a Proceeding to any person who is or was an employee or agent of the Corporation, to the same extent as set forth in Section 12.1 above, provided that the Proceeding was instituted by reason of the fact that such person is or was an employee or agent and met the standards of conduct set forth in subsection 12.1(b) above.

Section 12.4 Prohibited Indemnification.

Notwithstanding any other provision of this Article, the Corporation shall not indemnify or advance expenses to or on behalf of any director, officer, employee, or agent: (a) If a judgment or other final adjudication establishes liability for breach of the duty of loyalty, acts or omissions not in good faith, intentional misconduct or knowing violation of law, or under Section 48-58-304 of the Act; (b) In connection with a Proceeding by or in the right of the Corporation in which such person was adjudged liable; or (c) In connection with any Proceeding charging improper personal benefit in which he or she was adjudged liable on the basis that personal benefit was improperly received.

Section 13.5 Repeal or Modification Not Retroactive.

No repeal or modification of the provisions of this Article shall adversely affect any right or protection existing in favor of a particular individual at the time of such repeal or modification.

ARTICLE XIV — NOTICES AND WAIVER OF NOTICE

Section 14.1 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, (c) on the date shown on the return receipt if sent by registered or certified mail, or (d) in the case of facsimile or email transmission, when successfully sent to the email address or fax number shown on the records of the Corporation. Whenever any notice is required, a waiver thereof in writing signed by the person entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XV — NONDISCRIMINATION

Music City Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally made available to students at the school. Music City Academy does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, or other school-administered programs. This policy shall be administered in accordance with applicable federal and state law and shall be maintained as a permanent policy of the Corporation.

ARTICLE XVI — GENERAL PROVISIONS

Section 16.1 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.

Section 16.2 Rules of Procedure.

Robert's Rules of Order shall govern the procedure at all meetings of the Corporation where applicable, and not inconsistent with these Bylaws.

Section 16.3 Basic Policy.

The Corporation shall be non-commercial, non-sectarian, and non-partisan. The name of the Corporation, or the names of any Officers thereof in their official capacities, shall not be used in any connection with a commercial concern or with any partisan interest or for any purpose not appropriately related to promotion of the purposes of the Corporation.

Section 16.4 No Seal.

The Corporation shall have no seal.

ARTICLE XVII — AMENDMENTS

Section 17.1 Authority.

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.

Section 17.2 Consistency with Law and Charter.

No amendment shall be made that would cause the Corporation to cease to qualify as a nonprofit corporation under the laws of the State of Tennessee or as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code, nor shall any amendment be inconsistent with the Corporation's charter agreement or applicable state law.

ARTICLE XVIII — EXEMPT STATUS

The Corporation has been organized and will be operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code and, as such, will be exempt from taxation under Section 501(a) of the Code. 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.

Attachment 8: Letter of Insurance Coverage

MARTIN & ZERFOSS

INSURANCE & BONDS SINCE 1978

December 11th, 2025
Tennessee Department of Education
500 James Robertson Pwky
Nashville, TN 37243

RE: Music City Academy

To whom it concerns:

The Music City Academy has begun the process of fulfilling the insurance requirements and will be binding coverage once the charter agreement is authorized with Indian Harbor Insurance Company as required by the charter agreement. As stated by the charter agreement guidelines General Liability, Sexual Abuse and Molestation Liability, Athletic liability, 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 Tennessee Department of Education 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 of Music City Academy will be equal to or greater than $5,000,000 and the Teacher Professional Liability cover will be equal or greater than $1,000,000. 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. A Surety bond will be purchased once authorized per T.C.A. § 49-13-111(n)). The Property and boiler insurance policy will be provided if Music City Academy 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 Indian Harbor Insurance Company to the Tennessee Department of Education 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.

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 9: Operating Budget

SCHOOL INFORMATION	
Proposed School Name:	Music City Academy
Sponsor Contact Name:	Kevin Dyson
Sponsor Contact Email Address:	kevin@musiccityacademy.org
Sponsor Contact Phone Number:	615-445-0390
Geographic District*:	MNPS
State + Local Per-pupil Funding Amount**:	$15,864

**"Geographic District" means the school district that serves the geographic location in which the proposed charter school will operate.*

***Within 10 business days of receipt of a sponsor's Letter of Intent, authorizers are expected to share with the sponsor the most recent average combined state and local per-pupil funding amount. Sponsors should enter that number in the cell above to inform revenue calculations on subsequent tabs of this workbook.*

YEAR 0 BUDGET SUMMARY													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	NOTES AND ASSUMPTIONS
Total revenue	$25,000	$0	$0	$0	$250,000	$325,000	$0	$0	$50,000	$0	$50,000	$375,000	
Total expenditures	$0	$0	$0	$0	$0	$0	$41,693	$33,693	$45,803	$45,803	$68,180	$715,380	
Net operating income	$25,000	$0	$0	$0	$250,000	$325,000	-$41,693	-$33,693	$4,197	-$45,803	-$18,180	-$340,380	$99,448

YEAR 0 REVENUE													
BEGINNING CASH BALANCE	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**NOTES AND ASSUMPTIONS**
Cash on hand													
FEDERAL	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**NOTES AND ASSUMPTIONS**
CSP Grant												300,000	
Other federal													
OTHER (GRANTS, LOANS, ETC.)	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**NOTES AND ASSUMPTIONS**
Nashville Funders Collaborative					$250,000						$50,000		
SCORE Facilities						$250,000							
Individual donations + fundraising	$25,000					$75,000			$50,000			$75,000	
Insert revenue source													
TOTAL REVENUE	$25,000	$0	$0	$0	$250,000	$325,000	$0	$0	$50,000	$0	$50,000	$375,000	

YEAR 0 EXPENDITURES													
ADMINISTRATIVE STAFF SALARIES	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**NOTES AND ASSUMPTIONS**
Executive Management (CEO, ED)							$18,333	$18,333	$18,333	$18,333	$18,333	$18,333	
School Leadership (Principals, Assistant Principals)									$11,250	$11,250	$11,250	$11,250	
Deans, Directors, and Coordinators													
CFO/Director of Finance													
Operations/Business Manager													
Administrative Staff													
Other Administrative Staff													
Other													
INSTRUCTIONAL STAFF SALARIES	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**NOTES AND ASSUMPTIONS**
Teachers - Regular													
Teachers - SPED													
Teachers - EL													
Teaching Assistant													
Specialty Teachers													
Aides													
Therapists and Counselors													
Substitute Teachers													
Librarian													
Other Instructional Staff													
Other													
NON-INSTRUCTIONAL STAFF SALARIES	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**NOTES AND ASSUMPTIONS**
Nurse													
Custodian													
Security													
Other Non-Insructional Staff													
Other													
TOTAL SALARIES	$0	$0	$0	$0	$0	$0	$18,333	$18,333	$29,583	$29,583	$29,583	$29,583	
BENEFITS	**MONTH 1**	**MONTH 2**	**MONTH 3**	**MONTH 4**	**MONTH 5**	**MONTH 6**	**MONTH 7**	**MONTH 8**	**MONTH 9**	**MONTH10**	**MONTH 11**	**MONTH 12**	**NOTES AND ASSUMPTIONS**
Social Security	$0	$0	$0	$0	$0	$0	$1,137	$1,137	$1,834	$1,834	$1,834	$1,834	6.20%
Employer Medicare	$0	$0	$0	$0	$0	$0	$266	$266	$429	$429	$429	$429	1.45%
State Unemployment													
Worker's Compensation Insurance													
Health/Medical Insurance													
Dental Insurance													
Vision Insurance													
Life Insurance													
Pensions/Retirement													
Other							$5,774	$5,774	$5,774	$5,774	$5,774	$5,774	22.35% of salaries to cover retirement, medical insurance, and other benefits
TOTAL BENEFITS	$0	$0	$0	$0	$0	$0	$7,176	$7,176	$8,037	$8,037	$8,037	$8,037	
CONTRACTED SERVICES	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**NOTES AND ASSUMPTIONS**
Accounting/audit							$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	
Legal							$5,000					$5,000	
Management company fee													
Payroll service							$125	$125	$125	$125	$125	$125	
School lunch/food service													
Special education services													
Student support services													
Consultant(s)												$5,000	Food service, E-rate
Dues & Memberships												$1,500	
Insert custom contracted service													
TOTAL CONTRACTED SERVICES	$0	$0	$0	$0	$0	$0	$8,125	$3,125	$3,125	$3,125	$3,125	$14,625	
SCHOOL OPERATIONS	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**NOTES AND ASSUMPTIONS**
Board expenses													
Classroom / Teaching Supplies and Materials													
Field Trips													
Fundraising Expenses													
Office Expenses							$58	$58	$58	$58	$58	$58	
Other Equipment							$3,000					$39,200	Yr 1 Student laptops ($350/each); 3 staff laptops
Other Student Services													
Special Education Supplies and Materials													
Staff Development												$1,500	
Staff Recruitment							$417	$417	$417	$417	$417	$417	
Staff Travel													
Student Recruitment / Marketing							$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	
Student Testing and Assessment													
Student Transportation													
Supplies and Other Materials													
Technology												$20,000	
Telephone							$333	$333	$333	$333	$333	$333	
Textbooks / Workbooks													
Insert custom operations expense													
Insert custom operations expense													
Insert custom operations expense													
TOTAL SCHOOL OPERATIONS	$0	$0	$0	$0	$0	$0	$8,058	$5,058	$5,058	$5,058	$5,058	$65,758	
FACILITY OPERATIONS & MAINTENANCE	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**NOTES AND ASSUMPTIONS**
Equipment													
Facilities cost (rent/debt, interest payments, etc.)											$22,210	$522,210	$500K tenant improvements + 2 months of lease
Furniture												$75,000	
Insurance													
Janitorial Services													
Repairs and Maintenance													
Security Services													
Utilities												$167	$167
Insert custom facilities expense													
Insert custom facilities expense													
Insert custom facilities expense													
TOTAL FACILITY OPS & MAINTENANCE	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$22,376	$597,377	

STUDENT ENROLLMENT SUMMARY MINIMUM					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade	96	96	96	128	128
10th Grade		96	96	128	128
11th Grade			96	128	128
12th Grade				96	96
Total Enrollment	96	192	288	480	480
Change in Net Enrollment	96	96	96	192	0

PERSONNEL COUNTS MINIMUM							
ADMINISTRATIVE STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Executive Management (CEO, ED)	$100,000	2	2	2	2	2	CEO, CAO
School Leadership (Principals, Assistant Principals)	$90,000	1	1	1	1	1	GM
Deans, Directors, and Coordinators	$75,000	0	0	2	2	2	Yr 2: Director of Athletics and Director of Postsecondary
CFO/Director of Finance							
Operations/Business Manager	$50,000	2	2	2	2	2	Recruitment Coordinator, Front Office Coordinator
Administrative Staff							
Other Administrative Staff	$70,000	2	3	3	4	4	Dean of Culture, Dean of SS, Dean of Academics
Assistant Dean of Culture	$65,000			1	2	2	Assistant Dean of Culture (2 in Year 4+)
Insert custom administrative staff							
ADMINISTRATIVE STAFF SALARY TOTALS		**$530,000**	**$600,000**	**$815,000**	**$950,000**	**$950,000**	
INSTRUCTIONAL STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Teachers - Regular	$60,000	5	9	14	18	18	
Teachers - SPED	$60,000	0	1	2	3	3	Yr 1: SPED will be taught by Dean of Student Supports; Yr 2: Dean of SS will also teach along with 1 SPED teacher
Teachers - EL	$60,000	1	2	2	3	3	
Teaching Assistant							
Specialty Teachers	$60,000	1	3	3	6	6	CTE
Aides	$40,000	1	1	2	2	2	Paraprofessional
Therapists and Counselors	$60,000	1	1	1	2	2	School Counselor
Substitute Teachers							
Librarian							
Other Instructional Staff							
Coach Stipends	$5,000	9	14	18	22	22	
Insert custom instructional staff							
INSTRUCTIONAL STAFF SALARY TOTALS		**$565,000**	**$1,070,000**	**$1,490,000**	**$2,110,000**	**$2,110,000**	
NON-INSTRUCTIONAL STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Nurse	$70,000			1	1	1	Nurse (contractor) for Year 1 and 2
Custodian							
Security							
Other Non-Insructional Staff							
Athletic Trainer	$50,000				1	1	
Insert custom non-instructional staff							
NON-INSTRUCTIONAL STAFF SALARY TOTALS		**$0**	**$0**	**$70,000**	**$120,000**	**$120,000**	

BENEFITS MINIMUM							
PAYROLL TAXES AND BENEFITS	% OF SALARIES	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Social Security		$0	$0	$0	$0	$0	
Employer Medicare		$0	$0	$0	$0	$0	
State Unemployment		$0	$0	$0	$0	$0	
Worker's Compensation Insurance		$0	$0	$0	$0	$0	
Health/Medical Insurance		$0	$0	$0	$0	$0	
Dental Insurance		$0	$0	$0	$0	$0	
Vision Insurance		$0	$0	$0	$0	$0	
Life Insurance		$0	$0	$0	$0	$0	
Pensions/Retirement		$0	$0	$0	$0	$0	
Overall benefits	30.00%	$328,500	$501,000	$712,500	$954,000	$954,000	Includes SS, Medicare, Workers' Comp, medical insurance, pensions/retirement
Insert custom benefit		$0	$0	$0	$0	$0	
PAYROLL TAXES AND BENEFITS TOTALS	**30.00%**	**$328,500**	**$501,000**	**$712,500**	**$954,000**	**$954,000**	

SALARY AND BENEFITS SUMMARY MINIMUM						
	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Total Administrative Staff Salaries	$530,000	$600,000	$815,000	$950,000	$950,000	
Total Administrative Staff Benefits	$159,000	$180,000	$244,500	$285,000	$285,000	
Total Instructional Staff Salaries	$565,000	$1,070,000	$1,490,000	$2,110,000	$2,110,000	
Total Instructional Staff Benefits	$169,500	$321,000	$447,000	$633,000	$633,000	
Total Non-Instructional Staff Salaries	$0	$0	$70,000	$120,000	$120,000	
Total Non-Instructional Staff Benefits	$0	$0	$21,000	$36,000	$36,000	
TOTAL SALARIES AND BENEFITS	**$1,423,500**	**$2,171,000**	**$3,087,500**	**$4,134,000**	**$4,134,000**	

BUDGET SUMMARY MINIMUM						
	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Total revenue	$3,036,920	$4,023,840	$5,575,760	$8,869,600	$8,919,600	
Total expenditures	$2,654,726	$4,023,729	$5,573,979	$7,430,562	$7,416,378	
Net operating income	$382,194	$111	$1,781	$1,439,038	$1,503,222	
Revenue per pupil	$31,635	$20,958	$19,360	$18,478	$18,583	
Expenses per pupil	$27,653	$20,957	$19,354	$15,480	$15,451	

REVENUE MINIMUM						
PER-PUPIL FUNDING	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Average per-pupil state and local funding	$1,522,944	$3,045,888	$4,568,832	$7,614,720	$7,614,720	
Average per-pupil federal funding	$1,656	$1,656	$1,656	$1,656	$1,656	See narrative
TOTAL FEDERAL, STATE, LOCAL PER-PUPIL REVENUE	**$1,681,920**	**$3,363,840**	**$5,045,760**	**$8,409,600**	**$8,409,600**	
OTHER (FUNDRAISING, LOANS, ETC.)	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Additional State Funding		$60,000	$160,000	$160,000	$210,000	Charter facilities grant, security grant
CSP	$450,000					
National Grants	$250,000	$250,000	$70,000			
Nashville Grants	$405,000	$100,000	$50,000	$50,000	$50,000	Nashville Funding Collaborative
Individual Donations + Fundraising	$250,000	$250,000	$250,000	$250,000	$250,000	
TOTAL OTHER REVENUE	**$1,355,000**	**$660,000**	**$530,000**	**$460,000**	**$510,000**	

EXPENDITURES MINIMUM						
SALARIES AND BENEFITS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
TOTAL SALARIES AND BENEFITS	**$1,423,500**	**$2,171,000**	**$3,087,500**	**$4,134,000**	**$4,134,000**	
CONTRACTED SERVICES	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Accounting/audit	$75,334	$90,000	$105,000	$150,000	$175,000	Includes third party back office support
Legal	$5,000	$5,000	$5,000	$5,000	$5,000	
Management company fee						
Payroll service	$1,600	$2,500	$3,600	$4,700	$4,700	
School lunch/food service	$110,592	$221,184	$331,776	$442,368	$442,368	$3/breakfast; $5/lunch (180 days) with 80% participation
Special education services	$12,000	$22,898	$35,280	$46,349	$46,349	
Student support services						
Nurse (Contractor)	$25,000	$25,000				Part time
Consultants	$24,000	$24,000	$24,000	$24,000	$24,000	Food service, E-rate
Dues and Memberships	$1,500	$1,500	$1,500	$1,500	$1,500	
TOTAL CONTRACTED SERVICES	**$255,026**	**$392,082**	**$506,156**	**$673,917**	**$698,917**	
SCHOOL OPERATIONS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Board expenses						
Classroom / Teaching Supplies and Materials	$24,777	$40,576	$62,238	$89,698	$91,492	
Field Trips	$7,714	$15,737	$24,078	$38,203	$38,968	
Fundraising Expenses						
Office Expenses	$24,500	$36,768	$44,350	$60,253	$61,458	
Other Equipment	$13,000	$42,600	$45,600	$78,200	$20,000	staff ($1K/each) and student laptops ($350/each): Yr 1 student laptops bought in Yr 0; Yr 5: replacement costs
Other Student Services	$12,000	$24,480	$37,454	$50,938	$51,957	school wide events
Special Education Supplies and Materials	$3,942	$7,044	$9,902	$12,232	$10,979	
Staff Development	$16,142	$23,400	$41,803	$50,148	$51,151	
Staff Recruitment	$2,500	$2,500	$2,500	$2,500	$2,500	
Staff Travel						
Student Recruitment / Marketing	$15,000	$15,000	$15,000	$15,000	$15,000	
Student Testing and Assessment	$6,000	$12,240	$18,727	$25,469	$25,978	
Student Transportation	$80,000	$160,000	$240,000	$320,000	$320,000	Yr 1: 1 bus, Yr 2: 2 buses, Yr 3: 3 buses Yr 4: 4 buses
Supplies and Other Materials						
Technology	$32,808	$49,400	$65,000	$93,023	$94,883	
Telephone	$5,400	$5,508	$5,618	$5,731	$5,845	
Textbooks / Workbooks						
Authorizer Fees	$35,000	$35,000	$35,000	$35,000	$35,000	
Sports	$120,000	$100,000	$110,000	$140,000	$142,800	Equipment, transportation, security, fees, shuttle van purchase (Yr 1)
CTE Instructional Supplies and Materials	$10,000	$15,000	$20,000	$25,000	$30,000	
TOTAL SCHOOL OPERATIONS	**$408,784**	**$585,253**	**$777,270**	**$1,041,395**	**$998,011**	
FACILITY OPERATIONS & MAINTENANCE	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Equipment	$20,000					IT/internet installation
Facilities cost (rent/debt, interest payments, etc.)	$294,336	$588,672	$883,008	$1,261,440	$1,261,440	
Furniture	$75,000	$75,000	$50,000			
Insurance	$15,000	$30,600	$46,800	$64,800	$64,800	
Janitorial Services	$60,000	$75,000	$90,000	$120,000	$122,400	
Repairs and Maintenance	$20,000	$20,000	$20,000	$20,000	$20,000	
Security Services	$25,000	$25,000	$25,000	$25,000	$25,000	
Utilities	$58,080	$61,122	$88,245	$90,010	$91,810	
Insert custom facilities expense						
Insert custom facilities expense						
Insert custom facilities expense						
TOTAL FACILITY OPS & MAINTENANCE	**$567,416**	**$875,394**	**$1,203,053**	**$1,581,250**	**$1,585,450**	

STUDENT ENROLLMENT SUMMARY PLANNED					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade	112	112	112	123	123
10th Grade		112	112	123	123
11th Grade			112	122	122
12th Grade				112	112
Total Enrollment	112	224	336	480	480
Change in Net Enrollment	112	112	112	144	0

PERSONNEL COUNTS PLANNED							
ADMINISTRATIVE STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Executive Management (CEO, ED)	$100,000	2	2	2	2	2	CEO, CAO
School Leadership (Principals, Assistant Principals)	$90,000	1	1	1	1	1	GM
Deans, Directors, and Coordinators	$75,000	1	1	3	4	4	Director of Operations/Athletics, Director of Postsec
CFO/Director of Finance							
Operations/Business Manager	$50,000	2	2	2	2	2	Recruitment Coordinator, Front Office Coordinator
Administrative Staff							
Other Administrative Staff	$70,000	2	3	3	4	4	Dean of Culture, Dean of SS, Dean of Academics
Assistant Deans	$65,000			1	2	2	Assistant Dean of Culture
Insert custom administrative staff							
ADMINISTRATIVE STAFF SALARY TOTALS		**$605,000**	**$675,000**	**$890,000**	**$1,100,000**	**$1,100,000**	
INSTRUCTIONAL STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Teachers - Regular	$60,000	5	9	14	18	18	
Teachers - SPED	$60,000	1	2	2	3	3	
Teachers - EL	$60,000	1	2	2	3	3	
Teaching Assistant							
Specialty Teachers	$60,000	2	3	4	6	6	CTE
Aides	$40,000	1	1	2	2	2	Paraprofessional
Therapists and Counselors	$60,000	1	1	1	2	2	School counselor
Substitute Teachers							
Librarian							
Other Instructional Staff							
Coach stipends	$5,000	9	14	18	22	22	Coach stipends
Insert custom instructional staff							
INSTRUCTIONAL STAFF SALARY TOTALS		**$685,000**	**$1,130,000**	**$1,550,000**	**$2,110,000**	**$2,110,000**	
NON-INSTRUCTIONAL STAFF	AVERAGE ANNUAL SALARY	NUMBER OF FTE					NOTES AND ASSUMPTIONS
		Year 1	Year 2	Year 3	Year 4	Year 5	
Nurse	$70,000			1	1	1	Nurse on contract for Year 1 and 2
Custodian							
Security							
Other Non-Insructional Staff							
Athletic Trainer	$50,000				1	1	
Insert custom non-instructional staff							
NON-INSTRUCTIONAL STAFF SALARY TOTALS		**$0**	**$0**	**$70,000**	**$120,000**	**$120,000**	
BENEFITS PLANNED							
PAYROLL TAXES AND BENEFITS	% OF SALARIES	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Social Security		$0	$0	$0	$0	$0	
Employer Medicare		$0	$0	$0	$0	$0	
State Unemployment		$0	$0	$0	$0	$0	
Worker's Compensation Insurance		$0	$0	$0	$0	$0	
Health/Medical Insurance		$0	$0	$0	$0	$0	
Dental Insurance		$0	$0	$0	$0	$0	
Vision Insurance		$0	$0	$0	$0	$0	
Life Insurance		$0	$0	$0	$0	$0	
Pensions/Retirement		$0	$0	$0	$0	$0	
Overall benefits	30.00%	$387,000	$541,500	$753,000	$999,000	$999,000	Includes SS, Medicare, Workers' Comp, medical insurance, pensions/retirement
Insert custom benefit		$0	$0	$0	$0	$0	
PAYROLL TAXES AND BENEFITS TOTALS	**30.00%**	**$387,000**	**$541,500**	**$753,000**	**$999,000**	**$999,000**	
SALARY AND BENEFITS SUMMARY PLANNED							
		Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Total Administrative Staff Salaries		$605,000	$675,000	$890,000	$1,100,000	$1,100,000	
Total Administrative Staff Benefits		$181,500	$202,500	$267,000	$330,000	$330,000	
Total Instructional Staff Salaries		$685,000	$1,130,000	$1,550,000	$2,110,000	$2,110,000	
Total Instructional Staff Benefits		$205,500	$339,000	$465,000	$633,000	$633,000	
Total Non-Instructional Staff Salaries		$0	$0	$70,000	$120,000	$120,000	
Total Non-Instructional Staff Benefits		$0	$0	$21,000	$36,000	$36,000	
TOTAL SALARIES AND BENEFITS		**$1,677,000**	**$2,346,500**	**$3,263,000**	**$4,329,000**	**$4,329,000**	

BUDGET SUMMARY PLANNED						
	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES AND ASSUMPTIONS
Total revenue	$3,317,240	$4,524,480	$6,186,720	$8,709,600	$8,709,600	
Total expenditures	$3,021,813	$4,370,415	$5,953,657	$7,744,358	$7,752,525	
Net operating income	$295,427	$154,065	$233,063	$965,242	$957,075	
Revenue per pupil	29618.21429	20198.57143	18412.85714	18145	18145	
Expenses per pupil	26980.47214	19510.77911	17719.21643	16134.07942	16151.09395	

REVENUE PLANNED						
PER-PUPIL FUNDING	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Average per-pupil state and local funding	$1,776,768	$3,553,536	$5,330,304	$7,614,720	$7,614,720	
Average per-pupil federal funding	$1,656	$1,656	$1,656	$1,656	$1,656	
TOTAL FEDERAL, STATE, LOCAL PER-PUPIL REVENUE	**$1,962,240**	**$3,924,480**	**$5,886,720**	**$8,409,600**	**$8,409,600**	
OTHER (FUNDRAISING, LOANS, ETC.)	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Additional State Funding						
CSP	$450,000					
National Grants	$250,000	$250,000				
Nashville Grants	$405,000	$100,000	$50,000	$50,000	$50,000	Nashville Funding Collaborative + SCORE Talent Fund
Individual Donations + Fundraising	$250,000	$250,000	$250,000	$250,000	$250,000	
TOTAL OTHER REVENUE	**$1,355,000**	**$600,000**	**$300,000**	**$300,000**	**$300,000**	

EXPENDITURES PLANNED						
SALARIES AND BENEFITS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
TOTAL SALARIES AND BENEFITS	**$1,677,000**	**$2,346,500**	**$3,263,000**	**$4,329,000**	**$4,329,000**	
CONTRACTED SERVICES	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Accounting/audit	$75,334	$100,000	$110,000	$150,000	$175,000	Includes third party back office support
Legal	$5,000	$5,000	$5,000	$5,000	$5,000	
Management company fee						
Payroll service	$1,900	$2,700	$3,800	$5,100	$5,100	
School lunch/food service	$129,024	$258,048	$387,072	$561,024	$561,024	$3/breakfast; $5/lunch (180 days) with 80% participation
Special education services	$13,440	$26,880	$40,320	$58,440	$58,440	
Student support services						
Nurse (contractor)	$30,000	$30,000				Part time
Consultants	$24,000	$24,000	$24,000	$24,000	$24,000	Food service, E-rate consultants
Dues & Memberships	$1,500	$1,500	$1,500	$1,500	$1,500	
TOTAL CONTRACTED SERVICES	**$280,198**	**$448,128**	**$571,692**	**$805,064**	**$830,064**	
SCHOOL OPERATIONS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Board expenses						
Classroom / Teaching Supplies and Materials	$28,907	$51,652	$72,611	$89,698	$91,492	
Field Trips	$9,000	$18,360	$28,091	$38,203	$38,968	
Fundraising Expenses						
Office Expenses	$24,500	$40,150	$55,921	$60,253	$61,458	
Other Equipment	$16,000	$47,200	$48,200	$65,850	$30,000	staff ($1K/each) and student laptops ($350/each): Yr 1 student laptops bought in Yr 0
Other Student Services	$12,000	$24,480	$37,454	$50,938	$51,957	school-wide events
Special Education Supplies and Materials	$3,942	$7,044	$9,902	$12,232	$10,979	
Staff Development	$16,142	$28,253	$41,803	$50,148	$51,151	
Staff Recruitment	$2,500	$2,500	$2,500	$2,500	$2,500	
Staff Travel						
Student Recruitment / Marketing	$15,000	$15,000	$15,000	$15,000	$15,000	
Student Testing and Assessment	$6,000	$12,240	$18,727	$25,469	$25,978	
Student Transportation	$160,000	$240,000	$320,000	$320,000	$320,000	$80K/bus; Year 1: 2 buses Year 2: 3 buses Year 3: 4 buses
Supplies and Other Materials						
Technology	$32,808	$53,006	$75,085	$93,023	$94,883	
Telephone	$5,400	$5,508	$5,618	$5,731	$5,845	
Textbooks / Workbooks						
Authorizer Fees	$35,000	$35,000	$35,000	$35,000	$35,000	
Sports	$120,000	$100,000	$120,000	$140,000	$142,800	Equipment, transportation, security, fees, shuttle van purchase
CTE Instructional Supplies and Materials	$10,000	$15,000	$20,000	$25,000	$30,000	
TOTAL SCHOOL OPERATIONS	**$497,199**	**$695,393**	**$905,912**	**$1,029,044**	**$1,008,011**	
FACILITY OPERATIONS & MAINTENANCE	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**NOTES AND ASSUMPTIONS**
Equipment	$20,000					network hardware
Facilities cost (rent/debt, interest payments, etc.)	$294,336	$588,672	$883,008	$1,261,440	$1,261,440	15% of state revenue
Furniture	$75,000	$75,000	$50,000			
Insurance	$15,000	$30,600	$46,800	$64,800	$64,800	
Janitorial Services	$60,000	$80,000	$100,000	$120,000	$122,400	
Repairs and Maintenance	$20,000	$20,000	$20,000	$20,000	$20,000	
Security Services	$25,000	$25,000	$25,000	$25,000	$25,000	
Utilities	$58,080	$61,122	$88,245	$90,010	$91,810	
Insert custom facilities expense						
Insert custom facilities expense						
Insert custom facilities expense						
TOTAL FACILITY OPS & MAINTENANCE	**$567,416**	**$880,394**	**$1,213,053**	**$1,581,250**	**$1,585,450**	

Attachment 10: Network Budget - Not Applicable

Not Applicable

Attachment 11: Network Organization Chart - Not Applicable

Not Applicable

Attachment 12: ESP Contract - Not Applicable

Not Applicable

Attachment 13: Evidence of Support for Conversion - Not Applicable

Not Applicable

Attachment 14: Residential Facility Documentation - Not Applicable

Not Applicable