Nashville School of Excellence

New Start Charter School Application

Submitted to Metro Nashville Public Schools

June 1, 2026

Table of Contents

General Application Information

- Application Cover Sheet 1
- Statement of Assurances 3
- Waivers 5

Educational Program Design & Capacity

- School Overview 7
- School Mission and Model 8
- Anticipated Student Population 17
- Family and Community Engagement and Support 32
- School Culture and Discipline 43
- Curriculum and Instruction 53
- Special Populations 66
- Student Assessment and Evaluation 73
- Educational Program Capacity 81

Operations Plan & Capacity

- Governance 94
- Staffing 104
- Facilities 115
- Transportation 119
- Health and Safety 122
- Insurance 126
- Food Service 127
- Start-up Plan 128
- Operations Capacity 135

Budget and Finance

- Operating Budget 141
- Budget and Finance Capacity 154

Required Attachments

- Attachment 1: Evidence of Community Engagement 178
- Attachment 2: School-based Team Resumes 222
- Attachment 3: Board Member Resumes 259
- Attachment 4: Organization Chart 329

Table of Contents

Attachment 5: Articles of Incorporation 332

Attachment 6: Proof of Nonprofit and Tax-Exempt Status 336

Attachment 7: Governing Board Bylaws 339

Attachment 8: Letter of Insurance Coverage 351

Attachment 9: Operating Budget Template..... 353

Attachment 10: Network Budget..... 355

Attachment 11: Network Organization Chart 357

Attachment 12: ESP Contract..... 364

Attachment 13: Evidence of Support for Conversion 366

Attachment 14: Residential Facility Documentation 368

Applicable Addenda

Addendum A: Sponsors with past or present relationships to other charter schools..... 371

Addendum B: Sponsors opening a new school that will create a network or as part of an existing network..... 385

Addendum C: Sponsors contracting with a third-party ESP..... 411

Addendum D: Sponsors seeking approval of multiple schools in this application cycle..... 412

Addendum E: Sponsors seeking to convert a traditional public school to a charter school..... 413

Addendum F: Sponsors applying to operate an opportunity public charter school..... 415

Addendum G: Higher education institutions seeking to open a charter school..... 417

Application Cover Sheet

General Information

Name of Proposed Charter School	Nashville School of Excellence		
Sponsor/Sponsoring Entity	Read Foundation		
Proposed Authorizer	Metropolitan Nashville Public Schools		
Academic Focus of Proposed School	Science, Technology, Engineering, Mathematics (STEM)		
Grade Structure (e.g., K-5, 6-8, 9-12)	Year 1	Year 5	At Capacity
	6–7, 9	6–12	6–12
Projected Enrollment	Year 1	Year 5	At Capacity
	150	495	630
Neighborhood and/or Community in which the school plans to locate	Nolensville Pike, Nashville		
Projected Opening School Year	2027–28		

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	Samuel Beyhan
Role in Proposed School	Executive Director
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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
Veda V.T. Cherry	Attorney Cherry & Cherry LLC	Reviewer
Dr. Ismail Fidan	Professor, Department of Manufacturing and Engineering Technology, Tennessee Technological University	Reviewer
Dr. Samuel Beyhan	Executive Director, Read Foundation	Content developer, decision maker, reviewer
Mugire Ayci	Assistant Executive Director, Read Foundation	Content developer, decision maker, reviewer
Katherine Watkins	Director of Special Programs and Elementary Education, Read Foundation	Content developer, decision maker, reviewer
Yasemin Keles	Director of Instruction and Secondary Education, Read Foundation	Content developer, decision maker, reviewer
Kazim Kizilkaya	Founding Principal, Nashville School of Excellence, Read Foundation	Content developer, decision maker, reviewer
Terrance Henderson	Director of Culture and Discipline, Read Foundation	Content developer, decision maker, reviewer
Harun Keles	Director of Human Resources and Operations, Read Foundation	Content developer, decision maker, reviewer
Aubrey Goodman	Consultant, SchoolWorks	Application writer
Kathryn Koerner	Director of School Design and Renewal, SchoolWorks	Reviewer
Greg Thompson	CEO, GT3 Group	Financial content collaborator

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.

Samuel Beyhan — 1/15/26

Signature of Authorized Representative — Date

Samuel Beyhan

Printed Name of Authorized Representative

Executive Director

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.**
Tennessee State Board of Education Rule 0520-02-01-.03 and related TEAM (Tennessee Educator Acceleration Model) implementation requirements administered through TNCompass as applicable to administrator evaluations.	Current State Board rules and TNCompass configurations limit the use of the TEAM Administrator evaluation rubric to licensed administrators. As a result, non-licensed assistant principals and deans—despite performing substantial instructional leadership and administrative duties—cannot be formally evaluated using the TEAM Administrator rubric within TNCompass or an equivalent TEAM-aligned framework. The sponsor seeks a waiver to apply the TEAM Administrator rubric to non-licensed assistant principals and deans.	Nashville School of Excellence relies on assistant principals and deans as key instructional leaders responsible for teacher coaching, instructional quality, school culture, and student achievement. The restriction on using the TEAM Administrator rubric for non-licensed leaders creates inconsistency in evaluation, limits standards-aligned feedback, and fragments leadership accountability. This hinders the school's mission of maintaining a coherent, rigorous, and growth-oriented instructional leadership model. Granting the waiver will allow the school to use a consistent, high-quality evaluation framework for all leaders performing administrator-level duties, thereby strengthening leadership effectiveness, professional growth, and student outcomes without reducing rigor or accountability.

Educational Program Design and Capacity

School Overview

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.

Nashville School of Excellence (NSE) is driven by our mission to empower each student to succeed in college and their career by mastering a rigorous science, technology, engineering, and mathematics (STEM) curriculum; experiencing a safe, welcoming, and inclusive environment; receiving individual academic, social, and emotional support; and working alongside families and community partners. Our vision is centered on promoting students' post-secondary success, developing students' ability to make good decisions, and encouraging students to become contributing members of their communities. These efforts are supported by the research-based features of our model, which includes the following core elements: Enriched Curriculum, Technology Integration, Standardized and Authentic Assessment, Robust Support Staff, Robust Support for Instructional Staff, Parental Involvement, and a STEM Focus. These core elements are described in detail throughout this application. We will serve students in grades 6 through 12 in the Nolensville Pike area of Nashville.

NSE will be part of a network of schools operated by the Read Foundation. The Read Foundation currently operates four schools in western Tennessee. Since the organization opened its first school in 2010, it has demonstrated a solid track record of success. More specifically, our schools report over 97% graduation and college acceptance rates and consistently strong TVAAS scores. Our primary objective is to establish a college preparatory educational environment with a strong emphasis on science, technology, engineering, and mathematics (STEM) subjects, all within the context of small class sizes.

School Mission and Model

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

Nashville School of Excellence's (NSE) mission:

Each student is empowered to succeed in college and their career by:

- Mastering a rigorous, STEM-focused curriculum,
- Experiencing a safe, welcoming, and inclusive environment,
- Receiving individual academic, social, and emotional support, and
- Working alongside families and community partners.

We measure the success of our mission through our mission-specific goals, described in detail below.

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.

To ensure we realize each element of our mission statement above, we will measure our performance using multiple indicators, as outlined below.

Mission-Specific Goal	Measurement Method	Frequency	Measurable Outcome
Mastering a rigorous, STEM-focused curriculum	TNReady	1 time per year	NSE will exceed MNPS' TNReady average achievement level in each grade level and subject area.
Mastering a rigorous, STEM-focused curriculum	TVAAS	1 time per year	All reporting categories (grades/subjects) will show significant growth, with a combined TVAAS score of a 3 or higher each academic year. This will be an annual goal for the school.
Mastering a rigorous, STEM-focused curriculum	NWEA MAP	3 times per year	50% of students in all grade levels will score in the 50th percentile or better on the MAP reading assessment, including special populations of students (e.g., students with disabilities, students who are English language learners).

Mission-Specific Goal	Measurement Method	Frequency	Measurable Outcome
Mastering a rigorous, STEM-focused curriculum	Student Participation Rates and Interim Assessments	Ongoing	100% of students will take a STEAM elective each year. 80% of students will demonstrate mastery of STEAM content and skills as measured by interim assessments.
Experiencing a safe, welcoming, and inclusive environment	SIS	1 time per year	NSE will maintain an average student attendance rate of 96% or better.
Experiencing a safe, welcoming, and inclusive environment	SIS	1 time per year	NSE will maintain the following suspension rates: Middle School: <3%; High School: <5%
Experiencing a safe, welcoming, and inclusive environment	SIS	1 time per year	NSE will maintain the following expulsion rates: Middle School: 0%; High School: <1%
Experiencing a safe, welcoming, and inclusive environment	SIS	1 time per year	NSE will maintain the following student retention rates: >90%
Receiving individual academic, social, and emotional support	NWEA MAP	3 times per year	At least 60% of students who have special needs and students who are English language learners will meet or exceed their individual NWEA MAP progress goals.
Receiving individual academic, social, and emotional support	ELPA21	1 time per year	At least 50% of students who are English language learners will meet or exceed their individual ELPA21 goals.
Receiving individual academic, social, and emotional support	Staff training participation	1 time per year	100% of staff members will have been trained on restorative practices.
Working alongside families and community partners	Home visits	1 time per year	80% of parents will receive home visits virtually or in-person.

To assess the extent to which our school is achieving its mission, we will maintain clear, consistent systems for monitoring progress and ensuring that leaders at all levels—including the Board, network, and school—have timely access to actionable data. As part of our regular data analysis practices (described in the School Culture and Discipline, Curriculum and Instruction, and Student Assessment and Evaluation sections), we will evaluate progress toward these goals. Our network maintains a data dashboard that tracks performance on each of our school's goals, including mission-aligned goals. Board members, network leaders, and school leaders use this dashboard to monitor trends, identify areas of strength and need, and evaluate whether the school is on track to meet short- and long-term targets. During Board meetings, which are open to the public, the executive director will present dashboard updates to ensure that the Board and community members remain informed about the school's progress toward the school's goals, including mission-aligned goals. These presentations provide an opportunity for the Board to ask questions, engage in discussion, and offer guidance based on current data. Additionally, network leaders will use the dashboard to make decisions about what supports or interventions the school may need, while school leaders will regularly refer to the dashboard during leadership team meetings and meetings with staff to reflect on performance, diagnose root causes, and develop responsive action plans.

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.

We intend to serve students residing in the Nolensville Pike area of Nashville. At scale, we will serve students across grades 6 through 12. We selected this community as the location for our proposed school after conducting an analysis of demographic trends, evaluating existing school options, including the current supply and quality of available seats, and engaging with families and the community.

- Demographic Trends: Demographic trends indicate that Nashville's population is experiencing a period of growth.[1] According to the Nashville Area Chamber of Commerce, Nashville's population grew by nearly 32,000 people in 2023.[2] Furthermore, Nolensville Pike, the area in which we plan to locate the school, is also growing. In the year 2000, the population was estimated to be 64,753, while the population had grown to 78,666 by 2023.[3] According to the MNPS's Enrollment Gain/Loss Census Block Group Map for SY 23–24 through SY 24–25, many areas of the Glencliff, Cane Ridge, and Overton clusters (the

[1] https://www.macrotrends.net/global-metrics/cities/23077/nashville/population
[2] https://nashvillechamber.com/blog/press-release-chamber-announces-nashville-msa-grew-by-86-people-per-day-in-2023/
[3] https://www.city-data.com/zips/37211.html

areas surrounding where we plan to locate our school) experienced increases in student counts.[4] This increase in the general population (and the student population in particular) will create a need for additional schools and new educational options for families in Nashville. Our analysis of demographic trends is discussed in detail in the Anticipated Student Population section.

- School Choice and Quality of Available Seats: We analyzed the existing school choice options by identifying the schools that serve the same or similar grade levels (6 through 12) to our proposed school within a five-mile radius of our potential facility location (5880 Nolensville Road). As detailed in the Anticipated Student Population section, we analyzed enrollment patterns and capacity patterns for these nearby schools. Additionally, we analyzed the academic performance of these schools as reflected in TDOE's report cards for 2025[5] (outlined in the table below). We found that many schools in the area surrounding the proposed location for NSE achieve lower-than-expected academic performance outcomes when compared to district-wide and state-wide performance rates. The few schools that perform at or above district achievement rates and have a C or higher letter grade (i.e., LEAD Southeast and Valor Flagship Academy) have limited available seats according to MNPS's interactive School and Zone Maps, [6] and Valor schools typically maintain long waitlists.[7]

School	Achievement Rate	Growth Level	Graduation Rate	Letter Grade
Antioch Middle School	School: 15.6% District: 30.6% State: 41.8.6%	1	N/A	F
Croft Middle Design Center	School: 27.1% District: 30.6% State: 41.8%	5	N/A	C
Glencliff High School	School: 9.0% District: 27.4% State: 41.8%	2	School: 71.5% District: 85.7% State: 92.1%	D
LEAD Southeast	School: 36.0% District (6–8): 30.6% District (9–12): 27.4% State: 41.8%	5	School: 98.7% District: 85.7% State: 92.1%	B
McMurray Middle School	School: 13.3% District: 30.6% State: 41.8%	2	N/A	D

[4] https://mnps.maps.arcgis.com/apps/Compare/index.html?appid=d258389211f041d787df8b469c427c36
[5] https://tdepublicschools.ondemand.sas.com/
[6] https://experience.arcgis.com/experience/0d6eb257de5745459aec625ccaa858a4#zoom_to_selection=true
[7] https://nashvillechartercollaborative.org/charter/valor

School	Achievement Rate	Growth Level	Graduation Rate	Letter Grade
Nashville Collegiate Prep	School: 25.4% District: 32.2% State: 41.8%	3	N/A	C
Overton High School	School: 12.3% District: 27.4% State: 41.8%	1	School: 83.5% District: 85.7% State: 92.1%	D
Tennessee Nature Academy	School: 33.4% District: 32.2% State: 41.8%	3	N/A	D
William Henry Oliver Middle School	School: 30.6% District: 30.6% State: 41.8%	2	N/A	C
Valor Flagship Academy	School: 62.1% District (6–8): 30.6% District (9–12): 27.4% State (6–12): 41.8%	5	School: 98.5% District: 85.7% State: 92.1%	A
Wright Middle School	School: 11.3% District: 30.6% State: 41.8%	5	N/A	C

Based on this data as well as information we have collected from our family and community engagement efforts (see the Family and Community Engagement and Support section for details), we expect that many families in the area will be looking for a high-quality alternative educational option for their children. Our network has a solid track record of success, and we are confident that the implementation of our model in Nashville will also result in positive student outcomes. Given our strong academic track record, we posit that our academic program will meet the community's needs for more quality school choice options. Additionally, our school will offer educational options to the target community that we anticipate will appeal to families and students in the area.

As stated throughout this application, our school will prepare students for long-term success in college and their careers through the use of rigorous, standards-based curricula that includes a STEM focus. Our program includes additional time for students in their STEM coursework, and our enriched elective and extracurricular programming, which will provide additional opportunities to deepen their understanding of STEM topics. Our STEM classes will be aligned to a STEM-based career and technical education (CTE) track that will result in an Industry Certification and/or CTE Completer Status upon graduation. Additionally, students will be able to start taking STEM-aligned CTE courses as early as middle school. According to a recent TDOE report, "the need [for] STEM education is reaching a critical importance in Tennessee. Gaps in

relation to STEM occupations, academics, and college and career readiness are keeping our state from fully reaching its potential and its ability to lead the nation economically in STEM-related careers. STEM education stands as a key strategy for Tennessee's economic future. It will help foster economic development by creating opportunities for our citizens which have been limited in the past. STEM education helps build critical thinking and analysis skills by addressing how our students view and experience the world around them."[8] We seek to meet this urgent need in our state by expanding our ability to provide an excellent STEM-focused education to students in Nashville.

NSE will distinguish itself from other STEM-focused schools in Nashville through the quality of our programming and the implementation of our model. Our existing schools have won numerous awards and recognitions for our STEM programming, including a STEM Designation from the Tennessee Department of Education and the ITEEA STEM School of Excellence Award. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus. Applying for and earning STEM Designation status is a rigorous and robust process and requires STEM to be fully embedded across the school, namely in the areas of Infrastructure; Curriculum and Instruction; Professional Development; Achievement; and Community and Postsecondary Partnerships as outlined in detail on the TDOE STEM Designation Rubric.[9] A 2023 Vanderbilt University and TSIN Impact report indicates that schools with STEM Designation are having a positive impact on both the students and teachers in those schools.[10] According to the Tennessee STEM Innovation Network (TSIN), there are currently only four STEM-designated schools in Davidson County, and none of the schools are high schools.[11]

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.

The structure of the school day and week for the typical student at NSE will provide ample time for core instruction, enrichment, tiered intervention, our school's STEM focus, and STEM project-based learning (described in detail below). Our school day will begin for all students at 7:45 a.m. and end at 3:00 p.m., amounting to a 7.25-hour school day, every day except Wednesdays, when students will be dismissed at 1:30pm so that teachers may engage in professional development and participate in professional learning communities. Over the course of each Monday, Tuesday, Thursday, and Friday, students will attend double blocks (two 45-minute periods) of English

[8] https://www.tn.gov/content/dam/tn/edu0cation/ccte/cte/cte_posjust_STEM.pdf
[9] https://irp-cdn.multiscreensite.com/d980f98f/files/uploaded/Final%20Tennessee%20STEM%20School%20Designation%20Process%20Introduction%20Rubric.pdf
[10] https://irp.cdn-website.com/d980f98f/files/uploaded/Reimagining%20School%20Culture.pdf
[11] https://www.tsin.org/designation-resources/

language arts (ELA), math, and science instruction, and 45 minutes of social studies instruction. They will follow the same pattern on Wednesdays, in 30-minute blocks. (Note: Students who require one hour of daily direct ESL services may receive them over the course of two periods on Wednesdays.) Students will also have at least one elective class each day. Our calendar and schedule also comply with all state and district requirements. Specifically, our calendar reflects the mandatory 180 instructional days, and our school day spans approximately 7.25 hours four days per week (from 7:45-3:00) and 5.75 hours on Wednesdays (from 7:45-1:30), which, averaged over the course of a five-day school week, exceeds the required 6.5-hour school day. The charts below outline sample schedules for grades 6 through 12.

Grades 6–12 Monday, Tuesday, Thursday, Friday Schedule:

Time	Period	Minutes
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:30	1st Period	45 minutes
8:35-9:20	2nd Period	45 minutes
9:25-10:10	3rd Period	45 minutes
10:15-11:00	4th Period	45 minutes
11:00-12:30	5th Period and Lunch	45 minutes
12:35-1:20	6th Period	45 minutes
1:35-2:10	7th Period	45 minutes
2:15-3:00	8th Period	45 minutes
3:00	Dismissal	

Grades 6–12 Wednesday Schedule:

Time	Period	Minutes
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:15	1st Period	30 minutes
8:20-8:50	2nd Period	30 minutes
8:55-9:25	3rd Period	30 minutes
9:30-10:00	4th Period	30 minutes
10:05-10:35	5th Period	30 minutes
10:40-12:10	6th Period and Lunch	30 minutes
12:15-12:45	7th Period	30 minutes
12:50-1:20	8th Period	30 minutes
1:20-1:30	Dismissal/Study Hall	10 minutes

As noted above, students will have double blocks of ELA and math every day, with one of these blocks functioning as an enrichment period. During these enrichment periods, students will engage in instructional activities that are aligned to their individual needs. For example, during these periods, students may receive special education services, tiered interventions, and/or enrichment activities. We have integrated these enrichment periods for ELA and math into our daily schedule to ensure that we will protect time for all students to receive the supports that they need without taking away from other periods in the day. Teachers will use a variety of structures and activities to meet students' needs within their subject areas, as shown by the sample schedule below:

Enrichment Periods Sample Schedule		
	Math	ELA
Monday	IXL	Informational Text Analysis
Tuesday	i-Ready My Path	Journal Prompt from Monday's Informational Text
Wednesday	Mathematics Fluency	Grammar and Mechanics from Tuesday's prompt
Thursday	Small-Group Instruction	Small-Group Instruction
Friday	Flex/Reteach/Review	Learning Software

Also as noted above, students will participate in an elective class each day; these may include STEM, computer science, or dual enrollment classes. As the school adds a grade level each year, we will add additional electives to serve the growing student population. Finally, as indicated in the sample schedules above, students have five-minute breaks between each period to provide them enough time to get to their classrooms. Additionally, students will have 45 minutes for lunch on Mondays, Tuesdays, Thursdays, and Fridays; they have 30 minutes for lunch on Wednesdays.

Because our school will offer an eight-period daily schedule, we have the flexibility to adjust students' schedules to meet their needs. For example, students who participate in our dual enrollment courses (which we will offer as early as grade 10) and Advanced Placement (AP) programming (which we will offer as early as grade 9) will be able to work on their advanced coursework during their enrichment periods. Similarly, students who need to recover credits will be able to enroll in necessary classes at the school during their enrichment class periods to ensure they are able to earn the credits they need to graduate.

In addition to the core and elective coursework described above, all students in the school will engage in at least two weeklong interdisciplinary project-based learning experiences per year, with most students participating with 4 to 6 project-based learning experiences per year. The school will designate two weeks each year for these experiences, during which students engage in authentic, real-world, problem-based interdisciplinary projects that integrate technology. These experiences will take place during core classes and include standards-aligned projects. The project-based learning experiences will culminate in a showcase event where students have the opportunity to present their work to the community.

Anticipated Student Population

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.

At scale, we will serve students across grades 6 through 12. We expect that our student population will be similar to the populations of schools currently in operation in the area, and as such, to determine the anticipated population for NSE, we conducted an analysis of nearby schools. Specifically, we analyzed the academic and non-academic needs of schools that serve the same or similar grade levels (6 through 12) to our proposed school within a five-mile radius of our potential facility location (see the Facility Needs section for more information about this location). The tables below present the demographics of each of these schools as documented on State Report Cards.

Schools in the Surrounding Area of the Proposed School[12]				
School	Black/ Hispanic/Native American	Economically Disadvantaged	English Learner	Disabilities
Antioch Middle School (6–8)	86%	36%	52%	12%
Croft Middle Design Center (5–8)	74%	27%	51%	12%
Glencliff High School (9–12)	87%	30%	58%	9%
LEAD Southeast (5–12)	70%	24%	51%	12%
Mc Murray Middle School (5–8)	84%	31%	74%	10%
Nashville Collegiate Prep (K–12)	74%	20%	40%	11%
Overton High School (9–12)	>95%	54%	24%	7%
Tennessee Nature Academy (5–12)	50%	9%	22%	17%
William Henry Oliver Middle School (5–8)	53%	27%	28%	13%
Valor Flagship Academy (5–12)	48%	15%	17%	10%
Wright Middle School (5–8)	87%	27%	71%	11%

[12] School data from State Report Cards: https://tdepublicschools.ondemand.sas.com/

Schools in the Surrounding Area of the Proposed School[13]				
School	Foster Care	Homeless	Migrant	Military Connected
Antioch Middle School (6–8)	Less than 10 students	Less than 5%	Less than 10 students	Less than 10 students
Croft Middle Design Center (5–8)	Less than 10 students	Less than 5%	Less than 10 students	Less than 10 students
Glencliff High School (9–12)	Less than 5%	Less than 5%	Less than 10 students	Less than 10 students
LEAD Southeast (5–12)	Less than 10 students	Less than 10 students	Less than 10 students	Less than 10 students
Mc Murray Middle School (5–8)	Less than 10 students	Less than 5%	Less than 10 students	Less than 10 students
Nashville Collegiate Prep (K–12)	Less than 10 students	Less than 5%	Less than 10 students	Less than 10 students
Overton High School (9–12)	Less than 10 students	Less than 10 students	Less than 10 students	Less than 10 students
Tennessee Nature Academy (5–12)	Less than 10 students	Less than 10 students	Less than 10 students	Less than 10 students
William Henry Oliver Middle School (5–8)	Less than 10 students	Less than 5%	Less than 10 students	Less than 10 students
Valor Flagship Academy (5–12)	Less than 10 students	Less than 10 students	Less than 10 students	Less than 10 students
Wright Middle School (5–8)	Less than 10 students	Less than 5%	Less than 10 students	Less than 10 students

We intend to serve students residing in the Nolensville Pike area of Nashville, and we expect that our student population will also reflect the diversity of the community. Some key characteristics of this community are outlined below:[14]

- Primary zip code: 37211
- Population: 78,666
- Demographics:
    - White: 50.1%
    - Hispanic or Latino: 25.8%
    - Black: 14.8%
    - Asian: 4.7%

[13] School data from 2023-24 Report Cards: https://tdepublicschools.ondemand.sas.com/
[14] https://www.city-data.com/zips/37211.html

  - Two or more races: 3.9%
- Percentage of population below the poverty level: 16.4%

We have integrated this quantitative analysis with qualitative information we have gathered through ongoing engagement with the community to better understand the population we are seeking to serve. The engagement has included meetings with leaders of local organizations, information sessions with interested families, attendance at community events, and an interest survey (for additional information about these engagement efforts, see the Family and Community Engagement section). Based on both these quantitative and qualitative analyses, we anticipate that the majority of our students (~70%) will be Black, Hispanic, and Native American – this projection falls in the mid/high range compared with the surrounding schools, as indicated by the data above. We expect that approximately one-third of students will be economically disadvantaged, and 10% will require special education services, projections that closely match the schools in the surrounding area. We believe that given the demographic profile of the neighborhood (listed above) and the location of our target facility (see the Facilities section for details), approximately 25% of our student population will be English learners. This projection is based on both an analysis of the demographic data of the neighborhood and the proximity of our proposed facility to the location of schools including Valor Flagship Academy, William Henry Oliver Middle School, and Tennessee Nature Academy, all of which have English learner populations within this range. If a larger percentage of English learners or students who require special education services enroll than what we have projected, we are prepared to meet fully meet their needs by hiring additional staff to provide required services. Finally, we believe that our rates of students in foster care, students who are homeless, and students who are migrants will closely mirror the rates of surrounding schools. A full projection of NSE's demographics for race/ethnicity and academic and nonacademic needs is listed below:

- 70% students who are Black, Hispanic, and Native American
- 34% students who are economically disadvantaged
- 25% students who are English learners
- 10% students with disabilities
- Less than 10 students in foster care
- Less than 5% students who are homeless
- Less than 10 students who are migrants
- Less than 10 students who are military-connected

Given these projections, our school is prepared to offer supports and resources to meet anticipated academic and non-academic needs. These include a high-quality Tier 1 core

curriculum, a robust multi-tiered system of academic, behavioral, and social-emotional supports and interventions, English language development supports and services for English learners, and a compliant and effective special education program. Additionally, we will seek partnerships with local organizations that provide students access to resources (e.g., dental care, food assistance) for families in need.

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

We propose to serve grades 6–12; the below table outlines our projected enrollment for the charter term and at full capacity.

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	50	50	75	75	90	90	90	90	90	90	90
7	50	50	75	75	90	90	90	90	90	90	90
8	0	50	50	75	90	90	90	90	90	90	90
9	50	50	50	50	75	90	90	90	90	90	90
10	0	50	50	50	50	90	90	90	90	90	90
11	0	0	50	50	50	50	90	90	90	90	90
12	0	0	0	50	50	50	50	90	90	90	90
TOTAL	150	250	350	425	495	550	590	630	630	630	630

To determine the enrollment projections for the proposed school, we have combined quantitative data analysis, demographic trends, and evidence of demand.

- Data analysis: We intend to serve students residing in the Nolensville Pike area of Nashville. At scale, we will serve students across grades 6–12. As such, we analyzed enrollment patterns in the surrounding area. As stated in the School Mission and Model section, we analyzed the existing school choice options by identifying the schools that serve the same or similar grade levels (6 through 12) to our proposed school within a five-mile radius of our potential facility location (5880 Nolensville Road). We analyzed enrollment patterns and capacity patterns for these nearby schools. Additionally, we analyzed the academic performance of these schools as reflected in TDOE's report cards for 2025[15] (see the School Mission and Model section). We found that many schools in the area surrounding the proposed location for NSE achieve lower-than-expected academic performance outcomes when compared to district-wide and state-wide performance rates. The few schools that perform at or above district achievement rates and have a C or higher letter grade (i.e. LEAD Southeast and Valor Flagship Academy) have limited available seats according to MNPS's interactive School and Zone Maps, [16] and Valor schools typically maintain long waitlists.[17]
- Demographic Trends: In addition to the enrollment data noted above, demographic trends indicate that Nashville's population is experiencing a period of growth,[18] and Nashville's growth is expected to continue for years to come.[19] According to the Nashville Area Chamber of Commerce, Nashville's population grew by nearly 32,000 people in 2023.[20] Furthermore, Nolensville Pike, the area in which we plan to locate the school, is also growing. In the year 2000, the population was estimated to be 64,753, while the population had grown to 78,666 by in 2023.[21] According to the MNPS's Enrollment Gain/Loss Census Block Group Map for school years 23–24 through 24–25, many areas of the Glencliff and Overton clusters (the areas surrounding where we plan to locate our school) experienced increases in student counts.[22] This increase in the general population (and particularly in the student population) will create a need for additional schools and new educational options for families in Nashville.
- Evidence of Demand: To further assess demand to meet enrollment projections, we have been engaging with the community, including prospective families to assess interest in our innovative academic program that will have a strong science, technology,

[15] https://tdepublicschools.ondemand.sas.com/
[16] https://experience.arcgis.com/experience/0d6eb257de5745459aec625ccaa858a4#zoom_to_selection=true
[17] https://nashvillechartercollaborative.org/charter/valor
[18] https://www.macrotrends.net/global-metrics/cities/23077/nashville/population
[19] https://filetransfer.nashville.gov/portals/0/sitecontent/Planning/docs/NashvilleNext/DemographicTrends.pdf
[20] https://nashvillechamber.com/blog/press-release-chamber-announces-nashville-msa-grew-by-86-people-per-day-in-2023/
[21] https://www.city-data.com/zips/37211.html
[22] https://mnps.maps.arcgis.com/apps/Compare/index.html?appid=d258389211f041d787df8b469c427c36

engineering, and mathematics (STEM) focus. At full scale, our middle school (grades 6–8) will have an enrollment of 270 students and our high school (grades 9–12) will have an enrollment of 360 students. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. Our school will provide parents seeking a small-school environment for their children an option that is not common in the Nolensville Pike area, where some high schools have enrollments of well over 1,000 students and most middle school enrollments exceed 600 students. During the summer and fall of 2025, we administered an interest survey to parents who may be interested in enrolling their children in the school. As of the writing of this application, we have received over 370 responses, with 90% of respondents indicating they were interested in attending a virtual or in-person open house with NSE to receive more information about the school. Additionally, 78% of respondents indicated that a key pillar of interest is STEM education, and 54% indicated that college and career prep is a key pillar of interest.

Our network has a strong track record of success for meeting enrollment targets using this approach, which combines quantitative data analysis, assessment of demographic trends, and evidence of demand. We have consistently met enrollment targets across all four of our existing schools, and we believe that we are well-positioned to meet targets for our proposed school in Nashville given the data and information we have collected and the analyses we have conducted.

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.

As stated above, we will recruit students from across the Nolensville Pike neighborhood, and accordingly, we expect that our student population will reflect the neighborhood and populations of schools currently in operation in that area. We have calculated demographic projections based on the demographics of the neighborhood and the schools that serve middle and high school students in the area surrounding the location of our proposed school. These demographics are of these schools are provided in the table below.

Schools in the Surrounding Area of the Proposed School[23]				
School	Black, Hispanic, and Native American students	Economically disadvantaged students	English learner students	Students with disabilities
Antioch Middle School (6–8)	84%	34%	50%	12%
Croft Middle Design Center (5–8)	73%	23%	47%	12%
Glencliff High School (9–12)	87%	29%	56%	9%
LEAD Southeast	70%	24%	51%	12%
McMurray Middle School (5–8)	85%	31%	71%	10%
Nashville Collegiate Prep (K–12)	70%	26%	40%	8%
Overton High School	>95%	54%	24%	7%
Tennessee Nature Academy (5–12)	58%	17%	25%	14%
William Henry Oliver Middle School (5–8)	51%	29%	27%	13%
Valor Flagship Academy (5–12)	44%	15%	16%	10%
Wright Middle School (5–8)	86%	31%	67%	13%

Some key characteristics of the Nolensville Pike area, the community we intend to locate the school, are outlined below:[24]

- Primary zip code: 37211
- Population: 78,666

[23] School data from 2023-24 Report Cards: https://tdepublicschools.ondemand.sas.com/
[24] https://www.city-data.com/zips/37211.html

- Demographics:
  - White: 50.1%
  - Hispanic or Latino: 25.8%
  - Black: 14.8%
  - Asian: 4.7%
  - Two or more races: 3.9%
- Percentage of population below the poverty level: 16.4%

Based on the above data, we have included anticipated demographics below.

Table 2. Anticipated Demographics

Student Population*	**Estimated Percent of Total Enrollment at Capacity**
Economically disadvantaged	34%
Students with disabilities	10%
English learners	25%
At-risk *(for opportunity public charter schools only)*	N/A

As stated previously, we have integrated this quantitative data with qualitative information we have gathered through ongoing engagement with the community to better understand the population we are seeking to serve. The engagement has included meetings with leaders of local organizations, information sessions with interested families, attendance at community events, and an interest survey (for additional information about these engagement efforts, see the Family and Community Engagement section). Based on both these quantitative and qualitative analyses, we anticipate that the majority of our students (~70%) will be Black, Hispanic, and Native American – this project falls in the mid/high range compared with the surrounding schools, as indicated by the data above. We expect that approximately one-third of students will be economically disadvantaged, a projection that closely matches the schools in the surrounding area. We believe that given the demographic profile of the neighborhood (listed above) and the location of our target facility (see the Facilities section for details), approximately 25% of our student population will be English learners. This projection is based on both an analysis of the demographic data of the neighborhood and the proximity of our proposed facility to the location of schools including Valor Flagship Academy, William Henry Oliver Middle School, and Tennessee Nature Academy, all of which have English learner populations within this range. If a larger percentage of English learners or students who require special education services enroll than

what we have projected, we are prepared to meet fully meet their needs by hiring additional staff to provide required services. Finally, we believe that our rates of students in foster care, students who are homeless, and students who are migrants will closely mirror the rates of surrounding schools.

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

For Student Recruitment Before the School Opens:

To ensure we meet our enrollment targets, we have developed a robust recruitment plan for the year prior to opening. The plan, detailed below, is informed by the successful execution of recruitment strategies in our existing schools and tailored to meet the needs of our target community in Nashville. We will work with a broad range of community organizations to achieve our enrollment goals, including the Salahadeen Center of Nashville, the Tennessee Kurdish Community Council, Casa de Dios USA, Iglesia Monte Los Olivos, Urban Green Life, Peace Bridges Center, Nashville Food Project, Barefoot Republic, Islamic Center of Nashville, Coleman Park Community Center, Newroz Market, and Azadi Market. Additionally, we have already hired three part-time recruitment specialists; these are external contractors who are supporting our recruitment efforts, and we will hire a full-time coordinator upon approval of this application.

Strategy/Activity/Event	Person(s) Responsible	Timeline
Build relationships with local organizations, community partners, and community members; identify potential recruitment locations	Principal, Operations Manager	June 2026–September 2026
Post and share materials at local community sites	Principal, Operations Manager	June 2026–September 2026
Secure newspaper and billboard advertisements	Principal, Operations Manager	September–December 2026
Host information sessions at least twice per month at local community events or sites	Principal, Operations Manager	September 2026–April 2027

Strategy/Activity/Event	Person(s) Responsible	Timeline
Hold monthly canvassing events to share information about the school and collect information from parents who are interested in enrolling students	Principal, Operations Manager	September 2026–March 2027
Send bi-weekly emails to all potential families encouraging them to attend events and information for opportunities to get involved	Principal, Operations Manager	September 2026–March 2027
Launch social media campaigns and post flyers at community sites publicizing information sessions and events as well as to direct families to website for enrollment information	Principal, Operations Manager	September 2026–March 2027
Send monthly newsletters to supporters, community members, and interested families	Principal, Operations Manager	September 2026–March 2027
Host open houses, school tours, meet-and-greets	Operations Manager, Principal, School Staff	July 2027–August 2027
Open application window	Operations Manager	January 1, 2027
Close application window (application deadline)	Operations Manager, Principal	February 28, 2027
Hold application lottery (if necessary)	Operations Manager, Principal	March 7, 2027
If not 100% enrolled, continue to host recruitment events at least three times per week with community organizations and other supporters	Operations Manager, Principal	May 2027–June 2027

As indicated by the plan above, we will use a range of recruitment and marketing strategies to ensure we meet our enrollment targets. The school principal and the network's operations

manager will be responsible for overseeing and implementing these strategies, with the support of additional school staff (once hired) and other network staff. The details of the strategies are described below:

- Share information and host events with local community organizations: We will work with local organizations such as the Thompson Lane Branch of the Nashville Public Library, Youth Encouragement Services (YES), and the Family Center to conduct outreach to the community and share information about the school. We will place informational materials in the buildings of such organizations as well as seek to hold informational sessions in their facilities. We will ensure all promotional materials are translated into multiple languages to reach families who do not speak English.
- School website: We will maintain a comprehensive website that is informational and easy to navigate. Our website will advertise our academic program and upcoming events for students, as well as for families and the community, so that prospective students and parents can see the wide range of programming and activities offered by the school. Additionally, our website will provide potential students and parents with valuable academic information, including access to our state report card, which will showcase and educate prospective students and parents about our school's success. Our enrollment form will always be prominently featured on our website so that interested students and parents can easily complete and submit the form electronically. We will include translation options on the website to ensure we reach families who do not speak English.
- Facebook: We will leverage our Facebook page to serve as a complement to our school website. We will regularly post about upcoming school activities at our existing campuses as well as provide accounts of school events by posting pictures and descriptions as soon as activities or events (e.g., science competitions) unfold so that prospective students and parents can gain a fuller perspective of the student experience while attending our school. We will include hashtags and links to our other social media account(s) as well as to our website to drive traffic to our other outlets. A direct link to our enrollment form will also be embedded on our page, allowing potential students and parents to easily locate and complete the form in the moment of interest. We will also place advertisements for our school on Facebook, increasing our exposure.
- X: Our X account will dovetail the content contained on our website and posts to our other social media outlets. We will regularly post about school events and programming, as well as content related to our school, such as STEM. We will utilize X's streamlined approach to communication to our advantage, posting links to our website and other social media account(s) to drive traffic to other outlets. In our profile, we will also provide direct links to

our enrollment form so that interested students and parents can easily access, complete, and submit the form.

- Instagram: We will also advertise our school through postings on Instagram. Like our other social media accounts, we will upload videos and pictures of school activities events (e.g., science competitions) immediately after they occur to expose prospective students and parents to our event offerings. We will also link our other accounts to our Instagram to direct users through our social media suite and school website. Our enrollment form will be easily accessible to those interacting with our Instagram account.
- YouTube: We will maintain a YouTube channel where we will post videos of school events (e.g., science competitions) to attract potential students and parents. We will also utilize YouTube to answer questions; more specifically, we will produce a Frequently Asked Questions (FAQs) video. The FAQs video will feature common questions by students and parents. School staff will answer these questions and direct viewers to resources if they want additional information. We will embed links to our website, enrollment form, and other social media accounts on our YouTube page.
- Google: We have established a Google-verified Google Business Site on which we will upload pictures of school events and activities, especially those that highlight our approach to STEM. We will also publish news about our school on our Google site to inform prospective parents and students about our mission, model, and programming. We will also leverage the ability to manage advertisements about our school through our site, as well as drive traffic to our other social media accounts via links. Our Google site will also allow us to track searches, which will enable us to refine our recruitment plans if search data analysis deems it necessary.
- Canvassing: In addition to our social media presence and hosting information sessions and events in the community, we will engage in multiple door-to-door canvassing campaigns both leading up to and following approval of the charter application. These campaigns will allow us to meet and talk to members of our target communities, share information about our school, and begin to build relationships with potential families for enrollment. We will include bilingual staff in canvassing events to ensure we are able to reach families who do not speak English.
- Mail and email communications: We will complete several rounds of mailings and email blasts to share information about the school, provide details about upcoming events, and promote the school's educational model. We have already begun this effort with families who have completed our interest surveys and forms. We will ensure that these communications include clear and detailed information about application and enrollment procedures. All prospective students and parents whose information will be captured in our database, cultivated through the channels described above, will receive newsletters. In addition, we will send newsletters

to all currently enrolled student and parents, staff, Board members, and other school stakeholders (such as community members and organizations) to ensure that a wide swath of school stakeholders regularly receive information about our school. We will provide translations of these communications in multiple languages to reach families who do not speak English.

- Advertisements: We will advertise in local newspapers, on television, radio stations, and billboards in the community to ensure that we engage as many parents and as much of the community as possible. We will also post information about the school on our website and other social media platforms, which already have a large following. We will include advertisements in multiple languages to reach families who do not speak English.
- Open houses, school tours, and meet and greets: Upon securing our facility, we will also begin to hold open houses, school tours, and meet-and-greets with school staff to further engage parents and establish buy-in during the pre-opening period. We will feature special aspects of our programming (e.g., STEM project demonstrations by students and staff from our existing schools) to further engage parents and establish buy-in during the pre-opening period. Open house participants will be asked to provide some personal information such as their name, mailing address, phone number, and email address, which will enable us to maintain contact after the open house. We will follow up with attendees via physical and electronic mailings and phone calls to maintain their interest in our school, as well as answer any questions and solicit feedback. Prospective parents and students may also request a tour of the school outside of offered open houses. To ensure that all students and parents are able to participate in our open houses, we will provide translation services if needed.

As stated in our enrollment policy, we will not discriminate on the basis of race, color, religion, sex, creed, age, disability, national origin, or genetic information. Furthermore, we will adhere to all nondiscriminatory admission policies pursuant to T.C.A. § 49-13-107. As indicated above, we will work with community organizations as recruitment partners. These organizations serve diverse populations of families, including those who have children who live in poverty, are academically low achieving, have disabilities, are learning English, and/or are at risk of academic failure. We will also leverage our director of special programs/elementary education, who will oversee the programming that serves special populations of students, as a resource to ensure that our recruitment efforts are effectively reaching all populations of students.

As described throughout this application, our academic plan includes the following key components:

- Enriched curriculum
- Technology integration

- Standardized and authentic assessment
- Robust student support staff
- Robust support for instructional staff
- Parent involvement
- Science, technology, engineering, and math (STEM) focus

Our marketing materials will prominently highlight these features to ensure that families, students, and the broader community understand our approach. Additionally, we will specifically market our STEM focus by highlighting the STEM opportunities our school will provide at recruitment events. For example, we will invite staff from our existing schools to present the work and projects they have created with students during information sessions or open houses. We will also create special STEM-focused displays of student work so families will understand the STEM-related opportunities their children will have at our school.

Student Recruitment After the School Opens:

Once our proposed school opens, we will expand our marketing and recruitment efforts to ensure that we fulfill enrollment targets, including targets around serving subpopulations of students, every year. We will still employ many of the same recruitment strategies as we do during our pre-opening year: developing and distributing marketing materials in languages other than English, visiting community centers and hubs (e.g., faith-based organizations, businesses, community centers), placing advertisements, and employing social media channels. However, after we open, we will shift the focus of many of our recruitment efforts to highlight the school as it exists in operation. More specifically, we will feature current school events and programming on our website and social media accounts. We will advertise upcoming events, highlight events immediately after they occur, and celebrate the success of past events, creating multiple points of exposure for each. In short, with permission, we will highlight students who are enrolled in our school engaging in school activities so that potential parents and students can appreciate the student experience for those attending our school. We will also highlight the services we provide to support students with disabilities, students who are English learners, and students who are at risk and/or struggling. On our website and every social media account, we will also solicit the contact information of prospective families, enabling us to cultivate a robust database of potential students.

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.

If there are open seats in the proposed school after the application period and lottery (if applicable) are complete, we will admit students from the wait list. If no there is no wait list for a given grade level at the proposed school, we will accept additional applications throughout the first semester—and, if needed—into the second semester, until we meet our enrollment targets. Our Director of Human Resources and Operations will be responsible for supporting the school in meeting all enrollment targets. If backfilling is necessary, the school will utilize our robust student recruitment strategies (described above) to continue to recruit students in the community. In alignment with our commitment and mission to work alongside families and community partners to provide students with an education that prepares them to succeed in college and career through a rigorous, STEM program in a safe, welcoming environment with robust supports, we do not restrict enrollment and will fill seats, if there are vacancies. Backfilling is aligned with the school's academic model, which is designed to accommodate new students through a strong student support system. This includes dedicated student support staff, who are prepared to ensure all students receive needed supports, including new students who enroll in the school mid-year, as well as daily enrichment periods that provide support to students based on their individual needs. Additionally, as detailed in the School Culture and Discipline section, we support students who enter mid-year through strategies such as peer mentors and one-on-one meetings with the Dean of Academics and Dean of Students. Finally, the school has the operational capacity to implement backfilling effectively. As noted above, our school-based staff are prepared to support students as they integrate into the educational program, and both our school-based and network-level operations teams will apply systems we have established at our existing schools (adapting them as needed for Nashville) to ensure enrollment processes are executed effectively and according to requirements and guidelines. If we enroll any students through backfilling procedures, we will do so in alignment with the school's enrollment policies, as well as with local and state guidelines and regulations.

Family and Community Engagement and Support

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.

As indicated throughout this application, we currently operate four schools in western Tennessee. The success of these schools and the unique educational opportunity they provide resulted in requests from parents and community members for similar opportunities for students in Nashville. However, as we research the specific needs of the Nashville community where the new school will be located, we are collecting input about what is most important to families in this area. The Nolensville Pike neighborhood features a vibrant and diverse population, including the largest Kurdish population in the United States.[25] Because our founding principal is a native Kurdish speaker and also speaks other languages (Turkish, Urdu) in addition to English, he is able to connect with many of the community's families in their primary language. We have also collected information about the community and its families' needs via an interest survey, through attending community events and public meetings, and by engaging with community members and local organizations. Details about these efforts are described below.

- Survey: We conducted an interest survey starting in summer 2025 to both assess demand for the school as well as to solicit feedback on specific programming. We have administered this survey to community members who have attended information sessions or otherwise expressed interest in the school (e.g., during canvassing events). We ensure that we are collecting contact information for survey respondents and that the same people are not responding to the survey more than once, which provides us with confidence in the validity of these responses. Within this survey, we asked parents and community members to provide feedback about which programs are most important to them (e.g., STEM, college and career prep, individualized support, English language learner support, gifted and talented support, and/or special education support). To date, we have received over 370 responses to this survey. Based on the results of the survey to date, we have learned that the key areas of interest to parents in the community are STEM education and college and career prep. We are using this information to ensure we continue to offer robust supports in each of these areas (e.g., CTE pathways in STEM fields, ACT preparation), as well as to ensure we are providing key opportunities (e.g., extracurricular clubs) that meet the needs of parents. Finally, based on the survey, over 90% of families who responded indicated they were interested in learning more about the school by attending a virtual or in-person open house. The results from this survey are included in Attachment 1.

[25] https://www.nashville.gov/sites/default/files/2022-08/Nolensville_Pike_Study.pdf

- Engaging community organizations: We have met and begun to establish relationships with numerous local organizations, including the Coleman Park Community Center, the Salahadeen Center of Nashville, the Tennessee Kurdish Community Council, Casa de Dios USA, Iglesia Monte Los Olivos, the Peace Bridges Center, the Nashville Food Project, and Habitat Nashville, as well as many other community organizations, including faith-based institutions. A log of these community meetings is included in Attachment 1. During these meetings, our founding principal has asked questions about the most pressing educational needs in the community, discussed the school's proposed model, and solicited input into program offerings. Furthermore, many of the organizations we have met with have written letters of support for NSE. The letters we have collected to date are included in Attachment 1.
- Attending local community events: To date, we have attended a range of community events, including festivals, cultural celebrations, and public meetings. At these events, our founding principal made himself available (often be setting up a table with informational materials) to discuss our proposed school, answer questions, and learn about the priorities of the community from those community members who attended each event. A log of these community meetings is included in Attachment 1.
- Mail and email communications: We have begun the first of several rounds of mailings and email blasts to share information about the school, provide details about upcoming events, and promote the school's educational model. In each of these communications, we encourage families and community members to share their interest in the school, provide feedback via our interest survey, and contact us via our website, email, or phone.
- Canvassing: We have started to engage in multiple door-to-door canvassing campaigns both leading up to and following approval of the charter application. These campaigns allow us to meet and talk to members of our target community, share information about our school, and begin to build relationships with potential families for enrollment.
- Advertisements: We will advertise on billboards in the community to ensure that we engage as many parents and as much of the community as possible. We have also begun to post information about the school on our website and other social media platforms, which already have a large following of current families and students, among other followers.
- Open houses, school tours, and meet-and-greets: Upon securing our facility, we will also begin to hold open houses, school tours, and meet-and-greets with school staff. We will feature special aspects of our programming (e.g., STEM project demonstrations by students and staff from our existing schools) to further engage parents and establish buy-in during the pre-opening period.

Our extensive ongoing engagement with families and the community has shaped specific aspects of our application and program design. Specifically, the insights offered by various members of the community have helped inform our decision to offer specialized technology electives and pathways that are designed to prepare students for careers in high-demand industries such as cybersecurity and artificial intelligence. Based on family and community members' indications that education in these areas is limited in the community, even as demand for this type of expertise continues to grow in Nashville,[26] we determined that our school could offer significant value to the community by offering these pathways. As a result, NSE will offer three pathways within TDOE's information technology (IT) career clusters and standards programs of study: Cybersecurity, Coding, and Web Design. For more information about these pathways, see the Curriculum and Instruction section.

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.

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.**
Family and Community Interest Survey Results	We conducted an interest survey starting in the summer of 2025 to both assess demand for the school as well as to solicit feedback on specific programming. Within this survey, we asked parents and community members to provide feedback about which programs are most important to them (e.g., STEM, college and career prep, individualized support, English language learner support, gifted and talented support, and/or special education support). To date, we have received over 370 responses to this survey. Based on the results of the survey to date, we have learned that the key areas of interest to parents in the community are STEM education and college and career prep. We are using this information to ensure we continue to offer robust supports in each of these areas (e.g., CTE pathways in STEM fields, ACT preparation), as well as to ensure we are

[26] https://tristardaily.com/nashville-joins-top-10-u-s-cities-for-tech-job-growth/?utm_source=chatgpt.com

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.**
	providing key opportunities (e.g., extracurricular clubs) that meet the needs of parents.
Letters of Support	We have secured letters of support from numerous organizations and individuals in the target community, including leaders of local nonprofit organizations, cultural centers, and institutions of higher education. These letters of support demonstrate the diverse and enthusiastic support for NSE across the target community.
Community Meetings Log	We have met and begun to establish relationships with numerous local organizations. During these meetings, our founding principal has asked questions about the most pressing educational needs in the community, discussed the school's proposed model, and solicited input into program offerings. Furthermore, many of the organizations we have met with have written letters of support for NSE (see below).
Community Events Log	To date, we have attended a range of community events, including festivals, cultural celebrations, faith services, and public meetings. At these events, our founding principal made himself available (often setting up a table with informational materials) to discuss our proposed school, answer questions, and learn about the priorities of the community from attendees for each event.

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

Our mission calls for us to prepare students for higher learning in a safe, caring, and collaborative atmosphere. To realize our mission, we will actively engage parents and community members in the life of our school. Accordingly, we value input and feedback from all parents. To make it convenient for parents to provide us with suggestions, comments, and/or concerns, we created a virtual suggestion box for parents on our website in 2013. Parents in our existing schools can easily submit their thoughts and feedback; we will provide the same option to parents of NSE students. The principal will regularly access the suggestion box to review responses and respond accordingly, whether replying back to a specific comment or passing a comment along to network-level leadership. Emails that parents submit to the website will also be sent directly to the executive director. To date, hundreds of parents have utilized the virtual suggestion box, and these suggestions have resulted in school improvements. For example, we received feedback via

the box about the need for a bus to transport students to and from school. After considering and researching this feedback, we now have a bus. We will encourage NSE parents to provide us with feedback during our pre-opening and opening year (as well as every year beyond) so that we can consider and address input related to the development of our Nashville school. In addition to soliciting all parents' feedback, parents serving on advisory boards and councils will be included in the school improvement plan process, which involves analyzing data from the previous school year, identifying areas for improvement, and creating a plan for improvement. During our pre-opening year, this process will largely involve goal setting, as well as reflection on development and design processes leading up to opening.

Upon being awarded our charter, we will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as:

- Parent Board Member: As outlined in the Governance section, the Board of Directors that governs our schools currently in operation will also serve as the Governing Board of the proposed school. Currently, a parent whose child is enrolled in one of our existing schools serves as an active Board member. Additionally, as outlined in Tennessee code, within six months of opening, a parent whose child attends school at our Nashville location will be appointed to the Board. As such, we will have at total of two parents on the Board to ensure that parents are actively engaged in the governance of the school, as well as to enable parent voices to be officially represented in the areas in which we operate.
- Advisory Council: Also explained in detail in the Network Governance section, each school will have an advisory council, in addition to having parent representatives on our Board. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the principal, at least one (1) parent, and at least one (1) teacher representative. Parent representatives will be elected by their peers. We aim for our advisory councils to mirror the demographics of our school; accordingly, we will support parents who do not speak English by offering translation services and other needed supports to ensure that they can fully participate in the advisory council election and meeting processes. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations (along with other pertinent information) to the Board. The advisory council offers parents another layer of official representation in the oversight of the school, as well as another opportunity to actively engage in the school's operations. In accordance with Tennessee Code § 49-13-109, a charter management organization may satisfy the requirement to include one parent representative from the charter school by establishing an advisory school council at each school that it operates.

- Parent-Teacher Organization: Our new school will have a parent-teacher organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation of the school. The PTO will offer parents the opportunity to form relationships with other parents and with school staff as well as provide parents with a forum in which they can contribute to the functioning of the school. Translation services will be provided as needed to ensure that all parents can participate in the PTO.
- Orientation: Prior to the start of school, we will hold orientation sessions to orient parents to the school building and educate them about the school's policies and procedures. Parents will also learn about the school's database and parent mobile application, which is detailed thoroughly below, as well as other communication structures and opportunities to engage with the school, including upcoming family activities and our home visit program. Translation services will be provided as needed to ensure that all parents can participate in orientation.
- Meet-and-Greet: Parents will be encouraged to attend a meet-and-greet event that will occur within the first two weeks of school. During this time, parents will meet their children's teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used as well as (re)familiarize parents with the school's policies, website, database, and parent mobile application. Parents will receive support in creating usernames and passwords and logging into the database as well as downloading and accessing the application; both serve as central communication platforms between school and home. Translation services will be provided as needed to ensure that all parents can participate in the meet-and-greet.
- Home Visits: Every student who is enrolled in our schools is offered a home visit every year. At the beginning of every school year, every parent is contacted about participating in a home visit. All parents who indicate consent receive a home visit, which is a non-negotiable expectation for our teachers, who receive compensation for every home visit they complete. To ensure that we effectively communicate with all of our families around home visits, we ensure that the person who contacts parents speaks the language spoken in the home. If the teacher conducting the home visit does not speak the language spoken in the home, a translator accompanies them. Home visits enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about the school and about themselves. Teachers will provide strategies and suggest activities in which students and parents can engage together to reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application, which serve as the primary

communication methods between home and school. Home visits also act as a source of support when students and families are facing difficulties such as the loss of a loved one.

- Communication Methods: We will utilize multiple communication methods to ensure that students and parents are fully informed about school activities. All communications are provided in the languages our families speak to ensure every student and parent is fully informed. Among these methods are:
    - School Website: As indicated above, we will maintain a comprehensive website with information about the school's programming, performance, and events. The school website will be updated regularly to provide timely announcements to students and parents. Links to our social media account(s), school database, parent mobile application download, and newsletter will also be prominently featured on the website.
    - Social Media: Also as described above, we will utilize social media—including Facebook, X, and Instagram—as a means to engage with students and parents and provide timely information. We will post regularly about upcoming activities so that students and parents are fully informed about and have ample notice to participate in school events. We will often post immediately after events conclude, which allows families to stay informed about activities at which they could not be physically present. We will also embed links to our school website and database on our home page and profile so that users can access and engage with them easily.
    - PowerSchool and the PowerSchool Application: Parents will be able to access information about the school and their children though the PowerSchool platform. Teachers will post upcoming class activities, assignments, and projects, and they will record students' grades so that parents can receive timely updates about progress and achievement. Assessment data will also be housed on PowerSchool so that parents can access biweekly assessment data and other test scores. Additionally, behavioral and attendance data will be contained in PowerSchool so parents can track their children's conduct and be alerted to absences and tardies. Parents may also download the PowerSchool mobile application to access information from the platform on their mobile devices. The application will allow parents to monitor their children's progress; grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application will provide important school information, such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, will be included in the application every week, enabling parents to easily stay informed about and engaged in their children's educational experience, as well as school policies and events.

- EdioGO Application: We will also employ the EdioGO application to remind parents about upcoming events and activities. The application will also enable us to send out announcements so that parents are informed in a timely manner.
- Language Translation: All of our parents must be informed about and given the opportunity to engage with the school. We will translate all documents into languages other than English most commonly spoken at the school. Our website is also equipped with a translation program that allows it to be translated into multiple languages. In addition, at least one front office staff member will be bilingual and fluent in the language other than English spoken most frequently in the community. We will also enlist the services of translators, when necessary, to ensure that all parents can effectively communicate with and receive communications from the school.
- Monthly Newsletter: We will publish a comprehensive monthly newsletter that will highlight all of the school's recent past and upcoming events and accomplishments. Newsletters will be disseminated through website postings and electronic mailings to all families whose children attend our school. Parents utilizing the parent mobile application will receive the newsletter via their application every month. Newsletters can be translated into any language that our families speak and will be provided accordingly.
- Phone Calls: We will conduct robocalls to make school-related announcements as well as inform families about upcoming events. All robocalls will be translated into Spanish. In addition, teachers will make frequent phone calls to the parents of their students to highlight successes as well as discuss any concerns. Teachers will be required to return parent phone calls within 48 business hours to ensure that parents' questions, comments, and/or concerns are addressed in a timely manner.
- Emails: As indicated above, our database streamlines electronic communications between parents and teachers. As with phone calls, teachers will be required to reply to emails within 48 business hours. Emails will be utilized as a means for parents and teachers to quickly and fluidly communicate with each other.
- In-Person Communications: We will welcome parents to our school. Parents will be encouraged to make appointments to confer with their children's teachers, and school leadership will have an open-door policy for parents. In addition, we will encourage parents, teachers, and other school staff to engage in short conversations during morning drop-off and afternoon dismissal. During this time, teachers and staff will be visible and available to briefly engage with parents.
- Suggestion Boxes: We will welcome feedback and input so that we can continually improve our school and be responsive to the needs and ideas expressed by parents. We will install a suggestion box in the main lobby of our school. Parents will be encouraged

to communicate their opinions, suggestions, and concerns about the school. We will also build a virtual suggestion box on our website, allowing parents to submit their thoughts remotely and electronically. When suggestions are submitted, school leadership will promptly review the suggestion and take appropriate action.

- Parent–Teacher Conferences: Conferences will be held at minimum twice a year: once during the first quarter and once during the third quarter. Conferences will enable teachers and parents to discuss academic achievement, behavioral progress, assessment scores, and upcoming curricula. Parents can also use this time to address any concerns or questions. Parents unable to attend will be encouraged to schedule a meeting with their children's teachers at another time.
- School Events: Throughout the year, we will hold a number of school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what their children are learning. Curriculum nights will allow parents to engage with the skills and content their children will be expected to master, as well as ask any questions and/or voice any concerns about the material. During this time, teachers will also provide strategies about how parents can support learning of the curricula at home. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will likely be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies throughout the year such as honor roll celebrations to celebrate students and the school as well as cultivate school spirit. Further, we will offer events specifically for our parents; these events will enable parents to interact and build relationships with school staff. For example, we plan to host regular Muffins for Moms and Donuts for Dads meetings, allowing parents to form and strengthen relationships with each other and school leadership and staff.
- Volunteering Opportunities: All parents will be asked to volunteer upon their children enrolling in the school. While volunteering will be optional, we will highly encourage it as a means to engage in the school and form meaningful relationships with staff, students, and other parents. Parents will be presented with a wide range of volunteering activities from which to choose, including supporting teachers by making copies, reading with and/or to students, providing instructional support to students, and assisting with field trips.
- Parent Information Room: We understand that not all parents have access to computers and printers or to mobile devices. Accordingly, we will dedicate a space equipped with internet access and outfitted with a computer and printer for parents' use. Parents will be able to access our website, social media platform(s), and database to retrieve information and monitor their children's progress. They can print announcements and reports at their

convenience. School staff will be available for parents in need of technological assistance in utilizing the parent room.

- Parent Recognition Program: Just as we will celebrate our students' success and contributions to the school on social media, in newsletters, and during assemblies and other school events, we will recognize parents who are actively engaged and involved in the school. Parents who volunteer for a certain number of hours and who participate in a certain amount of school events and programs (both will be exactly determined in the future upon the school's opening) will receive recognition. More specifically, recognized parents' names will be published on our school website. We will also host a reception during which recognized parents will be awarded a certificate. Such recognition will encourage other parents to volunteer and participate in school activities and will motivate parents who are active to continue to engage with the school.
- Adult Education Classes: We believe in supporting and empowering our parents. To that end, we will offer a series of language classes and computer classes throughout the school year. Campus principals will be tasked with overseeing implementation of classes, distributing responsibilities to staff who elect to participate in the facilitation of classes for our parents. We employ a number of bilingual staff across our campuses and will leverage them for our language classes, which will be held once a week for 45 minutes. Language classes will support parents who speak languages other than English in gaining English language proficiency. Computer classes will cover the fundamentals of computer use, as well as how to work in the Google suite and Microsoft Office. For parents who possess more advanced technological skills, classes will support them in earning Apple and Google certifications. Specific class offerings will be driven by parent need and demand; we will also tailor the content we cover to mirror the learning needs of our parents. We will market our classes by advertising them through the numerous communication methods explained throughout this section, as well as inform prospective parents about our offerings during the multiple informational mechanisms described throughout this section.
- Parent Academy: In addition to language and computer classes, we will hold a parent academy, a series of educational and inspirational sessions. Like our adult education classes, campus principals will be ultimately responsible for the implementation of Parent Academy. The deans of students and counselor at each campus will also assist with Parent Academy by facilitating sessions, which will be based on a robust framework created by another network of charter schools. While the content covered will be anchored in this framework, we will modify sessions as needed to be responsive to the specific needs of our parents. Topics covered will likely include: How to Help Your Child with Math Homework; Conscious Discipline at Home; Helping Your Child Make Healthy Relationship Choices; How to Stay Involved at the Secondary Level; Healthy Eating Habits; Mentoring; College Preparation and Financial Aid;

STEM High School Activities; and NWEA Measures of Academic Progress (MAP). We fully believe parents are our partners. Our Parent Academy will strengthen this partnership and support parents in creating healthy learning environments at home. We will market our classes by advertising them through the numerous communication methods explained throughout this section, and we will inform prospective parents about our offerings during the multiple informational mechanisms described throughout this section.

School Culture and Discipline

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.

We recognize the importance of establishing and maintaining a strong, positive, tight-knit school culture anchored in high expectations and a focus on college readiness. We believe the size of Nashville School of Excellence (NSE) will attract students and families who desire a small school and learning environment. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. Our small size will also enable us to establish a school culture firmly focused on college readiness, a key part of our school mission. Some of the specific strategies, practices, and structures for establishing and reinforcing our culture are described below.

- Focus on College Readiness: All of our staff will work closely to emphasize the importance of college readiness and cultivate a culture of high expectations. For example, the counselors (one of whom will be the dean of college and Career starting Year 4 of operation) work in collaboration with grade-level teachers and closely with students directly around college and career readiness. The counselors will not only ensure students are on track to graduate through regular reviews of transcripts; they will also help students in developing their post-secondary goals and plans utilizing the SchoolLinks platform for tracking student progress. Counselors will aid students in identifying colleges and universities that meet their individual learning needs as well as help them identify career paths that interest them. Counselors also assist students in the college and financial aid application process. In addition, we will host an annual college fair and offer a practice ACT program to further build a college-readiness culture on campus.
- Events to Support a Positive Environment: Throughout the year, we will hold school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what is being learned in the classroom. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit.
- Family Engagement: We firmly believe that parents are our partners and are integral to helping us cultivate a strong school culture of high expectations and college readiness. Accordingly, we will implement a robust set of parent engagement initiatives such as forming a PTO, holding orientation sessions, hosting meet-and-greets, conducting home

visits, having parent teacher conferences, and communicating frequently and through multiple mediums—all strategies outlined in detail in the Family and Community Engagement and Support section. In short, we will enlist our parents to reinforce and replicate the tenets of our school culture at home.

- Positive Behavioral Interventions and Supports (PBIS): We will use the Positive Behavioral Interventions and Supports (PBIS) framework to ensure that we maintain a positive school culture that is focused on college readiness and high academic expectations. PBIS is highly regarded and widely implemented in schools across the nation because of the program's evidence-based best practices.[27] Our school will establish a common set of expectations and behaviors for which students will be supported and rewarded within PBIS system. These expectations and behaviors are defined through our SOAR acronym. The NSE leadership team will work to define and customize the acronym for the specific needs of NSE students, staff, and families prior to the opening of the school. The chart below outlines a possible framework for SOAR:

Nashville School of Excellence				
Expectations	Safe	Organized	Accountable	Respect
Classroom	We practice peace. We use materials appropriately.	We keep track of work/ materials/due dates. We enter and exit school prepared.	We never settle for less. We actively listen. We follow instructions.	We respect ourselves, our class, and others. We actively participate.
Hallway	We are aware of our environment. We walk on our side.	We keep our hall clean. We know our schedule.	We are in class before the tardy bell. We maintain locker time. We have our materials.	We walk instead of run. We say, "Excuse me." We say, "Can I help you?"
Cafeteria	We ask to leave our seat. We are silent during dismissal.	We have our lunch ahead of time. We line up when our class is called.	We keep a clean area. We use lunch passes to exit. We only eat in the cafeteria.	We honor our custodians and food staff. We use kind words. We celebrate success.

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

Off Campus	We are aware of our surroundings. We know all rules and roles. We stay with our group.	We have all of our supplies. We dress appropriately.	We act as ambassadors.	We remain engaged. We ask quality questions. We are always grateful.
Restroom	We report problems or issues.	We maintain a clean space. We flush, wash, and rinse.	We are in class before the tardy bell. We wait the first and last 10 minutes.	We wait our turn. We practice hospitality.

The supports and interventions we use as part of our PBIS system are grounded in restorative practices, described below.

- Restorative Practices: Our approach to student behavior is grounded in restorative practices. When students do not meet the expectations laid out through our PBIS system, we apply restorative practices to teach students how to meet the expectations. By implementing restorative practices, we are providing students and staff with an intentional and inclusive way of responding to behavioral issues. This approach helps ensure we are focused on building and repairing relationships, prioritizing student agency, and reducing punitive actions.

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.

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

- Orientation: Prior to the start of school, we will hold orientation sessions to familiarize students to the school building as well as educate them about the school's policies and procedures. Students will learn about the school's expectations for behavior, including the PBIS framework and values of the school.
- Parent Student Handbook: Students will receive a handbook that explicitly outlines the school's mission and vision, as well as all the school's policies and procedures, including expectations for field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, our code of conduct, behavioral consequences, and school closure.

- Back-to-School Assemblies: Every student will attend a whole-school assembly where they will learn about the school's expectations, cultural values, and rewards and consequences. Additionally, each grade level will hold meetings with all students to set grade-specific expectations.
- Core Values: As indicated above, our SOAR (safety, organization, accountability, respect) expectations and PBIS framework are the foundation of our school culture. We will reference and model these expectations as often as possible to acclimate students to them from the first day of school and beyond.
- Celebrate Student Success: We find opportunities to celebrate students who are meeting expectations both in terms of school culture and academics. We celebrate students' success with rewards such as class parties for earning PBIS points. We will also hold assemblies throughout the year to recognize student success, such as honor roll celebrations; during these assemblies we celebrate students and the school and cultivate school spirit.

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

- Summer Professional Development: We will hold summer professional learning sessions for all staff, including teachers and administrators. During these sessions, we will address foundational pieces of our academic and cultural programming, including the PBIS framework, restorative practices, and core values—all of which work in concert to cultivate our school culture.
- Employee Handbook: All staff members will receive a copy of the employee handbook, which thoroughly details all components specific to our school culture. Additionally, the handbook articulates concrete expectations around staff members' role in cultivating and modeling our intended school culture.
- Ongoing Professional Development: In addition to summer professional development sessions, staff will participate in ongoing professional development days throughout the school year. These sessions will be utilized to provide follow-up implementation support for our academic and cultural programming to ensure that all staff are fully equipped and supported in implementing our model and fostering a positive school culture.
- Individualized Coaching and Classroom Observations: We will utilize instructional coaches at the network level (in addition to the dean of academics) to provide observation and ongoing support to teachers at the classroom level. This support will include feedback on fostering a supportive classroom climate and promoting a positive school climate. Data from observations will be used to inform planning for ongoing professional development.

- Celebrate Staff Success: Staff will be recognized in weekly campus-based and network-wide newsletters through shout-outs and celebrations for exceptional work. For example, we have recognized staff in newsletters for implementing outstanding STEM-focused projects with their students, for exceptional work on Lesson Prep, and for attending conferences to engage in professional development. We also recognize staff success through awards such as our Teacher of the Year Award.

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

- Parent–Student Handbook: Parents will receive and sign a comprehensive parent–student handbook during the registration process. The handbook will explicitly outline the school's mission and vision, as well as all the school's policies and procedures, including expectations for field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, behavioral consequences, and school closure. The parent-student handbook will also be available in languages other than English and will be easily accessible on the school's website.
- Orientation: Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building as well as to educate them about the school's policies and procedures. Parents will also learn about the school's database and parent mobile application, which is detailed thoroughly below, as well as other communication structures and opportunities to engage with the school, including upcoming family activities and our home visit program. Translation services will be provided as needed to ensure that all parents can participate in orientation.
- Meet-and-Greet: Parents will be encouraged to attend a meet-and-greet event that will occur within the first two weeks of school. During this time, parents will meet their child's teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies, website, database, and parent mobile application. Parents will receive support in creating usernames and passwords and logging into the database and downloading and accessing the application, as both serve as central communication platforms between school and home. Translation services will be provided as needed to ensure that all parents can participate in the meet-and-greet.
- Home Visits: To build relationships with our families as well as inform them about school policies and volunteer opportunities, we will implement a robust home visit program. Home visits will enable teachers to make authentic connections with their students and students'

families. During home visits, teachers will engage students and families in conversations about themselves, as well as review school policies and procedures. Teachers will provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application, which will serve as the primary communication methods between home and school.

- Parent–Teacher Organization: Every school will have a parent–teacher organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation and culture of the school. The PTO will offer parents the opportunity to form relationships with other parents and with school staff, as well as provide parents with a forum in which they can contribute to the functioning of the school. Translation services will be provided as needed to ensure that all parents can participate in the PTO.
- Communication Methods: We will utilize multiple communication methods to ensure that students and parents are fully informed about school activities. All communications are provided in the languages our families speak to ensure every student and parent is fully informed.
- School Events: Throughout the year, as noted above, we will hold school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what the children are learning. Curriculum nights will allow parents to engage with the skills and content their children will be expected to master, as well as ask any questions and/or voice any concerns about the material. During this time, teachers will also provide strategies about how parents can support learning of the curricula at home. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will likely be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies throughout the year such as honor roll celebrations to celebrate students and the school and cultivate school spirit. Further, we will offer events specifically for our parents; these events will enable parents to interact and build relationships with school staff. For example, we plan to host regular Muffins for Moms and Donuts for Dads meetings, allowing parents to form and strengthen relationships with each other and school leadership and staff.
- Parent Recognition Program: Just as we will celebrate our students' success and contributions to the school on social media, in newsletters, and during assemblies and other school events, we will recognize parents who are actively engaged and involved in the school. Parents who

volunteer for a certain number of hours and who participate in a certain amount of school events and programs—both of which will be exactly determined in the future upon the school's opening—will receive recognition. More specifically, recognized parents' names will be published on our school website. We will also host a reception during which recognized parents will be awarded a certificate. Such recognition will encourage other parents to volunteer and participate in school activities and will motivate parents who are active to continue to engage with the school.

For students entering mid-year: Students who enroll mid-year will be acculturated through the methods described above. We will also use the following strategies to provide these students with additional support:

- Peer Mentor: Students who enroll mid-year will be paired with a student who has demonstrated exemplary school citizenship and who upholds our core values. The peer mentor will support the student in acclimating to and understanding the school's academic and cultural expectations.
- Dean of Academics and Dean of Students: The dean of academics and/or dean of students may hold one-on-one meetings with the student to ensure that they fully understand all expectations, as well as to provide make-up mini lessons around social-emotional instruction, core values, PBIS framework, and other programmatic components.

As described above, our strategies for creating a positive academic environment are intentionally aligned with our school's mission, academic model, and desired student outcomes. For example, our focus on building a college-ready culture directly reflects our mission to empower every student to succeed in college. We also plan events and family engagement opportunities that reinforce this environment, many of which —such as science expositions—are connected to our STEM-focused curriculum. We also ensure ongoing communication with families about student progress toward academic goals and college and career readiness. Together, these efforts support both our instructional model and intended outcomes. We believe our approach will distinguish us from other schools through its intentional design and implementation. For instance, as noted in the application, the NSE leadership team will define and tailor the SOAR acronym that underpins our PBIS system to reflect the specific needs of our students, staff, and families prior to the school's opening.

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.

NSE will have the following specific goals related to attendance:

Goal Area	Method of Measurement	Frequency	Measurable Student Outcome
Attendance	SIS	1 time per year	NSE will maintain an average student attendance rate of 96% or higher.
Chronic Absenteeism	SIS	1 time per year	Fewer than 20% of students will be absent for 10% or more of their enrolled days instruction.

Promoting Daily Attendance: The director of school culture and discipline is responsible for overseeing attendance at NSE, with support from the counselor and dean of students (the dean of academics will provide this support until a dean of students is staffed in Year 2). To promote student attendance, we will establish a strong positive culture where students have connections to each other and adults, and families are engaged through ongoing activities, events, and supports (as described above and in the Family and Community Engagement and Supports section). For example, school staff will build early and lasting connections with families through home visits and family nights hosted at the school. The school will regularly send home flyers (both on paper and via email) explaining the importance of daily attendance. Additionally, we will communicate clear attendance expectations to all students and families during orientation activities and through the Parent–Student Handbook, as well as through ongoing reminders and reinforcement throughout the school year. At our existing schools, we have established numerous partnerships with external organizations that support attendance initiatives – these include mentoring organizations, educational support organizations, and parental support organizations. We plan to develop similar partnerships in Nashville prior to the school's opening.

Tiered Supports and Addressing Chronic Absenteeism: We will monitor early warning indicators, such as missed classes, tardies, and declining grades. Network-level leadership and school leadership will vigorously monitor these indicators, along with attendance trends and rates of NSE on a daily basis. When interventions are needed, we will work with families and external partners to improve attendance. Specifically, staff will call the homes of absent students every day. If a student accumulates three unexcused absences, parents will receive a warning notice via email or letter. If a student accumulates five unexcused absences, the school will schedule and conduct a student attendance review team (SART) meeting, where a parent-student attendance plan (PSAP) is completed. During this meeting, the principal and/or counselor meets with the student's parents to determine the root cause of the absences and develop a PSAP to prevent further absences. PSAPs are collaboratively created and implemented to ensure that students attend school. These plans may include supports within the school (e.g., check-ins with trusted adults), connections to resources (e.g., transportation), or external partners (e.g., afterschool programming). The plan will be monitored daily by the counselor and/or principal to

ensure it is effective; the SART will reconvene if school leaders determine that adjustments are needed to improve the plan.

At the network level, attendance data is housed in PowerSchool, and the director of culture and discipline oversees the analysis of this data on a weekly basis. If attendance rates are a cause for concern, student attendance data is disaggregated at the subpopulation, cohort, and individual student levels to identify and respond to trends. Network-level leaders work closely with school-level leaders to monitor attendance rates as a means to monitor academic progress throughout the school year.

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.

As noted above, we will use the positive behavioral interventions and supports (PBIS) framework in concert with restorative practices to ensure that we maintain a positive school culture that is focused on college readiness and high academic expectations, in alignment with our mission, values, and educational goals. NSE will establish a concrete set of values using the SOAR acronym that are customized to the specific needs of the NSE student population. Students will be supported to meet and rewarded for meeting these expectations within the PBIS framework. In alignment with Tier 1 of the PBIS framework, we explicitly teach the behavioral expectations to all students and celebrate students who demonstrate positive behaviors through the awarding of points, which are redeemed for participation in celebratory events. At the middle school levels, students who accumulate a certain number of points are recognized during monthly celebrations, which usually occur during lunch. At the high school level, celebrations occur on a quarterly basis and take the form of dances, field days, or other high school–appropriate celebration activities. The specific criteria around earning points to participate in celebrations is explicitly communicated to students at every grade level. Additionally, expectations and incentives for positive behavior are shared with all students, staff, and families during orientation sessions at the beginning of the school year.

NSE's implementation of PBIS and restorative practices is connected to our school's mission, values, and educational goals. Specifically, our approach aligns with our school's mission to empower students to succeed in college and their career since PBIS and restorative practices are designed to create a consistent, positive, and accountable learning environment. PBIS sets clear expectations and reinforces behaviors that maximize instructional time, while restorative practices build students' skills in communication, reflection, and problem-solving. Together, they reduce disruptions, strengthen relationships, and promote a sense of belonging. These conditions are essential for improving academic achievement and preparing students for the

independence and collaboration required in college and career. This approach also aligns to our school's values, which include ensuring the success of all students, regardless of background or educational need, as well as our educational goals, which include that students master a rigorous STEM-focused curriculum and are college and career ready.

To monitor implementation of and progress towards meeting the above expectations, as well as to provide effective supports and interventions to students, data is frequently monitored at the school leadership and teacher level. More specifically, the dean of students (or principal before a dean of students is on staff in Year 2) at each campus closely and frequently tracks behavioral and cultural data, flagging any trends that need support at the school level, grade level, classroom level, subpopulation level, and individual student level. Teachers will monitor multiple behavioral data points for their homeroom cohorts, including attendance, tardy, and discipline data for each student on a weekly basis. Further, teachers will have supportive, face-to-face check-ins with individual students every two weeks. If the results of data or check-ins indicate a pattern of problematic behavior, such information will be provided to the dean of students (or principal before a dean of students is on staff in Year 2), who in collaboration with the teacher will decide on the best course of action to most effectively support the student in accordance with the PBIS-tiered framework. Teachers also discuss PBIS-related data every other week in grade-level or department meetings; trends are shared with the dean of students (or principal before a dean of students is on staff in Year 2), who then synthesizes the teacher data with the data they track (as described above).

For students who are demonstrating difficulty in meeting behavioral expectations, we provide a continuum of interventions in response to individual student needs and in alignment with the PBIS framework and restorative practices. These interventions may include the following:

- Tier 1: Informal restorative chats, classroom circles, and reflection tools for minor issues
- Tier 2: Structured restorative conferences involving trained staff, families, and affected parties for repeated or more serious behavior
- Tier 3: Intensive supports (counseling, behavior plans, outside services) paired with restorative processes for chronic or high-impact incidents

In short, our robust use of data allows us to be responsive to students' needs. Specific disciplinary measures are detailed by level of infraction (1–8) in our Student Code of Conduct, which will be provided to all students and families in the Parent–Student Handbook.

Curriculum and Instruction

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.

We believe that every student possesses natural curiosity and a distinct intelligence from which a love of learning can be fostered. Our academic plan is strategically developed to support the achievement of our mission and vision. The key features of our academic plan are anchored in research that demonstrates effectiveness with all students, including students who are economically disadvantaged, students who are minorities, students who have disabilities, students who are acquiring English, students who are at risk, and/or students who are gifted. Additionally, as previously explained, curricular program selections are supported with proven positive outcomes for all students. Our plan consists of the following key features, all non-negotiable and essential to our academic plan, that are realized through specific strategies and programming:

- Enriched Curriculum: Our learning environment provides all students with access to an engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is standards-based, inquiry-based, and aligned to the Tennessee Academic Standards and Next Generation Science Standards. We have adopted the rigorous core curricula described below to ensure that our instruction is anchored in research and best practices:
    - Grades 6–8 ELA: Amplify ELA
    - Grades 9–12 ELA: Into Literature
    - Grades 6-8 Math: i-Ready Math
    - Grades 9–12 Math: Reveal Math
    - Grades 6–12 Science: Stemscopes Science
    - Grades 6–8 Social Studies: Gallopade Curriculum
    - Grades 9–12 Social Studies: McGraw Hill Social Studies
- Technology Integration: To equip students with the technology skills needed to succeed in the 21st century, all students will take a technology class as an elective during middle school. This class will teach and reinforce the fundamentals of effectively using a computer and expose students to more complex STEM-related concepts and activities through the implementation of a coding curriculum and the opportunity to take higher level courses and participate in programming such as Project Lead the Way (PLTW). Additionally, the technology classroom will be outfitted with a three-dimensional (3D) printer, which will allow

students to participate in numerous STEM projects, such as creating the specifications for and printing a working prosthetic hand. Additionally, technology will be infused across other disciplines. Chromebooks and iPads will be readily available for teachers to use during instruction; classrooms will be outfitted with technological tools such as smart projectors and interactive whiteboards to utilize during instruction. We will also provide a fully outfitted computer lab.

- Standardized and Authentic Assessment: To ensure that students are mastering the standards and content taught through our enriched curriculum, we will implement a robust assessment program. We will administer all required state-standardized assessments as well as biweekly knowledge checks and quarterly cumulative mastery assessments to gauge student proficiency on pre-established benchmarks of learning at specific points in time. More specifically, students are administered knowledge-check assessments every two weeks in content areas on standards that are tested on state-mandated assessments. The same assessments are administered at each school in our network, allowing for comparative analysis across schools and the accurate monitoring and evaluation of individual schools. Leadership creates all biweekly knowledge check assessments to ensure every test aligns with and accurately gauges students' levels of proficiency and progress toward mastery of standards. At the end of each quarter, students take cumulative mastery assessments to measure mastery of all standards taught to date. Further, we utilize the Mastery Connect platform as a data warehouse that allows test results to be disaggregated to the question and standard, as well as by subpopulation, cohort, and individual student levels. Coupled, our assessment system and ability to disaggregate assessment data through Mastery Connect enables us to monitor and evaluate the academic progress of all students throughout the year closely and accurately. We will also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system will work to complement the standardized assessments we administer. Teachers will collect and analyze student work. Work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see progressive growth.
- Robust Student Support Staff: We employ student support staff at the network level as well as school-based student support staff such as interventionists, special education teachers, and ELL teachers. This robust staffing model helps ensure that all students are identified for and receive all needed supports and services. These positions include:
    - Director of Special Programs/Elementary Education: The director of special programs/elementary education oversees the Response to Intervention (RTI) programming and services across the network with support from the special education coordinator and the English as a second language (ESL) coordinator. The director of

special programs/elementary education supports all schools operating within the network in ensuring that all students identified as struggling, at risk, and/or otherwise in need of intervention receive all required supports. The director of special programs/elementary education is also tasked with monitoring the effectiveness of intervention programming and will oversee gifted learner programming.

- Special Education Coordinator: The special education coordinator oversees the special education program and services across the network. With support from the director of special programs/elementary education, the special education coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individualized education programs (IEPs); and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports.
- English as a Second Language (ESL) Coordinator: The ESL coordinator is responsible for the oversight and implementation of English learner programming across the network. The ESL coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL coordinator works with the director of special programs/elementary education to ensure that English learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the special education coordinator and director of special programs/elementary education to ensure that English learner students with special needs and those who require intervention or enrichment receive all needed supports and services.
- Special Education Teachers: Special education teachers provide individualized instruction and support to students with diverse learning needs in accordance with their individualized education programs (IEPs). The teachers collaborate closely with general education teachers, families, and support staff to ensure access to our rigorous STEM curriculum aligned with Tennessee state standards.
- ESL Teachers: ESL teachers support multilingual learners in developing English proficiency across reading, writing, listening, and speaking. The teachers provide targeted instruction based on students' language levels, integrate language development into content areas, and collaborate with classroom teachers to create inclusive, language-rich learning environments.
- Interventionists: Interventionists provide targeted academic support to students who need additional help mastering grade-level skills. The interventionists use data from assessments to design and deliver small-group or one-on-one instruction that addresses specific learning gaps. Working closely with classroom teachers and support staff, the

interventionists monitor student progress, adjust interventions as needed, and help ensure every student meets growth and achievement goals.

- Robust Support for Instructional Staff: To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we will provide robust supports. More specifically, every teacher will be assigned an instructional coach who will provide individualized support through observation and feedback cycles as well as offer support regarding unit and lesson plan design and implementation. Every teacher will have two daily planning periods to have ample time to internalize and differentiate lesson plans. Further, we will provide extensive assessment and data supports. As noted above, leadership will create all biweekly and quarterly mastery assessments for teachers. In addition, we will offer a platform (Mastery Connects) that allows teachers to more easily analyze assessment results. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard, as well as by subpopulation, cohort, and individual student level, to inform upcoming instructional plans. To support teachers in using the center and becoming data-fluent, we will offer robust PD and support around DDI throughout the year. Further, we will implement a "Grow Your Own Administration" program to build leadership capacity.
- Parental Involvement: We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following:
  - Parent Board Member
  - School Advisory Council
  - Parent-Teacher Organization
  - Orientations
  - Meet-and-Greets
  - Home Visits
  - Multiple Communication Mechanisms
  - Parent-Teacher Conferences
  - School Events
  - Volunteering Opportunities
  - Parent Information Room
  - Parent Recognition Program
  - Adult Education Classes
  - Parent Academy

STEM Focus: We are proud to have secured TDOE STEM Designation status for our Mendenhall campus in Memphis, and we are in the process of securing this status for our other existing schools in Memphis. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus as well. In Davidson County, there are currently only four

schools with this designation.[28] Applying for and earning STEM Designation status is a rigorous and very robust process and requires STEM to be fully embedded across the school, namely in the areas of Infrastructure, Curriculum and Instruction, Professional Development, Achievement, and Community and Postsecondary Partnerships as outlined in detail on the TDOE STEM Designation Rubric used by the TDOE to determine if a school has met the criteria to be become STEM-designated.[29] As such, STEM will be infused across our academic program and students will have ample opportunities to apply their learning through projects and science fairs. In addition, all students (including subpopulations of students such as students who receive specialized services, students who are ELLs, and/or students who are at-risk and/or struggling) will be required to take a STEM class every year to learn about and be immersed in STEM concepts such as coding. These STEM classes will be aligned to a STEM-based career and technical education (CTE) track that will result in an Industry Certification and/or CTE Completer Status upon graduation. We also plan to have a robotics club, and all students will have the opportunity to join. The robotics club will meet regularly and will expand on the STEM concepts and skills learned during the school day. Members will have the opportunity to compete in local, state, and national competitions. The club currently active at our school in Hickory Hill has earned numerous wins and top placements in competitions over the last several years. Further, we will implement Math Counts and American Math Competition as extracurricular activities, which will also serve to further reinforce and extend STEM skills and concepts learned during the school day. All students will be invited to participate in all extracurricular activities. To ensure that cost is not a barrier, the school will cover all costs incurred by participating in all STEM-related activities, including but not limited to supply and material costs, entry fees, and transportation costs.

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.

We will educate our students in a classroom-based environment. At capacity, we will serve grades 6–12 and anticipate having an average class size of approximately 25 students, with each grade level consisting of 2–3 sections. In alignment with our school's mission, our school's key features include technology integration and a STEM focus. As such, we will utilize online activities across our core curriculum and electives to support student learning and achievement. Teachers deliver in-person instruction on a daily basis, and they also use Google Classroom and Clever as learning management systems (LMS) to provide access to learning applications and post assignments that

[28] https://www.tsin.org/designation-resources/
[29] https://irp-cdn.multiscreensite.com/d980f98f/files/uploaded/Final%20Tennessee%20STEM%20School%20Designation%20Process%20Introduction%20Rubric.pdf

support student learning. Our school will apply to be a participating member of the Verizon Innovative Schools Program, like our existing schools, so that we are able to provide every student with a long-term evolution (LTE)-enabled device. Additionally, each school has an assigned digital learning coach who supports teachers with authentic technology use within the curriculum. The school will use a blended approach to drive academic gains and close the achievement gap by using evidence-based programs that are personalized to students' needs. For example, during both core instruction and enrichment periods, students may complete work in Progress Learning software, which syncs to NWEA MAP and is personalized to students' specific levels of achievement and progress. Students will also complete personalized online work in i-Ready MyPath, NoRedInk, and IXL to promote individual student growth. Teachers and students will also have access to other resources to promote academic achievement, including digital textbooks, Accelerated Reader, online advanced placement courses, and online dual enrollment coursework. This environment supports our anticipated student population and the significant academic achievement outcomes we have planned because the integration of technology resources allows our teachers to effectively differentiate and personalize learning according to students' varied needs and abilities.

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.

    - Teachers will implement the following lesson delivery models:
        - A gradual release of responsibility lesson delivery model for English language arts, mathematics, and social studies lessons.
        - A 5E (engage, explore, explain, elaborate, evaluate) lesson delivery model for science lessons.

    The use of lesson delivery models supports our teachers in providing a structured, evidence-based approach to shifting the cognitive work from the teacher to the students.[30] These models are based on research about how people learn and are applicable to students of all cognitive levels and varied backgrounds, making these models well-suited for our anticipated student population.[31]

[30] https://keystoliteracy.com/wp-content/uploads/2017/08/frey_douglas_and_nancy_frey-_gradual_release_of_responsibility_intructional_framework.pdf
[31] https://pmc.ncbi.nlm.nih.gov/articles/PMC2931660/

- Evidence-based engagement techniques, such as think-pair-share, write-pair-share, and cold calling, will be used by NSE teachers because they promote participation and enhance student learning.[32] These techniques help ensure teachers are able to formatively assess the progress of all students through their participation, and techniques can be adapted to meet the needs and comfort levels of English learners (e.g., by using partner participation techniques rather than whole-class ones).
- Teachers use exit tickets at the end of each lesson that are strategically aligned to daily objectives and state standards to measure students' mastery of learning goals. Teachers use the results of student performance on exit tickets as part of their data-informed approach to instruction (see below) to adjust upcoming lesson plans, modify pacing, and plan differentiation.

To provide differentiated instruction to meet the needs of all students, NSE will have a number of systems and structures embedded in its model:

- Data Analysis to Inform Differentiation: Ensuring that data drives instructional decisions allows our instructional staff to discern between what our students know and what they need to know, making it possible to reach high academic standards. We will administer various types of assessments to enable us to precisely measure students' proficiency and progress throughout the course of the school year. In turn, the results of these assessments will be analyzed regularly to enable us to pinpoint student needs, teacher needs, and school needs. For example, after each assessment administration, teachers analyze students' scores, and the results inform next steps for supporting students at the class and individual levels. To support our staff in in analyzing and applying data, we will provide robust professional development and offer follow-up implementation support to ensure that all instructional staff are able to implement data-driven instruction. We use the Mastery Connect platform, which allows test results to be disaggregated by question and standard, as well as by subpopulation, cohort, and individual student level, to inform upcoming instructional plans.
- Structure and Strategies for Daily Enrichment Periods for All Students:
    - Middle School Level (grades 6–8): We will implement double blocks of ELA and math every day at the middle school. During the first half of the block (45 minutes), teachers deliver Tier 1 instruction to all students as outlined in their respective curricula. Twice a week, the second half of the block is used to provide differentiated instruction and support to students based on their individual needs. Accordingly, students will receive 45 minutes of enrichment, reinforcement, remediation, and/or intervention in the general education classroom during this

[32] https://pmc.ncbi.nlm.nih.gov/articles/PMC10887392/

time. Teachers will utilize a blend of individual and small-group instruction, as well as adaptive computer programs to provide needed supports to students. The other three days of the week, students who have been prescribed Tier 2 and Tier 3 supports will be pulled out during the second half of ELA and math blocks to receive supports according to their intervention plans while the remaining students will again receive enrichment, remediation, reinforcement, and/or intervention as previously explained.

- High School Level (grades 9–12): Students in grade 9 have the same double ELA and math blocks as middle school students, which are implemented in the same manner as described above. Students in grade 9 in need of Tier 2 or Tier 3 intervention will be pulled three times a week during the second half of ELA and/or math blocks. Students in grades 10–12 are not scheduled for double blocks but receive high-quality Tier 1 Core Instruction across their classes. If students in grades 10–12 require Tier 2 or Tier 3 intervention, they are scheduled for pull-out services accordingly.

- Resources to Differentiate Instruction: To ensure that all students can access and master our challenging curricula, we have invested in a range of instructional resources for teachers to use when tailoring content to students' individual learning needs. These include:
  - I-Ready:[33] Accessed across grades 6–8, as well as at the high school level for students below grade level, this adaptive program and progress monitoring tool is mostly utilized to support math, but teachers and students also engage with it for ELA intervention.
  - MAP Skills:[34] Used across grade levels, this program serves as a progress monitoring tool between MAP administrations, allowing teachers to pinpoint areas of need and growth for students as well as monitor the effectiveness of interventions.
  - Newsela:[35] Utilized at the middle and high school levels, this program enables students to access the same content via news articles and media but have it differentiated according to student's individual reading levels. Thus, while the accessed media are articulating the same points, the words and images used to convey it are leveled.

[33] https://www.curriculumassociates.com/products/i-ready
[34] https://www.nwea.org/map-skills/
[35] https://newsela.com/

- Accelerated Math:[36] Employed at the high school level, this adaptive intervention program provides math support and allows teachers to monitor students' progress.
- IXL:[37] Accessed at the high school level, this program provides personalized math instruction and intervention to struggling students, as well as the ability to monitor individuals' progress.
- Progress Learning:[38] Used across grades 6–12, this provides personalized TNReady, MAP, and ACT practice for students across all subject areas.

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.*

According to research about student achievement, schools should provide all students with research-based core curricula.[39] We have selected curricular programs that have been demonstrated by rigorous third-party research to lead to excellent outcomes for students from diverse backgrounds. Selecting high-quality curricular programs that are standards-aligned, consistent across teachers, and rigorous has been demonstrated to have a positive impact on student achievement. According to Robert Marzano and Richard Dufour's Leaders in Learning, "a guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level."[40] As noted above, one of the key features of our academic plan is an enriched curriculum that provides all students with access to engaging, stimulating, and rigorous course content. More specifically, our curriculum is standards-based, inquiry-based, and aligned to the Tennessee Academic Standards and Next Generation Science Standards. The specific curricula for core subjects are described below:

- ELA: In grades 6–8, teachers will use the Amplify ELA curriculum as the foundation for their instruction. As described on the Amplify ELA website, the Amplify ELA curriculum is validated by rigorous third-party research that shows excellent outcomes for students

[36] https://www.renaissance.com/resources/product-brochures/accelerated-math/
[37] https://www.ixl.com/
[38] https://progresslearning.com/our-products/high-school/
[39] https://files.eric.ed.gov/fulltext/ED526858.pdf
[40] https://www.marzanoresources.com/resources/tips/lol_tips_archive/

from diverse backgrounds, including students who are English learners. Students read complex texts as they develop content knowledge through reading.[41] In grades 9–12, we will use the Into Literature curriculum, which is a standards-aligned program that features authentic literature and tools to support teachers with scaffolding and differentiation.[42] Our literacy program is grounded in research-based instructional practices that are designed to build students' mastery and independence in reading, writing, speaking, listening, viewing, and presenting. Our literacy program supports students in engaging with texts as they analyze and discuss complex ideas and create a culture of collaboration.

- Math: In grades 6–8, teachers will use i-Ready Math as the foundation for their instruction. According to the i-Ready Math website, the i-Ready Math curriculum is an online custom curriculum that provides students with differentiated instruction based on their specific needs and enables teachers to monitor their students' progress and help them prepare for standards-based assessments and beyond.[43] Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits.[44] In grades 9–12, teachers will use the Reveal Math program. Reveal Math is a research-based math program that deepens conceptual understanding, promotes a growth mindset, and creates an active classroom learning environment. Reveal Math is designed to support students from varied backgrounds and abilities through differentiation and scaffolding.[45]
- Science: In grades 6–12, teachers will use STEMscopes as the foundation for their instruction. As stated on its website, STEMscopes applies research-based teaching strategies to provide a curated rigorous curriculum aligned with Next Generation Science Standards (NGSS) and Tennessee Academic Standards for Science.[46]
- Social Studies: In grades 6–8, teachers will use the Gallopade Curriculum as the foundation for their instruction. Gallopade is a comprehensive program aligned to Tennessee's Academic Standards. This program includes a range of materials teachers can use to differentiate instruction for diverse learners.[47] In grades 9–12, teachers will use McGraw Hill Social Studies programs, which area also aligned to Tennessee standards and include high-quality materials and resources that support rigorous instruction and differentiation.[48]

[41] https://amplify.com/programs/amplify-english-language-arts/
[42] https://www.hmhco.com/programs/into-literature
[43]https://www.curriculumassociates.com/programs/i-ready-learning/personalized-instruction/mathematics
[44] https://www.curriculumassociates.com/programs/i-ready-learning/ready/mathematics
[45] https://www.mheducation.com/prek-12/program/microsites/MKTSP-GIP20M0.html
[46] https://acceleratelearning.com/science/tn/explore/
[47] https://www.gallopadecurriculum.com/tennessee
[48] https://www.mheducation.com/prek-12/explore/social-studies/high-school.html

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 – the proposed school will not serve grades K–5.

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.*

We will implement the state's graduation requirements according to State Board policy 2.103. As indicated on the TDOE website, these requirements ensure readiness for college or other postsecondary opportunity.[49] Additionally, as described above, a key characteristic of our academic plan is an enriched curriculum, which will provide all students with access to engaging, stimulating, and rigorous curricula. More specifically, our curriculum is aligned to the Tennessee Academic Standards and Next Generation Science Standards. Further, our focus on STEM and technology integration (also described above) will help ensure students develop the skills and knowledge that will prepare them to meet the demands of post-secondary opportunities. All students will have access to the general education curriculum, and all courses will be taught at the college preparation level. Students will also be required to take state End-of-Course exams, complete the ACT or SAT prior to graduation, and have satisfactory records of attendance and discipline; all support postsecondary readiness.

We will apply the state's graduation requirements for a regular high school diploma. Additionally, as described in State Board policy 2.103, students may graduate with honors if they earn a cumulative grade point average of at least 3.0. Students may graduate with state honors if they score at or above all the subject area readiness benchmarks on the ACT or earn an equivalent score on the SAT. Students may graduate with distinction if they have met the graduation requirements, have obtained an overall grade point average of at least a 3.0 or higher on a 4.0 scale, and have earned an industry certification in his or her career interest category or a regionally-recognized industry certification.

Students who receive specialized services may earn a special education diploma at the end of their fourth year of high school if they satisfy the following the requirements as outlined in State Board policy 2.103:

[49] https://www.tn.gov/education/families/graduation-requirements.html

- Received special education services or supports and made satisfactory progress on an individualized education program (IEP)
- Did not meet the requirements for a regular high school diploma
- Have satisfactory records of attendance and conduct

Students who are awarded the special education diploma may continue to work toward earning a regular high school diploma until the end of the school year during which they turn 22.

Additionally, we provide robust and wide-ranging opportunities for students to incorporate early post-secondary opportunities into their academic coursework for both college and career readiness:

- ACT: We offer robust ACT classes to support students in grade 11 as they prepare for the ACT and offer additional ACT preparation opportunities for students in grade 12. Furthermore, our Saturday ACT Blitz program provides another layer of support. Each week, the program focuses on a specific area of the ACT, and students sign up for targeted support sessions that target their weakest areas. We pay a stipend to teachers who apply for and are hired to serve in our Saturday tutoring and ACT Blitz program (as detailed in our budget).
- Dual enrollment: We have established partnerships with several universities, including Freed-Hardeman, Bethel, and the University of Memphis. Dual-enrollment courses through these institutions are offered online and will also be available to NSE students. Additionally, we have signed a memorandum of understanding with Motlow State Community College in Nashville to provide dual enrollment opportunities to NSE students, and we plan to add Middle Tennessee State University to our partnership portfolio to further expand access and opportunities for NSE scholars. Because our school offers an 8-period daily schedule, we have the flexibility to adjust students' schedules and provide early postsecondary opportunities. For example, the schedule supports students who participate in dual enrollment program (which we offer as early as grade 10), and students are able to work on their advanced coursework during enrichment periods.
- Advanced Placement: We offer Advanced Placement (AP) courses in subjects including English, mathematics, science, and history. Students may enroll in AP courses as early as grade 9 and due to our schedule's structure (described above), they are able to work on their advanced coursework during their enrichment periods.
- Industry Credentials: Our STEM classes will be aligned to STEM-based career and technical education (CTE) tracks that will result in an Industry Certification upon graduation. Specifically, NSE will offer three pathways within the Information Technology (IT) career clusters and standards programs of study: Cybersecurity, Coding, and Web Design. These

offerings are designed to prepare students for careers in high-demand industries such as cybersecurity and artificial intelligence. Each pathway includes a practicum that allows students to apply the skills and knowledge gained in previous courses while developing new skills (e.g., collaboration, project management) that prepares them for success in professional settings.

Tracking: The counselor will not only ensure students are on-track to graduate through regular reviews of transcripts; the counselor will also help students in developing their post-secondary goals and plans utilizing the SchoolLinks platform for tracking student progress. The counselors will aid students in identifying colleges and universities that meet their individual learning needs as well as help them identify career paths that interest them. The counselors also assist students in the college and financial aid application process. In addition, we will host an annual college fair and offer a practice ACT program to further build a college-readiness culture on campus.

Special Populations

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).

We will employ ample staff to meet the needs of our special populations of students, including those who have disabilities, those who are English learners, and those who are gifted. As noted in the Anticipated Student Population section, we expect that approximately 10% of our students will have disabilities and approximately 25% will be English learners. This projection of English learners includes the range of needs, including students who are transitioning out of needing ESL services. Additionally, we estimate less than 5% of students will be identified as gifted, based on trends across the state.[50] Using these projections, we have incorporated into our budget a plan to hire appropriately licensed and endorsed professionals to serve students with disabilities, English learners, and gifted students. This plan, for the first five years of the school's operation, is outlined in the table below.

Position*	Year 1	Year 2	Year 3	Year 4	Year 5
Special Education Teacher**	1	1	2	2	3
ESL Teacher	1	2	3	3	4
Special Education Aide	0	0	0	1	2
Interventionist/Instructional Coach***	0	2	2	2	3

***** Note: In addition to the positions listed on the table, we also contract with outside professional service providers, including speech therapists, physical therapists, and occupational therapists, as well as any other professional provider to be deemed necessary by a student's IEP.

******One special education teacher will also be certified to teach students who are gifted and talented. We will reimburse this staff member for the costs of attaining an endorsement in gifted education, if they do not already have it.

***During Year 1, the dean of academics and content area teachers will provide interventions.

If the actual number of students in any of these student groups is greater than our projections, we will hire additional staff to ensure we are able to meet all state guidelines and regulations and so students are able to receive their required services.

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:

[50] https://comptroller.tn.gov/content/dam/cot/orea/advanced-search/2021/GiftedBrief.pdf?utm

- 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: We comply with Federal Child Find requirements (34 CFR §300.111), which require that schools implement a process to locate, identify, and evaluate students in need of special education and related services. As such, we follow the procedures outlined below to identify students with disabilities.

Referrals:

- Universal Screening: As noted above, we administer Measures of Academic Progress (MAP) to all students three times per year. At the beginning of the year, assessment results will provide baseline data to identify students who may be at risk and require intervention. Students who score in the 24th percentile or below are flagged and further screened using another nationally normed assessment, aimsweb, to verify the MAP results. If aimsweb results are not in alignment with the MAP results, then additional data is collected to reconcile the discrepancy. In compliance with Tenn. Code Ann. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource Guide.[51] In accordance with this guide, the school will use the Minimum Decision-Making Crosswalk for NWEA MAP in grades 6–8 and the Minimum URS Matrix for Early Warning System in grades 9-12.
- Response to Instruction and Intervention (RTI^2): Students in need of additional supports are referred to the data team, consisting of the dean of academics, instructional coaches, special education teachers, counselors, and intervention teachers, as well as the network-based special education coordinator and network-based ESL coordinator. The data team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The data team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for

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

evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.

- Evaluation Referral: If, after receiving Tier 3 intervention support, a student is not making adequate progress, the student will be referred to the Student Support Team (SST) for evaluation of their eligibility for specialized services. The school will ensure that the student is evaluated on the areas of concern after securing consent from the student's parents or guardians.
- Individualized Education Program (IEP) or 504 Plan: If the results of evaluation indicate the student has a disability and requires specialized services or targeted accommodations, an IEP or a 504 plan will be written. IEPs will be written collaboratively; special education staff, general education teachers, parents or guardians, and, when appropriate, the student will provide input on the creation of the IEP. Once written, the IEP will be implemented with fidelity and reviewed annually.

Existing IEPs

- Enrollment Process: Since we will serve students in grades 6–12, students with disabilities may enroll with existing IEPs. Our enrollment process will include an opportunity for parents to indicate whether their child has been diagnosed with a disability and received special education or related services.
- Communicate with Previous School: If parents indicate their child has an IEP or received specialized services in the past, we will work with the child's previous school to secure the existing IEP. Once we have the IEP, the SST will work to examine the IEP, plan implementation, and ensure the student receives sufficient services to achieve all IEP goals.

Avoiding misidentification: As stated throughout this application, we have designed our academic plan and daily schedule to address the diverse needs of all students. We will implement an enriched, rigorous, standards-based curriculum in each subject area to which all students will have access, and we have designed embedded supports, such as our enrichment periods (described above) to ensure students are able to access the curriculum at their own pace. We also offer a wide range of interventions and supports that students may access as part of our academic program. Additionally, our staff meets frequently in team meetings (e.g., grade level teams, data team, SST) to strategize the most effective supports for students before referring them for evaluations. If students are not showing sufficient progress, interventions will be modified, or students will progress to Tier 3 supports. If, after receiving sustained intensive, individualized Tier 3 interventions, progress is not evident, students will then be referred for evaluation. Once students are identified for special education services, we conduct annual IEP meetings and reevaluate students every three years, per the requirements of IDEA, to ensure we are appropriately meeting each student's needs. As such, the implementation of our robust RTI^2

programming, coupled with consistent progress monitoring, will greatly reduce instances of misidentification. If data reveals trends in misidentification, we will conduct a root cause analysis and implement relevant solutions.

Programs, Practices, and Strategies: Students whose evaluation results qualify them to receive specialized supports will receive all required services in compliance with their IEPs. We provide services and educate our students with special needs in the Least Restrictive Environment (LRE); accordingly, students with special needs are educated and served in the general education classroom to the greatest extent possible. We will implement every student's IEP with fidelity and provide services as required by students' IEPs. We also contract with outside professional service providers, including speech therapists, physical therapists, and occupational therapists, as well as any other professional provider to be deemed necessary by a student's IEP. Every IEP undergoes evaluation on annual basis during yearly IEP meetings. During this evaluation process, many data sources (e.g., assessments, teacher observation, student-produced work products) are analyzed to evaluate progress toward defined IEP goals. In our existing schools, we currently serve fewer than 10 students who require services in a self-contained environment. To ensure these students are also receiving an education in the least restrictive environment, they participate in electives and lunch with the general student population; they complete their core subject area coursework with the support of a 1:1 aide in classrooms taught by a certified special education teacher. Should we have students at NSE with higher needs, we will also offer services in alignment with IEP goals while still providing the least restrictive environment.

Monitoring Progress and Success of Students: We will monitor the progress and success of students with disabilities consistently and frequently through a wide range of informal and formal assessments. Teachers and administrative staff will analyze assessment data during regular grade level, data team, and SST meetings. Results of data analysis will be evaluated against the goals outlined in students' IEPs to determine if students are making sufficient progress. Additionally, unless indicated in their IEPs, students with disabilities will complete state assessments. IEPs will be formally evaluated on an annual basis and any revisions to the IEP deemed necessary by data will be made. Further, per the Individuals with Disabilities Education Act (IDEA), students who receive specialized services will undergo reevaluation once every three years.

Promoting Graduation: Students who enroll with disabilities may earn a special education diploma at the end of their fourth year of high school if they satisfy the following requirements as specified in State Board policy 2.103:[52]

- Received special education services or supports and made satisfactory progress on an individualized education program (IEP);

[52] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2023-sbe-meetings/february-10%2C-2023-sbe-meeting/2-10-23%20IV%20C%20High%20School%20Policy%202.103%20Clean.pdf

- Did not meet the requirements for a regular high school diploma;
- Have satisfactory records of attendance and conduct.

Additionally, per the policy, students who are awarded the special education diploma may continue to work toward earning a regular high school diploma until the end of the school year during which they turn 22.

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.

Identification: We will utilize procedures to identify students who are ELs as detailed in the TDOE's English as a Second Language Manual, which align to State Board rule.[53] Specifically, for students who are enrolling in the school for the first time, we will administer the Home Language Survey (HLS). Per state guidelines, the HLS will not be included in our registration packet. Instead, we will provide the survey to every parent or guardian as a separate document, as well as explain the survey to them so that we are sure they understand the survey's purpose. If needed, we will seek assistance from an interpreter. Additionally, every effort will be made to administer surveys that are written in the home language of parents and guardians. If one or more responses to the HLS questions indicate a language other than English, we will administer the ELPA21 Screener. In the event that a student transfers to our school from another school, the original HLS will be obtained. Once secured, we will reference the documentation of the student's prior English language proficiency (ELP) and implement the student's instructional program accordingly. If the original HLS cannot be obtained, we will implement the procedures described above to ascertain if the student needs further screening.

Per state guidance as articulated in the manual, once a student is identified as NELB by the HLS, the student will be screened by a certified ESL teacher with the ELPA21 screener to determine if language services are required. All students identified as NELB will be screened with parent notification within the first 30 days of school, or within 14 days if they enroll in the middle of

[53] https://eplan.tn.gov/documentlibrary/ViewDocument.aspx?DocumentKey=2136172&inline=true

the school year. We will follow state guidance when evaluating test results. Specifically, as outlined in the manual, any student scoring below 3 in any non-exempt domain during the first semester or below 4 in any non-exempt domain in the second semester will require ESL services.

Programs, Practices, and Strategies: We will provide robust English learner programming to ensure that students who are acquiring English language proficiency receive all needed and legally mandated services and supports. As such, below is a high-level overview of our ESL programming:

- Regardless of language level, all students will have access to the standard general education curricula and core instruction.
- Teachers of students who are ELs will be trained and competent in employing instructional strategies that help EL students achieve English proficiency and access curricula through the sheltering of content.
- We will provide co-teaching and sheltered content—both of which are Tennessee Department of Education (TDOE)-approved—to enable EL students to receive and access the same content and curricula as students who are native English speakers, as well as achieve English language proficiency. Every student receiving language services will have an individualized learning plan (ILP) that will be implemented with fidelity.
- Depending on students' language levels (as determined by the results of the ELPA21) and corresponding needs for supports and services, our ELL-endorsed teacher will co-teach English classes to provide support and/or provide pull-out support. All supports, services, and instruction will be in alignment with the standards and skills being taught in students' general education classes. Such support will be anchored in recommendations from the ESL Manual.

Maintaining and Addressing Individual Learning Plans (ILPs): As specified in the TDOE ESL manual, every student who is an English learner will have an ILP that identifies the student's academic and language needs and goals. The ESL Coordinator will be responsible for creating ILPs in collaboration with the student, teachers, counselors, and parents. ILPs will be regularly referenced to evaluate student progress toward goals, as well as to ensure that they are being implemented with fidelity. In alignment with State Board policy, ILPs will include the following information at a minimum:

- Assessment data from the English language proficiency assessment, achievement assessments, and any meaningful benchmark data
- Short-term goals that help the student proceed to the next level in the four (4) domains of language: reading, writing, speaking, and listening

- Growth trajectories for English language proficiency based on individual student data
- Strategies, accommodations, and scaffolding used in the delivery of services

Monitoring and Evaluating Students: As described above, we will implement ILPs for every student who is an EL. We will use the ILP as a monitoring and evaluation tool, with quarterly, semester, and annual goals. The ESL coordinator and ESL teachers will reference ILPs frequently to monitor and evaluate students' progress toward articulated goals. The ESL coordinator, who also serves as the ESL teachers' instructional coach, meets at least once per month with each teacher to monitor students' progress against ILP goals. Additionally, as outlined in the manual, classroom performance data and achievement test scores will be examined to evaluate if revision to a student's academic program or types of services they receive is needed. Across the program, the monitoring of students' progress while receiving services will occur, with comprehensive and comparable data being collected on all students who are ELs. Such data collection enables monitoring and evaluation of the success of the ESL program. Further, robust data collection allows for comparisons to be made between subgroups of students, including those who are ELs and native English speakers.

Exiting: We will adhere to the exit criteria requirements of the state: English learners (ELs) exit ESL services via the ELPA21 summative assessment, needing a score of Level 4 or higher in all non-exempt domains (Listening, Speaking, Reading, Writing) to be considered Proficient and eligible for reclassification, while ELs with IEPs taking the Alternate ELPA need a Level 3 or higher in all non-exempt modalities (Receptive & Productive). This demonstrates they can succeed in grade-level content, after which they enter a two-year monitoring period with continued classroom support. Discussions between an ESL professional and the student's general education teachers held at the end of each progress reporting period to determine if the exited student is adjusting and succeeding academically and to identify any academic or adjustment needs.

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.

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.

NSE will establish a robust and comprehensive assessment system to assess student learning needs and progress throughout the school year. These assessments will include:

- Knowledge Checks (in Mastery Connect): We will administer biweekly knowledge checks through the Mastery Connect platform every two weeks in all tested subject areas on state-mandated assessments. Additionally, every quarter, students will take a cumulative assessment in all tested subject areas to measure their progress toward meeting all standards taught to date. The same assessments are administered at each school in the Read Foundation network, which allows for comparative analysis across schools and accurate monitoring and evaluation of individual schools. Our leadership team creates all of these assessments to ensure every test aligns with and accurately gauges students' levels of proficiency and progress toward mastery of state standards.
- NWEA MAP: We will also measure student growth through administrations of the NWEA Measures of Academic Progress (NWEA MAP) assessment three times a year in grades 6–10. NWEA MAP measures students' proficiency in mathematics, science, reading, and language arts, identifying each student's individual proficiency levels and rate of growth. Since NWEA MAP is a nationally normed assessment and all students enrolled in schools across our network will be taking it, we can monitor proficiency levels and rates of growth to measure and evaluate the academic progress of individual schools within our network.
- aimsweb: To ensure we are able to monitor the progress and learning of all grade levels, we will measure student growth three times a year for students in grades 11-12 using aimsweb in mathematics and reading. Students who score below the 24th percentile on the NWEA MAP will also be screened using aimsweb to gather additional information about their learning needs.
- Curricular Assessments: As detailed throughout this application, we intend to implement high-quality programs as part of our enriched curriculum. These standards-aligned curricular

programs include a range of formative and summative assessments (e.g., daily exit tickets, end-of-unit assessments) that we will administer to ensure our students are achieving proficiency on state standards and mastering core content. The timing of these assessments will vary in frequency, depending on the type (e.g., daily exit tickets, end-of-unit tests).

- Other Formative Assessments: To collect assessment data during lessons, daily standards-aligned formative assessments will be utilized, including strategies such as Do Nows, digital assessment tools (e.g., Nearpod), teacher circulation, questioning, individual whiteboards, anecdotal records, and exit tickets. Teachers will be expected to regularly implement formative assessments so that they can glean real-time data and make instructional adjustments accordingly. The timing of these assessments will vary in frequency, depending on the type (e.g., daily exit tickets, weekly quizzes).
- Ongoing Authentic Assessments: Our authentic assessment system will work to complement the standardized assessments we administer. Summative performance tasks will be integrated into each subject area's curriculum several times per year. Many of these tasks will include a STEM focus that supports our school's model, and teachers and instructional coaches will review each task to ensure alignment to state standards. Teachers will collect and analyze student work throughout the year, and work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see progressive growth.

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.

Ensuring that data drives instructional decisions allow our instructional staff to discern between what our students know and what they need to know, making it possible to reach high academic standards. As described above, we will administer various types of assessments to enable us to precisely measure students' learning and progress throughout the course of the school year. In turn, the results of these assessments will be analyzed regularly to enable us to pinpoint student needs, teacher needs, and school needs.

Some examples of how assessment data will be used at NSE are outlined below.

Data Source	Data Collection and Analysis	How Data Informs Classroom Instruction	How Data is Shared with the School Community
Knowledge Checks	After each biweekly knowledge check assessment administration, school leaders, including the dean of academics and instructional coaches, access the data through the Mastery Connect platform and analyze students' scores; they use their analysis to set new mastery goals for students.	Results of biweekly data analysis meetings are shared with teachers, who identify which standards to reteach or reinforce and how to adjust groupings and instruction during intervention and enrichment periods. Students whose results indicate that they require more support may also be assigned to tutoring.	Leaders share knowledge check results with teachers on a biweekly basis, who in turn report the data to students and families (when appropriate). Board members review school trends from quarterly knowledge checks as part of the academic data dashboard they receive at each board meeting, which are open to the public.
NWEA MAP and aimsweb	School leaders and teachers analyze MAP and aimsweb results three times per year (after each administration) during data meetings in professional development sessions.	Data from MAP and aimsweb assessments are used to determine groupings and instruction during intervention and enrichment periods, as well as to identify students who may need additional interventions and supports.	Teachers report the data to students and families. Board members review MAP and aimsweb performance after each administration as part of the academic data dashboard they receive at each board meeting, which are open to the public.

Data Source	Data Collection and Analysis	How Data Informs Classroom Instruction	How Data is Shared with the School Community
Curricular Assessments and Other Formative Assessments	Teachers analyze the results of curricular assessments on an ongoing basis for their roster of students. Several times per year, teachers meet with department or grade level teams to engage in collaborative analyses of these assessments.	Data from these assessments are used to inform teachers' instructional planning and instruction during intervention and enrichment periods.	Teachers report the data to students and families (when appropriate).
Ongoing Authentic Assessments	Teachers analyze student performance data on authentic assessment after each performance task is complete.	Teachers use their analyses to inform adjustments to curricular plans for upcoming school years or upcoming assessments.	Teachers report the data to students and families (when appropriate). Some authentic assessments will be presented to the board to provide information about the work students are doing in the school.

To support our staff in in analyzing and applying data as outlined above, we will provide robust professional development and offer follow-up implementation support to ensure that all instructional staff are able to implement data-driven instruction.

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.

Identification: To promptly and accurately identify students who are at-risk, we will implement Tennessee's Response to Instruction and Intervention (RTI^2) Framework.[54] Accordingly, we will employ the following for our students in grades 6–8:

- Universal Screener: We administer a universal screener, Measures of Academic Progress (MAP) in reading and math, to all students at the beginning of the school and subsequently

[54] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

administer it in the winter and spring. In compliance with Tenn. Code Ann. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource Guide.[55] In accordance with this guide, the school will the Minimum Decision-Making Crosswalk for NWEA MAP in grades 6 through 8.

- Data Analysis: The assessment results are analyzed; students who score in the 24th percentile or below are flagged and further screened using another nationally normed assessment, aimsweb, to verify the MAP results. If aimsweb results are not in alignment with the MAP results, then additional data is collected to reconcile the discrepancy. If the results align, an intervention plan is created and implemented for the student. In addition, teachers meet in grade level teams weekly, during which time they discuss students of academic and behavioral concern, analyzing quantitative (e.g., assessment results) and qualitative (e.g., teacher observation) data. Based on these meetings, additional students may be identified for tiered intervention supports.
- Data-Based Decisions: If the results of discussion and data analysis find that student is need of intervention, the student is referred to the data team, consisting of the dean of academics, instructional coaches, special education teachers, counselors, and instructional coach/interventionists, as well as the network-based special education coordinator and network-based ESL coordinator. The data team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The data team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.
- Prescribe Interventions: We will prescribe tiered supports to students in need of intervention. These supports are described in detail below.

For our students in grades 9–12, we will implement a comprehensive Early Warning System as defined in Tennessee's RTI^2 Framework, which will inform our identification processes.

- Universal Screeners: We administer a universal screener, Measures of Academic Progress (MAP) in reading and math, to students in grades 9 and 10, and aimsweb to students in grades 11 and 12, at the beginning of the school year and subsequently administer these assessments in the winter and spring. In compliance with Tenn. Code Ann. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE

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

Dyslexia Resource Guide.[56] In accordance with this guide, the school will the Minimum Decision-Making Crosswalk Early Warning System in grades 9–12.

- Early Warning System (EWS) Processes: We utilize the EWS process, which includes the collection of multiple sources of data (described below). In alignment with guidance outlined in the TDOE's RTI^2 Manual, the EWS will include an attendance indicator, a behavioral indicator, and academic competency indicator. We use PowerSchool as our Student Information System. PowerSchool also offers an EWS as part of its platform, allowing student information and data to be collected, housed, and analyzed. Students who pass certain thresholds are identified for further data review and potential identification of being at risk.
- Data Analysis: The assessment results are analyzed; students who score in the 24th percentile or below are flagged (and students in grades 9 and 10 are further screened using another nationally normed assessment, aimsweb, to verify the MAP results). Teachers meet in grade level teams weekly, during which time they discuss students of academic and behavioral concern, analyzing quantitative data (e.g., assessment results, attendance data, grades) and qualitative data (e.g., teacher observations).
- Data-Based Decisions: If the results of discussion and data analysis find that a student is in need of intervention, the student is referred to the data team, consisting of the dean of academics, instructional coach, special education teachers, counselors, and intervention teachers as well as the network special education coordinator and network ESL coordinator. The data team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The data team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.
- Prescribe Interventions: We will prescribe tiered supports to students in need of intervention. These supports are described in detail below.

Programs, Strategies, and Supports: We will employ a wide range of programs, strategies, and supports as part of our tiered intervention approach:

- Middle School Level (grades 6–8): We will implement double blocks of ELA and math every day at the middle school. During the first half of the block (45 minutes), teachers deliver Tier 1 instruction to all students as outlined in their respective curricula. Twice a week, the second half of the block is used to provide differentiated instruction and support to students based on their individual needs. Accordingly, students will receive 45 minutes of enrichment,

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

reinforcement, remediation, and/or intervention in the general education classroom during this time. Teachers will utilize a blend of individual and small-group instruction, as well as adaptive computer programs (described above) to provide needed supports to students. The other three days of the week, students who have been prescribed Tier 2 and Tier 3 supports will be pulled out during the second half of ELA and math blocks to receive supports according to their intervention plans while the remaining students will again receive enrichment, remediation, reinforcement, and/or intervention as previously explained.

- High School Level (grades 9–12): Grade 9 students have the same double ELA and math blocks as middle school students, which are implemented in the same manner as described above, with students in need of Tier 2 or Tier 3 intervention being pulled three times a week during the second half of ELA and/or math blocks. Students in grades 10–12 are not scheduled for double blocks but receive high-quality Tier 1 Core Instruction across their classes. If students in grades 10–12 require Tier 2 or Tier 3 intervention, they are scheduled for pull-out services accordingly.
- Adaptative Computer Programs: We utilize the following computer adaptive programs during the support systems and structures described above to provide students with individualized instruction and support, as well monitor their progress:
    - i-Ready:[57] Accessed across grades 6–8, as well as at the high school level for students below grade level, this adaptive program and progress monitoring tool is mostly utilized to support math, but teachers and students also engage with it for ELA intervention.
    - MAP Skills:[58] Used across grade levels, this program serves as a progress monitoring tool between MAP administrations, allowing teachers to pinpoint areas of need and growth for students, as well as monitor the effectiveness of interventions.
    - Newsela:[59] Utilized at the middle and high school levels, this program enables students to access the same content via news articles and media but differentiated according to student's individual reading levels. Thus, while the accessed media articulates one message, the words and images used to convey it are differentiated.
    - Accelerated Math:[60] Employed at the high school level, this adaptive intervention program provides math support and allows teachers to progress monitor students.

[57] https://www.curriculumassociates.com/products/i-ready
[58] https://www.nwea.org/map-skills/
[59] https://newsela.com/
[60] https://www.renaissance.com/resources/product-brochures/accelerated-math/

- IXL:[61] Accessed at the high school level, this program provides personalized math instruction and intervention to struggling students as well as monitors progress.
- Progress Learning:[62] Used across grades 6–12, this provides personalized TNReady, MAP, and ACT practice for students across all subject areas.

As noted above, in the event that RTI^2 interventions and supports do not result in sufficient academic progress and/or at the request of students' parents or guardians, students are referred for testing to determine if they qualify for specialized services.

[61] https://www.ixl.com/
[62] https://progresslearning.com/our-products/high-school/

Educational Program Capacity

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

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)
Veda V.T. Cherry	Memphis, TN	Attorney Cherry & Cherry LLC	Legal expertise, degrees in STEM fields (electrical engineering, physics)	Y	President of the Board
Dr. Ismail Fidan	Cookville, TN	Professor, Department of Manufacturing and Engineering Technology, Tennessee Technological University	PhD in mechanical engineering, tenured professor of manufacturing and engineering technology; expertise in college readiness	Y	Vice President of the Board

Dr. Cem Akkus	Nashville, TN	Biomedical Informatics Research Specialist & GIS Analyst/Programmer, Le Bonheur Children's Hospital	Experienced researcher in public health, health disparities, environmental health, health services, and health promotion utilizing Geographic Information Systems, statistical methods, and data analysis	N	Secretary of the Board
Dr. David Akdemir	Houston, TX	Executive Director, Harmony Education Solutions	Experience and expertise in charter school leadership, financial and budget oversight, performance management, and STEM education	N	Board Member
Fadime Dibi	Memphis, TN	Senior QA Analyst, Louis Dreyfus	Background in STEM education, experience as a professional in STEM fields (including IT)	N	Board Member
Patty Farmer	Memphis, TN	Retired	Experience in healthcare, education, community engagement, parent engagement, and advocacy	N	Treasurer Parent Representative (Board)
Dr. Samuel Beyhan	Collierville, TN	Executive Director, Read Foundation	Leadership, organizational development	Y	Executive Director (Network)

Mugire Ayci	Collierville, TN	Assistant Executive Director, Read Foundation	leadership, STEM, gifted and talented education, curriculum and instruction	Y	Assistant Executive Director (Network)
Katherine Watkins	Memphis, TN	Director of Special Programs and Elementary Education, Read Foundation	Curriculum and instruction, ESL, special education	Y	Director of Special Programs and Elementary Education (Network)
Yasemin Keles	Collierville, TN	Director of Instruction and Secondary Education, Read Foundation	Curriculum and instruction, math, assessment	Y	Director of Instruction and Secondary Education (Network)
Kazim Kizilkaya	Nashville, TN	Founding Principal, Nashville School of Excellence, Read Foundation	Leadership, diversity, community outreach	Y	Principal
Terrance Henderson	Memphis, TN	Director of Culture and Discipline, Read Foundation	Culture, discipline, athletics	Y	Director of Culture and Discipline (Network)
Kevin Koken	Collierville, TN	IT Coordinator, Read Foundation	Technology, PowerSchool	N	IT Coordinator (Network)
Harun Keles	Collierville, TN	Director of Human Resources and Operations, Read Foundation	operations, PowerSchool, human resources, recruitment	Y	Director of Human Resources and Operations (Network)

Benjamin Murat	Collierville, TN	Director of College Counseling and Engagement, Read Foundation	College guidance, CTE, advanced courses, high school planning, family engagement, student engagement, staff engagement	N	Director of College Counseling and Engagement (Network)
Aubrey Goodman	Needham, MA	Consultant, SchoolWorks	Curriculum, professional development, charter school application development	Y	N/A
Kathryn Koerner	Chester, VA	Director of School Design and Renewal, SchoolWorks	School design, charter school application development, school leadership	Y	N/A
Greg Thompson	Memphis, TN	CEO	Start-up planning, charter school oversight, back office support services	Y	Contracted Financial Services

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.

The Read Foundation has identified and hired Mr. Kazim Kizilkaya to be the founding principal of NSE. Mr. Kizilkaya has 16 years of experience in education, serving as a teacher and principal in multiple countries, with responsibilities that are highly transferrable to the role and expectations at NSE. In his previous roles as principal, he led all academic and operational functions in schools of similar sizes—or larger—to the size of the proposed school when it reaches capacity. In his most recent role as principal in Yobe, Nigeria, he supervised 60 teachers, implemented an

academic improvement plan that resulted in significant student achievement, and guided the school to be recognized as the best academic secondary school in Yobe state for three consecutive years. As principal of schools in Central African Republic and Pakistan, he has provided coaching and professional development to teachers and led successful community engagement efforts.

Furthermore, he has a robust background in STEM education, which includes serving as a science teacher, coordinating STEM-related national and international competitions (e.g., Olympiads, science fairs), and leading STEM-focused extracurricular activities. In addition to his professional leadership experience, Mr. Kizilkaya has participated in numerous programs to augment his leadership skills, including a principle of management program at Johns Hopkins University, and a principal manager fellowship through the Relay Graduate School of Education. Most recently, Mr. Kizilkaya worked at a STEM-focused charter school in Oklahoma City that implements similar practices to those of our existing schools.

Mr. Kazilkaya has received recognition for his demonstrated success in raising student achievement, managing instructional programs, and developing staff. For example, the Nigerian Tulip International Colleges (NTIC) recognized his initiative and leadership as principal of NTIC YOBE that contributed to significant improvements and historic achievement milestones on students' national JAMB exams. Galaxy International School's executive director also recognized Mr. Kazilkaya for his contributions to improved student achievement, teacher training, and the successful implementation of schoolwide systems. Documentation of these recognitions, as well as other documentation of Mr. Kazilkaya's achievements, are available upon request.

As such, Mr. Kizilkaya is well-positioned to design, launch, and manage a high-performing charter school. In addition to his extensive leadership experience, because Mr. Kizilkaya has been identified as the leader of NSE at the time of the writing of this application, he is able to engage deeply with the leaders and staff of our network to strategically plan the best approach for implementing our existing schools' model in Nashville. He works closely with the network team, including the executive director and assistant executive director, to ensure the academic, operational, and financial aspects of the model are in place and the school will be an educational and operational success. Furthermore, Mr. Kizilkaya is able to spend significant time engaging with the target community to understand the educational landscape, family interest, and to begin to engage in recruitment efforts to ensure the school meets enrollment targets. Mr. Kizilkaya speaks five languages, including Kurdish, one of the prevalent languages spoken in the target community.

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.

The team who will support the founding of NSE includes school-based leadership, network-level support staff, and board members. This team boasts diverse and extensive professional experience in the areas required to open a successful charter school. At the time of the writing of this application, our currently-identified school-based staff includes our founding principal, Kazim Kizilkaya, whose qualifications are described above. Mr. Kizilkaya will be supported by our network team; collectively, Mr. Kizilkaya and our network team have extensive experience in leadership, including:

- School leadership, administration, and governance: As noted above, Mr. Kazilkaya has served as a principal in several countries, where he has been responsible for academic, administrative, and operational functions at his school campuses. Mr. Kizilkaya has a proven track record (described above) of leading high-performing schools and has demonstrated success improving student outcomes. His experience includes supervising instructional staff, establishing systems for academic and operational excellence, and maintaining compliance with local requirements. We will hire additional school-based leaders, including a dean of academics and dean of students, who will also bring extensive experience in instructional leadership, school culture, MTSS implementation, and daily operations. Additionally, most of our network leaders have served in their positions for many years, resulting in a team that has vast experience governing multiple charter school campuses in Tennessee.
- Curriculum, instruction, and assessment: Mr. Kizilkaya has experience as a principal and as a teacher with implementing high-quality, standards-aligned curricula, and he has used formative and summative assessments to drive continuous improvement. The dean of academics, when hired, will complement Mr. Kizilkaya's expertise with additional experience in curriculum, instruction, and assessment implementation. Our school and network teams have multiple leaders with extensive experience in curriculum development and oversight, instruction across disciplines, and assessment administration and analysis. We pride ourselves on engaging in continuous development efforts by attending conferences and professional learning opportunities to ensure we are

maintaining the most current evidence-based curriculum, instruction, and assessment practices to our schools.

- 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: As a principal in multiple countries and a teacher in Oklahoma City, Mr. Kizilkaya is well-versed in meeting the needs of diverse populations of students. Additionally, we will hire school-based staff (including a dean of academics, dean of students, and interventionists) who are well-versed in state and federal guidelines and requirements. Because our existing schools serve diverse populations of students, we have invested in recruiting talent who have the capacity to meet the needs of these populations. Our executive director has a background in serving special populations from his time serving as an assistant principal and special programs coordinator at a school in Texas in 2011. In this role, Mr. Beyhan oversaw special education, the English learner program, and gifted and talented programming. Our director of special programs is directly responsible for programming for special education, English learners, and gifted students. She is supported by our director of instruction and director of discipline and culture, who also have extensive backgrounds serving the needs of special populations, including at-risk students, migrant students, homeless students, and students in foster care.
- Performance management: The members of our founding team have extensive experience in performance management, including Mr. Kizilkaya (who supervised staff in his principal roles) and network leaders, many of whom have served in their positions for years. The executive director is accountable for the success of each of our existing schools and must manage a large team to meet annual goals. Additionally, the assistant executive director has overseen the supervision, policy development, and implementation of the human resources, operations, and finance departments.
- Parent and community engagement: As a principal in Nigeria, Central African Republic, and Pakistan, Mr. Kizilkaya strengthened community partnerships and parental engagement through ongoing initiatives that met the needs of his school populations. Additionally, because so many members of our network staff have served as principals and teachers, we have many team members with parent and community engagement experience, both as part of our current network of schools and in other communities. Our team is skilled at making connections to families, learning about what is important to parents, and building partnerships within communities to benefit students.

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.

Mr. Kizilkaya, the Founding Principal of NSE, brings extensive experience in both academics and school operations, including instructional leadership, supervision of teachers, development of schoolwide systems, and implementation of data-driven practices. As discussed above, his track record demonstrates strong capacity to lead teaching and learning, manage school culture, and oversee day-to-day school operations with fidelity. While Mr. Kizilkaya possesses foundational knowledge of school budgeting and compliance, we have intentionally structured financial oversight to be supported by our network, as this is the primary area where additional capacity is needed during the school's launch years. We will also hire a school-based business manager who will manage day-to-day financial operations (e.g., purchasing, invoicing, vendor coordination) and support budget tracking in partnership with the network finance team and ensure compliance with state reporting requirements. In addition to the principal and business manager, our school-based leadership team will include a dean of academics, a dean of students (starting in Year 2), and a counselor. Starting in Year 4, we will add a second counselor (for high school students), with the title dean of college and career.

Timeline: As indicated in our start-up plan, we will follow the timeline below to for hiring key leadership positions.

Position to Hire	Begin Search	Target Start Date
Business Manager	September 2026	January 2027
Dean of Academics	October 2026	May 2027
Counselor	February 2027	June 2027
Dean of Students	November 2027	July 2028

Recruitment Process: Central to our recruitment efforts will be the advertisement of the extensive supports we will provide for our staff. For example, as described above, we will note that the network provides robust supports for administrators, including coaching and peer support from other network schools. Additionally, we will emphasize that our network has partnerships with several institutions, where school leaders may pursue professional development opportunities that meet their needs and their individual career pathways. We will also highlight that we believe in autonomy with oversight; we empower our leaders to innovate and adapt their approach as long as it is within the overall framework of our academic plan.

Key Selection Criteria: Every hired staff member, regardless of title and position, will demonstrate a firm commitment to the following key selection criteria:

- Implementing the network's mission and vision
- Supporting high-quality, rigorous instruction for every student
- Holding high expectations for every student
- Working to achieve the network's goals
- Showing respect for all members of the school community

Qualifications: To ensure that we hire high-quality staff, the following special considerations will also be taken into account for candidates:

- Hold high-qualified status in accordance with Every Student Succeeds Act (ESSA), as applicable
- Demonstrate evidence of producing positive student outcomes, as applicable
- Possess expertise in and experience with science, technology, engineering, and mathematics (STEM), as applicable

Selection Process: Once candidates have been identified, we will implement a hiring process to ensure that we select the most qualified staff who also best align to the key features of our mission, vision, and academic plan. Our hiring process will include steps such as:

Steps	Description
Submitting Application Forms	All candidates will complete and submit application forms, cover letters, resumes, references, and any requested information specific to positions such as student achievement data and letters of recommendation.
Reviewing Submissions	Hiring teams (e.g., principal, deans) will do an initial review of submitted application materials to identify the most qualified candidates who are aligned to the school's mission, vision, and academic plan.
Conducting Initial Interviews	Selected candidates will be invited to interview remotely. All initial interviews will be conducted using questions that pertain to the position being applied for, as well as candidates' alignment to our mission, vision, and academic plan.
Holding In-Person Interviews	Applicants with strong initial interviews will be asked to interview in person. Like remote interviews, in-person interviews will be guided by a list of questions that further explore candidates' expertise and

Steps	Description
	educational philosophy. Candidates will be asked to respond to scenarios and questions related to our mission, vision, and student population, as well as specifics that apply to the position being sought.
Evaluating Sample Lesson	Applicants of instructional positions will be asked to provide a sample lesson plan, as well as a video clip of the plan being taught to enable leadership to evaluate candidates' content knowledge and pedagogical skill.
Verifying Credentials	The credentials of candidates who progress through all of the above steps in the hiring process will be verified before employment is offered. Verification will include confirmation of degree attainment, post-secondary transcripts, licensure, references, and high-qualified status as applicable. In addition, all required federal and state criminal and background checks will be completed as mandated by law.
Making Hiring Decisions	Upon favorable completion of all the above steps, candidates determined to be the most qualified, to best serve our students, and to most align to our mission, vision, and academic plan will be offered employment.

Network Team: Our current network leadership team brings deep experience in academic excellence, operations, finance, and community engagement; however, we recognize that opening a school under a different authorizer and within a new regional context presents new challenges. Specifically, operating in Nashville will require additional local expertise in Tennessee's education landscape, compliance requirements, and community partnerships. To proactively address these gaps, we have strengthened our capacity in several ways. First, we have added two governing board members who reside in the Nashville area and bring valuable local knowledge, networks, and insight into community priorities. Second, we have hired a founding principal who will serve as the school's local leader, building relationships, establishing a strong presence, and ensuring alignment with both our network model and Nashville's educational context. We have opened an office in Nashville, where we are able to meet with prospective families, host community members and organizations, and work on our start-up plan (see below) to prepare for the opening of the school. Upon approval of this charter application, we will continue to expand our Nashville-based team by hiring key roles (including an enrollment coordinator) within 12 months and a business manager for Year 1 of the school's operations. We will continue to hire Nashville-based staff using a robust recruiting and selection process, described below.

Central to our recruitment efforts will be the advertisement of the extensive supports we will provide for our staff. For example, we will note that the network provides robust supports for administrators, including coaching and peer support from other network schools. Additionally, we will emphasize that our network has partnerships with several institutions such as the Relay School of Education, where school leaders may pursue professional development opportunities that meet their needs and fit their individual career pathways. We will also highlight that we believe in autonomy with oversight; we empower our leaders to innovate and adapt their approach as long as it is within the overall framework of our academic plan. When recruiting operational staff, we will emphasize the strong supports provided by the network finance, operations, and human resources teams. Additionally, we will highlight the career development opportunities our network provides to all staff. For example, we will explain that our network offers pathways to earn a bachelor's degree for any staff who do not currently have a bachelor's degree. We also provide opportunities for financial assistance for staff who have worked for the network for two years to apply to development opportunities through GraduLet. The network plans to continue these partnerships and offer these opportunities to staff of NSE.

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.

Individually and collectively, our Board's directors possess the skills and expertise to govern and ensure each school achieves academic, operational, and financial success. More specifically, the Board is composed of six dedicated educators and distinguished community members who have expertise in community service and outreach, the law, public relations, education, management, parent and community involvement, finance, marketing, fundraising and grant writing, personnel and human capital, and nonprofit governance. Directors also have vast experience in school administration, medicine, science, mathematics, and computer education at a national as well as at an international level.

Our board has extensive experience overseeing charter schools in Tennessee, with the current members responsible for governing our four existing schools. As such, the current Board has experience with each of the following areas:

- Governance and fiduciary responsibilities, including compliance with legal and regulatory requirements: The Board governs our four existing schools, overseeing compliance with all legal and regulatory requirements for each school, including adopting and reviewing Board policies aligned with state charter law, open meeting laws, and other regulatory requirements, ensuring compliance with special education law, and ensuring compliance with enrollment regulations.
- Oversight of academic performance, including holding the school leader accountable, monitoring progress toward academic goals, and ensuring alignment with the school's mission: The Board monitors academic progress toward goals for each of our existing schools, using a data dashboard that is updated prior to each meeting with student performance data. Additionally, the Board evaluates the executive director on an annual basis.
- Financial oversight, including budget approval, financial controls, and long-term fiscal planning: The Board approves annual budgets, reviews financial statements, adopts internal financial controls, engages an independent auditor on an annual basis, and ensures that each school is financially sustainable.
- Community engagement and stakeholder responsiveness, including maintaining trust and transparency with families and local partners: The Board conducts all meetings in accordance with open meeting laws, invites public comment at each meeting to engage the input of school stakeholders, and provides contact information so stakeholders can reach Board members directly.

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.

As an existing network of schools, our board is well-established, with stable board membership. Currently, the Board is composed of six highly qualified, diverse individuals who are committed to the network's mission, vision, and model. In anticipation of the approval of this charter application, the Board has added two directors who reside in the Nashville area; we plan to add at least one additional member, a parent representative, from the Nashville community. The addition of this member will bring the total Board membership to seven directors and will ensure

that the Board will be able to effectively govern all network schools as well as effectively represent key stakeholders. We will host at least one meeting per year in Nashville, and all meetings are accessible by Zoom, ensuring that all of our members, including our Nashville-based members, will be able to participate fully in the governance of the school.

When selecting new Board members, the existing Board identifies potential candidates who fulfill any areas of need the Board has in terms of collective expertise, geographic location, or community ties. Once these needs have been identified, the Board recruits from personal and professional networks, recommendations of school stakeholders, and by publicizing open positions among local organizations with ties to our school communities. Interested candidates may submit a resume to the Board. The Board will then select promising candidates to meet with the executive director and a Board member to tour one of our schools to learn more about our mission and model, to gain an understanding of the commitment and expectations involved in serving on our Board, and to discuss their interest in joining the Board. The candidate also attends a Board meeting and then may address any questions from other members of the Board before the Board meets to discuss and vote on whether to approve the candidate's membership.

Operations Plan & Capacity

Governance

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

A single network-level Board will govern all of our schools, including Nashville School of Excellence (NSE). More specifically, our sponsoring entity, the Read Foundation, is a nonprofit corporation that was established according to Federal and Tennessee nonprofit corporation laws. The Board of Directors of the Read Foundation are dedicated to quality education and the promotion of science, mathematics, engineering, and technology (STEM) in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific, and literary purposes. Accordingly, the Board of Directors of the Read Foundation will serve as the governing body for all of our network schools. The Board of Directors and its committees will oversee and review all network-level and school-level academic, operational, and financial matters. As such, the Board and its committees will review all necessary school-level data (e.g., assessment scores, growth rates, discipline metrics, attendance, enrollment, staff and student retention, survey data, financial statements, budget-to-actuals), as well as all necessary network-level data to ensure effective and prudent oversight of each individual school and the network as a whole. Essentially, the Board will be tasked with ensuring the academic, operational, and financial health and viability of each school and the entire network. The network's executive director is responsible for the operation of all schools and is evaluated annually by the Board of Directors.

As outlined in the Board's bylaws, the composition of the Board includes a president, vice president, treasurer, and secretary. The bylaws define each officer's powers and duties; these are described in detail in Addendum B. The Board's bylaws also dictate that the Board may establish committees; the current Board committees include academic and finance committee. Each committee's activities and scope of work is as follows:

- Academic Committee: Reviews curriculum to ensure alignment with the network's mission; recommends policy changes to the Board when appropriate; and participates in program development and evaluation.
- Finance Committee: Drafts annual operating and capital budgets for approval by the Board; reviews and presents monthly actual revenues and expenditures of operating, capital, and enterprise activities to the Board; and provides advice to the Board and school leadership about financial matters.

To prepare for the expansion of the network's schools to Nashville, the Board will form an expansion committee. A key part of this committee's purpose will be to coordinate the Board's

oversight of the expansion process, including the network's compliance with legal and fiduciary responsibilities and strategic decision making.

The Board of Directors is ultimately accountable for the oversight and success of all network schools. As such, the Board's primary focus is to ensure that all necessary resources are available to accomplish our mission and goals. The Board will delegate to the principal authority and decision-making responsibility for day-to-day operations of the school, including (but not limited to): hiring and dismissing school staff; designing the school's curriculum; and creating the school's annual budget (subject to Board approval). To that end, Board members' responsibilities include (but are not limited to):

- Academic Oversight:
    - Ensuring that each school adheres to the mission and goals outlined in the charter.
    - Analyzing academic data, including NWEA MAP, TNReady, and internal assessment results, as well as TVAAS, EPSO, ACT, ASVAB, AP, exam results, as well as high school graduation, college admission, and post-matriculation rates to monitor progress toward academic goals.
    - Holding the Executive Director accountable for the academic success and fiscal responsibility of network schools.
- Operational Oversight:
    - Analyzing operational data (e.g., attendance, student and staff retention) to monitor progress toward operational goals.
    - Monitoring and ensuring compliance with the charter terms and authorizer.
    - Approving contracts and legal agreements.
    - Evaluating the performance of the Executive Director.
    - Establishing and maintaining all policies governing the operation of network schools.
    - Participating in disputes that are brought to the Board's attention as they relate to the network's discipline policy – especially disputes arising in the areas of expulsion and long-term suspension.
    - Handling complaints submitted to the Board in a timely manner per the complaints process detailed in the charter application.
- Financial Oversight:

- Analyzing financial data to evaluate the financial health of the school as a critical determinant of success. Such documents include Annual Financial Reports, Monthly Financial Reports, audit reports, monthly expense reports, budget-to-actual reports, enrollment reports and projections, and staffing plans and projections.
- Helping prepare the budget collaboratively with the Executive Director and Director of Finance.
- Committing time to developing financial resources for the charter school.
- Providing support to schools for additional fund-raising, marketing, and other services as needs arise.

The Board will evaluate each school against the network's academic, operational, and financial goals. Data gleaned from the Performance Framework, TN report card, State assessment results, and audit reports will inform evaluation of the school. In addition, the executive director or his designee provides information about each school's performance via a dashboard that outlines metrics during Board meetings. Such data includes:

- Student academic achievement and growth
- Financial reports
- Behavioral and discipline reports
- Enrollment data
- Average daily attendance

If it is determined that a school is underperforming, corrective action and progress monitoring plans will be implemented swiftly and with fidelity to remedy deficiencies.

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.

One parent whose child is currently enrolled in one of our operating schools serves as an active Board Member. On approval of the proposed school's charter, another parent whose child is enrolled in our school located in Nashville will be appointed to the Board, ensuring parent representation in both geographic locations. We will host at least one board meeting per year in Nashville, and all meetings are accessible by Zoom, ensuring that all of our members, including our Nashville-based members, will be able to participate fully in the governance of the school. While we will begin recruiting and may appoint this person to the Board sooner, a parent will be

appointed no later than six months after the school's opening, which complies with the timeline outlined by Tennessee code. Recognizing that the demographics and grade bands vary across our schools, each individual school in operation will have an advisory council to further enable effective parent representation. In accordance with Tennessee Code § 49-13-109, a charter management organization may satisfy the requirement to include one parent representative from the charter school by establishing an advisory school council at each school that it operates. An advisory school council shall include no fewer than five (5) members and shall include the principal, at least one (1) parent, and at least one (1) teacher representative. Parent and teacher membership will be determined by election. Parent representation on each advisory council will further ensure diverse and full parent voice in the governance of our schools.

Parents who do not serve on the board or on an advisory council may participate in the governance of our schools through multiple mechanisms described throughout this application, including attending Board meetings, participating in the Parent–Teacher Organization, and completing Board surveys, among others. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies local to each school are also represented. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions.

Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations along with other pertinent information to the Board. Each principal on the advisory councils will attend Board meetings to further expound on the needs and requests identified in reports. Upon hearing from individual schools' principals and receiving reports, the Board will determine what further actions need to be taken in response to input from the councils. Accordingly, based on individual needs, the Board may elect to adopt school-specific policies such as implementing varying pay scales, employing retention bonuses, and enacting sports compensation policies. In short, advisory councils will ensure that each school has representation and will inform the Board of each school's individual needs and interests, allowing the Board to effectively govern all schools.

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.

See Attachment 4.

The board will maintain a clear, professional, and mission-focused relationship with the executive director grounded in accountability, support, and ongoing development. The board provides oversight of the school's success and entrusts day-to-day management to the Executive Director. To ensure alignment, the Board president and executive director maintain frequent communication to review progress toward organizational goals, discuss emerging needs, and address any challenges that require board input. Prior to every board and committee meeting, the executive director and board members work collaboratively to develop the meeting agenda, based on current needs of the schools, policy updates, and other timely topics. Additionally, the executive director provides the board with a written report that he presents at each board meeting; this report includes academic performance indicators, operational updates, financial status, staffing trends, and family/community engagement data. Board members offer advice and counsel to the executive director during board meetings when they discuss topics in depth, ask questions, seek more information, and provide analyses based on their expertise. The board is committed to ensuring the executive director has the resources and professional growth opportunities needed to be successful. The board will also support the leader by removing obstacles that impede implementation of the academic program—for example, approving needed purchases or strengthening community partnerships.

The Board of Directors is responsible for evaluating the success of the executive director. The Board of Directors will evaluate the executive director on an annual basis using a robust evaluation process and tool, both of which are explained in more detail below:

- Evaluation Instrument: The executive director's evaluation instrument will utilize Board-approved performance objectives. The instrument shall include, at a minimum, the following:

    1. Quantitative ratings on a five-point scale to measure performance in areas directly related to individual and performance objectives adopted by the Board for the preceding academic year;

    2. Qualitative ratings to measure performance in areas directly related to individual and performance objectives adopted by the Board for the preceding academic year;

    3. Written explanations for ratings below Satisfactory; and

4. Discussion of strengths, opportunities for improvement, and the areas to be addressed by the Executive Director in their professional development action plan.

- Evaluation Objectives: Through an annual evaluation of the executive director, the Board will strive to accomplish the following:

  1. Ensuring progress towards mutually agreed upon goals for the network and realizing the mission, vision, strategic goals, and core beliefs and commitments of the Board and the commitments of the executive director;

  2. Developing harmonious working relationships between the Board and the executive director through honest and constructive communication regarding goals and performance;

  3. Fostering effective administrative leadership for excellence in the schools and determine the strengths, opportunities for improvement, and the areas to be addressed by the executive director in their professional development action plan; and

  4. Effectively communicating to the community the executive director's evaluation process and their current performance objectives and priorities.

- Evaluation Process: At a time agreed to by the Board and the executive director but not later than December, the Board will meet as a body to evaluate the executive director's performance in accordance with the following:
  - In alignment with the school's performance goals, the Board will develop, with the executive director, a set of specific performance objectives based on the needs of the system for the ensuing academic year.
  - The evaluation will be a composite of the evaluation by individual Board members, but the Board, as a whole, will meet with the executive director to discuss the composite evaluation.
  - Both the Board and executive director will prepare for the formal evaluation; the executive director will conduct and submit a self-evaluation with any supporting documentation at least 14 days prior to the formal evaluation, which may inform the formal written evaluation; Board members will document the evidence used in rating the executive director's performance.
  - All documentation will be supported by objective evidence and data and will align with the metrics of the evaluation instrument.
  - The executive director shall have a right to prepare a written or oral response to the evaluation.

- The results of the executive director's annual evaluation shall be made available to the public.

- Evaluation Timeline: As indicated above, the executive director will be evaluated on an annual basis. Since the evaluation is cumulative and encompasses a robust range of categories, the evaluation process spans the course of a year. Below details the evaluation timeline:

Month(s)	Evaluation Task(s)	Participant(s)
No later than September	Specific SMART objectives will be established for all evaluation categories. Data that corresponds to established objectives will be identified.	Board of Directors Executive Director
October–July	The Executive Director collects and tracks data and evidence that supports performance on the established category objectives.	Executive Director
No later than 14 calendar days prior to the date scheduled for the formal evaluation	The Executive Director submits their self-evaluation to the Board, including supporting data and documentation.	Executive Director
September	Board members complete the evaluation tool individually.	Board of Directors
October	Board members come to consensus around evaluation ratings and vote. The Board shares the outcome of the evaluation with the Executive Director.	Board of Directors
No later than 2 weeks after consensus vote	The Executive Director may respond to the evaluation in written or oral form.	Executive Director
No later than December	The Board finalizes the evaluation via vote. The Board makes the evaluation public.	Board of Directors

- Evaluation Categories: The Executive Director will be evaluated against indicators across five key categories: Board Relationships, Facilities and Finance, Student Achievement, Technology, and Building Community & Thinking Strategically. As explained above, relevant data for each indicator in each category will be analyzed to determine performance. Indicators will be rated on a five-point scale:

  1: Significantly Below Expectations

  2: Below Expectations

3: At Expectations

4: Above Expectations

5: Significantly Above Expectations

After each Board member rates each indicator in a category, indicator ratings will be averaged to arrive at a mean score for each category. The composite mean score for each category will be calculated by averaging the mean scores given by each individual Board member. If the Board determines that the executive director's performance is unsatisfactory, the Board will act swiftly, enacting steps such as the following:

- Designing a Corrective Action Plan— the design of the corrective action plan will include the following:
  - An outline of specific and measurable actions, expectations, and desired outcomes
  - A detailed timeline for progress monitoring
  - Formal approval from the Board of Directors
- Implementing the Corrective Action Plan— the implementation of the corrective action plan will entail the following:
  - Close monitoring by the Board of Directors of progress made toward the plan and its implementation
  - Adherence to the plan's timeline for implementation, monitoring, and progress made
- Evaluating Employment Status— the evaluation of employment status will encompass the following:
  - Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
  - Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

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.

Our Board of Directors has established policies to ensure effective and ethical governance. A summary of these policies, as related to meeting frequency, committee structure, ethical standards and procedures for identifying and addressing conflicts of interest, and hearing and addressing complaints are below.

- Planned meeting frequency: In accordance with our Board's bylaws, regular meetings will be held in accordance with the Board-approved meeting calendar, and the number of meetings may be increased or decreased by a resolution of the Board.
- Committee structure: As stated in the Board's bylaws, the Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. As noted above, our Board currently has established academic and finance committees and plans to add an expansion committee to oversee the opening of the Nashville School of Excellence (NSE).
- Ethical standards and procedures for identifying and addressing conflicts of interest: The Board's bylaws addresses how the Board will deal with potential conflicts of interest: "The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transact business with a member, director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction." Furthermore, the Board has adopted a Code of Ethics policy that further details guidelines regarding disclosure of personal interests and acceptance of gifts and other things of value.

- Complaints: While the Board is ultimately accountable for the school's educational and operational success, the Board will provide the executive director with the autonomy needed to run the school on a day-to-day basis. Accordingly, if a complaint originates at the school level, the following process will be employed:[63]
    - Parents are encouraged to discuss complaints with teachers, staff, or the appropriate school administrator at any time.
    - Parents and students with complaints that cannot be resolved can file a formal complaint with the principal. Formal complaints must be submitted in written form with specific details including names of any people involved; policies, laws, and/regulations that were violated; and the desired outcome.
    - Parents and students with complaints that cannot be resolved with the Principal should contact the executive director or designee.
    - Once all administrative complaint procedures are exhausted, parents and students can bring complaints to the Board. A written response will be provided within 30 business days of submission of the complaint.
    - If the individual who brought the complaint remains unsatisfied with the response, a written complaint can be filed with Metro Nashville Public Schools, the school's authorizer.

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.*

See Attachments 5, 6, and 7.

[63] We will adhere to all federal, state, and local complaint procedures, policies, and laws as applicable to complaints related to special education and/or 504 plans, as well as all other specific classifications of complaints.

Staffing

41. Describe the school's leadership and staffing structure.

At NSE, our school leadership team will include a principal, dean of academics, dean of students (starting in Year 2), and counselor. Starting in Year 4, we will add a second counselor (for high school students), with the title Dean of College and Career. This structure provides clear, specialized roles that ensure all core aspects of school operations—instruction, culture, and student well-being—are intentionally supported. By distributing responsibilities among leaders with focused expertise, the school can maintain strong instructional quality, proactive behavior and culture systems, and consistent social-emotional support, while allowing the principal to oversee the implementation of mission, vision, and strategic decision-making.

School-Level Leadership:

- Principal: The principal is responsible for and given the autonomy to lead the day-to-day academic and operational functioning of the school. Among the responsibilities of the principal is hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The principal reports to, receives support from, and is evaluated by the executive director or assistant executive director of our network. We have already hired a highly qualified founding principal for NSE, who has been engaged in community and family outreach, finalizing the plan for our school model, and supporting the development of this application. For more information about this candidate, see the Educational Program Capacity section.
- Dean of Academics: While the principal is responsible for and held accountable to the school's academic performance with support from the director of instruction/secondary education, the dean of academics is tasked with directly implementing the school's academic program. The dean of academics works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The dean of academics also oversees the creation and implementation of teacher improvement plans. The dean of academics reports to, receives support from, and is evaluated by the principal. The dean of academics also receives support from our network's director of instruction/secondary education and the director of special programs/elementary education. We have not yet identified who will serve as the dean of academics but will have a candidate identified in spring 2027.
- Dean of Students: The dean of students is responsible for overseeing the cultural and behavior management aspects of the school. The dean of students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The dean of

students also handles all discipline-related issues. The dean of students reports to, receives support from, and is evaluated by the principal. We have not yet identified who will serve as the dean of students but will have this role filled by the time administrative in-service is held for school year 2028–29. For Year 1 of the school's operation, the dean of academics and the principal will fulfill the dean of students' responsibilities, with support from the counselor.

- Counselor: The counselor is responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. Starting in Year 4, we will add a second counselor (for high school students), with the title dean of college and career. The dean of college and career not only ensures students are on track to matriculate/graduate through regular reviews of transcripts but also helps students in developing their postsecondary goals and plans. The dean of college and career aids students in identifying colleges and universities that meet their individual learning needs. The dean of college and career also assists students in the college and financial aid application process. We have not yet identified who will serve as the counselor but will have a candidate hired by the time administrative in-service is held for school year 2027–28. We will hire a dean of college and career prior to Year 4 of operation.

In addition to the school leaders described above, NSE's staffing structure will include instructional staff who work directly with students on a day-to-day basis. Instructional staff will include teachers, interventionists, aides, and interns. Instructional staff are responsible for creating supportive, structured learning environments that help students build academic and social skills. They are responsible for implementing the academic program and ensuring that students are meeting learning targets. Instructional staff report to the principal and will be supported by the dean of academics and dean of students (starting in Year 2). We will hire instructional staff members by the time instructional staff in-service is held for school year 2027–28. Starting in Year 2 of the school's operation, we will staff instructional coaches who will provide instructional support (e.g., observations, coaching, feedback) to teachers. During Year 1, teachers will receive instructional coaching from the principal, dean of academics, and network staff.

NSE will also staff a business manager, who will support the school's operational functions, a nurse to oversee students' health needs, and a secretary to provide administrative support to the leadership team. Each of these positions will report to the principal.

We have already established a network structure for our existing schools. To enable us to capitalize on economies of scale, NSE will join this network. The network will provide extensive academic and operational support to NSE using established systems and structures that have been proven effective in our existing schools. A detailed description of our network's services and leadership is provided in Addendum B.

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.

To ensure that we are able to recruit and hire highly qualified staff, we will implement a robust recruitment plan. When recruiting instructional staff, we will highlight the robust supports our school and network provide. For example, we will highlight that every teacher is assigned an instructional coach who will be provided with individualized support through observation and feedback cycles, as well as support for unit and lesson plan design and implementation. We will also emphasize that we believe in autonomy with oversight; we will allow our teachers to innovate and adapt curricula and instructional plans as long as instruction is anchored in and aligns to grade level standards, as applicable. Since we believe in creativity and innovation as well as instructional oversight, we will highlight that every teacher will have two daily planning periods, so teachers have ample time to create and revise plans. Further, we will also advertise our extensive assessment and data supports.

Our specific strategies will include the following for recruiting NSE staff:

- Offer Competitive Compensation Packages: We will provide compensation that is very competitive with Metro Nashville Public Schools (MNPS). Specifically, we will offer the following salary ranges: for B.A. licensed teachers, our salary will range from $59,000 - $65,000 compared with MNPS's range of $53,610 - $77,390.[64]
- We will provide higher starting salaries for high demand subjects (e.g., $64,000 for grades 9–12 science, math, computer science, or $61,000 for grades 6–8 science, math, ELA).
- Place Advertisements: We will advertise teaching vacancies through numerous outlets, including in local print and online newspapers, on local radio stations, on our website and social media accounts, on other websites, including the Teach For America (TFA) Alumni site, and the Tennessee Department of Education's recruitment and referral site, as well as on jobs boards such as Idealist.org, Teach.org, WantToTeach.com, Teachers-Teachers.com, EducationCrossing.com, LinkedIn, Indeed.com, SchoolSpring.com, Monster, Top School Jobs, Vanderbilt University, and Students for Education Reform.
- Attend Job Fairs: We will attend multiple job fairs to recruit candidates who have qualifications that meet the positions we are hiring for at NSE.

[68] https://www.mnps.org/careers/salaries-and-resources

- Build Relationships with Local Education Organizations: We plan to establish and leverage relationships with local education organizations that can help us in recruiting highly-qualified teaching candidates. Among the organizations with which we intend to work are Nashville Teacher Residency (NTR) and TFA Nashville. We have a successful track record of retaining TFA teachers, as stated in the letter included in Attachment G. To continue to attract and retain candidates recruited via NTR and TFA, we will:
    - Provide NTR and TFA teachers with leadership opportunities after three years of successfully teaching. Such opportunities may include becoming a mentor teacher, instructional coach, grade level chair, or dean of academics.
    - Invite them to participate in school improvement meetings with school-level leadership and network-level leadership, as appropriate, to solicit their ideas and feedback about how to improve the school and network as a whole.
- Grant moving allowances (dependent on distance) to newly-hired teachers who do not live in Nashville to help offset relocation costs.
- Leverage current school stakeholders to advertise vacancies to their own professional and/or personal networks. We enjoy a deep pool of active school stakeholders who will serve as spokespeople for the school, informing us about and connecting us to potential high-quality candidates. Additionally, we will implement a teacher referral program for staff employed by our network, excluding hiring managers, principals, assistant principals, human resource staff, hiring committee members and directors at the network level. If a staff referral results in the hiring of a teaching candidate and that candidate works for NSE for a minimum of 90 days, the referring staff member will receive a stipend of $1,000.

Additionally, we will employ the following proven retention strategies:

- Offer a strong and highly competitive benefits package, including medical, dental, and vision insurance for full time employees. We also offer life insurance and contributions toward the Tennessee Consolidated Teacher Retirement System.
    - Offer instructional staff annual bonuses of up to $12,000 per year based on performance.
    - Provide opportunities for staff to earn stipends (e.g., by leading clubs).
    - Provide a positive staff culture that emphasizes collaboration and collegiality over isolation and competition.
    - Assign an instructional coach who will provide non-evaluative support through robust coaching cycles.

These retention strategies have proved highly effective across our existing portfolio of schools. For example, at the time of the writing of this application, our network had only one teacher vacancy across four schools and 225 positions.

Finally, to ensure that our staff are highly qualified and prepared to implement our model, we will define key selection criteria. Every hired staff member, regardless of title and position, will demonstrate a firm commitment to the following:

- Implementing the school's mission and vision
- Supporting high-quality, rigorous instruction for every student
- Holding high expectations for every student
- Working to achieve the school's goals
- Showing respect for all members of the school community

Special Considerations: To ensure that we hire high-quality teachers and staff, the following special considerations will also be taken into account for candidates:

- Hold high-qualified status in accordance with Every Student Succeeds Act (ESSA), as applicable
- Demonstrate evidence of producing positive student outcomes, as applicable
- Possess expertise in and experience with science, technology, engineering, and mathematics (STEM), as applicable

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.

We provide a robust professional development program that includes several full-day professional development opportunities as well as weekly half-day professional development throughout the school year. Four full professional development days will take place during the summer before the school year starts. Teachers who are new to the school will receive an additional day of training during the summer for a total of five full days. We also offer two additional full days of professional development during the school year: immediately following winter break (in early January) and on Presidents' Day. During the school year, teachers also engage in professional development every Wednesday afternoon, our early release days, from 2:00–3:45. As such, our new teachers receive 56 hours of professional learning during 7 full days of professional development plus approximately 65 hours of professional learning over the course of the year during weekly early release days for a total of around 121 hours of professional development annually. Returning teachers receive 48 hours of professional learning during 6 full

days of professional development plus approximately 65 hours of professional learning over the course of the year during weekly early release days for a total of around 113 hours of professional development annually.

The director of instruction/secondary education is responsible for professional development across the network with the support of network and school-based staff. More specifically, the Director of Instruction/Secondary Education will create an annual professional development calendar for the network that will include network-wide professional development sessions such as data analysis and application after the administration of a major assessment, as well as sessions led by external providers, such as consultants from Teach Like a Champion. The director of instruction/secondary education will work closely with other members of the network academic team (e.g., director of special programs/elementary education, special education coordinator, ESL coordinator, instructional coaches) as well as school-based staff (e.g., the principal and dean of academics) when creating the initial professional development calendar and throughout the year to identify areas that need to be addressed during professional development time.

Professional development consists of a combination of network-wide topics and school-based sessions that are determined by school leaders (i.e., the principal and dean of academics), informed by trends in observation data from coaches. Sessions are led by external experts, network staff, school leaders, and teachers who are nominated by their coaches to present on an area of expertise. Teachers who are nominated and opt to facilitate professional development sessions are provided with a stipend.

Collaborative planning takes place for 45 minutes each Wednesday during the early release professional development time. During collaborative planning time, teachers meet with their subject-area colleagues to engage in collaborative lesson preparation using the network's lesson delivery model. In addition to lesson preparation, there is dedicated time for teachers to meet with their professional learning communities (PLCs), where they have the opportunity to engage in the exploration of topics that are most relevant to their work and to analyze data from various sources, including standardized assessments, curricular-based assessments, and student work. Teachers utilize data-analysis protocols to guide their work in PLCs and ensure that their instructional decisions, planning, and differentiation are grounded in student data.

In sum, our multi-faceted approach to professional development is designed to prepare our staff to successfully implement our model by providing explicit learning on key elements of the model (e.g., enriched curriculum, STEM focus), instructional strategies (e.g., gradual release of responsibility), and anticipated student needs (e.g., special education, English and a Second Language) as well as job-embedded opportunities such as coaching and collaborative planning when staff have the opportunity to share ideas and receive feedback on their implementation of

the model and strategies. The key elements of our professional development plan are described in the table below.

Professional Development Opportunity	Description
Summer Full Professional Development Days	Every summer, new teachers will be provided with five full days of professional development and returning teachers will receive four full days prior to the start of school. During these summer sessions, topics related to implementation of the academic plan will be addressed, including curricular programs, assessments, and Response to Intervention (RTI). Additionally, teachers will receive training on how to serve special populations of students, including those with IEPs and/or who are acquiring English. Teachers will also learn about matters related to school culture, including PBIS.
School Year Full Professional Development Days	We will offer two full days of professional development throughout the school year. Full-day professional development will be utilized to follow-up on topics initially presented during summer professional development, as well as to introduce new content and techniques. To ensure teachers are receiving the most useful and relevant training, teachers will have choices between differentiated sessions. Full day professional development sessions may be led by network staff, school-based staff, or external experts, such as consultants from Teach Like a Champion.
Early Release Professional Development Sessions	Every Wednesday afternoon, on our early release days, teachers engage in professional development from 2:00–3:45. During this time, teachers participate in collaborative planning (for 45 minutes per week), PLCs, data analysis, and other topics as identified by network and school-based staff.
District Professional Development	Teachers of special populations of students such as special education teachers and ESL teachers will attend opportunities provided by Metro Nashville Public Schools regarding serving students with specific needs several times per year. Teachers who attend such specialized professional development will then present applicable material to general education teachers.

Professional Development Opportunity	Description
Observation and Feedback	Every teacher, including teachers of non-core classes, has an assigned instructional coach who provides individualized support through observation and feedback cycles, as well as support for unit and lesson plan design and implementation. The frequency and duration of observation and feedback sessions depend on individual teacher needs. Every teacher also now has two daily planning periods so teachers have ample time to create and revise effective instructional plans as well as engage in coaching sessions.

As indicated above, during the summer prior to the school's opening in the first year of operation, all teachers will receive five full days of professional development. In subsequent years, teachers new to the network will receive five full days of professional development and returning teachers will receive four full days of professional development during the summer. During these summer sessions, topics related to implementation of the academic plan will be addressed, including curricular programs, the STEM focus, assessments, and RTI. Additionally, teachers will receive training on how to serve special populations of students, including those with IEPs and/or who are acquiring English. Teachers will also learn about matters related to school culture, including PBIS; a draft of this plan is detailed below.

Day	Areas of Focus

Day 1	• Introductions and Team Building
	• Mission, Vision, and Overview of Academic Plan
	  ○ Enriched Curriculum
	  ○ Technology Integration
	  ○ Standardized and Authentic Assessment
	  ○ Robust Student Support Staff
	  ○ Robust Support for Instructional Staff
	  ○ Parental Involvement
	  ○ STEM Focus
	• Operations
	  ○ School Safety

Day	Areas of Focus

Day 2	• Team Building
	• Operations
	  ○ Employee Handbook
	  ○ Technology
	  ○ PowerSchool, Student Records, FERPA
	• Discipline, Climate, and Culture at NSE
	  ○ PBIS
	  ○ Discipline Policy

Day 3	• Team Building
	• Enriched Curriculum
	  ○ Lesson Delivery Model and Gradual Release of Responsibility
	  ○ Differentiation
	• STEM Focus
	• Assessments
	  ○ Project-Based Learning at NSE
	  ○ NWEA MAP Training

Day 4	• Team Building
	• Special Education
	• English as a Second Language
	• Response to Intervention
	• Discipline, Climate, and Culture at NSE
	  ○ Cultural Awareness and Implicit Bias
	  ○ Restorative Justice/Circles

Day 5	• Team Building
	• Parental Involvement at NSE
	• School Operations
	  ○ First Day Procedures
	  ○ Ongoing Routines and Procedures

We will provide ample leadership opportunities for our staff in order to develop future leadership capacity as well as support their development and practice. To ensure we are continually developing an internal pipeline of future leaders, we will utilize a set of strategies and established professional development activities, described below:

- "Grow Your Own Administration" program: For teachers expressing an interest in school leadership or administrative roles, the network provides funding support and matches teachers with established leadership training programs to develop their skill sets. The network will reimburse participants up to $14,000 for two-year Master's Degree Programs or up to $8,000 for one-year fast track educational leadership programs. We implement a number of supports to ensure that graduates of the program continue to develop and build

capacity. Staff members who complete the program and assume leadership roles at the school- or network-level will be evaluated with the appropriate TEAM evaluation rubric, which outlines robust evaluation and support criteria and processes. For instance, TEAM rubrics require that performance portfolios be created and stipulate that feedback meetings between evaluators and those being evaluated must occur throughout the academic school year. Additionally, weekly administrative meetings occur throughout the year; these meetings serve as a time for leaders to check-in and flag any areas where support may be needed. Further, leaders participate in professional development throughout the academic year and engage in one or two weeks of administrative-specific summer professional development prior to the summer professional development that staff members complete prior to the start of the school year. Graduates who remain in the classroom receive our robust coaching and professional development supports. Additionally, they are often deployed in teacher-leadership positions such as grade level leads and receive supports specific to these assumed roles to ensure that their capacity continues to expand after graduating completing the program.

- Leadership Opportunities for Teachers: We will provide multiple opportunities for teachers to assume leadership roles within the school to allow them to expand their skillsets and develop their leadership capacity. For example, teachers may take on roles such as: mentor teacher, department head, or grade level team leader. Certain teachers who have demonstrated expertise in a given topic are also provided the opportunity to facilitate professional development sessions for the staff.
- Internal preparation and development of school-level leadership: Organization-level leadership works closely with school-level leadership, especially with the principal and dean of academics. Such collaboration not only ensures that school-level leadership receives ample support in executing their current roles but also provides valuable development and training in the event a school-level leader is tasked with assuming a network-level leadership role.
- External partnerships: The network has established partnerships with several organizations to build the capacity of leaders and staff. For example, through a partnership with Teach Like a Champion, network leaders receive executive leadership development that includes weekly check-ins and coaching. Additionally, the network has an agreement with Relay School of Education to provide leadership development for principals. The network also offers alternative certification programs through Relay School of Education for teacher aides and pathways to earn a bachelor's degree for any staff who do not currently have a bachelor's degree. The network plans to continue these partnerships and offer these opportunities to staff of NSE.

- Coaching support for teachers: The network utilizes instructional coaches at the network level (in addition to the dean of academics) to provide observation and ongoing instructional support to teachers at the classroom level. Teachers are also provided with timely assessment data to analyze student achievement and make instructional adjustments as needed.
- Cross-training among organizational leadership positions: We strategically embed cross-training tasks and duties in the roles and responsibilities of other network-level leadership positions to ensure that individuals are ready and able to assume other network-level leadership roles if needed. For instance, the business manager works closely with the assistant executive director in understanding the operational processes and needs of the organization.

Facilities

44. Describe facility needs based on the educational program and projected enrollment.

NSE will select a facility that serves the needs of our students and supports our educational program. Specifically, the building will include spacious classrooms, a library, a gymnasium, a cafeteria, separate offices for counselors, a nurse's office, and two teacher workrooms where teachers can find supplies, copy machines, and other resources they need. The cafeteria will be used as a multipurpose room to support important elements of our school model, such as science expos and family events. To support our STEM-focused model, science classrooms will be larger than other classrooms to ensure enough room for lab activities, and all science rooms will be equipped with sinks, eyewash stations and other lab supplies. These classrooms will also have additional storage space for lab equipment. Each classroom in the schools has audiovisual equipment to support instruction, including projectors and interactive whiteboards, and all teachers have their own laptops. Additionally, every student has their own Chromebook.

NSE is using the table below as a general guide for its minimum space requirements (which would be suitable for a school of its size and enrollment). Please note that NSE is using this table as a reference point for what would be ideal for the school. Budgetary constraints may affect how many square feet or what amenities would be available to the school (particularly in the early years of operation).

	Year 1 2027–2028	Year 2 2028–2029	Year 3 2029–2030	Year 4 2030–2031	Year 5 2031–2032
Number of grades	6,7,9	6–10	6–11	6–12	6–12
Number of students	150	250	350	425	495
Instructional Space					
Classrooms needed	6	10	14	17	18
Sq. ft. per classroom	650	650	650	650	650
Total classroom space (sq. ft.)	3,900	6,500	9,100	11,050	11,700
Other instructional rooms needed (special education, small group instruction / RtI^2, tutoring, enrichment)	3	4	5	6	7
Sq. ft. per room	400	400	400	400	400

	Year 1 2027–2028	Year 2 2028–2029	Year 3 2029–2030	Year 4 2030–2031	Year 5 2031–2032
Total space for other instructional rooms (sq. ft.)	1,200	1,600	2,000	2,400	2,800
Total instructional space needed (sq. ft.)	5,100	8,100	11,100	13,450	14,500
Administrative Space					
Number of offices	4	5	6	7	8
Square feet per office	100	100	100	100	100
Total office space (sq. ft.)	400	500	600	700	800
Main office (sq. ft.)	500	500	500	500	500
2 teacher workrooms (1,000 sq. ft. per room).	1,000	1,000	2,000	2,000	2,000
Number of restrooms	2	2	3	4	4
Sq. ft. per restroom	500	500	500	500	500
Total space for restrooms (sq. ft.)	1000	1000	1500	2000	2000
Total administrative space needed (sq. ft.)	8,000	11,100	15,700	18,650	19,800
Multipurpose Space					
Library (2,000 sq. ft.)	2,000	2,000	2,000	2,000	2,000
Multipurpose Room (1,000 sq. ft.)	1,000	1,000	1,000	1,000	1,000
Cafeteria (5,000 sq. ft.)	5,000	5,000	5,000	5,000	5,000
Gymnasium (7,000 sq. ft.)	7,000	7,000	7,000	7,000	7,000
Common areas (i.e., hallways and other circulation areas); assume 25% of instructional, administrative, and multi-purpose space)	5,750	6,525	7,675	8,412	8,700
Overall facility needs in sq. ft. (to operate successfully)	28,750	32,625	38,375	42,000	43,500

Nashville School of Excellence will work with its network finance and operations teams, the property owner, an architectural partner, and a general contractor partner to ensure the school's facility continues to be compliant with ADA, health and safety requirements as well as with city planning review procedures.

These requirements will be analyzed and met as part of the facility due diligence process and captured in the school's budgeting process. These costs (which would be a part of tenant improvements) are captured in the rent line item in the budget.

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.

Upon approval of this charter application by Metropolitan Nashville Public Schools, Nashville School of Excellence is seeking to lease or purchase a facility in the Nolensville Pike community. NSE is using the table above as a general guide for its minimum space requirements (which would be suitable for a school of its size and enrollment). At the time of the writing of this application, we have identified a promising facility option located at 5880 Nolensville Road. We are in the process of working with our realtor to negotiate the purchase of this space. NSE's sponsor, the Read Foundation, is working with an experienced real-estate firm, Universal Commercial Real Estate, to identify a property for the new school. The executive director of the charter network, Dr. Samuel Beyhan, and the assistant executive director, Mugire Ayci, while leading the Read Foundation/Memphis School of Excellence, are responsible for leading the search for NSE. Both have helped oversee facilities management for the organization, including helping to lead the purchase and financing of a $6M campus in Memphis in 2020, which serves as the home of two of the organization's charter schools: Memphis School of Excellence Cordova Elementary (K–5) and Memphis School of Excellence Cordova Middle and High School (grades 6–12). The property has 14 acres with 90,000 sq. ft. of building space (and formerly served as the campus of Harding Academy).

In 2022, Dr. Beyhan and Mr. Ayci helped lead the refinancing of the organization's facility debt (approximately $10M), securing a 30-year, fixed rate bond with Equitable Facilities Fund. Currently, Dr. Beyhan and Mr. Ayci are overseeing the construction of new space (~$3.5M project) in Memphis for the network office. In addition to the network team's experience with facility acquisition, the organization will work with the following partners, as needed:

- Real Estate Broker – the Read Foundation is working with Universal Commercial Real Estate, an experienced and well-regarded real estate firm to locate a property for lease and negotiate terms.

- Architectural Firm – A reputable and experienced architectural firm will be retained to assist the NSE team with any needed renovations for NSE's facilities.
- General Contractor – A reputable and experienced general contractor will be retained (via a competitive RFP process) to complete any needed facility upgrades and renovations for NSE's facilities.
- Consultants – the Read Foundation works with GT3 Group, which can assist the organization with financial planning and building acquisition and financing strategies.

Transportation

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.

Nashville School of Excellence (NSE) plans to support students' daily transportation needs. One bus has been included in the budget for Year 1 of the school's operation and we have increased the number of busses included in the budget each year as the projected enrollment of the school increases. The director of culture and discipline will be responsible for overseeing transportation at the network level, and the dean of students will oversee the daily functioning of transportation at the school level (the principal will manage these responsibilities in Year 1). We plan to offer bus transportation to students who live a distance greater than 2 miles from the school. The director of culture and discipline and the dean of students (or principal in Year 1) will collect information over the summer prior to the school's opening in order to identify geographic clusters of students in need of transportation, which will in turn enable our staff to create efficient bus routes. This is a process we have used at our existing schools to maximize daily transportation service for students who need it and has proven to be an effective an accurate approach. However, our budget does anticipate a positive fund balance each year, which would allow NSE to add additional buses if necessary to meet the needs of the student population. The dean of students (or principal in Year 1), with the support of school staff will also support families in securing free public transport for eligible students and developing carpool networks.

We will contract for bus services with a reputable transportation provider. To select a transportation vendor, we will follow a request for proposal (RFP) process to ensure we contract with a qualified vendor that is prepared to provide the services required by our school. The RFP process will be overseen by the director of culture and discipline. The director of culture and discipline, with support from the business manager, will share the RFP with potential vendors via email and by posting it to our school's website. We will consider the following criteria when selecting a vendor: pricing, service capability, experience, business practices. The decision for selecting a transportation vendor will be made by the director of culture and discipline with oversight from the assistant executive director and final approval by the Board.

To ensure compliance with Tennessee Code regarding providing transportation, we will implement the following practices:

- The director of culture and discipline will be appointed to oversee transportation services.

- The director of culture and discipline will have completed a student transportation training program upon assuming the role and will complete four hours of transportation training every subsequent year.
- We will submit the name of the director of culture and discipline to the department of education by August 15 of every school year we are in operation.
- We will implement a transportation policy that addresses the following:
    - Procedure for reporting bus safety complaints
    - Procedure for investigating safety complaints, including specific timelines
    - Procedure for displaying safety-complaint-reporting phone number
    - Process for annual notice to students and parents
    - Policy for the collection and maintenance of bus maintenance and inspections, bus driver credentials, complaints received and corresponding records
- We will require that the number to call to report complaints is displayed on the rear bumper of each contracted bus.
- We will define a process to provide annual notice to parents and students about the reporting complaints.
- We will adopt a policy that outlines the procedure for collecting and maintaining required records.

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.

Transportation for Students with Special Transportation Needs: We will provide transportation as required by students' IEPs or 504 plans. The director of culture and discipline will work closely with the special education coordinator at the network level, alongside the dean of students (or principal in Year 1) at the school level to identify students who need transportation according to their IEPs or 504 plans. As described above, we have allocated funds to meet all anticipated transportation costs. If more students enroll with special transportation needs or transportation costs for students with special needs otherwise exceed our budgeted amounts, we will immediately modify the budget to ensure that all students receive all mandated transportation services.

Compliance with State and Federal Laws and Regulations: To ensure that we are in full compliance with state and federal laws and regulations, the director of culture and discipline will review laws and regulations that relate to transportation on an annual basis. Based on this review, any needed changes will be implemented to ensure compliance.

Health and Safety

48. Describe the plan for meeting the medical needs of students, including how the school will provide nursing services.

Our school will fully comply with the requirements outlined in the Coordinated School Health Program, which connects physical, emotional, and social health education through eight inter-related components. As described on the TDOE website,[65] these components include health education; health services; nutrition; physical education and activity; healthy school environment; school counseling, psychological, and social services; student, family, and community involvement; and staff wellness. Below includes information about how we will address each component:

- Health Education: We will require students to take Wellness, a state-mandated graduation requirement, to advance students' understanding of nutrition, substance use and abuse, mental health, human growth and development, first aid and safety, and personal fitness. Teachers who teach the Wellness course will be trained in teaching health.
- Health Services: We will contract for nursing services through a qualified provider who will send nurses to be stationed at the campus on a daily basis for at least four hours per day. We will also ensure that office staff have been trained to administer medication. The director of culture and discipline will oversee matters related to health services, with the dean of students (or principal in Year 1) providing direct support; both will work with the principal and school counselor to ensure the physical and mental health of all students. IEPs that mandate that students receive special health care will be implemented with fidelity; if needed, we will adjust our staffing and budget to satisfy all legal requirements.
- Nutrition: As described in the Food Service section, we will comply with the nutritional regulations outlined by the USDA, National School Lunch Program, and T.C.A. § 49-6-2301—2307. Additionally, nutrition will be covered in Wellness classes.
- Physical Education and Activity: All students will be required to satisfy physical education requirements as needed for graduation. Physical education classes will be taught by qualified teachers. Further, we will provide students with the opportunity to engage in a number of sports.
- Healthy School Environment: We will secure a school facility to ensure that it is physically safe and aesthetically welcoming. Additionally, as articulated below, we will implement safety measures to ensure the safety of students, staff, and parents on a daily basis, and the school will conduct regular drills to prepare for any instances of emergency.

[65] https://www.tn.gov/education/districts/health-and-safety.html.

- School Counseling, Psychological, and Social Services: We are so committed to students receiving individual academic, social, and emotional support that we have stated it in our mission. We will support students through a range of methods, including the implementation of the PBIS tiers of support, described in detail in the School Culture and Discipline section. We will also employ a school counselor who will be available to support students in need. Starting in Year 4, as our school population grows, we expect to add a second counselor (with the title dean of college and career). If it is determined that a student requires psychological support beyond our capabilities, we will work with the student, the student's parents, and community agencies to connect the student with all needed service providers.
- Student, Family, and Community Involvement: As stated throughout this application, parent and community involvement is critical to the success of our school. We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following:
    - Parent Board Member
    - School Advisory Council
    - Parent–Teacher Organization
    - Orientations
    - Meet-and-Greets
    - Home Visits
    - Multiple Communication Mechanisms
    - Parent–Teacher Conferences
    - School Events
    - Volunteering Opportunities
    - Parent Information Room
    - Parent Recognition Program
    - Adult Education Classes
    - Parent Academy

Staff Wellness: We fully appreciate the need to encourage wellness among our staff; we will promote work-life balance and other wellness initiatives. We have established various wellness events for staff (e.g., yoga sessions, kickball games, self-defense classes). Additionally, as indicated in the Personnel/Human Capital and Planning and Budget Worksheet sections, we will provide generous benefits (including health, vision, and dental policies) to ensure that our staff has access to all needed services to maintain their overall health.

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.

Ensuring the safety of students, staff, and school guests, as well as securing the school's property is of critical importance and will be a fundamental priority in the operation of our school. The dean of students (or principal in Year 1) will be responsible for the safety of the school during

day-to-day operations with direct support from the director of culture and discipline. The dean of students reports to, receives support from, and is evaluated by the principal. The dean of students is responsible for overseeing the cultural, safety, and behavior management aspects of the school. Specifically, the dean of students' responsibilities include:

- Oversight of ongoing operations at the school
- Ensuring the school maintains a safe and orderly learning environment
- Oversight and support for educators with implementing the school's PBIS system and approach to discipline
- Oversight and management of discipline data
- Managing transportation services, with support from the director of culture and discipline
- Managing health services
- Performs other related duties as required and assigned

In compliance with Tennessee Code, we will develop a comprehensive school safety plan that includes policies and procedures for crisis intervention, emergency response, and emergency management. The safety plan will be posted for public comment for at least 30 days before it is approved by the board. Our target date for completion of the plan is April 2027 but, we will modify our timeline to align with the authorizer's requirements as needed. Below outlines our anticipated timeline and approach for completing the plan:

Timeline	Approach
December 2026 – March 2027	• The principal reviews our existing schools' plans and identifies areas that need to be adapted for NSE's specific context • The principal and network leadership team work in collaboration to draft the plan • The principal seeks input and guidance from the authorizer as needed and/or required • A final draft is completed by the end of February • The board votes to approve the final draft for public comment
March 2027	• The final draft is open for public comment for 30 days
April 2027	• The board reviews public comments and directs the principals to make revisions as deemed necessary

Timeline	Approach
	• The revised draft is presented to the full board for review and discussion • The board votes to approve and formally adopt the plan • The plan is submitted to all required entities

We will use the state's template and our existing plans to ensure that the plan addresses all requirements, including the following:

- Identify an emergency response team and school safety team, appointed by the principal
- Provide policies and procedures for:
    - School building security
    - Evacuation
    - Cyber security preparedness and protection
    - Background checks
    - Communicating with law enforcement and families about emergencies
    - Coordinating with mental health service providers and related agencies
    - Students and all school personnel to complete safety training annually
- Ensure law enforcement and other relevant agencies have access to floor plans and other school information that detail the facility and surrounding grounds
- Specify violence prevention and intervention strategies
- Require, at minimum, one armed intruder, incident command, and emergency safety bus drills to be conducted annually and as outlined in Tennessee Code
- Maintain the results of drills for a minimum of 5 years, making them available to local law enforcement and departments of education and safety upon request
- Conduct all other required drills (e.g., fire) as required by Tennessee Code

We will call on all school stakeholders—from staff to students to parents—to ensure the safety of our school. Safety expectations and procedures will be covered for staff during summer professional development. Students and parents will be informed during their orientation sessions. In addition, we will review procedures and conduct regular safety drills as required throughout the school year.

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.

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.

Food Service

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.

At Nashville School of Excellence (NSE), we will offer food service to students that fully complies with all applicable district, state, and federal guidelines and regulations, including those outlined by the USDA, the National School Lunch Program, and T.C.A. § 49-6-2301—2307. Our food service plan will include making breakfast and lunch available to all students for every day school is in session. We intend to partner with Metro Nashville Public Schools (MNPS) to provide students breakfast and lunch and track student meals according to their systems. However, in the event we are unable to partner with MNPS, we will offer breakfast and lunch through a catering company, and the dean of students (or principal in Year 1) will be responsible for overseeing a system for tracking meals. The director of culture and discipline, with support from the school business manager, will manage tasks to ensure we comply with all applicable District, State, and Federal guidelines and regulations. Our meals will be designed to meet the nutritional needs of all our students, including those who live in households with low incomes. The director of culture and discipline will be responsible for working with the business manager at the school to make certain that parents and guardians complete the Federal free-and-reduced-price lunch program paperwork to determine student eligibility.

To select a food service vendor, we will follow a request for proposal (RFP) process to ensure we contract with a qualified vendor that is prepared to provide the services required by our school. The RFP process will be overseen by the director of culture and discipline, who is responsible for food service across our network of schools. The director of culture and discipline, with support from the business manager, will share the RFP with potential vendors via email and by posting it to our school's website. The RFP will clearly identify the scope of work and all applicable deadlines. We will consider the following criteria when selecting a vendor: pricing, service capability, experience, business practices. The decision to select a food service vendor will be made by the director of culture and discipline, with oversight and input from the assistant executive director and final approval by the Board.

Start-up Plan

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.

Category	Task/Activity	Responsible Individuals	Compensation	Timeline
Governance	Update Board orientation handbook	Board President	N/A	6/1/26 – 9/1/26
Governance	Revise Board policies as needed	Board President	N/A	6/1/26 – 9/1/26
Governance	Orient Board members to the approved school	Board President	N/A	Within one month of the school's opening
Governance	Select a parent representative from Nashville	Expansion Committee, Board Members	N/A	Within six months of the school's opening
Governance	Hold regular Board meetings	Board President	N/A	Ongoing
Operations and Administration	Update student/parent handbook	Director of School Culture and Discipline	In Kind	4/1/27-7/1/27
Operations and Administration	Update safety manual and crisis and emergency plans and procedures	Principal	In Kind; In Kind; Salary; Salary	1/2/27 – 4/1/27
Operations and Administration	Create an internal compliance calendar	Assistant Executive Director; Principal; Business Manager	In Kind; Salary; Salary	1/2/27 – 5/1/27
Operations and Administration	Refine schoolwide procedures and policies to fully comply with charter contract	Assistant Executive Director; Principal; Business Manager	In Kind; In Kind; Salary; Salary	1/2/27 – 7/1/27

Category	Task/Activity	Responsible Individuals	Compensation	Timeline
Operations and Administration	Secure food service vendor	Director of Human Resources and Operations; Principal	In Kind	1/2/27 – 7/1/27
Operations and Administration	Set up student information system (SIS)	Technology Coordinator; Principal; Business Manager	In Kind; Salary; Salary	1/2/27 – 7/1/27
Operations and Administration	Identify vendors/service providers for supplies, furniture, equipment, etc.	Director of Human Resources and Operations	In Kind; In Kind; Salary; Salary	1/2/27 – 4/1/27
Operations and Administration	Negotiate and execute vendor/service provider contracts	Director of Human Resources and Operations; Principal	In Kind	4/1/27 – 5/1/27
Operations and Administration	Procure school start-up equipment, furniture, materials, and supplies	Director of Human Resources and Operations; Principal	In Kind; Salary; Salary	By 5/1/27
Community Engagement and Recruitment	Convene monthly Parent Teacher Association meetings	Board; Executive Director	N/A; In Kind	Ongoing
Community Engagement	Hold monthly community meetings	Principal, Executive Director	N/A; In Kind	Ongoing
Community Engagement	Create marketing materials	Marketing and Outreach Specialist	In Kind	5/1/26 – 8/1/26
Community Engagement	Launch student recruitment efforts	Marketing and Outreach Specialist; Principal	In Kind	8/1/26
Community Engagement	Accept and acknowledge student applications	Director of Human Resources and Operations; Business Manager	In Kind; Salary	1/1/26 – Last Friday of February
Community Engagement	Hold informational sessions for prospective students and parents	Marketing and Outreach Specialist Principal	In Kind; Salary	8/1/26 – 2/1/27
Community Engagement	Hold enrollment lottery (if needed)	Principal	Salary	First Friday of March

Category	Task/Activity	Responsible Individuals	Compensation	Timeline
Community Engagement	Notify parents of lottery results and admission status	Principal	Salary	First Friday of March
Community Engagement	Hold registration	Principal	Salary	Two weeks after lottery – 7/1/27
Community Engagement	Hold parent and student orientations	Principal; Dean of Academics	In Kind; Salary; Salary	5/1/27 – 8/1/27
Human Resources	Finalize and adopt personnel policies and procedures	Director of Human Resources and Operations; Executive Director;	In Kind; N/A	6/1/26 – 10/1/26
Human Resources	Coordinate benefits	Director of Human Resources and Operations; Principal;	In Kind; In Kind	6/1/26 – 10/1/26
Human Resources	Launch Principal hiring process	Executive Director	In Kind	Complete
Human Resources	Target date for selecting Principal	Executive Director	In Kind	Complete
Human Resources	Target start date for Principal	Executive Director	In Kind	Complete
Human Resources	Recruit Business Manager	Director of Human Resources and Operations; Principal	In Kind	9/1/26
Human Resources	Target date for selecting Business Manager	Director of Human Resources and Operations; Principal	In Kind	12/30/26
Human Resources	Target start date for Business Manager	N/A	Salary	1/2/26
Human Resources	Recruit Dean of Academics	Executive Director; Principal	In Kind	10/1/26
Human Resources	Target date for selecting Dean of Academics	Executive Director; Principal	In Kind	5/1/27
Human Resources	Target start date for Dean of Academics	N/A	Salary	7/1/27

Category	Task/Activity	Responsible Individuals	Compensation	Timeline
Human Resources	Recruit Dean of Students	Executive Director; Principal	In Kind	11/1/27
Human Resources	Target date for selecting Dean of Students	Executive Director; Principal	In Kind	6/1/28
Human Resources	Target start date for Dean of Students	N/A	Salary	7/1/28
Human Resources	Recruit Clerical Staff	Principal and Deans	In Kind	2/1/27
Human Resources	Target date for selecting Clerical Staff	Principal and Deans	In Kind	6/1/27
Human Resources	Target start date for Clerical Staff	N/A	Salary	7/1/27
Human Resources	Recruit Counselor	Principal and Deans	In Kind	2/1/27
Human Resources	Target date for selecting Counselor	Principal and Deans	In Kind	6/1/27
Human Resources	Target start date for Counselor	N/A	Salary	7/1/27
Human Resources	Launch Teacher hiring process	Director of Instruction/Secondary Programs; Principal	In Kind; Salary	2/1/27
Human Resources	Target date for completing Teacher hiring	Director of Instruction/Secondary Programs; Principal	In Kind; Salary	7/1/27
Human Resources	Target start date for Teachers	N/A	Salary	8/1/27
Human Resources	Create daily student and teacher schedules	Principal; Business Manager	In Kind; Salary; Salary	4/1/27 – 8/1/27
Academics	Plan summer professional development	Director of Instruction/Secondary Programs; Director of Special Programs/Elementary Education; Principal; Dean of Academics	In Kind; Salary; Salary	By 7/31/27

Category	Task/Activity	Responsible Individuals	Compensation	Timeline
Academics	Plan fall professional development	Director of Instruction/Secondary Programs; Director of Special Programs/Elementary Education; Principal; Dean of Academics	In Kind; Salary; Salary	By 7/31/27
Academics	Create professional learning community calendar	Director of Instruction/Secondary Programs; Director of Special Programs/Elementary Education; Principal; Dean of Academics	In Kind; Salary; Salary	By 7/31/27
Academics	Hold summer professional development	Director of Instruction/Secondary Programs; Director of Special Programs/Elementary Education; Principal; Dean of Academics	In Kind; Salary; Salary	7/28/27 – 8/1/27
Facilities	Close on facility	Executive Director; Principal; Expansion Committee	In Kind; N/A	7/31/26
Facilities	Complete renovations	Executive Director; Principal; Expansion Committee	In Kind; N/A	By 5/31/27
Facilities	Inspections	Executive Director; Principal; Expansion Committee	In Kind; N/A	By 6/30/27
Facilities	Occupancy begins	N/A	N/A	7/1/27
Financial Management	Formalize fiscal management policies and procedures	Executive Director; Board President; Board Treasurer	In Kind; N/A; N/A	6/1/26–9/1/24
Financial Management	Create standard financial reporting package for the Board and leadership	Executive Director; Board Treasurer	In Kind; N/A	7/1/26–9/1/24

53. Describe contingency plans for common startup challenges including:
    - Not meeting enrollment targets;
    - Not meeting fundraising goals;
    - Hiring challenges; and
    - Facility delays.

Nashville School of Excellence (NSE) is prepared for various common start-up challenges, as described below.

- Not meeting enrollment targets: Being able to attract students and families is important for the academic and operational success and financial sustainability of the organization. The network has been successful in recruiting and retaining families at its existing schools since inception, with a student retention rate of over 90% from the 2023–2024 school year to the 2024–2025 school year. To build relationships in the Nashville community, the network has been engaging in a number of community engagement activities: visiting community centers and hubs (e.g., faith-based organizations, businesses, feeder schools); attending community events; and placing advertisements in print and through online media platforms and social media, as described in detail in the Family and Community Engagement and Support section. Through our experience in consistently meeting enrollment and retention targets, we have established a vigorous monitoring system to ensure the school is meeting key benchmarks leading up to its opening. If at any time the school is falling short of targets, the school will intensify recruitment and marketing efforts (described in detail in the Family and Community Engagement and Support section). Our team regularly discusses contingency planning for our budget; additionally, school leaders, network leaders, and the board (and specifically the board's expansion committee) will meet regularly to monitor enrollment targets. If needed, school, network, and board leadership will address enrollment shortfalls through action plans that may include budget adjustments (e.g., adjustments to staffing as needed).
- Not meeting fundraising goals: The sponsor of NSE, the Read Foundation, operates four additional charter schools. As noted above, our team regularly discusses contingency plans for our budget and the organization has been successful in achieving budget surpluses each year and has accumulated a healthy cash reserve of approximately $8M. Should the school fall short on fundraising goals, the sponsor is well-positioned to support the school financially during the start-up period.
- Hiring challenges: Our experienced human resources team will support the school in implementing a robust recruitment and hiring process, as described in detail in the Staffing section. Our human resources team has established systems and structures that have proven

to be effective in identifying and hiring high-quality candidates. In growing its network of schools, it is critical to have education talent at all levels of the organization: the network level, school leaders and administrators, teachers, and support staff. To ensure that our network has the human capital to successful achieve its desired outcomes, it is establishing a number of strategies to recruit/retain talent:

- Advertising through print, radio, and online media outlets; school leader and teacher preparation programs; universities; and education job sites
- Attending job fairs
- Networking with local colleges and universities that produce teacher candidates, such as Middle Tennessee State University, Tennessee State University, Trevecca Nazarene University, and Tennessee Tech
- Developing relationships with local education organizations (e.g., Teach For America, iTeach, Relay Graduate School)
- Utilizing our internal database; since opening in 2010, we have been compiling a job application database. Currently, our database contains more than 1,500 instructional candidates from which we can hire
- Leveraging referrals from current employees
- Utilizing current talent within the network for its new charter schools opening in Nashville
- Developing leadership pipelines through our "Grow Your Own Admin" program, which is referenced throughout this application
- Allocating veteran and new staff strategically across the network so that our new schools are staffed with teachers and administrators who have valuable experience from working at our other school(s), allowing them to provide meaningful operational and academic support to staff new to the network and/or teaching

Additionally, we have established systems for unexpected vacancies. For example, interventionists are able to serve as interim teachers to ensure continuity in instruction should there be a vacant classroom position.

- Facility delays: NSE is working to identify a number of options in its targeted location and will continue to work with Universal Commercial to identify additional properties if needed. NSE has budgeted conservatively (and in alignment with the current real estate market in Nashville) for its facilities and believes it will secure an ideal property within the framework of the current 5-year budget plan. If needed, NSE will consider a delayed opening to ensure the school has a facility that will meet the school's needs.

Operations Capacity

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.

The team who will support the founding of NSE incudes school-based leadership, network-level support staff, and board members. This team boasts diverse and extensive professional experience in the areas required to implement the operational plan successfully. A summary of the capacity and qualifications of the team is detailed below.

- Teacher and leader recruitment and retention: Our network team is experienced in teacher and leader recruitment and retention, particularly through our experience in opening and operating our four existing schools. This experience has taught us that in growing a network of schools, it is critical to have education talent at all levels of the organization: the network level, school leaders and administrators, teachers, and support staff. Our director of human resources and operations has a strong track record of overseeing our human resources team, which implements our recruitment and retention strategies, with the support of the principal and other staff. We have applied these strategies across our existing schools and are prepared to apply our experience to recruiting and retaining highly qualified staff in Nashville, while still tailoring our approach to the unique context of that community and market.
- Professional development and performance management: Most of our governing board members and network leaders have served in their positions for many years, resulting in a team that has vast experience governing multiple charter school campuses in Tennessee and educators with experience as school leaders and administrators within our network as well as in other high-performing schools within the United States and internationally. As such, our team has significant experience in overseeing the academic success of charter schools, including implementation of professional development and performance management.

- Professional Development: The director of instruction/secondary education is responsible for professional development across the network. More specifically, the director of instruction/secondary education creates an annual professional development calendar for the network that includes network-wide professional development sessions such as data analysis and application after the administration of a major assessment, as well as sessions led by external providers, such as consultants from Teach Like a Champion. The Director of instruction/secondary education has 16 years of experience in education, including 16 years of experience in education, including 9 years at the Read Foundation, where she has served as a teacher, instructional coach, and dean of academics. The director of instruction/secondary education works closely with other members of the network academic team when creating the initial professional development calendar and throughout the year to identify areas that need to be addressed during professional development time.
- Performance Management: The members of our founding team also have extensive experience in performance management, many of them having served as leaders in their positions for years. For example, members of the governing board have held responsibility for the performance of our existing schools and the executive director is accountable for the success of each of our existing schools and must manage a large team to meet annual goals. Additionally, the assistant executive director has overseen the supervision, policy development, and implementation of human resources, operations, and finance departments. Additionally, one of our board members has extensive individual professional expertise in charter school leadership and performance management.

- Student health: Our network and school-based leadership teams have years of experience in overseeing health services both at our existing schools and schools across the country and internationally. For example, our director of school culture is responsible for overseeing health services at our four existing schools, with the support of operations staff at the network level and the principals at each site. Additionally, because our founding principal has experience serving as a principal, he also has experience successfully managing school operations, including health services.
- Student safety and security: At the network level, our director of culture and discipline has years of experience overseeing safety and security for our four existing schools. He works in collaboration with the principals and deans of students at each site to ensure each school has an effective safety and security plan in place. Furthermore, our founding principal has experience overseeing student safety and security in his previous school leadership roles. Additionally, given that we currently operate four schools, we already

have an effective school crisis plan developed. We will adapt that plan to meet the needs of Nashville and implement the plan as needed at our proposed school.

- School operations: At the network level, our operations teams (including our director of school culture and our director of human resources and operations) have years of experience supporting each of our four existing schools with school operations, including transportation and food services. Furthermore, our board has extensive experience approving requests for proposals (RFPs) and vendor contracts for services such as food service and transportation. Our founding principal has also overseen operations in his previous positions.
- Facilities acquisition and management: The executive director of the charter network, Dr. Samuel Beyhan, and the assistant executive director, Mugire Ayci, while leading the Read Foundation/Memphis School of Excellence, have helped oversee facilities management for the organization, including helping to lead the purchase and financing of a $6M campus in Memphis in 2020, which serves as the home of two of the organization's charter schools: Memphis School of Excellence Cordova Elementary (K–5) and Memphis School of Excellence Cordova Middle and High School (grades 6–12). The property has 14 acres with 90,000 sq. ft. of building space (and formerly served as the campus of Harding Academy). In 2022, Dr. Beyhan and Mr. Ayci helped lead the refinancing of the organization's facility debt (approximately $10M), securing a 30-year, fixed rate bond with Equitable Facilities Fund. Dr. Beyhan and Mr. Ayci have also overseen the construction of new space (~$3.5M project) for the network office. In a previous role as a founding principal of a school in Waco, Texas, Dr. Beyhan oversaw a $5M renovation project over the course of a year. In addition to the network team's experience with facility acquisition, the organization will work with the following partners, as needed:
    - Real Estate Broker – the Read Foundation is working with Universal Commercial, an experienced and well-regarded real estate firm to locate a property for lease and negotiate terms.
    - Architectural Firm – A reputable and experienced architectural firm will be retained to assist the NSE team with any needed renovations for NSE's facilities (unless landlord-managed tenant improvements).
    - General Contractor – A reputable and experienced General Contractor will be retained (via a competitive RFP process) to complete any needed facility upgrades and renovations for NSE's facilities
    - Consultants – the Read Foundation works with GT3 Group that can assist the organization with financial planning and building acquisition and financing strategies.

While our current leadership team brings deep experience in operations, we recognize that opening a school within a new regional context presents new operational challenges. Specifically, operating in Nashville will require additional local expertise in compliance requirements. To proactively address these gaps, we have strengthened our governance and leadership capacity in several ways. First, we have added two governing board members who reside in the Nashville area and bring valuable local knowledge, networks, and insight into community priorities. Second, we have hired a founding principal who will serve as the school's local leader, building relationships, establishing a strong presence, and ensuring alignment with both our network model and Nashville's educational context. Upon approval of this charter application, we will continue to expand our Nashville-based team by hiring key roles to support operations, including an enrollment coordinator within 12 months and a business manager for Year 1 of the school's operations.

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?

Organizational health at NSE will be measured through a combination of quantitative and qualitative indicators aligned with the practices at our existing schools. We define health as the school's ability to maintain effective leadership, sound financial health, and a positive, consistent school culture that supports student learning. We have established a number of metrics to measure our organizational health across our network, which will also be applied at NSE. These are listed below:

Operational and Climate Goals			
Attendance	SIS	1 time per year	NSE will maintain an average student attendance rate of 96% or better.
Chronic Absenteeism	SIS	1 time per year	Fewer than 20% of students will be absent for 10% or more of their enrolled days instruction.
Suspensions	SIS	1 time per year	Middle School: <3%; High School: <5%
Expulsions	SIS	1 time per year	Middle School: 0%; High School: <1%
Student Retention	SIS	1 time per year	>90%

Staff Retention	HR Files	1 time per year	>90%
Restorative Practices	Staff training participation	1 time per year	100% of staff members will have been trained on restorative practices
Family Partnerships	Home visits	1 time per year	80% of parents will receive home visits virtually or in-person
Financial Goals			
Financials	Budget	Monthly	NSE will demonstrate fiscal sustainability and stability through efficient use and monitoring of resources and develop and maintain balanced budgets each year.
Audit	Third Party Audit	1 time per year	NSE will ensure that an annual audit is conducted by an independent certified public accountant and contains no material findings.

Our network maintains a thorough data dashboard that allows network leadership, school leadership, and the Board to monitor our progress toward meeting our established goals. School leaders regularly refer to the dashboard during leadership team meetings, and network leaders use the dashboard to make decisions about how to support each school. Additionally, during Board meetings, the executive director utilizes the dashboard to present updates on progress so that directors are informed about the school's progress toward meeting goals and have the opportunity to ask questions and engage in related discussion. If these processes reveal that goals require revision, the executive director will develop and present modified goals to the Board for approval. Prior to revision, the Board will be provided evidence to support the need to modify goals and will be given a plan for the achievement of the revised goals upon Board approval to modify.

While our approach to setting and monitoring organizational goals at NSE will be largely similar to our approach at our existing schools, one difference will be an added layer of support and accountability at the network and board levels during the first year of operation. As described in the Governance section, the Board will establish an expansion committee that will be tasked with supporting and monitoring the school's academic, operational, and financial data during the planning year and first year of operation to ensure that NSE is on track to open and implement our school model effectively. This committee will work closely with network leaders to provide targeted oversight of the school's opening.

Should the school underperform and not meet operational benchmarks, we will have already flagged them as being at risk for underperformance prior to the end of the school year based on robust monitoring and evaluation. Upon being flagged for underperformance, network-level leadership will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for, as well as remedies to, underperformance. Since the executive director is responsible for and held accountable to the academic, financial, and operational benchmarks, the executive director will create a specific growth plan in collaboration with the Board of Directors to remedy underperformance, which will include the following steps and actions:

- Design a Growth Plan - the design of the growth plan will include the following:
  - Outlined specific and measurable actions, expectations, and desired outcomes
  - Detailed resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
  - A detailed timeline for progress monitoring
  - Formal approval from the Board of Directors
- Implement the Growth Plan - the implementation of the growth plan will entail the following:
  - Close monitoring by the Executive Director of progress made toward the plan and its implementation
  - Adherence to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status - the evaluation of employment status will encompass the following:
  - Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
  - Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Budget and Finance

Operating Budget

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.

See Attachment 9.

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.

The following budget narrative for Nashville School of Excellence includes a detailed description of budget assumptions, revenue, and expenditure projections.

NSE's board of directors understands that it has the responsibility for being an excellent steward of public resources and that it is imperative to maintain financial discipline as an organization. With that in mind, NSE has, wherever possible, attempted to underestimate revenues and overestimate expenses, which is consistent with conservative budgeting principles. The board, annually, will develop a budget as well as cash flow projections, taking into account past experiences and known variables - as well as philanthropic resources and public grants available. On a quarterly basis, the board will monitor financial statements, including actuals vs. budget, and will hold the school's leadership team accountable for staying within the budget. Most importantly, the board is committed to the following budget principles:

- Achieving positive operating income each year
- Developing and implementing a financial model that is sustainable on public revenues
- Maintaining a healthy fund balance – In the budget, cash reserve ranges from approximately 14 to 71 days of cash on hand (to effectively address any contingency expenses or delays in reimbursements from the local, state, or federal government)

Nashville School of Excellence has developed a five-year financial model (with revenue and expenses detailed below) that supports the school's model and academic program and that supports the school's mission. Please note that the school will be in operation during the 2027-2028 fiscal year. Student enrollment and TISA projections: NSE's budget is based on the following enrollment plan.

Enrollment Chart	YR 1	YR 2	YR 3	YR 4	YR 5
6th	50	50	75	75	90
7th	50	50	75	75	90
8th	0	50	50	75	90
9th	50	50	50	50	75
10th	0	50	50	50	50
11th	0	0	50	50	50
12th	0	0	0	50	50
Total Enrollment	**150**	**250**	**350**	**425**	**495**

Anticipated funding sources: Nashville School of Excellence anticipates funding from the following sources.

Revenue	Amt.	Funding Notes
TISA	$15,864.28	Per pupil funding amount – per guidance from the TN Department of Education and a reflection of current average per pupil funding levels in Metro Nashville Public Schools. NSE is assuming zero growth year over year (for conservative budgeting purposes)
Title I	$600	Per pupil – based on the operating history of the schools Sponsor, the Read Foundation. NSE is assuming zero growth year over year (for conservative budgeting purposes)
Other Revenue	$50,000 per year	Student fees (uniforms, field trips, athletics) and contributions. Budget assumes a flat amount each year.
Charter School Program Grant	$750,000 total grant	NSE has been awarded $750K in grant funds as part of the Charter School Program grant. Funds will be available to the school upon application approval.
Philanthropy	$850,000 over 5 years	NSE has secured funding support from City Fund ($1K per new student or $150K in year 1 and $100K in year 2). In years 3-5, NSE has budgeted to raise at least $200K per year to support on-going operations. While these funds are not yet committed, the school is confident that it can secure these funds based on the past fundraising success of the Read Foundation.
Read Foundation funding	$500,000	Recognizing the challenges and costs of the new school startup, particularly expenses for facilities, the school's sponsor, Read Foundation, will provide funding to help support NSE during the planning year and first few years of operation, The Read Foundation has approximately $11M in cash reserves to support its network of schools. These funds are committed.
Verizon Grant	Mult-year commitment	Verizon has provided grant funding for $35K per year that would support IT services and will provide Chromebooks for

Revenue	Amt.	Funding Notes
		new students. The Verizon Grant will be available in years 1-4. These funds are committed.
Lending Institutions	$17.5M+	NSE expects to work with a lending institution to purchase and renovate a facility (~$17.5M). The school anticipates renovating a facility over phases as it grows its grade structure and enrollment. This strategy will also align with its budget capacity as it grows.

Overall, the school is anticipating total revenues of $3.4M in fiscal year 2027-2028. Annual revenues are expected to increase based on additional grades served and increased student enrollment.

Anticipated expenditures: Nashville School of Excellence will have staffing positions as detailed in the table below.

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	Salary Level	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032
Admin/Leadership							
Principal	$97,155.00	1.0	1.0	1.0	1.0	1.0	1.0
Dean of Academics	$80,000.00		1.0	1.0	1.0	2.0	2.0
Dean of Students	$80,000.00			1.0	1.0	1.0	2.0
Instructional Coach	$65,000.00			2.0	2.0	2.0	3.0
Counselor	$65,000.00		1.0	1.0	1.0	2.0	2.0
Operations							
Business Manager	$65,000.00	1.0	1.0	1.0	1.0	1.0	1.0
Secretary	$33,000.00	1.0	2.0	2.0	2.0	3.0	3.0
IT Assistants	$61,000.00			1.0	1.0	1.0	1.0
Teachers							
Teachers	$59,000.00		6.0	10.0	14.0	16.0	18.0
Computer 1	$61,000.00		1.0	1.0	2.0	2.0	3.0

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	Salary Level	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032
Engineering & Design Teacher	$61,000.00			1.0	1.0	1.0	1.0
Spanish teacher- BM	$61,000.00			1.0	1.0	1.0	1.0
Art teacher	$61,000.00		1.0	1.0	1.0	1.0	
Music Teacher	$61,000.00					1.0	
PE teacher	$61,000.00		1.0	1.0	1.0	1.0	1.0
SPED	$61,000.00		1.0	1.0	2.0	2.0	3.0
EL	$61,000.00		1.0	2.0	3.0	3.0	4.0
SPED Aide	$33,000.00					1.0	2.0
RTI	$52,500.00					0	
		2.0	**17.0**	**28.0**	**35.0**	**42.0**	**48.0**

Nashville School of Excellence will receive additional support from network-level staff at the Read Foundation/ Memphis School of Excellence around Academics, Operations, and Finance. As part of that support, the school will pay a proportionate share (based on enrollment) of network-level costs.

Personnel Compensation: Nashville School of Excellence will have a competitive salary structure compared to its peer charter schools as well as the surrounding district. The table below provides average salary levels for NSE's leadership, teaching, and staffing positions.

Role	Average Salary Levels
Principal	$97,155
APs, Deans	$80,000
Counselors	$65,000
General Education Teachers	$59,000
SPED Staff	$61,000

Role	Average Salary Levels
Elective Teachers	$61,000
Coaches/Interventionists	$65,000
Operations Staff	$65,000

Should the school have the necessary financial resources, the school will consider higher increases or additional incentive compensation.

Employer Benefits and Liabilities: Nashville School of Excellence has budgeted the following for employee payroll taxes and benefits:

- 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions
- 0.3% of wages for unemployment insurance
- 0.15% of wages for Worker's Compensation Insurance
- Employer contributions for State Pension – Budget assumes average of 9% of salaries.
- Employer paid health insurance (medical, dental, vision) – Budget assumes average of 11.25% of salaries.

General Operating Expenses: General Operating Expenses are based on the operating history of the Sponsor, Read Foundation/Memphis School of Excellence. The assumptions driving expenses in this category are detailed below (Note: an annual inflation adjustment of 3% has been modeled in the budget in applicable line items):

Contracted Services		
Accounting/audit	Annual estimate	Audit + 990 Preparation
Legal	Annual estimate	Ad hoc legal needs (contracts reviews, employee contracts)
Share of Network Office Expenses	Percentage of Network Costs	Share of Network level costs (based on pro rata enrollment across campuses). Network costs will not be shared by NSE in yrs 1-2 due to the startup phase of the school.
Payroll service	Per FTE	~$350 per employee

Contracted Services		
Special education services	Annual estimate	$25K per year escalating by 3% each year. Includes expenses for monthly contracted services for sped-related services.
District Authorizer Fee	Annual estimate	Authorizer Fee
Copiers (lease + usage)	Per copier	Copiers - $750 per month (1 copier in yr 1; 2 copiers in yr 2; 3 copiers in yrs 3-5)
Phone/Internet Services	Per month	$1,000 per month escalating by 3% each year
Health School Services	Annual estimate	Nursing service - $60K per year with 3% escalation each year
Academic Consultants	Annual estimate	Includes expenses for partnerships including Teach for America, Teach Like a Champion, and other academic program-related partnerships
Other Contracted Services	Annual estimate	Includes annual expenses for contracts with partners including Raptor Technologies (school safety), Mobile Apps, Pitney Bowes (postage), Identogo (background checks); escalates by 3% each year
Supplies & Materials		
Board Expenses	Annual estimate	Annual board training expenses; escalates by 3% each year
Classroom / Teaching Supplies and Materials	Per student	$50 per student
Field Trips	Annual estimate	Primarily field trip transportation costs and fees
Office Expenses	Annual estimate	Office supplies plus copy paper purchases; $30K per year with a 3% escalation

Contracted Services		
Special Education Supplies and Materials	Annual estimate	$15K per year for additional SPED materials (in addition to what has been captured in Textbooks/Workbooks line); escalates by 3% each year
Staff Development	Annual estimate	$50K per year - includes expenses for professional travel and fees
Staff Recruitment	Annual estimate	$15K per year - job postings, fairs, interviews; escalates at 3% each year
Staff Travel	Annual estimate	$10K per year for staff travel expenses (mileage reimbursement, lodging, food). Escalates by 3% each year
Student Recruitment / Marketing	Annual estimate	$20K per year - student outreach supplies and materials and media postings; escalates at 3% each year
Student Testing and Assessment	Per student	$100 per student; NWEA, other assessments
Student Transportation	Annual estimate	1 bus in year 1; 2 buses in year 2; 3 buses in year 3; 4 buses in years 4-5. ($90K per bus). $25K has also been added each year for SPED transportation.
Supplies and Other Materials	Annual estimate	$10K per year; includes PowerSchool and software not directly related to instruction; escalates by 3% each year
Student Laptops	Per student	$500 per device per new student – covered through Verizon Grant
Staff Laptops	Per FTE	$1,500 per device per new staff member
Textbooks / Workbooks	Per student	$500 per student. Estimate based on prior years experiences; includes textbooks, learning software, and other educational-related supplies and materials

Contracted Services		
Parent Meetings	Annual estimate	$2,500 per year; food, supplies and materials for meetings; escalates at 3% each year
IT Support	Annual estimate	IT Support + equipment repairs; $50K per year - escalates by 3% each year
Athletics	Annual estimate	Annual estimate for athletics uniforms, transportation, and fees
Other Supplies	Annual estimate	$15K per year; includes student and staff gifts, and other supplies
Facility Related Expenses		
Facilities cost (rent/debt, interest payments, etc.)	Estimate based on real estate purchase price and renovation needs	Assumes $10M purchase of ~70K sq. ft. that would be renovated in stages. Phase I would renovate 25K for $2.5M for yrs 1-2; Phase II would renovate 25K for $2.5M for yrs 3-5; and Phase III would renovate 20K sq. ft. for $2M for yrs 6+
Furniture	Annual estimate	Initial investment of $150K in year 1, with $50K each year thereafter for new staff and students as well as replacement furniture
Insurance	Annual estimate	$50K per year; General Liability, Umbrella, Building Insurance; escalates by 3% each year
Janitorial Services	Per sq. ft.	Assumes 25K sq. ft. in yrs 1-2; 50K sq.ft. in yrs 3-5; $2.50 per sq. ft.; escalates by 3% each year
Repairs and Maintenance	Annual estimate	Estimate of $50K per year for routine maintenance and repairs
Security Services	Annual estimate	Contracted security services - $30K per year with 3% escalation each year
Utilities	Per sq. ft.	Assumes 25K sq. ft. in yrs 1-2; 50K sq.ft. in yrs 3-5; $2.50 per sq. ft.; escalates by 3% each year

As part of the Read Foundation/Memphis School of Excellence, Nashville School of Excellence will receive support from the network-level office around academics, operations, and finance. As part of that support, NSE will pay a proportionate share (based on enrollment) of network-level office costs.

	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Network Office	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	
Salaries	$2,348,745	$2,383,976	$2,695,236	$2,735,664	$2,970,599	Estimated Annual Salary Costs at the Network Office
Benefits	$610,674	$619,834	$700,761	$711,273	$772,356	Estimated at 26% of Salaries (based on operating history)
Total Network Expenses	**$2,959,419**	**$3,003,810**	**$3,395,997**	**$3,446,937**	**$3,742,955**	
Nashville School of Excellence	7.34%	11.67%	15.60%	18.33%	20.73%	NSE percentage of Network-wide enrollment
NSE Share of Network Office Costs			**$529,915**	**$631,988**	**$775,864**	**NSE's share of Network Office costs; costs not assigned to Nashville School of Excellence in year 1 and 2 due to being a new school without its full grade structure and enrollment**

NSE Nashville will not incur Network costs in years 1-2 as a new school that is in its early stages of development.

Minimum Student Enrollment Needed to Operate in Year 1.

NSE has developed a budget model that has reduced enrollment by 75% of its planned enrollment in years 1-5.

The table below shows a comparison on a year-to-year basis.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Planned Enrollment	150	250	350	425	495
Minimum Enrollment (75% of planned enrollment)	113	188	263	319	371
Variance	**38**	**63**	**88**	**106**	**124**

In this scenario, NSE would make budget adjustments to ensure financial stability. These include the following:

- Staffing reductions (see table below)

Under Minimum Student Scenario	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Eliminated Positions	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**	**2031-2032**
Secretary	1	1	1	1	1
Counselor	1	1			
Teachers	1	2	3	3	3
Dean of Students		1			
Total	**3**	**5**	**4**	**4**	**4**

Other cost reductions would include:

- Reduced annual costs for academic consultants
- Reduced number of copiers and associated costs
- Reduced professional development costs
- Reduced field trip expenses
- Reduced athletics expenses (in early years of operation)
- Reductions based on per pupil and per FTE line items
    - Textbooks

- Classroom/teaching supplies and materials
- Testing and Evaluation
- Staff and student laptops

- The Read Foundation would also reduce or eliminate Network costs sharing at NSE until the school had a revenue base to support those costs. The Read Foundation has a robust balance sheet to support that strategy in the short to medium term.

The minimum budget model in year 1 has a reduction scenario of enrollment of 38. If enrollment was further reduced, NSE would eliminate a teaching position, reduce variable operating expense line items driven on a per pupil and FTE basis, and potentially receive additional cash resources in the short-term from the Read Foundation.

The budget model template details the cost reductions that would be made under reduced enrollment.

The school's contingency plans to meet financial needs for any year the school projects to be operating at a budget deficit.

Budget deficits are usually a result of under enrollment, and lower TISA revenue and potentially higher expenses for student support services. Should TISA decrease (or be lower than expected, or the school has lower enrollment than expected, or the school has higher expenses than expected, NSE would utilize multiple strategies:

- Use cash reserves in the short-term to cover operating shortfalls – Because NSE has support from a charter network with a strong cash reserve (approximately $14M), the school could meet financial needs with lower than anticipated revenue or higher expenses in the short-term, and then make structural adjustments in costs over the medium to long-term (i.e. staffing reductions for non-core-teaching positions and administrative positions, reductions in variable costs including professional services contracts, consulting services, materials and supplies, marketing/promotional items, field trips, etc.)
- Make strategic cost reductions – NSE would make selective reductions in staffing around non-core-teaching positions and administrative positions, reductions in variable costs including professional services contracts, consulting services, materials and supplies, marketing/promotional items, field trips, etc.
- Seek additional philanthropic resources – Nashville School of Excellence (as part of the Read Foundation) has already begun establishing relationships with local philanthropic funders in Nashville, as well as nationally. NSE has secured funding commitments from City Fund, Verizon, and has secured $750,000 in startup funds through the Charter School

Program Grant. NSE believes it will be able to secure additional amounts of philanthropic resources to bridge any financial gaps in its early years of operations.

The NSE cannot necessarily predict the potential level of under-enrollment and lower revenue, but it is confident that it can identify staffing decreases and other costs utilizing the strategies listed above. NSE has created a budget scenario in the Budget Template that uses lower enrollment and revenue to illustrate financial viability.

The cash flow contingency, in the event that revenue projections are not met in advance of opening.

NSE has secured $750,000 in grant funds as part of the Charter School Program grant. Those funds would be available upon authorization of the school and would be able to cover nearly all startup costs detailed in the Budget (startup costs ~$250,000). NSE could utilize additional CSP funds in the startup year if expenses are higher than anticipated. The school is also a part of a network of schools under the Read Foundation and has access to a healthy cash reserve (approximately $14M as of the submission of its charter application). To ensure early cash reserves at the school, the Read Foundation will commit at least $125,000 during the startup year. This will be critical as the CSP grant works on a reimbursement basis.

NSE has also secured funding commitments from local and national partners and will continue to build those relationships during the startup year to secure funds as needed.

Budget and Finance Capacity

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.

Nashville School of Excellence is part of the Read Foundation, which will provide staffing and support services to NSE around accounting, finance, purchasing, and payroll. Staffing positions at the network office include:

- Executive Director (manages the Director of Finance and Director of Human Resources and Operations)
- Director of Finance
    - Financial Analyst
    - Financial Assistant
    - Financial Specialist
- Director of Human Resources and Operations
    - Operations Assistant
    - Operations Clerk
    - Operations Specialist (2 FTEs)

While NSE will also have a Business Manager and clerical personnel at the school that will be involved with accounting, purchasing, and payroll, the Network Director of Finance and the Network Director of Human Resources and Operations will have clear leadership and accountability for the school's finance and operational systems and processes.

NSE will utilize the Read Foundation's existing accounting and finance software, PowerSchool eFinancePlus (which also includes a payroll solution).

In addition, NSE will operate under the policies of Read Foundation which will ensure proper controls and that NSE is an excellent steward of public resources.

These policies include the following areas:

- Development and approval of the school's annual budget (including protocol for any material budget changes during the fiscal year by the management team)

- Purchasing (required procedures, approvals, and signatures for various expenditure amounts and types)
- Internal controls (including invoice processing and documentation, proper segregation of duties)
- Cash flow management
- Entering into contracts or debt financing
- Bank reconciliations
- Annual audit

Please see full financial policies that will be adopted by NSE starting on the following page.

With a strong finance and operations network team (as noted above), along with the Executive Director,, school-based leadership team, and the finance committee of the board of directors, NSE is confident that it has – and will continue to have -- the capacity to maintain strong checks and balances, and policies, processes, systems, and segregation of duties to effectively and efficiently manage its financial resources.

In terms of an annual audit, which is required by state statute, NSE will either utilize the Read Foundation's current auditing partner or conduct an RFP process in future years to select an auditing firm. Criteria will include, but not be limited to:

- Experience working with charter school organizations
- Client references
- Contract costs
- Geographic location of the auditing firm

Compliance with federal or state accounting and reporting requirements: To ensure Nashville School of Excellence has and maintains a robust plan for compliance with state and federal accounting and reporting requirements, the network finance team, school leadership team, and the finance committee of the board of directors will be dedicated to maintaining strong financial and operating systems at the school and network level.

- Finance Committee – The finance committee of the board of directors will be responsible for the governing oversight of the financial operations of the school and network and holding the leadership team accountable for strong financial operations. The finance committee meets quarterly to review the financial efficiency and health of the school and to ensure the school is in compliance with state and federal accounting and reporting requirements.

- Network Finance Team and School-Based Operations Team - The network finance team and school-based operations team (under the direction of the Network Director of Finance) are responsible for ensuring strong finance and accounting systems at the school and that the school is compliant with all state and federal reporting requirements. In addition, the Network and school-based operations teams will oversee the school's other non-academic functions, such as human resources; vendor relations and contract oversight; and the facilities, custodial, security, and food service functions of the school. These positions ensure efficient and effective systems across all areas of the school.
- Executive Director – The Executive Director manages the Network Director of Finance and Network Director of Human Resources and Operations and serves as another check and balance to ensure the school is in compliance with state and federal accounting and reporting requirements.

The following are the financial policies that will be adopted by NSE:
INTERNAL CONTROL MANUAL
READ FOUNDATION
INTRODUCTION
READ Foundation dba Memphis School of Excellence (READ Foundation) has the responsibility to its community to be good stewards of public monies and property. In our efforts to serve the public as READ Foundation Board Members or Employees, READ Foundation established this Internal Control Manual using state and federal directives, and widely recognized best practices

State of Tennessee statutes require the Comptroller's Office, Department of Audit to prescribe uniform accounting systems for entities that handle public funds. Those statutes require public officials to adopt and use the system designated by the Comptroller's Office. The Tennessee Legislature amended TCA Section 9-2-102 in 2015 to require local governments to establish and maintain internal control systems.

The internal control system consists of three objectives and five main components.
THREE (3) OBJECTIVES OF INTERNAL CONTROLS:

1. Reporting – reliability
2. Operations – effective and efficient
3. Compliance – compliant with applicable laws, regulations, contracts and grant agreements

FIVE (5) MAIN COMPONENTS OF INTERNAL CONTROLS THAT ARE REQUIRED TO BE ADDRESSED:

1. Control Environment
2. Risk Assessment

3. Control Activities
4. Information and Communication
5. Monitoring

The purpose of this manual is to ensure that the objectives of reporting and compliance are established. The policies to achieve these objectives are derived from various financial best practices, state and federal laws, and regulations. Policies may be developed to suit the specific needs of READ Foundations` functions and resources. Detailed procedures are developed and documented as a means for entities to comply with its established policies.

CONSIDERATIONS IN DEVELOPMENT OF INTERNAL CONTROLS

Internal control is defined as a process effected by an entity's oversight body, management, and other personnel that provides reasonable assurance that the READ Foundation`s objectives will be achieved.

The internal controls are policies and procedures put in place to help achieve those goals and objectives. By describing how the READ Foundation and its departments expect to meet its various goals and objectives, using compensating controls to minimize risk, the entire READ Foundation becomes more aware of expectations. Each department's internal control plan will be unique; however, it must be based on policies included in this guide which incorporate or reference other comprehensive state, federal or standard setting agency policies that have been adopted.

Constant monitoring of all components will ensure that the ICS (which must be reviewed and updated at least bi-annually) is revised whenever changing conditions justify.

Since READ Foundation's policies and procedures are the control activities for its internal control plans, it is important that they be reviewed in conjunction with the plans and referenced where appropriate. Everyone within the READ Foundation has a responsibility to ensure that internal controls operate effectively.

As directed by T.C.A. 9-18-102 (a) and in accordance with the guidance issued by Tennessee Comptroller's Office, the READ Foundation has adopted this internal control manual. It is critical to note that the development and operation of the internal control system involves everyone in the organization. As such, management must ensure that the manual is shared with all of its employees. The manual is a work in process and will be assessed periodically.

The following sections document the five components of internal control and significant financial and compliance areas that are deemed high risk.

FIVE COMPONENTS OF INTERNAL CONTROL

CONTROL ENVIRONMENT

Overview

The control environment is the foundation for all other components of internal control, providing discipline and structure. Moreover, management establishes the tone regarding the importance of internal control and the expected standards of conduct; and reinforces those expectations at various levels. Control environment factors include the integrity, ethical values and competence of READ Foundation' District personnel; the distribution of authority and responsibility; the development of its personnel; and the attention and direction provided by the governing body.

Objectives

1. The governing body and management should conduct business with integrity and ethical behavior.
2. The governing body and management should provide direction and oversight for READ Foundation internal control system.
3. The governing body and management should hire qualified and competent employees.
4. The governing body and management should establish structure, authority and responsibility to hold individuals accountable for internal control responsibilities.

Policies

1. Conflicts of interest must be disclosed before business is conducted.
2. A code of Ethics has been adopted by the READ Foundation Board and management and is reviewed annually with all employees.
3. The READ Foundation Board has adopted a policy manual.
4. The READ Foundation Board uses the budget process as a means of oversight with departments.
5. Organizational charts are reviewed for needed changes in regards to authority and responsibility.

Procedures

- If there is a conflict of interest, the disclosure statement from the policy manual must be completed and signed in front of a witness and given to the appropriate supervisor.
- The policy manual and corresponding forms are available to all employees and board members on the READ Foundation website, www.sememphis.org
- The READ Foundation Board formally adopts an annual budget. The adopted budget is given to Memphis Shelby County Schools.
- READ Foundation adopted a READ Foundation Board Policy Manual based on TSBA

guidelines. Those policies are reviewed and updated annually by the READ Foundation Board.

- Based on legislative changes, TSBA provides recommended policy updates.
- The READ Foundation will follow TN Dept. of Education`s Local Finance Internal School Uniform Accounting policy where applicable
- The READ Foundation Board has adopted an employee handbook and compensation manual related to the recruitment and retention of highly-qualified employees for the READ Foundation.
- All positions shall be approved through the budget process in accordance with the organizational plan submitted by the Executive Director.
- READ Foundation organizational chart is available on the system website and included in this manual to establish a defined chain of command.
- All positions require a job description and copies shall be maintained in the READ Foundation central office.
- All READ Foundation employees are required to complete annual online training and are encouraged to obtain additional professional and/or continuing education credits.

RISK ASSESSMENT

Overview

READ Foundation officials and management assess the risk of operations continually. READ Foundation has chosen to transfer the most common types of risk through the purchase of the following types of insurance:

- Property and Casualty
- Liability
- Errors and Omissions
- Worker Compensation
- Surety Bonds

There are some risks that cannot be anticipated as they relate to financial and compliance issues. We have assessed the following areas and identified certain risks that necessitate the development of internal control policies and procedures. Internal controls will not eliminate all risk but will help reduce risk to gain reasonable assurance that reporting and compliance objectives are met.

Objectives

1. Collections are complete, timely and accurate.
2. Disbursements are for valid READ Foundation purposes and are properly recorded.
3. Assets are properly safeguarded.
4. READ Foundation is in compliance with contractual, local, state and federal laws

and regulations.

Significant Areas of Risk

Collections (General/ACH)

- Deposits not made within 3 days as required by law
- Deposits not made intact
- Funds not locked away until they are deposited
- No segregation of duties in counting and preparing deposits
- Receipts not assigned to appropriate funds
- Unreconciled accounts
- Commingling of funds

Disbursements/Drafts

- Broken law – expenditures must be appropriated
- Owing late fees and penalties
- Improper reporting in financial statements; inaccurate reporting for the governing body – monthly budget vs actual
- Possible loss of school funds; inappropriate disbursement; theft malfeasance

Safeguarding Assets

- Misuse or loss of assets, not just capital assets (i.e. checking accounts, investment accounts, etc.).
- Payback of grant funds

Reconciliation of Accounts

- Misuse or loss
- Missing entries

Control of Investments

- Lower than expected rates of return

Debt Management

- Debt issuances not in compliance with state law
- Violations of the policies of READ Foundation
- Additional effort with the annual budgetary practices
- Potential for defaulting on principal and interest payments

Grant Management

- Grant requirements may have changed
- The outsourced accountant is not made aware of the grant transactions

The significant areas of risk are identified above and policies and procedures will be documented in the next section to explain how READ Foundation plans to implement internal controls to help reduce the risks associated with these areas of operations

CONTROL ACTIVITIES

Overview

This section is where detailed implemented procedures are documented. The objectives, policies, and procedures are described for each of the significant areas identified in the Risk Assessment section.

COLLECTIONS (GENERAL/ACH)

Objectives

1. Collections are complete, timely, and accurate.
2. Collections are safeguarded.
3. Collections are recorded accurately and in a timely manner in the accounting system.

Policies

1. To receipt all revenues to the appropriate fund and revenue code.
2. To receipt all monies in compliance with the state statutes and intact.
3. Pre-numbered receipts are issued for all collections.
4. Two people are involved in the receipting/depositing process.
5. All collections are recorded in the General Ledger (G/L).
6. Reconciliations are completed monthly.

Procedures

For Funds Collected at School Locations (Internal School Funds)

- Schools must have their own cash drawer or safe at the principal's office, and only principals should have access.
- All monies collected have a tabulation form and are received on pre-numbered receipts.
- Money received at the school is counted by the employee who collects the funds and initials for accuracy. Money is then turned into the central office personnel, who counts and prepares the deposit.
- Funds are deposited daily if possible, but no later than three (3) days after receipt. If funds are kept at school overnight, they must be kept in a secure location.
- Once deposit has been made, the bank receipt is given and attached to the duplicate deposit slip.

For ACH collections

- Most funds collected at the central office are deposited via ACH. The finance specialist, applies the proper revenue code, and provides the information to the accounting firm on a monthly basis as financial transactions report.

DISBURSEMENTS/DRAFTS

Objectives

1. Disbursements are for a valid school system purpose and are necessary.
2. Disbursements are timely.
3. Disbursements are accurately coded and recorded in the accounting system.
4. Disbursements are legally appropriated.

Policies

1. Accounts Payables (A/P) payments are processed daily or weekly, as needed.
2. More than one person reviews the A/P payment process.
3. Checks are created and printed using Financial Software.
4. Separate employees will code invoices and PO's, enter requisitions, and process check files.
5. An electronic purchase order system with approval authorization groups is in place.
6. All vendor checks are mailed or deposited via ACH.

Procedures

- Before purchases are made, electronic requisitions and purchase orders are approved at a minimum by the Executive Executive Director or his Designee (Assistant Executive Director). (Additionally, building principals, finance department supervisors, and grant administrators are required to approve the requisition for their location/area)
- The Purchase Order is issued and provided to the vendor by the finance department.

SAFEGUARDING ASSETS

1. Ensure school system assets are properly valued and protected.
2. Ensure cash, accounts receivable and other asset accounts are reconciled.
3. Ensure school system assets are protected against loss, misappropriation or theft.
4. Ensure inventory items are available when needed.
5. Ensure inventory is necessary and reasonable.
6. Ensure all capital assets and inventories are properly recorded.

Policies

1. The Finance Department reconciles all bank and credit card & purchasing card accounts on a monthly basis within 10 days of receipt of a bank statement.
2. Bank accounts are appropriately collateralized.
3. All bank accounts are held in the School System's name.
4. The School System keeps an asset and inventory log that is updated as assets are acquired and disposed of.

Procedures

- Finance department reconciles all bank and investment accounts monthly and gives to Asst.Exe.Dir. for review and approval.
- All reconciliations are kept in the finance department office
- All employees who handle school monies are bonded and all accounts are in the School System's name and properly collateralized.
- When new assets are acquired, the operations department records them on the appropriate list (inventory or capital assets). If the item is over $500 he/she will affix an asset tag.
- When items are determined to be surplus, destroyed, or need to be sold, the operations

department is responsible for editing the inventory and asset logs.

- Annually, the Asst. Exe. Dir. will review the fixed asset listing. The fixed asset list is provided to auditors annually.

GRANT MANAGEMENT

Objectives

1. Ensure that all grant requirements are met.
2. Ensure that all grant transactions are properly recorded.
3. Ensure that matching funds are available and approved.
4. Grants and grant funded supplies are owned by Read Foundation, Staff may not claim ownership.
5. Grant/Donation applications must be pre-approved by the central office

Policies

1. Every department must notify the finance department when a grant application is submitted and awarded.
2. All grant applications must be approved by the Executive Director prior to submission of the application.
3. Once awarded, a detailed budget is prepared outlining the grant.
4. Grant management responsibilities are assigned to an appropriate employee for every grant.

Procedures

- Appropriate personnel complete the grant application and submit it to the Executive Director or designee. If the grant requires matching funds or maintenance of effort, the application must be approved by the READ Foundation Board and budgeted for in annual budget or via budget amendments.
- The awarded grant has an approved budget detail, and that budget is entered into school system accounting software. If any amendments need to be made to the grant budget, state approval is required.
- The Executive Director assigns grant management responsibilities to the appropriate employee. Finance office submits grant reimbursement requests. Grant reimbursements are issued through ACH and received by the G/L. The finance specialist reviews grants monthly to ensure that funds are properly expended.

MONITORING

Overview

The internal control system changes as technology, staff, objectives and policies change. Management is charged with continually monitoring the internal control system to determine if it is operating as designed and to ensure the policies are being followed.

Objectives

1. To practice activities that monitor the internal control system and evaluate the results.

2. To address deficiencies noted in the internal control system in a timely manner.

Policies

1. To ensure that internal controls do not deteriorate and continue to work as designed over time, an annual risk assessment will be conducted by READ Foundation.
2. To establish more efficient and effective operations over time.
3. To ensure that accurate and reliable financial information is used in decision-making.

Procedures

- Monitor internal control through built-in monitoring activities and separate periodic evaluations and document the results.
- Evaluate differences to determine if:
    1. Changes in internal control have occurred but have not been documented
    2. Internal control has not been properly implemented
    3. Internal control design changes are needed.
- All accounts with financial institutions (checking, savings, investment, etc.) will be reconciled to the general ledger within 10 days of receipt of any statement from the financial institution.

READ Foundation SPECIFIC PROCEDURES

Responsibilities

Executive Director (ED) and Assistant Executive Director (AED)

- Approve all requisition forms between $500-$24,999. Any purchase more than $24,999 requires board approval. (AED $500-$4,999, ED $5,000-$24,999) (ref: Tenn. Code Ann.§ 49-13-111)
- Sign paper/electronic checks and approve online payments/purchases.
- Set the budget development program.
- Present the monthly financial reports, Annual Financial Report, Form 990, and audit report to the board.
- Approve all Capital Improvement Plans
- Review monthly transactions for schools

Principal

- Approve all requisition forms/PO requests up to $500.
- Sign activity fund checks and approve invoices.
- Ensure that money collection is in compliance

Payroll/Audit Manager

- Calculate monthly gross pays and present them to the Director. After approval, its Business Manager responsibility is to send them to the contracted third party accounting firm for preparation of the payroll.
- Review and process the Capital Improvement Project and related documents.
- Review and process the grant documents and invoices.

- Review and process the Payroll and benefits files.
- Review employees W4 and Direct Deposit forms and send them to the contracted third party accounting firm for preparation of payroll. Prepare the necessary documents for the Audit company while READ Foundation is being audited

Finance Analyst

- Receive collected cash from the secretaries with Tabulations of Monies Form, signed by minimum 2 staff. Deposits must be made to the bank when the amount reaches $100, or on a weekly basis, whichever occurs first.
- After receiving the Tabulation of Monies form from the secretaries, review and approve the form.
- Fill out deposit slips based on the Tabulation of Monies Form and take deposits to the bank.
- Prepare monthly transaction lists for school accounts and report it to the director.
- Prepare purchase order forms
- Confirm the accuracy of all payables and process invoices for payment
- Purchase requested and approved items and place orders.
- Send approved, stamped, and signed invoices and all related financial documents to the accounting firm.
- Complete monthly bank reconciliations

Front Office Secretaries

- Scan invoices and send to the payment platform.
- Mail paper checks to the vendors.
- Return the collected cash with the Tabulation of Monies form to the Finance
- Specialist or Principal, daily. Monies must be returned when the amount reaches $100, or on a weekly basis, whichever occurs first.

Accounting Firm (when hired and available)

- Consult the school in establishing basic financial structure based on district, the state foundation school program, and federal funding.
- Enter the transaction list into the accounting system, prepare and review the bank
  reconciliations and prepare monthly financial statements.
- Prepare and cut the A/P checks when requested.
- Prepare and process the payroll and tax returns
- Record and track the depreciation expenses
- Prepare the financial audit documents

- Prepare W2 and 1099 forms

Checks

All checks are written through READ Foundation dba Memphis School of Excellence's accounts and require two signatures. Individuals who authorized to sign paper & online checks:

- Executive Director, Assistant Executive Director
- Board President
- Principals (Only the Activity Fund Checks)

This procedure is designed to ensure that all checks have adequate documentation and authorization and that there are no missing checks or checks written to phantom vendors.

A copy of each check, plus any other documentation, such as purchase orders, is attached to the invoice, and filed in check number order in the respective READ Foundation dba Memphis School of Excellence file. Checks which are not deposited within the 180 days of the written date will be voided.

Checks are mailed or sent electronically to vendors. If a check is picked up, the person picking up the checks must provide identification which matches the payee on the check or must have verifiable authorization from the payee to pick up the check.

Invoices should be approved by -at least- 2 different administrators prior to payment. Principal, Business Manager, Purchasing Manager, and either Executive Director or Assistant Executive Director are preferred. approved invoice with the "Received [dated], I received that I have firsthand knowledge that the goods/services listed in this invoice have been received by our campus. [Two signatures required (Secretaries, Principal, Directors, Board President)]" stamp should be present on all of the invoices to be paid. Electronic signature on the finance platform (www.bill.com) replaces this stamp requirement.

Payroll

READ Foundation dba Memphis School of Excellence pays its employees twice a month, usually 15th and 30th day. The payroll dates will be published annually during the teacher orientation week.

Payroll is prepared from employee data gained from the school's database which is also reviewed by the director and business manager.

READ Foundation dba Memphis School of Excellence requires all its employees to have a direct deposit account.

After all employees' monthly gross salaries are prepared by the business manager and approved by the director, the approved payroll file will be sent to the outside vendor who sets up and prepares payroll for each employee.

When the payroll is ready, the accounting firm starts to make direct deposits with the approval of the director. Employees can access the paystubs, W2s, and W4 forms online through the accounting firm portal.

Purchasing and Reimbursements

All requests for purchases must be submitted to the business office with the official school's online Google purchase order (PO) form with the appropriate approvals. The online Google Form will be shared with the staff at the beginning of the year. No purchases, charges, or commitments to buy goods or services for the school can be made without a PO number. The school will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the schools' business office. Contact the business office for additional information on purchasing procedures.

Reimbursement for Purchases, Travel, and other Expenses: READ Foundation will honor reimbursement requests only if the expenditure has had prior approval from their supervisors and requested according to established procedures. All reimbursement requests must be submitted within 60 days of the relevant travel or purchase. All requests of this nature must have original receipts attached. Staff members should consult with the Principal or Director regarding matters of this nature in order to prevent misunderstandings, assumptions, etc.

All employees are entitled to reimbursement up to the per diem rate or the sum of their itemized receipts, whichever is less. READ Foundation dba Memphis School of Excellence uses federal per diem rates, published at www.gsa.gov to calculate the employees' allowable hotel, lodging, and meal expenses with the exception of Directors. Employees must submit original receipts to be reimbursed for expenses other than mileage.

READ Foundation dba Memphis School of Excellence prohibits the use of gift cards and debit cards for the disbursement of READ Foundation funds.

More details about the travel reimbursement can be found in the Travel Reimbursement policy.

Non-Reimbursable Expenses:

- Any expense unrelated to official READ Foundation business

- Meal and lodging expenses incurred more than one night before or after an approved event/conference/workshop
- Personal incidental expenses, such as the rental or purchase of a videotape for personal entertainment, dry cleaning, or laundry
- Expenses solely for the personal convenience of the employee, such as airport express check-ins
- Expenses for alcoholic beverages
- Expenses for in-room internet service
- Expenses for the employee's spouse, children, or guests
- Valet parking (unless incurred by a READ Foundation executive officer or director)
- Excess baggage charges beyond the first bag
- Transportation or lodging purchased using the employee's personal accumulated miles, points, or other non-monetary credit, unless the credit belongs to READ Foundation
- Expenses incurred by or on behalf of another employee or a person who is not employed by READ Foundation dba Memphis School of Excellence
- Expenses deemed unreasonable by the employee's immediate supervisor
- Any kind of tickets/fines issued by public officers like traffic fines/tickets, toll violations, etc.
- Un-itemized receipts cannot be used to as a proof of purchase
- Air flight tickets, hotel and rental car expenses can be only reimbursed after the travel takes place
- Per Diem rates are limited to IRS's daily rates and cannot be combined for multiple days.

School Activity Funds

All funds received from extracurricular school activities, such as entertainment, athletic contests, cafeteria, club dues, etc., and from any and all activities of the school involving personnel, students, or property are hereby classified as school activity funds. Each school shall keep an accurate record of all receipts and disbursements so that a clear and concise statement of the condition of each fund may be determined at all times.

- School activity funds can be used solely in accordance with the purpose for which such funds are collected.
- Projects for raising school activity funds should contribute to the educational experience of pupils and shall not conflict with the instructional program.
- Funds derived from the student body, as a whole shall be used to benefit the student body as a whole.
- Generally, school activity funds should be spent in such a way as to benefit those pupils who are in school and who have contributed to the accumulation of such

funds.

- Student representation is encouraged in the management of funds raised by the student body and spent for its benefit, subject to faculty supervision.
- School activity funds should be managed in accordance with the best business practices, including sound budgetary and accounting procedures.
- Student activity fund business should be conducted in such a manner as to offer maximum competition with commercial concerns.
- Principals, or his/her designee, should participate in the preparation, modification, and interpretation of the policies, regulations and procedures affecting student body affairs.

School Activity Fund (SAF) Usage on Expenses for Staff Activities: Limited use of SAF is allowed for staff activities as long as the staff activity is intended to improve campus morale and it is related to READ Foundation educational goals. Campus principals may use up to $7 per enrolled student, not exceeding $3,000 in a school year for staff activities. These expenses must be preapproved by the Executive Director or designee.

Donations, Gifts, and Bequests

The Executive Director is authorized to accept gifts in the form of money, property and other tangible property to the school system and may designate others to accept gifts for particular schools on behalf of the Board.

Unless otherwise expressly specified in writing, all property above $25 value contributed, given, or otherwise placed on school premises shall become school system property subject to the same controls and regulations that govern the acquisition and use of other school-owned property.

Any donation, gift, or bequest of twenty-five thousand dollars ($25,000) or greater shall be reviewed and approved by the Board prior to receipt.

Credit Cards/Purchase Cards

READ Foundation credit cards and purchase cards shall be maintained by the Executive Director/designee through procedures developed and maintained in the finance office for the purchase of appropriate goods and services for READ Foundation or school-related purposes only. The credit card will be kept in a secure location, and the account number will remain confidential.

The Executive Director/designee shall review and approve card transactions. Card users shall be held accountable for the appropriate use of cards/credit lines. Unauthorized use of a card/credit line shall be grounds for disciplinary action, including termination of employment. Cash advances using READ Foundation cards

are prohibited. Any school employee that purchases items with a credit card or any approved credit line shall follow the guidelines outlined below:

1. Original receipts for each purchase shall be turned in to the finance office within three (3) working days of purchase;
2. If the credit card is used to pay for a conference or training, a copy of the registration form shall be turned in;
3. The finance department or a separate employee shall check off on purchases and the physical inventory that is purchased;
4. All purchases shall be school related purchases;
5. If there is any incurred finance or late changes, the responsibility will belong to the person or program associated with said charges; and
6. Under no circumstances will the credit card/credit line be used to make personal purchases.

SUMMARY

The framework of this manual complies with the state requirements and it will be reviewed annually and updated as needed. All members of READ Foundation will be required to abide by the policies and procedures outlined in this manual and it will be made available for reference on the school system website.

In addition, this policy manual does not supersede the requirements outlined in the Tennessee Internal School Uniform Accounting Policy Manual. READ Foundation as a District and Individual School Locations (Internal School Funds) will apply the policies and procedures to whichever policy manual is most stringent in its requirements.

Finally, this policy manual does not supersede the requirements outlined in the READ Foundation Board Policies, State regulations, rules, and policies, and other sources. All application of the policies and procedures will default to whichever policy manual is most stringent in its requirements.

SUPPLEMENTARY INFORMATION

State regulations, rules, and policies:

- TN State READ Foundation Board Rules & Regulations https://publications.tnsosfiles.com/rules/0520/0520-01/0520-01.htm
- TN State READ Foundation Board Policies, Standards, and Guidelines: http://www.tn.gov/sbe/policies.shtml
- TN Comptroller of the Treasury: https://www.comptroller.tn.gov

- Internal Control and Compliance Manual (12/2015) : http://www.comptroller.tn.gov/la/pdf/20150202ICCManual_Complete.pdf
- TN Internal School Uniform Accounting Policy Manual: http://www.ortn.edu/Business-Office/Tennessee_Uniform_Accounting_Policy_Manual.pdf

59. Describe the procedures governing the deposit of idle funds, purchasing procedures, and comprehensive travel regulations.

The Read Foundation's Internal Controls Manual details policies and procedures around the deposit of idle funds, purchasing procedures, and travel regulations. These specific policies will also be adopted and followed by NSE.

Deposit of idle funds

Objectives

- Collections are complete, timely, and accurate.
- Collections are safeguarded.
- Collections are recorded accurately and in a timely manner in the accounting system.

Policies

- To receipt all revenues to the appropriate fund and revenue code.
- To receipt all monies in compliance with the state statutes and intact.
- Pre-numbered receipts are issued for all collections.
- Two people are involved in the receipting/depositing process.
- All collections are recorded in the General Ledger (G/L).
- Reconciliations are completed monthly.

Procedures

For Funds Collected at School Locations (Internal School Funds)

- Schools must have their own cash drawer or safe at the principal's office, and only principals should have access.
- All monies collected have a tabulation form and are received on pre-numbered receipts.

- Money received at the school is counted by the employee who collects the funds and initials for accuracy. Money is then turned into the central office personnel, who counts and prepares the deposit.
- Funds are deposited daily if possible, but no later than three (3) days after receipt. If funds are kept at school overnight, they must be kept in a secure location.
- Once deposit has been made, the bank receipt is given and attached to the duplicate deposit slip.

For ACH collections

Most funds collected at the central office are deposited via ACH. The finance specialist, applies the proper revenue code, and provides the information to the accounting firm on a monthly basis as financial transactions report.

Purchasing Procedures

Objectives

- Disbursements are for a valid school system purpose and are necessary.
- Disbursements are timely.
- Disbursements are accurately coded and recorded in the accounting system.
- Disbursements are legally appropriated.

Policies

- Accounts Payables (A/P) payments are processed daily or weekly, as needed.
- More than one person reviews the A/P payment process.
- Checks are created and printed using Financial Software.
- Separate employees will code invoices and PO's, enter requisitions, and process check files.
- An electronic purchase order system with approval authorization groups is in place.
- All vendor checks are mailed or deposited via ACH.

Procedures

- Before purchases are made, electronic requisitions and purchase orders are approved at a minimum by the Executive Executive Director or his Designee (Assistant Executive Director). (Additionally, building principals, finance department supervisors, and grant administrators are required to approve the requisition for their location/area).
- The Purchase Order is issued and provided to the vendor by the finance department.

Travel Regulations

Purpose

This policy provides guidelines for budgeting and administering travel funds, as well as reimbursement of expenses incurred by Read Foundation dba Memphis School of Excellence employees while on approved official business. All travel-related activities must comply with this policy to ensure accountability, cost efficiency, and proper documentation.

- Guidelines for Budgeting and Administering Travel Funds: The following expenses are reimbursable if incurred for official business, seminars, conferences, or conventions:
    - Transportation
    - Lodging
    - Meals (subject to specific conditions)
    - Registration fees
    - Incidentals
- General Guidelines
    - Employees must obtain authorization from their supervisor prior to scheduling any travel-related event. Estimated total costs must be provided at the time of request.
    - Expenses incurred for non-employee individuals will not be reimbursed.
    - Employees are encouraged to travel together when attending the same event to minimize costs.
- Expense Reimbursement Procedures
    - All reimbursement requests must be submitted within 60 days of the travel date.
    - Reimbursement claims must be filed using Employee Access Center (EAC) with attached receipts, except for meals, which are reimbursed on a per diem basis.
    - Employees must obtain refunds for all advance payments of registration, lodging, and transportation if the employee cannot attend. Failure to do so without extenuating circumstances will result in personal responsibility for these costs.
- Transportation Guidelines
    - Employees should choose the least costly method of transportation, considering travel costs, employee time, meeting schedules, and lodging and meal expenses.
    - Use of personal vehicles is limited to 500 miles round trip. If the total travel distance exceeds 500 miles round trip, a rental car must be used.

- Reimbursement for mileage will be based on the federal reimbursement rate for authorized personal vehicle use.
- For air travel, employees must book economy class tickets. Business class is permitted only for ADA-approved accommodations.
- Ground transportation costs, such as parking fees and tolls, may be reimbursed with proper receipts.
- 6. Rental cars may be reserved up to full size. (Except for group and student travel)
- 7. Commercial transportation (Uber/Lyft) is allowed, approval from finance department in advance is required

- Lodging Guidelines
  - Employees must share rooms, with two individuals per room as the standard.
  - If lodging costs exceed the per diem allowance, only the per diem rate will be reimbursed. Hotels for conferences or meetings may be allowed at rates exceeding the per diem, subject to prior approval from the finance department.
  - Lodging accommodations should align with the event duration and include standard room accommodations only
- Meal Reimbursements
  - Reimbursement is based on the receipt, limited to federal per diem rate
  - If the travel venue offers meal, no meal reimbursements will be approved
  - Per diem includes an allowance for incidentals (e.g., tips, snacks, and fees)
  - Receipts must show itemized list of the meal
- Budgeting and Oversight
  - The Finance Department is responsible for preparing and monitoring travel budgets for each fiscal year.
  - Following budget adoption, the Finance Department will notify employees and departments of allocated travel funds.
- Exception Approval
  - Any exceptions to this policy must be approved in advance by the Executive Director or designee and documented in writing.
- Unacceptable Items
  - Vehicle maintenance, repairs, and fluids

- Alcoholic beverages
- Personal entertainment
- Rental car upgrades
- Personal Expenses
- Fines and penalties
- In-room services
- Other non-work related expenses

- Compliance and Monitoring

Failure to comply with this policy may result in denial of reimbursement or other disciplinary actions. Expenses and reimbursements will be reviewed and monitored by the Executive Director or designee.

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.

Nashville School of Excellence, as part of the Read Foundation, has support from a Network finance and operations team -- as detailed in prompt #59. These teams will be responsible for financial and accounting management support at Nashville School of Excellence. The school will utilize the PowerSchool eFinancePlus platform for accounting, finance, and payroll software functions. In addition, the school will contract with a CPA firm for its annual audit.

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.

Nashville School of Excellence (as part of the Read Foundation) has an experienced group of professionals to help develop and implement a continued, successful financial plan:

- Executive Director (Samuel Beyhan) – Mr. Beyhan brings over 20 years of experience as a teacher, school leader, and charter school network administrator, including overseeing the financial operations of the Read Foundation (with four operating schools). Mr. Beyhan has helped with the launch of two of the Read Foundation's schools in Memphis and oversees the Network finance team, which includes all aspects of financial management.

  In addition, Mr. Beyhan is responsible for fundraising and development, which includes establishing and maintaining relationships with local and national foundation partners.

- Business Manager (Erhan Ozduran) – Mr. Ozduran has nearly 15 years of accounting and finance experience with charter school organizations (Harmony Schools, Memphis School of Excellence) and manages the day-to-day financial operations of the Read Foundation. Mr. Ozduran will play an important role in providing management support to NSE for accounting and finance functions.

- Accounting Support – The Read Foundation works with Woodard & Associates on a consulting basis for bookkeeping support. Woodard brings a wealth of knowledge and experience in working with charter school organizations on finance and accounting. Woodard will serve as a resource in establishing strong accounting and financial procedures and operations, particularly internal controls.

- Back-Office Consulting Support – the Read Foundation works with GT3 Group on short-term and long-term budgeting, financial management processes, and organizational growth. GT3 Group has extensive experience and knowledge working with charter school organizations and will provide support on the startup accounting and financial operations of NSE.

In addition to these individuals and organizations, the Read Foundation Network team has a Financial Analyst, Financial Specialist, and Financial Assistant that will provide support to the NSE team. Collectively, these professionals have the experience and knowledge to ensure that Nashville School of Excellence has the capacity to maintain a sound and successful financial plan.

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 Board of Directors (working primarily through the Finance Committee of the Board) will have responsibility for monitoring the financial health of the school, both during the planning year and during operations. Monitoring will include:

- Approving financial policies and procedures of the school
- Overseeing the preparation of the annual budget and financial statements
- Overseeing the administration, collection, and disbursement of the financial resources of the organization, including establishing clear procurement procedures
- Monitoring actuals to budget on a quarterly basis, including financial dashboards with metrics aligned to the Authorizer's Financial Performance Scorecard
- Overseeing systems of internal control, including overseeing compliance by management with applicable policies and procedures and risk management
- Overseeing the annual independent audit process, including the recommended engagement of and receiving reports from the independent certified public accountants
- Advising the board with respect to making significant financial decisions

Specific metrics the Board will monitor include:

- One year and multi-year profit margins
- Actuals to budget and staying within budget
- Cash flow trends
- Days of cash on hand
- Current ratio
- Debt to asset ratio
- Reserve ratio
- Grant reimbursement schedule and timeliness
- Audit timeliness and free of findings

Should the school underperform in its financial operations, the Board would take a number of measures, including:

- Create an oversight committee, comprised primarily finance committee members to monitor clearly defined financial metrics
- Outline actionable steps for improvement with measurable financial benchmarks (to be monitored on a monthly basis or more frequently if merited)
- Create communication briefs for the Board on progress
- If Board oversight is not adequate, bring in outside financial consultants to assist with improvement planning and monitoring
- Potentially make staffing changes if improvement does not materialize after prior efforts toward improvement outlined above.

Attachments

Attachment 1: Evidence of Community Engagement

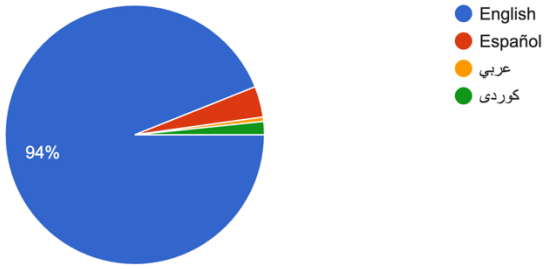
Nashville School of Excellence

NSE Interest Survey Responses

Survey Administered between August 2025 – January 2026

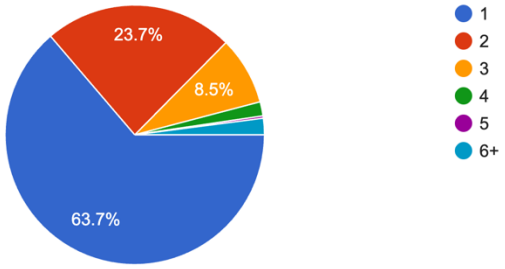
Select language

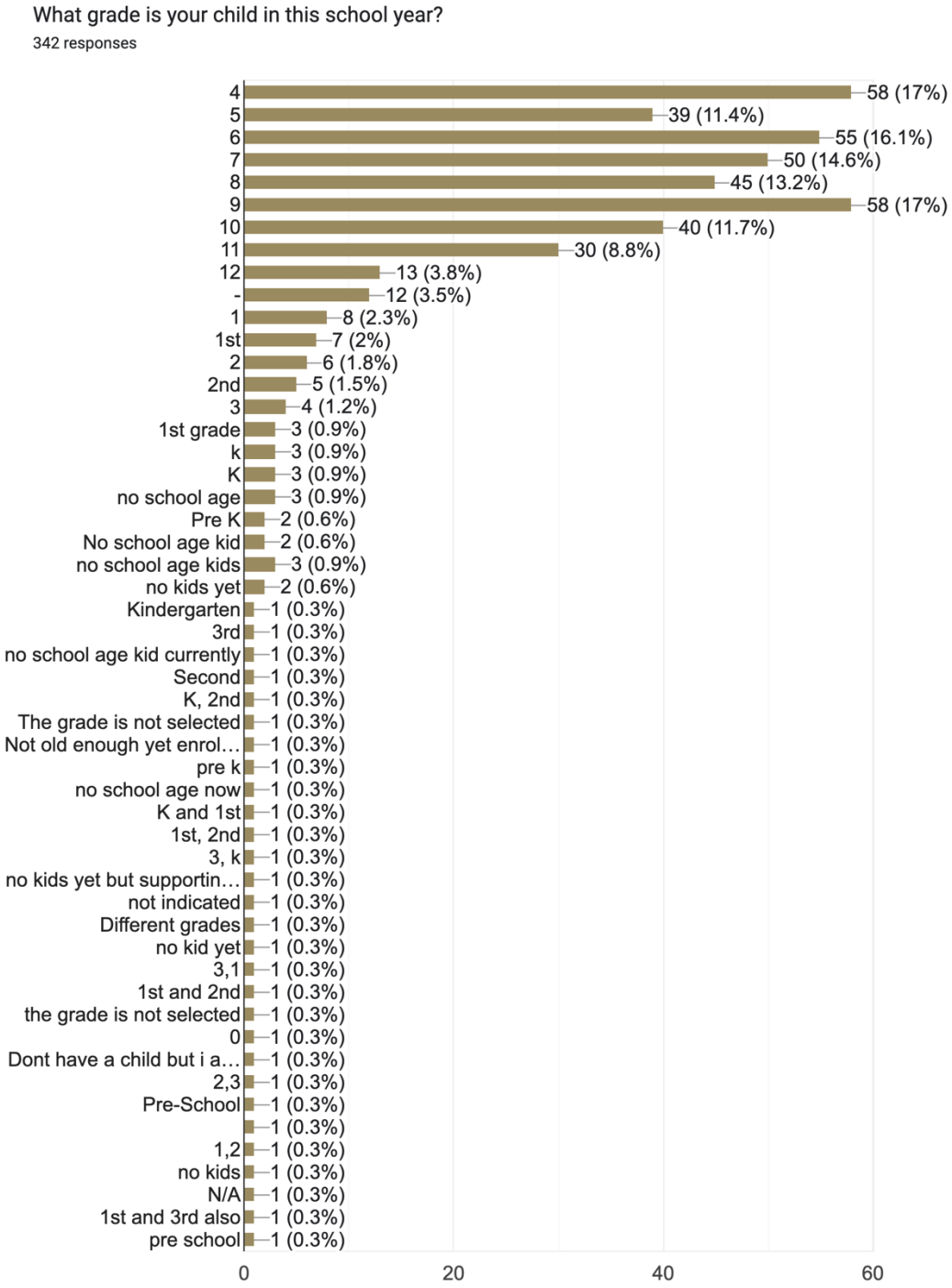
364 responses



Number of Students Interested in Enrolling

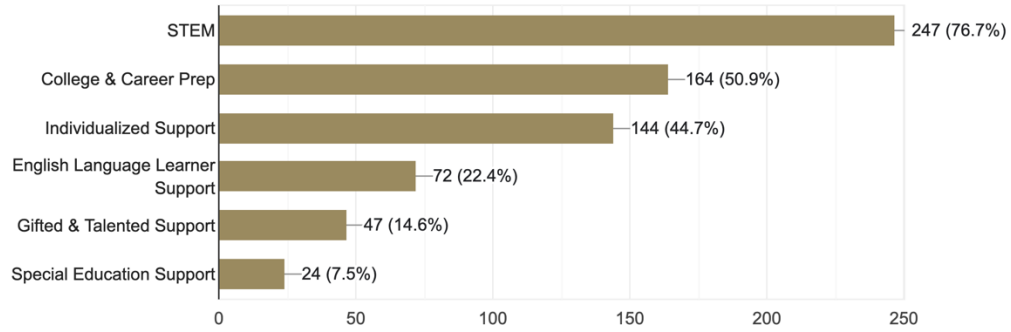
342 responses




What grade is your child in this school year?
342 responses
4 58 (17%)
5 39 (11.4%)
6 55 (16.1%)
7 50 (14.6%)
8 45 (13.2%)
9 58 (17%)
10 40 (11.7%)
11 30 (8.8%)
12 13 (3.8%)
- 12 (3.5%)
1 8 (2.3%)
1st 7 (2%)
2 6 (1.8%)
2nd 5 (1.5%)
3 4 (1.2%)
1st grade 3 (0.9%)
k 3 (0.9%)
K 3 (0.9%)
no school age 3 (0.9%)
Pre K 2 (0.6%)
No school age kid 2 (0.6%)
no school age kids 3 (0.9%)
no kids yet 2 (0.6%)
Kindergarten 1 (0.3%)
3rd 1 (0.3%)
no school age kid currently 1 (0.3%)
Second 1 (0.3%)
K, 2nd 1 (0.3%)
The grade is not selected 1 (0.3%)
Not old enough yet enrol… 1 (0.3%)
pre k 1 (0.3%)
no school age now 1 (0.3%)
K and 1st 1 (0.3%)
1st, 2nd 1 (0.3%)
3, k 1 (0.3%)
no kids yet but supportin… 1 (0.3%)
not indicated 1 (0.3%)
Different grades 1 (0.3%)
no kid yet 1 (0.3%)
3,1 1 (0.3%)
1st and 2nd 1 (0.3%)
the grade is not selected 1 (0.3%)
0 1 (0.3%)
Dont have a child but i a… 1 (0.3%)
2,3 1 (0.3%)
Pre-School 1 (0.3%)
1 (0.3%)
1,2 1 (0.3%)
no kids 1 (0.3%)
N/A 1 (0.3%)
1st and 3rd also 1 (0.3%)
pre school 1 (0.3%)
0
20
40
60

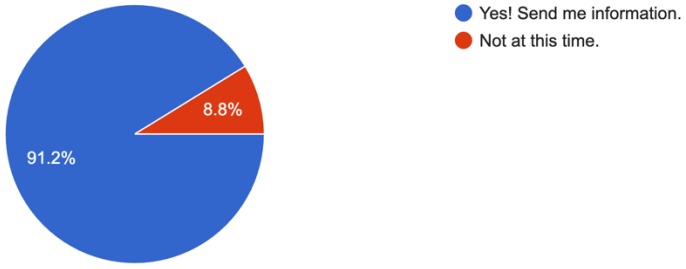
Key Pillars of Interest

322 responses



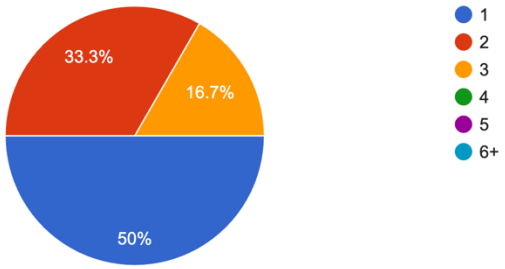
Would you be interested in attending a Virtual or In-Person Open House with Nashville School of Excellence?

342 responses



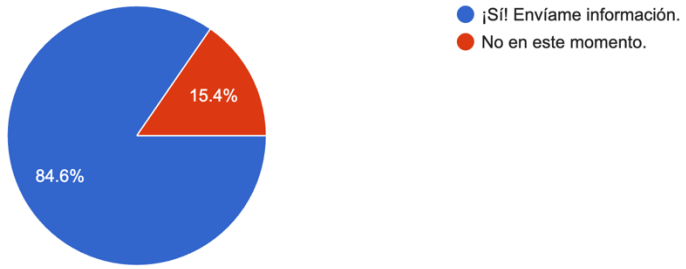
Número de estudiantes interesados en matricularse

12 responses



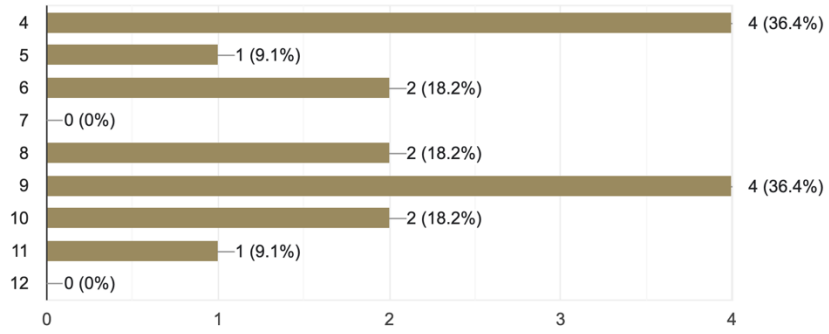
¿Estaría interesado en asistir a una jornada de puertas abiertas virtual o en persona con Nashville School of Excellence?

13 responses



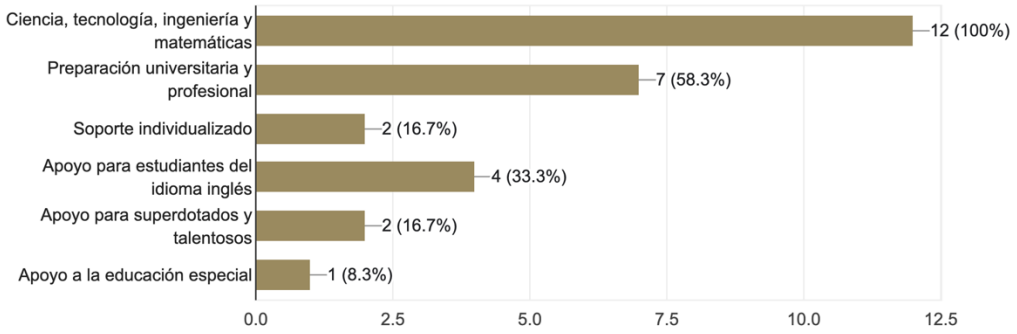
¿En qué grado está su hijo/a?

11 responses



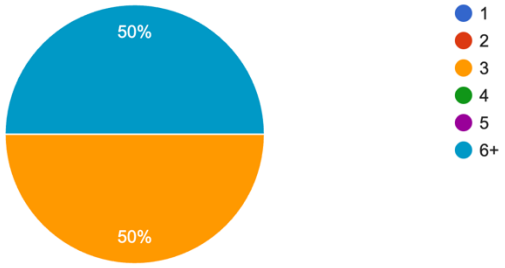
Pilares clave de interés

12 responses



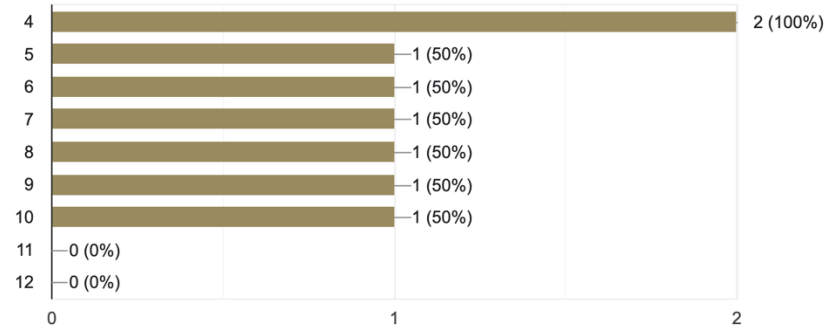
عدد الطلاب الراغبين في التسجيل

2 responses



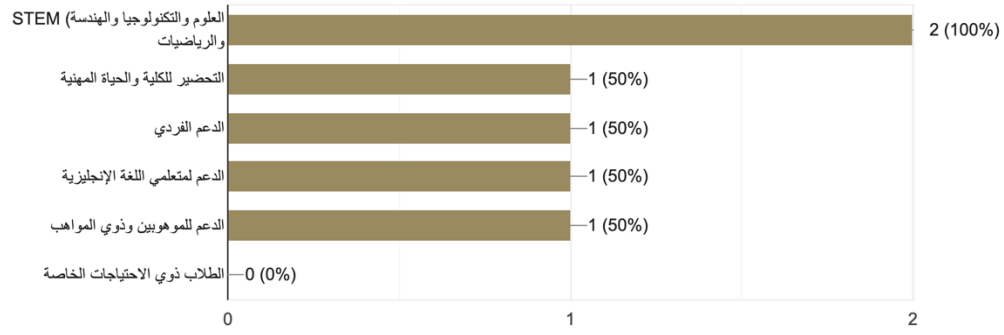
في أي صفّ يدرس ابنك/ابنتك؟

2 responses



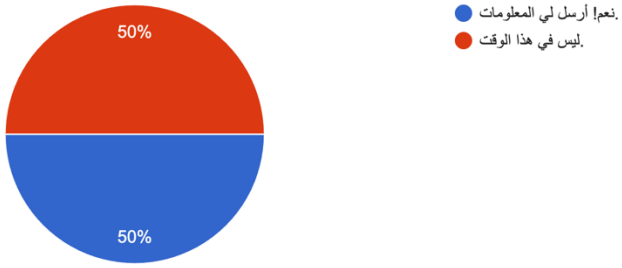
الأركان الرئيسية للإهتمام

2 responses



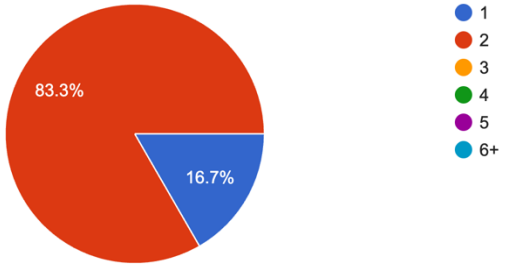
هل ترغب في حضور يوم مفتوح اونلاين أو شخصي مع مدرسة ناشفيل للتميز؟

2 responses



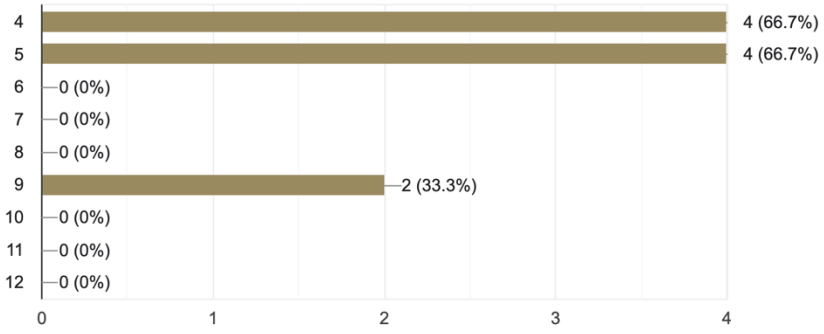
ژمارەی نەو خوێندکارانەی نارمزووی ناونوسکردنیان هەیە

6 responses



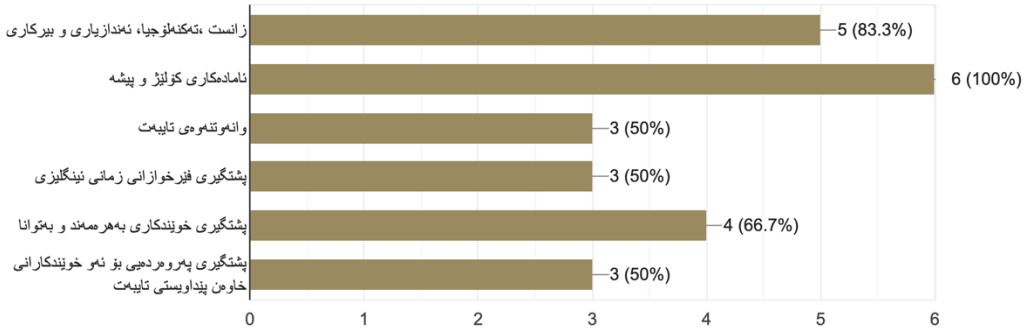
زاروکت ل چ رەڤەندێ/ پولا دایە؟

6 responses



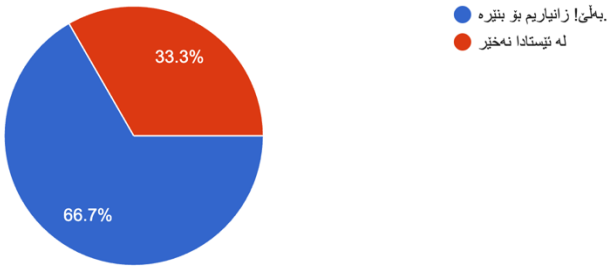
پایە سەرەکییەکانی گرنگیدان

6 responses



ئایا ئارەزووی بەشداریکردنت بەشێوەی ئۆنلاین یان کەسی لەگەڵ قوتابخانەی نایابی ناشڤیل دەکەیت؟

6 responses



UNIVERSAL COMMERCIAL
a new world of real estate

January 20th, 2026

To: Metro Nashville Public Schools Board

My name is Darrell Cobbins. As Vice Chairman of the Tennessee State Board of Education, a third-generation real estate professional, serving as Founder and President of Universal Commercial Real Estate Group, PLLC, a commercial real estate firm founded in 2007, I submit this letter as my full support for the proposed charter school application from the Read Foundation to open the Nashville School of Excellence.

I have spent many years fighting to make education better for all. I believe that Nashville School of Excellence will provide avenues for students, parents, and teachers in their educational opportunities and life pursuits. Students don't always have options that are viable for their circumstances but Nashville School of Excellence will strive to expose those students to an excellent charter school with strong leaders who are undeniably committed to providing a high-quality education.

I believe the Read Foundation's efforts to expand will provide valuable educational opportunities and tremendous student outcomes as a new option to the Nashville community.

Thank you for your consideration of the Read Foundation’s application.

Sincerely,

Darrell T. Cobbins

Salahadeen Center of Nashville
364 Elysian Fields Ct.
Nashville, TN 37211

P.O.Box111448
Nashville.TN37222
Tel :(615)-333 0530
Fax :(615)-333 0570

Date: 11/20/2025

To Whom It May Concern,

On behalf of the Salahadeen Center of Nashville, we are pleased to offer this letter of support for the Nashville School of Excellence for opening a charter school in southeast Nashville.
After doing some research, and review, we believe this organization is reputable, effective, and well-aligned with the needs of our community. Our findings show that the Memphis School of Excellence (MSE) network—upon which the Nashville School of Excellence is modeled—has demonstrated exceptional academic performance, strong character development, and a consistent record of long-term student success.

As a community organization serving Southeast Nashville, we recognize that our area is in need of improved educational quality, and many families are seeking additional school options that offer higher academic standards, stronger STEM pathways, and better preparation for college and careers. The Nashville School of Excellence would directly help meet this need by bringing a proven, high-performing educational model to our neighborhood.
For these reasons, the Salahadeen Center of Nashville supports opening school by the Nashville School of Excellence to improve the education level of the children

Sincerely,

Salahadeen Center of Nashville
Mohammed Kokoy

Head of Executive Board

Mohammed Kokoy

Scanned with CamScanner

city fund

January 14, 2026

To Whom It May Concern:

Since 2016, the City Fund board of directors has approved over $10M in grants to support public education efforts in Nashville. A portion of that budget is allocated towards creating high-performing public charter schools to provide students and families across the city more great public options.

Upon authorization, we are prepared to provide start-up financial support to the Nashville School of Excellence team as they work to create a new public school model for the community. The Nashville School of Excellence team has established a strong track record of results working with students in Memphis since 2009, and we believe that their rigorous academic program will prepare students for college and life beyond.

We are confident in Nashville School of Excellence's academic and financial leadership
capacity to launch a high-quality option for kids and families in Nashville, and we respectfully encourage you to authorize the school.

Sincerely,

Chris Barbic
Partner

November 7, 2025

To Whom It May Concern:

On behalf of the Tennessee Kurdish Community Council (TKCC), we are writing to express our support for the establishment of the Nashville School of Excellence, a STEM-focused public charter school proposed for the Nashville area.

As the Kurdish community continues to grow in Middle Tennessee, with more than 30,000 individuals, the demand for strong, diverse, and high-quality public education options has also increased. Many Kurdish families value rigorous academics, science and technology education, and a safe, supportive learning environment. We believe that a STEM-focused charter school will be an excellent fit for our community and will help our students build the skills needed for college and future careers.

The Nashville School of Excellence will help meet this demand by offering high-quality STEM education, including hands-on learning in coding, cybersecurity, web design, robotics, engineering, and advanced science courses. These opportunities will prepare our students for modern workforce demands and for careers that are highly needed in today's economy. Their mission aligns closely with the values of our community—education, opportunity, and preparing children for successful futures.

Tennessee Kurdish Community Council proudly supports the Nashville School of Excellence, recognizing its commitment to providing high quality STEM education and fostering community calibration.

Sincerely,

Tennessee Kurdish Community Council (TKCC)

Tabeer Taabur, President

392 Harding Place, suite 215, Nashville, Tn 37210

615-710-2355

tabeer.taabur@tnkcc.org

November 24, 2025

To Whom It May Concern,

On behalf of Peace Bridges Center, I am pleased to offer this letter of support for the Nashville School of Excellence, a proposed public charter school that seeks to provide a high-quality, STEM-focused, college-preparatory education for students in grades 6–12.

Our organization works directly with families, youth, and diverse cultural communities in Nashville, and we see every day how access to strong educational opportunities can change lives. Many of the families we serve are seeking safe, academically rigorous schools that also provide support, enrichment, and pathways to future careers. Nashville School of Excellence aligns with those needs.

We believe this school has the potential to:

Expand high-quality learning options for Nashville families

Provide STEM-focused programs that prepare students for college and the modern workforce

Support immigrant and underserved families through parent engagement and community outreach

Strengthen Nashville's future by investing in students' academic and social success

Peace Bridges Center values any effort that promotes educational equity, family support, and opportunity. For these reasons, we are pleased to support the Nashville School of Excellence and its mission to serve Nashville's students. Please feel free to contact us if further information is needed. We look forward to the positive impact this school will bring to our community.

Sincerely,

Afgan Akbarov

Director, Treasurer

Peace Bridges Center | Tel: +1 (615) 332-5170 | Email: atlanticinstitutetn@gmail.com |
Address: 99b Thompson Ln, Nashville, TN 37211

AL-HUDA ISLAMIC CENTER of Nashville

252 Jackson meadows dr

Hermitage, TN 37076

P.O.BOX 101281

Nashville, TN 37224

Tel: (615) 578-8827

Date: 12/15/2025

To Whom It May Concern,

On behalf of Al-Huda Islamic Center, I am writing to express our strong support for the Nashville School of Excellence's application to open a public charter school in South Nashville.

Al-Huda Islamic Center has served the Nashville and Hermitage communities for many years, working closely with families from diverse cultural, linguistic, and socioeconomic backgrounds. Through our educational, social, and civic engagement programs, we have seen firsthand the urgent need for high-quality public educational options that promote academic excellence, character development, and *inclusive community values.*

After reviewing available information, we believe that the Nashville School of Excellence has demonstrated a clear commitment to rigorous academics, student-centered learning, and equitable access to education for all students. We are particularly encouraged by the school's focus on serving underserved communities and its intention to foster a safe, inclusive, and supportive learning environment where students can thrive academically and socially.

South Nashville is home to a growing and diverse population, including many immigrant and refugee families who seek strong public schools that prepare their children for success in higher education, the workforce, and civic life. We believe that the Nashville School of Excellence will play a vital role in meeting these needs and strengthening the broader community.

We respectfully urge you to give this charter application full consideration and approval. Please feel free to contact us should you require any additional information.

Sincerely,

Ibrahim Caynaan

President

Al-Huda Islamic Center of Nashville

Iglesia de Dios la Ultima LLamada

2591 Murfreesboro Pike

Nashville, TN 37217

615-483-8162

Llamadaultima2@gmail.com

November 23, 2025

Nashville School of Excellence:

On behalf of Iglesia de Dios La Ultima LLamada, it is with great enthusiasm that we offer this letter of support for Nashville School of Excellence and the meaningful work you are doing to serve the children and families of our community.

As a faith-based organization committed to uplifting and empowering our neighbors, we deeply value educational institutions that prioritize academic excellence, character development, and equitable opportunities for all students. Your school's mission aligns closely with our own commitment to nurturing strong, resilient, and compassionate young people who can positively impact the world around them.

Over the years, we have witnessed the positive influence that Memphis School of Excellence has had on students' academic achievement, personal growth, and overall well-being. We are encouraged by your dedication to innovative instructional practices, family engagement, and creating a safe, inclusive learning environment.

Iglesia de Dios La Ultima LLamada is proud to stand alongside your school as a community partner. We look forward to continued collaboration that benefits both our youth and our broader community.

Please accept our full support for Nashville School of Excellence as you continue your important work. If there is any additional way we can be of service, do not hesitate to reach out.

With appreciation and partnership,

Jose Medrano

General Pastor

Iglesia de Dios Ultima LLamada

Iglesia Camino de Santidad

2921 Louise Dr
Nashville, TN 37211
(615) 815-0160
Karinamoran06@yahoo.com

December 01, 2025

Nashville School of Excellence application team:

Grace and peace to you. As your new school prepares to open, **Iglesia Camino de Santidad** celebrates your mission and extends our sponsorship. Our church is committed to building strong families, supporting children, and encouraging learning—values that align beautifully with your vision.

We are honored to partner with you in creating a safe and uplifting environment for young learners.

Blessings,

Karina Moran

Secretary

Iglesia Camino de Santidad

Neighbors in Faith
Building Bridges of Mutual Respect, Trust and Understanding

December 17, 2025

To Whom It May Concern:

On behalf of Neighbors in Faith it gives me pleasure to provide you this letter of support for the Nashville School of Excellence. I am aware that in the days to come they will be proposing a public charter school that will be focusing on training future leaders for Nashville and beyond. Their plan as I believe you know is to provide a high-quality, college-preparatory education for students in grades 6-12.

Our organization is focused on building bridges of mutual respect, trust and understanding between different faith communities throughout the city. As such we are familiar with the various neighborhoods along the northern corridor of Nolensville Pike, an area we understand the school is considering in their proposal. Tearing down walls that separate and. building bridges toward one another are fundamental to building stronger, healthier communities. Our experience is that immigrant families are naturally adept for such a task.

Furthermore we believe that the Nashville School of Excellence is uniquely equipped as community partners. They have an excellent academic record since 2010 in offering quality STEM-focused programs that build into the student's overall educational DNA beyond reading, writing and arithmetic. Their goal is to see students proficient in foundational literacies, critical thinking/problem solving, and social/emotional skills, just to mention a few. Another strength in their overall educational portfolio is their successful support of immigrant and underserved students.

So it is with confidence, I gladly recommend them to you. And I trust that you will see them as another key player along with other schools in the area, to build a brighter, better future for us all.

Sincerely yours,

R. J. 'Jeff' Holder

Neighbors in Faith, Director

229 RANDY RD, MADISON, TN 37115 | 615-430-2043 | EMAIL:NEIGHBORSRJH@YAHOO.COM

URBAN GREEN LAB™

December 9,2025

To whom it may concern,

I am writing to share community interest related to the proposed Nashville School of Excellence charter school serving South Nashville and Antioch.

Our work focuses on sustainability education and professional development for educators in Nashville. If the Nashville School of Excellence were to open in South Nashville/Antioch, we have discussed the availability of existing programming that could support teacher learning through sustainability-focused professional development.

One such offering is *Teaching Sustainability in Nashville*, a 1.5-hour professional development workshop designed for educators, librarians, and school staff who are interested in integrating sustainability concepts into their work. The workshop is hands-on, locally grounded, and designed to fit within a variety of educational settings and subject areas.

Through this training, educators are better able to:

- Understand sustainability and its relevance in educational environments
- Apply practical sustainability strategies in classrooms and schools
- Incorporate standards-aligned sustainability lessons across subjects
- Access local tools, resources, and community connections that support instruction

I appreciate the opportunity to share how community-based educational programming may serve as a resource to future schools in this area.

Sincerely,

Karissa Hampton

Director of Education and Training

karissa@urbangreenlab.org

Urban Green Lab - www.urbangreenlab.org

1305 Clinton St., Suite 230,

Nashville, TN 37203

BAREFOOT REPUBLIC

COMMUNITY CENTER

To Whom It May Concern,

On behalf of **Barefoot Republic**, we are pleased to offer this letter of support for the proposed **Nashville School of Excellence (NSE)**. As an organization dedicated to building unity, bridging communities, and empowering young people through inclusive programs and experiences, we believe NSE's mission aligns closely with our values and the needs of families in Nashville.

After learning more about the Memphis School of Excellence (MSE) network — the model upon which NSE is founded — we are encouraged by its strong academic performance, commitment to STEM education, and long-standing record of supporting student growth. MSE has demonstrated success through high achievement outcomes, strong character development, and a culture that prepares students for college and meaningful future opportunities.

We believe the expansion of this school model into Nashville will provide families with an additional high-quality public school option, especially in an area where many students would benefit from greater access to rigorous academics, intentional support systems, and STEM-focused pathways. NSE's dedication to serving a diverse student population also resonates deeply with Barefoot Republic's commitment to building community across racial, socioeconomic, and cultural backgrounds.

Once the school opens, we look forward to exploring future collaboration opportunities — including enrichment programs, community engagement initiatives, and youth development partnerships that support students and families.

For these reasons, **Barefoot Republic is pleased to support the opening of the Nashville School of Excellence** and believes it will be a positive addition to our community.

Sincerely,

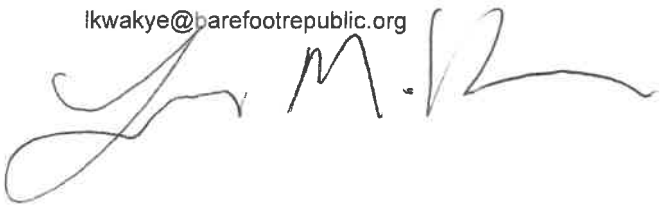
Larea Kwakye, D.Min.

Community Center Director

Barefoot Republic Community Center

615-554-1580

lkwakye@barefootrepublic.org



Casa de Dios USA
3030 Dickerson Pike
Nashville, TN 37207
Phone: (615) 262-2511

December 12, 2025

Dear School of Excellence,

Grace and peace to you in the name of our Lord Jesus Christ.

On behalf of Casa de Dios USA, a Christian multicultural church serving the families and communities of Nashville, it is our joy to express our support for Nashville School of Excellence as you continue shaping and inspiring the next generation. Your commitment to education, character, and community aligns deeply with our mission as a church-to build, uplift, and empower individuals and families through faith, service, and compassionate outreach.

We believe that strong schools and strong churches working together can create a profound impact in the lives of students, families, and the surrounding community. With that heart, Casa de Dios USA would be honored to partner with your school in ways that support your academic, cultural, and community-centered goals. As part of our commitment to this partnership, we are pleased to offer:

- **Spiritual and emotional support,** including mentorship, pastoral guidance, and faith-based encouragement for students and families
- **Community outreach collaboration,** such as family resource events, back-to-school initiatives, holiday support programs, and service projects
- **Access to church facilities** for meetings, educational programs, student activities, or community gatherings when needed
- **Youth development opportunities,** including leadership programs, character-building workshops, and multicultural enrichment activities
- **Event support,** such as partnering in school celebrations, community days, fundraisers, or cultural events
- **Family engagement initiatives,** focused on strengthening homes, promoting unity, and supporting parents in their role of guiding their children

Casa de Dios USA is dedicated to being a light in our city, and we deeply value the work Nashville School of Excellence is doing to cultivate excellence, integrity, and opportunity for its students. Together, we can help create an environment where young people thrive academically, emotionally, and spiritually.

We would welcome the opportunity to meet with you or a member of your leadership team to discuss how We can best serve and support your mission. Please feel free to reach out to us at **(615) 262-2511** at your convenience,

Thank you for the incredible work you are doing for our community. We look forward to the possibility of partnering with you and standing alongside Nashville School of Excellence in building a brighter future for every student.

In Christ's love,

Josue Rodriguez
Pastor

Dear Nashville School of Exelence,

This letter confirms that Iglesia Monte de los Olivos is committed to parthnership with Nashville School of Excellence. Our support will include:

Community outreach assistance

Access to family support services

Spiritual mentorship programs

We pray for your success and stand ready to partner with you.

Sincerely,

Pastor Rolando Viveros

Email. Iglesiamontelosolivos7@gmail.com

Tel: (615 593 3047)

2261 Murfreesboro Pike, Nashville, TN37217

Libreria Cristiana
LEON DE JUDA

DECEMBER 13, 2025

To whom it may concern:

On behalf of **LIBRERIA CRISTIANA LEON DE JUDA**, we are pleased to offer this letter of sponsorship in support of the opening of **NASHVILLE SCHOOL OF EXCELLENCE**. As a community-based bookstore dedicated to literacy, education, and lifelong learning, we are excited to partner with an institution that shares these same values.

LIBRERIA LEON DE JUDA is proud to sponsor **NASHVILLE SCHOOL OF EXCELLENCE** by providing support in the form of **books, educational materials, gift cards, discounts, reading programs or other resources**. Our goal is to help foster a strong culture of reading and academic excellence among students and educators as the school begins its journey.

We believe that access to quality books and learning resources is essential to student success, and we are confident that **NASHVILLE SCHOOL OF EXCELLENCE** will have a positive and lasting impact on the community. We look forward to building a meaningful partnership that supports both literacy development and educational growth.

Please feel free to contact us if additional information or documentation is required. We wish **NASHVILLE SCHOOL OF EXCELLENCE** every success in its opening and future endeavors.

Sincerely,

ALBA PEREZ DE JIBES
ADMINISTRATOR - 615-256-7667
LIBRERIA CRISTIANA
LEON DE JUDA

Mana Sports Club
3030 Dickerson Pike
Nashville, TN 37207
Phone: (615) 262-2511
Website: www.manasportsclub.com

December 12, 2025

Dear Nashville School of Excellence,

Re: Sponsorship and Partnership Opportunity with Mana Sports Club

On behalf of Mana Sports Club, I would like to extend our heartfelt congratulations to Nashville School of Excellence as you continue your important mission of educating and empowering students in our community. As a community-centered sports facility dedicated to health, fitness, and youth development, we proudly support institutions that share our passion for equipping young people to thrive through physical activity and wellness.

We would be delighted to form a sponsorship partnership with your school as you continue shaping the next generation. Mana Sports Club offers a variety of programs, facilities, and resources that can greatly benefit your students, including:

- **Access to professional sports facilities** for PE lessons, athletic training, or school competitions
- **Sponsored coaching clinics**, led by certified trainers in soccer, basketball, swimming, athletics, and more
- **Health and fitness workshops** focused on nutrition, physical wellbeing, and active living
- **Support for school sports events**, including equipment sponsorship, branded materials, or event hosting opportunities
- **Student development opportunities**, such as talent identification, sports scholarships, and participation in community leagues

We believe that a strong partnership between Mana Sports Club and Nashville School of Excellence will create meaningful experiences that promote teamwork, discipline, confidence, and a lifelong commitment to healthy living.

We would welcome the opportunity to meet with you or a member of your leadership team to explore sponsorship options that best align with your school's vision and goals. Please feel free to reach us at **(615) 262-2511** at your convenience.

Thank you for considering this partnership. We look forward to supporting Nashville School of Excellence and contributing to the growth, wellbeing, and sporting success of your students.

Warm regards,

Josue Rodriguez
President
Mana Sports Club
Phone: (615) 262-2511

December 17, 2025

To whom it may concern:

On behalf of **Ministerios La Puerta De Las Ovejas**, we are pleased to provide this letter of sponsorship in support of the establishment of **Nashville School of Excellence**. Our church is committed to serving the community through faith, education, and outreach, and we strongly believe that this new school will be a valuable asset to families in our area.

Ministerios La Puerta De Las Ovejas proudly supports the mission and vision of **Nashville School of Excellence**, which aims to provide a safe, nurturing, and academically excellent learning environment for students. We recognize the importance of quality education rooted in strong values and character development, and we are confident that this school will positively impact the lives of children and families it serves.

As a sponsoring organization, our church is willing to support **Nashville School of Excellence** through prayer, community encouragement, and collaboration when possible. We believe that partnerships between faith-based organizations and educational institutions are essential for building strong, thriving communities.

We fully endorse the efforts of **Nashville School of Excellence** and respectfully ask that this letter serve as confirmation of our support. Should you require any additional information, please feel free to contact us.

Thank you for your dedication to education and to the future of our community.

Sincerely,

Luis E. Jibes
General Pastor
Ministerios La Puertas De las Ovejas

(615)592-9394

2713 Nolensville Pk Suite 107 Nashville, TN 37211 mpovejas@gmail.com

THE NASHVILLE FOOD PROJECT

5904 California Avenue | Nashville, TN 37209
615.460.0172
thenashvillefoodproject.org
info@thenashvillefoodproject.org

December 3, 2025

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for Nashville School of Excellence

To whom it may concern,

I write in support of the proposed expansion of the Nashville School of Excellence (NSE). As the CEO of The Nashville Food Project, I lead a nonprofit committed to advancing community well-being through food access, education, and systems-level collaboration. We work closely with schools and neighborhood partners across the city, and I understand the value of public education models that are both responsive and accountable.

NSE brings a strong academic track record, demonstrated operational capacity, and a clear plan for community engagement. Its focus on STEM education aligns with regional workforce needs and addresses persistent gaps in opportunity and access. The network's existing performance — in both academic achievement and fiscal management — reflects a readiness to replicate with quality.

The proposed campus would serve a diverse and underserved population in Southeast Nashville. In a city where demand for high-quality public education exceeds supply, families deserve more accessible, high-performing options. NSE has shown it can deliver results while maintaining a commitment to equity and inclusion.

I support this proposal and urge its approval. Please feel free to contact me should you have any questions.

Sincerely,

C.J. Sentell, Ph.D.
Chief Executive Officer

Mark White

State Representative
83rd Legislative District

425 Rep. John Lewis Way N.
Suite 624, Cordell Hull Bldg.
Nashville, TN 37243

(615) 741-4415
Toll Free: 1-800-449-8366 ext. 44513

Rep.Mark.White@capitol.tn.gov

House of Representatives
State of Tennessee

NASHVILLE

District Office:
P.O. Box 17409
Memphis, TN 38187-0409

COMMITTEES:

Chairman
Education Full Committee

Calendar & Rules

Education Administration Subcommittee

K-12 Subcommittee

Health Full

February 5, 2026

To Whom it May Concern,

As Chairman of the Tennessee Education Committee, I am committed to ensuring that all Tennessee students have access to schools that promote academic excellence, psychosocial development, and a rigorous curriculum. I am writing to express my strong support for the proposed Nashville School of Excellence charter school.

I have been a Memphis resident for over 30 years, so I am privy to the success of the Memphis School of Excellence Network. Currently, this organization has an outstanding academic and long-term student success track record. Their commitment to STEM demonstrates their attentiveness to the rising needs within the workforce, while also opening a doorway to endless opportunities for its students.

Expanding this school model to MNPS will increase our total number of high-quality public schools, giving families more access to a higher-quality education. The Nashville School of Excellence plans to serve the Southeast Nashville community, considered underserved, in a safe and inclusive environment. NSE's school model will help our students in that area to be better prepared to complete college and thrive in their chosen professions.

I fully support the opening of Nashville School of Excellence and eagerly await the success stories that will stem from community partnerships and the hard work of the NSE faculty and staff.

Sincerely,

Mark White
Chair, House Education Committee

Attachment 1: Evidence of Community Engagement

Ministerio de
Relaciones Exteriores
Consulado General de Guatemala
en Nashville, Tennessee,
Estados Unidos de América

12/30/2025

To Whom It May Concern,

On behalf of the Consulate General of Guatemala in Nashville, TN, we are pleased to extend this letter of sponsorship and support for the establishment of **Nashville School of Excellence,** an educational institution dedicated to academic excellence, cultural inclusion, and community development.

The Consulate of Guatemala recognizes the vital role that education plays in strengthening communities and empowering future generations. This new school represents an important opportunity to serve students and families, particularly those of Guatemalan and Latino heritage, by fostering academic achievement, bilingualism, cultural awareness, and civic responsibility.

Through this letter, the Consulate of Guatemala expresses its full support for the mission and vision of **Nashville School of Excellence.** We believe this institution will provide a safe, inclusive, and high-quality learning environment that promotes educational growth and cross-cultural understanding. The school's commitment to educational equity and community engagement aligns closely with our efforts to support Guatemalan nationals and the broader community abroad.

The Consulate affirms its willingness to support the school through advocacy, community outreach, and collaboration on cultural and educational initiatives when appropriate.

Please do not hesitate to contact our office should you require additional information or confirmation regarding this letter.

Sincerely,

Leslye Samanta Illescas
Consul General of Guatemala in Nashville, TN

consnashville@minex.gob.gt

CONSULADO GENERAL DE GUATEMALA
NASHVILLE, TE. E.U.A.

IGLESIA DE DIOS
CASA DE RESTAURACIÓN
NASHVILLE, TN

Iglesia De Dios Casa de Restauracion
3302 Nolensville Pike "B"
Nashville, TN 37211
gabriellanscaping615@gmail.com / 615-586-5723

November 29, 2025

Nashville School of Excellence
Nashville, TN

Dear Members of the Nashville School of Excellence Community,

On behalf of Iglesia de Dios Casa de Restauracion, I am writing to extend our warmest congratulations to you on the future opening of the new school. We are delighted to welcome such an important educational institution to our neighborhood.

At Iglesia Casa de Restauración, we deeply value the role that education plays in fostering character, wisdom, and community growth. We recognize the immense effort and dedication required to launch a new academic endeavor, and we applaud your commitment to serving the families and students of this area.

Please know that our congregation stands with you as you begin this journey. We are eager to explore ways in which we might support your efforts, whether through community partnership, providing volunteer resources, or simply offering our prayers for a successful and impactful inaugural year. We believe that when schools and local institutions work together, our entire community thrives.

We look forward to witnessing the positive impact the new school will undoubtedly have on our local students. Please do not hesitate to reach out if there is any way our church community can be of service to you as you establish your presence here.

Sincerely,

Gabriel Jimenez
Iglesia Casa de Restauración
General Pastor

Jehovà Shama Ministerios Elim
520 Raymond St.
Nashville, TN 37211
615-429-4448 - Robertobustillo@yahoo.com

December 3, 2025

Nashville School of Excellence

Dear Friends,

On behalf of the congregation at Jehovà Shama Ministerios Elim, I am writing to express our sincere excitement and support for the upcoming opening of Nashville School of Excellence here in Nashville. It is always a joyful occasion to see new opportunities for education and growth being established in our vibrant community. The success of graduation rate, colleague acceptance and academic progress that your schools have in Memphis is well needed in the Nashville community.
We believe that a school is more than just a building—it is a cornerstone for shaping the hearts and minds of the next generation. We are encouraged by your mission to provide character development and community service.

"We are committed to standing alongside you as you build this new community, and we look forward to finding ways to partner together to serve our neighbors in Nashville."

Please know that our church community will be keeping your leadership, staff, and future students in our thoughts and prayers. If there is any way our church can be a resource or partner as you settle into the neighborhood, please do not hesitate to reach out.

We wish you all the very best as you finalize your preparations. We cannot wait to welcome you fully into the Nashville family.

Warmly,

Roberto Bustillo
Pastor/Senior Leader
Jehovà Shama Ministerios Elim

Radio Vida 1130, 1210 & 910 AM
3030 Dickerson Pike
Nashville, TN 37207
Phone: (615) 262-2511
Website: www.radiovida.com

December 12, 2025

Dear Nashville School of Excellence,

Re: Sponsorship Partnership Opportunity with Radio Vida 1130, 1210 & 910 AM

On behalf of Radio Vida 1130, 1210, and 910 AM, I am pleased to extend our warm greetings to Nashville School of Excellence as you continue your inspiring mission of serving students and the broader community. As a locally committed radio network dedicated to uplifting education, youth development, and community growth, we value forming strong partnerships with institutions that share our passion for empowering future generations.

We would be honored to collaborate with your school through a sponsorship partnership designed to support your academic, cultural, and extracurricular goals. Radio Vida is proud to come alongside schools to provide:

- **On-air recognition** for school events, announcements, and student achievements
- **Educational outreach**, including media literacy opportunities or radio station tours
- **Support for school programs**, such as arts initiatives, sports teams, or academic enrichment
- **Community event promotion**, helping the school connect with families and local stakeholders
- **Collaborative projects**, including student radio segments, talent showcases, and fundraising campaigns

In return, we welcome opportunities for mutual visibility through your newsletters, event programs, and community outreach. Together, we can build a partnership that enriches your students' educational experience and strengthens community engagement.

We would appreciate the opportunity to meet with you or a member of your leadership team to explore sponsorship opportunities best suited to your school's needs. Please feel free to contact us at **(615) 262-2511** at your convenience.

Thank you for considering this partnership. We look forward to supporting Nashville School of Excellence and contributing to the continued growth and success of your students.

Warm regards,

Josue Rodriguez
Pastor and Radio Director
Radio Vida 1130, 1210 & 910 AM
Phone: (615) 262-2511

TENNESSEE CHAMBER
of Commerce & Industry
TENNESSEE MANUFACTURERS ASSOCIATION

January 12, 2026

To whom it may concern,

The Tennessee Chamber of Commerce & Industry, a 501c(6) organization, supports the Read Foundation's effort to establish the Nashville School of Excellence in 2026.

The mission of empowering each student to succeed in college and career by mastering a vigorous STEM-focused curriculum, while experiencing a safe, welcoming, all-inclusive environment, receiving individual academic, social and emotional support as they work alongside families and community partners is recognized by the Tennessee Chamber of Commerce & Industry as being an important part of every student's educational journey.

The Tennessee Chamber of Commerce & Industry also serves as the Tennessee Manufacturers Association and is recognized as the state affiliate of the US Chamber of Commerce, National Association of Manufacturers, and American Chemistry Council. For over 100 years, we have been the primary voice of business and manufacturing interests on major employment and economic issues facing public policy decision makers in Tennessee.

We are heavily engaged in the areas of education and workforce development and welcome the opportunity to assist the Read Foundation as they expand their nationally recognized and awarded educational institutions.

Sincerely,

Josh Brown
President & CEO
Tennessee Chamber of Commerce & Industry

511 Union Street, Suite 1550 Nashville, TN 615.256.5141 Telephone 615.256.6726 Fax

Rhema Apostolic University Midet
3030 Dickerson Pike
Nashville, TN 37207
Phone: (615) 262-2511

December 12, 2025

Dear Principal,

Re: Sponsorship and Partnership Opportunity with Rhema Apostolic University Midet

Grace and peace to you in the name of our Lord Jesus Christ.

On behalf of Rhema Apostolic University Midet, it is with great joy that we extend our heartfelt congratulations to Nashville School of Excellence on your continued growth and the impact you are making in our community. As a Christian institution committed to academic excellence, spiritual development, and community service, we believe in supporting schools that share the vision of raising future leaders grounded in strong moral and ethical foundations.

We would be honored to partner with your school through a sponsorship relationship designed to enhance both academic and spiritual development. Our university is dedicated to serving the community, and we are pleased to offer support through the following initiatives:

- **Educational support**, including tutoring programs, academic workshops, and faculty or student-led mentorship
- **Faith-based activities**, such as chapel support, youth ministry resources, and spiritual development seminars
- **Student leadership and character-building programs**, rooted in biblical values and Christian leadership principles
- **Assistance with school events**, including sponsorship for academic fairs, sports days, or community outreach activities
- **Access to university facilities** for seminars, conferences, or student enrichment initiatives
- **Pathway opportunities**, such as career guidance, early college exposure, or scholarship information for future graduates

We believe a partnership between Rhema Apostolic University Midet and Nashville School of Excellence will help cultivate a Christ-centered environment where students can grow academically, spiritually, and socially.

We would welcome the opportunity to meet with you or a member of your leadership team to discuss how we may best support your school's mission and needs. Please feel free to contact us at **(615) 262-2511** at your convenience.

Thank you for considering this partnership. We look forward to walking alongside Nashville School of Excellence as you continue building a community where students are empowered to learn, lead, and serve.

In His service,

Josue Rodriguez
Pastor and Director
Rhema Apostolic University Midet
Phone: (615) 262-2511

Kate Ayers
Director, STEMM Education and Outreach Program
St. Jude Children's Research Hospital

To whom this may concern,

This letter of support is for the Read Foundation dba Memphis School of Excellence request to expand to Nashville, TN.

The St. Jude STEMM Education and Outreach Program is committed to partnering with the Read Foundation dba Memphis School of Excellence to support youth STEM development. Current partnership has resulting in the following activities:

- Connection to St. Jude scientists to serve as guest speakers during a project-based learning unit on cancer and cell division, providing exposure to various careers in biomedical research;
- Opportunity for educators to participate in a curriculum co-design project to develop a Cancer Control and Disparities curriculum;
- Pilot testing the Cancer Control and Disparities curriculum with MSE Biology students;
- Opportunity for MSE Biology students to participate in the Cancer Control and Disparities Fellowship, a mentored summer research experience; and
- Participation in the Memphis STEM in Medicine Ecosystem, a city-wide effort to address systemic inequities in STEM education.

Expansion to Nashville will allow St. Jude to expand its education and outreach programs to other parts of the state, thereby, expanding the impact it has on student STEM development.

Sincerely,

Kate Ayers
Director, STEMM Education and Outreach Program
St. Jude Children's Research Hospital

262 Danny Thomas Place, Memphis, TN 38105-3678 | t 901.595.3300 | www.stjude.org

William R. Moore College of Technology
NON-PROFIT ESTABLISHED 1939

1200 Poplar Avenue, Memphis, TN 38104 · 901-726-1977 · FAX 901-726-1978 · www.mooretech.edu

Metro Nashville Public Schools
c/o Nashville School of Excellence Application Team

Dear Members of the Application Review Team,

As Chief Financial Officer of William R. Moore College of Technology in Memphis, I am pleased to offer my strong support for the establishment of the Nashville School of Excellence, a proposed public charter school that will serve grades 6–12.

Moore Tech has a long history of advancing workforce development and career readiness across the Mid-South, and we recognize the vital role that early exposure to rigorous, college-preparatory education plays in shaping future success. The Nashville School of Excellence's commitment to providing high-quality instruction, fostering character development, and preparing students for both higher education and meaningful careers aligns closely with our mission to expand opportunity through technical and academic excellence.

We believe this initiative will bring significant value to the Nashville community, primarily by increasing access to strong academic pathways for students who may not otherwise have these opportunities. I commend the school's leadership for their vision and dedication to student achievement, and I am confident the Nashville School of Excellence will become a model of innovation and equity in public education.

Please accept this letter as an expression of Moore Tech's full support for the approval of the Nashville School of Excellence charter application.

Sincerely,

Jerry Johnson
Chief Financial Officer
William R. Moore College of Technology
jjohnson@mooretech.edu
901.331.1880

December 9, 2025

To the Approval Committee:

This letter is written in strong support of the establishment of Charter School of Excellence to Nashville area. Industry is in need of STEM programs in schools that will lead students to careers in manufacturing and other fields. Nashville School of Excellence will be strategically located in the area where the students will be exposed to local manufacturing plants close by, and also close to organizations that can serve as influencers to the students in STEM programs.

The leaders working to establish Nashville School of Excellence are preparing students for high demand careers. STEM programs and activities are creating opportunities for the children to get involved in real world applications, learn about technologies, initiative, productivity, communication, flexibility, problem solving skills, and other skills needed to be successful in the field.

Comefri USA is a manufacturing business unit of Comefri Group, and the plant is located in Hopkinsville, Kentucky. Comefri USA is manufacturing fans used in various applications: air conditioning, ventilation, industrial, and serves markets worldwide.

Comefri USA is looking forward to employ students graduating from STEM programs at Nashville School of Excellence, or provide internships to the deserving students that are seeking hands on experience in the field, and apply what they will learn in the school programs.

Best Regards,

Sylvie Braun
CEO
Comefri USA INC
330 Bill Bryan Blvd
Hopkinsville, KY 42240
Email: sbraun@comefriusa.com
Phone: 270-881-1444

PROGENY
PLACE

Nov 10, 2025

Metro Nashville Public Schools
c/o Nashville School of Excellence Application Team

To Whom It May Concern:

It is my pleasure to offer this letter of support for the establishment of the **Nashville School of Excellence**, a proposed public charter school committed to delivering rigorous, college-preparatory education for students in grades 6–12.

As the CEO of **ProGeny**, an organization dedicated to preparing youth and adults for meaningful career pathways and entrepreneurial success, I have had the opportunity to collaborate with the leadership of Nashville School of Excellence on previous initiatives. Their professionalism, instructional excellence, and unwavering commitment to student achievement have been evident in every partnership we've shared.

Nashville School of Excellence brings a clear and compelling vision to the students and families of Metro Nashville. Their focus on academic rigor, character development, and college readiness aligns strongly with the values we uphold at ProGeny. We believe that expanding high-quality educational options—especially those that invest early in students' future potential—has a direct and lasting impact on workforce readiness, community vitality, and long-term economic mobility.

The team leading this effort has consistently demonstrated a strong capacity to execute, build meaningful community relationships, and deliver culturally responsive programming that supports diverse learners. Based on our past collaborations, I am confident that the Nashville School of Excellence will be an asset to both Metro Nashville Public Schools and the broader community.

For these reasons, **ProGeny fully supports the approval and launch of the Nashville School of Excellence** and encourages MNPS to consider the value this school will bring to Nashville's students, families, and future workforce.

Thank you for your consideration, and for your commitment to expanding opportunities for Tennessee's youth.

Sincerely,

Rhonnie Brewer
Chief Executive Officer
ProGeny

December 5, 2025

To Whom it May Concern:

Re: Letter of Recommendation for Memphis School of Excellence

It is my pleasure to write this letter of recommendation for the Memphis School of Excellence. As a leader within the Verizon Innovative Learning Schools (VILS) initiative, I have the opportunity to support schools nationwide on their capacity to implement transformative programs. The Memphis School of Excellence network possesses essential qualities we look for: a vision for powerful learning propelled by technology, a culture of professional learning and coaching, and, most crucially, the human capital to sustain innovation.

Verizon Innovative Learning Schools' goal is not merely to distribute devices, but to bridge the digital divide by empowering educators to teach in new, immersive ways. Memphis School of Excellence has been an outstanding partner and has shown a deep commitment to the Memphis community.

Memphis School of Excellence has been successful in their partnership with Verizon Innovative Learning Schools in the following areas:

- VILS coaches who are intentional in their coaching practices and lead with an impactful coaching model to meet the needs and build the skills of their teachers.
- District leadership that promotes digital equity and focuses on technology innovation as an essential expectation for their students.
- Implementation of strong student tech teams in each VILS school.
- A group of strong teacher leaders who proactively lead, facilitate, and share best technology integration practices in the classroom.

I recommend them without reservation for any opportunity that seeks to invest in high-impact, sustainable educational change.

Sincerely,

Celeste Barretto Milligan (she/her)
Deputy Director, Student Impact
Verizon Innovative Learning Schools
cbarretto@digitalpromise.org
832.689.7390

West TN STEM Hub
www.westtnstem.org

303c Edwards Research &
Innovation Ctr.
Memphis, TN 38152-3180

Office: 901.678.3286
Fax: 901.678.3026

November 19, 2025

To Whom It May Concern:

I am pleased to provide this letter of support for the Read Foundation dba Memphis School of Excellence (MSE) application for TSIN STEM Designation. I direct the West TN STEM Hub, a regional K-12 collaborative focused on increasing students' interest in and preparation for STEM career pathways. We (the West TN STEM Hub) have worked with MSE for several years through interactions with both students and teachers.

MSE has been active with the West TN STEM Hub (Hub), with teachers and school administrators attending professional development offerings of the Hub, including the annual Innovations in STEM conference and the After School STEM workshops during the academic year. The school has also utilized STEM Ambassadors to support classroom STEM activities and to provide professional development regarding the Hub's resources for MSE teachers. For example, this year the Hub is providing Ambassador support for MSE's Fall Eagle Expo at MSE Elementary Cordova. The Ambassadors are serving as guest judges and share insights with students on how their ideas can make a positive impact in the community.

Read Foundation dba MSE is fully committed to providing enriching STEM learning opportunities to their students and embodying the principles established by the Tennessee Department of Education for STEM designation. If you need any further information, please do not hesitate to contact me at ssalyers@memphis.edu or 901-678-3286.

Sincerely,

Stephanie Ivey, PhD
Director
West TN STEM Hub
Professor
Department of Civil Engineering
University of Memphis

Regions Bank
6200 Poplar Ave. 3rd Fl.
Memphis, TN 38119

REGIONS

November 21, 2025

To Whom It May Concern:

Please be advised Read Foundation dba Memphis School of Excellence has been a client with Regions Bank since 2010. Regions have made multiple loans to Read Foundation for facilities and equipment purchases that have always been paid as agreed. They have always paid as agreed and maintained their business relationship in an exemplary manner. Read Foundation dba Memphis School of Excellence has expanded their business presence in the Memphis market and are viewed as one of the top Charter Management Organizations in the State of Tennessee. This letter shows our support for their expansion efforts in the state of Tennessee.

Please feel free to contact me directly if any additional information is needed.

Sincerely,

Frederick O. Hardeman
Commercial Relationship Manager, VP
6200 Poplar Avenue
Memphis, Tennessee 38119
901-580-5123 (office)
Fred.hardeman@regions.com

Ahmed Sufi
Undergraduate Student, Vanderbilt University
Nashville, Tennessee
November 2025

To Whom It May Concern,

I am writing to express my support for the Nashville School of Excellence (NSE). As a Vanderbilt University student and someone who has personally benefited from a strong STEM-focused education, I believe NSE will bring tremendous value to students in our community. Schools that emphasize hands-on learning, curiosity, and academic support truly change the trajectory of young people, and I am confident NSE will do the same.

I also want to share that **I am ready and willing to volunteer my time to support NSE's clubs and tutoring programs.** With my background in STEM and my passion for mentorship, I would be honored to assist students through academic tutoring, after-school clubs, and enrichment activities that help them grow both academically and personally.

NSE's commitment to high expectations, strong support systems, and inclusive learning aligns with what I believe every student deserves. I look forward to contributing to this mission and supporting the success of Nashville families through this school.

Sincerely,

Ahmed Sufi

Email: ahmedosufi23@gmail.com

November 14, 2025

To Whom It May Concern,

I am writing on behalf of PromoHounds to express our support for the proposed Nashville School of Excellence. We believe that opening a high-quality, STEM-focused public charter school will benefit families and contribute positively to the Nashville community.

Throughout our interactions with Mr. Kazim Kizilkaya and his team, we have seen their professionalism, commitment, and strong dedication to serving students. We are confident that the Nashville School of Excellence will provide valuable educational opportunities and become a meaningful asset to the community.

We respectfully encourage the approval of this charter application.

Sincerely,

Kevin Lorance
PromoHounds

NSE Community Meetings Log						
Center	**Met**	**Email**	**Address**	**Phone number**	**Date**	**Visited**
Coleman park community center	Pamela Caban	pamela.caban@nashville.gov	384 Thompsan ln, Nashville		09/10/2025	Done
Barefoot republic	Larea Kwakye	lkwakye@barefootrepublic.org	15354 Old Hickory Blvd	6155541580	09/12/2025	Done
Glandale Baptist Church	Pastor April Baker	april@glendalebaptist.org	1022 Glandale ln, Nashville		09/20/2025	Done
Woodmont Hills Church			3710 Franklin Pike, Nashville		09/20/2025	Done
Elmahaba Center	Lydia Youseif	lydia@elmahabacenter.org			10/22/2025	Done
Siloam Health	Amy Richardson	amy.richardson@siloamhealth.org	Siloam Health Antioch, 2717 Murfreesboro Pike A, Antioch, TN 37013		10/29/2025	Done
Salahadeen Center of Nashville	Muhammad Kokoy	mkokoy@gmail.com	364 Elysian Fields Ct, Nashville, TN 37211		11/5/2025	Done
Tennessee Kurdish Community Council	Tabeer Taabur	tabeer.taabur@tnkcc.org	392 Harding Place, Suite 215	6157102355	11/5/2025	Done
Parish Presbyterian Church	Pastor Jamie Crampton	jamie@parishpres.org	4156 clovercroft rd, franklin		11/2/2025	Done
Unity of Nashville	Pastor Norma	normasemail2014@yahoo.com	5125 Franklin Pike, Nashville, Tn		11/8/2025	Done
Peace Bridges Center	Afgan Akbarov		99b Thomson Ln, Nashville	6156510953	09/25/2025	Done
Islamic Center of Nashville	Imam Osamma	sheikhosama@gmail.com	2515 12th ave s, Nashville	4695694993	11/7/2025	Done
Tajweed Center of Nashville	Saed Dhore	saedhore@gmail.com	287 Plus Park Blvd, Nashville	6157052222	11/12/2025	Done
Alhuda Islamic Center	Imam Ibrahim		252 Jackson Meadows Dr hermitage, TN 37076	6152996764	11/12/2025	Done
The Nashville Food Project	C.J. SEntell	cj@thenashvillefoodproject.org	5904 California Avenue, Nashville, TN, 3720		10/9/2025	Done
Fellowship Nashville Church	Mark Irving	mirving@fellowshipnashville.church	521 McIver St, Nashville, TN 37211	9375329429	10/2/2025	Done
Al Farooq Islamic Center	Ahmed Alfarooq	asayid03@gmail.com	67 Thomson Lane, Nashville	6157073735	11/17/2025	Done
Hispanic Family Foundation	Carolina Sanchez	carolina@plazamariachi.com	3955 Nolensville Pike, Suite 107 Nashville, TN 37211	(615) 562-2222	11/3/2025	Done
Iglesia de Dios la Ultima LLamada	Pastor Jose Medrano	llamadaultima2@gmail.com	2591 Murfreesboro Pike, Nashville, Tn 37217	6154838162	11/23/2025	Done
City Fund	Chris Barbic	chris@city-fund.org		615.509.4956	11/19/2025	Done
Nashville Incubator	Scott Campbell	scott@nashvilleincubator.org		615-484-0667	08/11/2025	Done
IGLESIA DE DIOS CASA DE RESTAURACION	Gabriel Jimenez General Pastor	Gabriellansdscaping615@gmail.com	3302 Nolensville Pike “B” Nashville, TN 38118	615-586-5723	11/29/2025	Done
Iglesia Camino de Santidad	Karina Moran	Karinamoran06@yahoo.com	2921 Louise Dr Nashville, TN 37211	(615) 815-0160	12/1/2025	Done
Afghan Assosiation of Nashville		Nashafghan@gmail.com	330 Polk Ave Nashille TN 37211		10/12/2025	Done
Neighbors in Faith	Jeff Holder	neighborsrjh@yahoo.com		6154302043	12/4/2025	Done
Urban Green Lab	Karissa Hampton	karissa@urbangreenlab.org	1305 Clinton St., Suite 230, Nashville, TN 37203	(615) 442-7072	11/12/2025	Done
Friends Life Community	Audria Frattini	audria@friendslife.org	4414 Granny White Pike Nashville, TN 37204	615.730.9370	12/5/2025	Done
Nashville Propel	Sonya Thomas	sonya@nashvillepropel.org			12/10/2025	Done
Casa de Dios USA	Pastor- Josue Rodriguez	josuerodriguez7412@gmail.com	3030 Dickerson Pike Nashville, TN 37207	(615) 262-2511	12/10/2025	Done
Proclamtion Church	Led Pastor Derrick Delain	info@proclamation.com	308 E. Thompson Lane, Nashville, TN 37211	6156488235		Requested
Bell Road Baptish Church	Pastor Mark Harvey	markharveybrbc@gmail.com	1439 Bell Road Nashville, Tn 37211			Requested
Connexion Americas		info@conexionamericas.org	Casa Azafrán 2195 Nolensville Pike Nashville, TN 37211			Requested
Islamic Center of Williamson County	Imam Ahmad Sharif	imam@icwctn.org	320 Mallory Station Rd, Franklin, TN 37067			Requested
Tennessee Office For Refugees	Louisa Saratora- State Refugee Coor.	lsaratora@cctenn.org	2806 McGavock Pike, Entrance 7 Nashville, TN 37214			Requested
American Muslim Advisory Council	Sabina Mohyudin	info@amactn.com	2195 Nolensville Pike Nashville, TN 37211			Requested
Nashville International Center For Empowerment	Nice Team		417 Welshwood Drive, Ste. 100 Nashville, TN 37211			Requested
The Healing Trust	Samuel Jackson	samuel.jackson@healingtrust.org	2928 Sidco Drive Nashville, TN 37204	615.284.8271		Requested
People Loving Nashville	Ryan Lampa	info@peoplelovingnashville.com	PO Box 60431, Nashville, TN 37206			Requested

Nashville Peace Makers	Clemmie Greenlee		830 Fesslers Parkway, Suite 118			Requested
Habitat Nashville	Madeline Donovan	mdonovan@habitatnashville.org	414 Harding Place, STE 100 Nashville, TN 37211		10/27/2025	Done
Beginenew		info@beginanew.org	Begin Anew 1111 Foster Avenue Nashville, TN, 37210	615-244-3669		Requested
Raising Resilience Tennessee	Ms. Galeas	sgaleas@raisingresiliencetn.org	139 Thompson Lane Nashville, TN 37211	615-333-2644		Requested
Friends Life Community	Audria Frattini	audria@friendslife.org	4414 Granny White Pike Nashville, TN 37204	615.730.9370		Requested
Neighbor 2 Neighbor	Alisha Haddock	alisha@n2n.solutions	PO Box 100941 | Nashville, TN 37224	615-854-7197		Requested

NSE Community Events Log		
Event	Date	Notes
Celebrate Nashville Cultural Festiaval	10/4/2025	We distributed our flyers and gave information about our projected school.
Turkish Food Festival	10/11/2025	Opened a tabel for Nashville School of Excellence introuduction and collecting parents interest form
Middle East food Festival	11/15/2025	Opened a tabel for Nashville School of Excellence introuduction and collecting parents interest form
Dolly Porton Excellence in Lidership Award Ceramony	08/28/2025	Engaging with local leaders and introducing our charter school project
The Nashville Muslim Leadership Summit	10/25/2025	Engaging with local community and introducing our charter school project
Parish Presbyterian Church	11/2/2025	I participated in a church morning service and connected with attendees afterward to provide information about our school.
Unity Church of Nashville	11/9/2025	I participated in a church morning service and connected with attendees afterward to provide information about our school.
Fellowship Nashville	9/11/2025	Visited the church and informed about our school
Islamic Center of Nashville	11/21/2025	Attend Jumaah prayer and gave information about our school and asked the attendees to help fill out our forms if they are interested.
Peace Bridges Cultral Center	10/4/2025	Visited their saturday school and informed parents about our school
Salahadeen Center Board Members	11/13/2025	Met some of the Kurdish community members at Mr. Ibrahim's place to inform them about the projected school
Nashville Area Chamber of Commerce Annual Celebration	09/23/2025	Engaging with local leaders and introducing our charter school project
FRED '25: Facility Solutions for Charter Schools	11/14/2025	Engaging with local leaders and introducing our charter school project
Afghan Assosiaton	10/15/2024	Met the board members and informed them about the upcoming school
Neighbors in Faith	11/22/2025	Had a Thanksgiving dinner with people from Neighbors in Faith and the Peace Bridges
Al Farooq Islamic Center	11/18/2025	I was invited by their board members. Informed them about our upcoming school project.
Al Huda Masjid	11/21/2025	Joind their khitbah ceramony and gave a short speech to attendees about the school and filling out our parents interest forms.
Tn Score-2026 State of Education Event	12/3/2025	Engaging with education leaders and introducing our charter school project

Attachment 2: School-based Team Resumes

Nashville School of Excellence

Samuel S. Beyhan, Ed.D.

samuelbeyhan@gmail.com / sbeyhan@sememphis.org Cell: (210) 421 9985
Memphis/Collierville, Tennessee

Executive Profile

- Offering more than 23+ years of Achievement in Developing Productive student-focused environments.
- Maximize Learning Experiences.
- Big picture thinker with innovative mindset and creative eye for detail.

Skill Highlights

Leadership & Communication Skills
Innovative teaching methods
Scheduling proficiency
Recruitment and Hiring
Budgeting expertise
Curriculum Development
Team-Building Techniques
, Operations experience
Special Needs Education
Multi-cultural instruction
NWEA formative assessments
Community Engagement
Teacher supervision & support

Education

2022: American College of Education – Indianapolis, Indiana, US
Doctor of Education in Leadership (Distinguished Graduate GPA: 4.00)
Member of Kappa Delta Pi [KDP]
Member of ACE Advisory Board

2016: Tarleton State University – Stephenville, Texas, US
Master of Education in Educational Administration
Member of Phi Delta Kappa [PDK]
Member of Pi Lamda Theta [PLT]

2007: Kars Kafkas University – Kars, Turkey
Master of Science in Applied Mathematics

2000: Marmara University – Istanbul, Turkey
Bachelor of Science in Mathematics

Certification & Licensures

TN Licensure #: 710022
Professional Instructional Leader License with Superintendent Endorsement (ILL-P), TN
Practitioner Teacher Endorsements Math 6-12, TN
TX Certification # :1595130
Principal Certification (EC-12), TX
Mathematics Teachers (Grades 4 -8), TX
Mathematics Teacher (Grades 8-12), TX
Special Education Supplemental Certification, TX

STAR Teacher Pre-Screener Certified (Haberman Educational Foundation), US
AEL Certified (Advanced Educational Leadership), TX
Teacher Observer Certified (The Danielson Group-Teachscape), US
Gifted and Talented Educator Certified (TAGT Online Professional Learning Series), TX
Google Certified Teacher Level 1 and 2
Apple Teacher
Microsoft Innovative Educator Certified
Microsoft Certificated System Engineer, MCSE ID: 2164166

Professional Experience with Core Accomplishments

Executive Director, 07/2021 – Current

Assistant Executive Director, 07/2019 – 06/2021

Director of Operations, 07/2018 – 06/2019

Memphis School of Excellence – Memphis, Tennessee

Overseeing four campuses, 1,700+ students who are 95% economically disadvantaged, and 200+ staff members, leading academics, human resources, finance, engagement, technology, PD Development; helping to budget creation and grant writing, collaborating with Directors on outreach, public relations, and operations; member of the Board of Directors.

Involved in two new campus applications and openings in Cordova

Increased student #s from 1,100 to 1,800+

Lead Central office construction (12K ft2, $3.3M construction budget)

Initiate PowerSchool E-finance and HR implementation

Created Compensation Manual

Created campus social media accounts

Updated financial procedures

Re-started home visit program

Lead STEM designation application

Oversee $25 million budget with a start-up, ESSER 2.0, and ESSER 3.0 grants

Receive Character School, Reward School, STEM School, Character School, and Purple Star School designations.

Founding Principal, 08/2017 – 06/2018

Harmony School of Innovation -Waco – Waco, Texas

Founder of the campus, first principal, planned, controlled, and directed the overall activities for the 6-12 Campus with 490+ students and 45 faculty members. Scope of position includes: staff recruitment, development, and evaluation; fiscal management; record and administrative management; organization and maintenance; student discipline; program initiatives; team-building; shared decision-making; school values promotion; budget creation and financial implementation.

Hire/interview all new administrators, coordinators, and counselors.

US News Best High Schools List -Gold Medal (#1 in Waco, # 51 in Texas, #302 in the Nation)

Hosted FLL & FTC Robotics Competitions (UIL Regional runner-up)

Selected Role Model campus under the Educate Texas T-STEM Campuses

Presented the Harmony Waco model at the University of Mary Hardin-Baylor for Doctoral Students

Represent Harmony Public Schools at the Education Service Center Region 12 Superintendent Meetings

Highest student attendance rate in the District

Launched a weekly electronic mail to parents and created a campus YouTube channel

Received the Highest home visit completion at the secondary campuses at the Harmony Public Schools

Initiated a new team-building activity (smartteambuilding.com)

Oversee $6 million budget with a start-up grant $800K and a STEM grant of $120K

Clinical Superintendent Experience and Representation at ESC Region 12

Turnaround Principal, 08/2012 – 07/2017

Harmony Science Academy-Waco – Waco, Texas

Plan, control, and direct the overall activities for the K-12 Campus with 750 students and 85 faculty members. Scope of position includes: staff recruitment, development, and evaluation; fiscal management; record and administration organization and maintenance; student discipline; program initiatives; team-building; shared decision-making; school values promotion; budget creation and finance implementation

Turnaround Principal (From not meeting the AYP to a top school in Waco, TX)

Increased college enrollment by % 15%
Increased state test scores consecutively for the last five years

Campus received "Met Standard" in State accountability with 5 Distinctions out of 7 possible areas with the last three straight years (2013,2014,2015) under my supervision,

Campus received “Met Standard” for every year after a "Not Met Standard" school year

Received the T-STEM (Texas Science, Technology, Engineering, and Mathematics) fully designation certification from Educate Texas for the last three years.

Have a balanced Budget ($8 million) for the last five years, with the highest audit ratings.

Highest home visit completion campus for the last 3 years

Assistant Principal, 07/2011 – 07/2012

Harmony Science Academy High School – Dallas, Texas

College Guidance for senior and junior students
Coordinate and oversee State and College entrance exams.
Coordinate CRLP (College Readiness and Leadership Program) and G/T (Gifted and Talented Program) activities
Taught SAT (College Entrance Exam) Math Prep courses

Special Programs Coordinator, 07/2010 – 06/2011

Harmony School of Innovation - Carrolton – Carrollton, Texas

Coordinate Special Education, lead IEP meetings, oversee pull-out and push-in services
Supervise ESL services
Coordinate CRLP (College Readiness and Leadership Program)
Taught Algebra I to advanced eighth and ninth-grade classes
Prepare Advanced Club (G/T) students for the PSAT

Mathematics Teacher, 07/2009 – 07/2010

Harmony Science Academy - San Antonio – San Antonio, Texas

Taught Algebra I to the ninth-grade classes.

Mentored two groups

Coach UIL competitions

Mathematics Teacher, 09/2006 – 07/2009

Ardahan Science High School and Ardahan Anatolia Teacher High School – Ardahan, Turkey
Taught Algebra I, Algebra II, Geometry, and Calculus at the high school

Mathematics Teacher, 03/2004 – 09/2006

Yalnizcam High School – Ardahan, Turkey
Taught Algebra I, Algebra II, Geometry, and Calculus at the high school

Mathematics Teacher, 08/2003 – 03/2004

Fatih Learning Center-Kadikoy – Istanbul, Turkey

Taught math classes and tutor middle school students at the learning center

Mathematics Teacher, 04/2003 – 06/2003

Validebag Anatolia Health High School – Istanbul, Turkey
Taught the ninth, tenth, and eleventh classes of the School

Affiliations

Member of Leadership Tennessee NEXT Academy Class of VIII
Member of Tennessee School Board Association (TSBA)
Member of Tennessee Organization of School Superintendents (TOSS)
Member of Collierville Library Board (3-year term starting Jan 2023)
Member of Aspen Workforce Leadership Academy, Class of 2023
Member of the Charter Application Review Committee (Memphis Shelby County Schools -2022 &23)
Member of Greater Memphis Chamber (2022-)
Member of Prosper Waco Initiate (2015-2018)
Member of TCASE (Texas Council of Administrators of Special Education)
Member of NASSP (National Association of Secondary School Principals)
Member of NACAC (National Association for College Admission Counseling)
Member of TASA (Texas Association of School Administrators)
Member of TASPA (Texas Association of School Personnel Administrators)
Member of ASCD (Association for Supervision and Curriculum Development)
LinkedIn.com/in/sbeyhan

Skills

Computer Hardware, Network Systems, DHCP, DNS, Email, Hubs, LAN,
Microsoft Certified in MS Exchange 5.5, MS Office, MS Proxy Server, Win 10, Win 7, Microsoft Windows NT,
Modems, Network, Operating Systems, Routers, Visual Basic 5 & 6,
Google Spreadsheets, iCloud, Databases
Mimeo Pads, iPads, Smart Boards, Smart Projectors, Apple TV.

References *References available upon request

Résumé

Mugire Ayci
M.Ed. SHRM-SCP CEF

Assistant Executive Director
Read Foundation dba Memphis School of Excellence

1315 Rain Lake Ln E.
Collierville, TN 38017

Office: (901) 590-2111
Cell: (832) 799-2544
mugireayci@gmail.com

EDUCATION

Georgetown University
Certification in Education Finance (CEF), January 2025

Society for Human Resource Management
SHRM-SCP Certificate, July 2023

University of Texas at Tyler
Superintendent Certification Program, August 2019

University of Texas at Tyler
Master of Education with Principal Certification, August 2014
Educational Administration

Marmara University
School of Education, August 2007
Science Education Department
**Honors: Dean's Scholarship*

PROFESSIONAL EXPERIENCES

READ FOUNDATION dba MEMPHIS SCHOOL OF EXCELLENCE

Assistant Executive Director Memphis, TN
June 2021-Current
Read Foundation dba Memphis School of Excellence

- In charge of Human Resources, Operations, and Finance departments supervision, policies, and implementation
- Provide direct oversight, monitoring, and supervision of all principals and directors, and Human Resources, Operations, and Finance department employees in the system

- Provide direct oversight, support, and evaluation to Human Resources, Operations, and Finance department employees
- Maintained perfect (5/5) Finance Scorecard every fiscal year
- Maintained perfect (5/5) Operation Scorecard every fiscal year
- Maintained high (4.3 average/5) HR Scorecard every fiscal year
- Budgeted and managed approximately $25 million yearly general educational funding.
- Budgeted and managed approximately $1.2 million yearly Title-1 funding
- Budgeted and managed ESSER1&2&3 funds, approximately $7 million in total
- Increased the cash reserves from $2.3 million to $9.2 million in 2 years
- Managed the 10 months long transition project from traditional methods to fully online Applicant tracking/Sub management/Payroll/Onboarding and Finance/Accounting platform. (PowerSchool EFP)

HARMONY PUBLIC SCHOOLS (2010-2021)

Principal Houston, TX
May 2018-July 2021
Harmony School of Excellence-Houston (promotion)

- Principal of one of Harmony Public School`s flagship campuses with 910 students and 97 employees.
- Increased student attendance rate by ~3% in one year, (from 94.3% to 97.2%)
- Maintained "A and B" scores from TEA Accountability System. Making 100% in Social Studies, Algebra, Biology, and 7th & 8th grade Math.
- Monitor and supervise student growth through many data points such as NWEA MAP, STAAR, TELPAS, COGAT, HMHO, and others.
- Successfully implemented positive behavior points incentive system, significantly reduced the number of discipline referrals.
- Coordinated after school club initiative, increased the number of clubs from 37 to 58 in 2 years.
- Served as a member of "New Principals Onboarding Committee"
- Engaged in year-long coaching with Dr. Gary Schumacher (UH Clear Lake) and Ms. Pam Bendorf (McKinney ISD)
- Mentored 4 other Harmony principals during the 2nd and 3rd year of principalship
- Developed CIPs for the campus.
- Conducted 55 teacher observations yearly, with holding pre observation and post observation meetings.
- Increased the number of students from 825 to 860 in two years, improved the budget from -$187K to +$259K, managed a total budget of $7.3M
- Built a STEAM lab on campus. STEAM lab is a makerspace type of addition to the school, which includes 3D printers, laser cutters, coding and drone stations, wood work stations, etc. Approximate total budget: $450K
- Worked with the PTO collaboratively, making annual fundraising revenue of appx. $75K.
- Maintained a healthy school activity fund, yearly budget of $450K, finished every fiscal year with a minimum of +150K revenue.

Director of Curriculum and Instruction (6-8 Science) *Dual role* Houston, TX
June 2016 – May 2018

Harmony Public Schools Central Office (promotion)

- In charge of 6-8 grade Science curriculum, instruction, and assessment of 56 HPS campuses.
- ISWEEEP (International Project Olympiad) committee member.
- Prepared MOCK STAAR exams, district assessments, and chapter tests for all 57 HPS campuses.
- Overseen curriculum and software purchases
- Overseen material purchases for science classrooms and labs
- Monitored science textbook purchases, inventory, and usage
- Participated in Jim Knight's coaching training, helped create HPS coaching cycles.
- Increased HPS wide science STAAR average for 1.5 percent, while the state average had dropped for 2 percent.
- Developed STAAR preparation course (5 weeks curriculum) for all 5th and 8th grade teachers.

Director of Gifted and Talented Education *Dual role* Houston, TX
June 2016 – May 2018
Harmony Public Schools Central Office (promotion)

- In charge of the Gifted and Talented Education program (GATE), serving approximately 4200 gifted students in grades K-12 in 56 HPS campuses.
- Created and implemented Gifted and Talented referral and nomination policy and procedures.
- Created Harmony Public Schools Gifted and Talented Handbook, got approved by HPS Board of Trustees.
- Received Making a Difference award in 2016, given by the CEO.
- Presented at National Gifted and Talented Conference, Orlando-Florida
- Worked with outside consulting firms, and developed HPS wide Gifted and Talented self-evaluation system
- Hosted HPS Gifted and Talented Forum in Sugar Land, Texas
- Monitored Gifted and Talented budget for 7 HPS districts.

District Instructional Coach-Science El Paso, TX
August 2014 – June 2016
Harmony Public Schools El Paso District Office (promotion)

- Worked one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed.
- Taught 8th Grade Science
- Organized Science Fair and STEM Festival
- Coordinated STEM activities at Harmony School of Innovation El Paso
- Organized STEM Leadership Camps
- Coached Science Olympiad Team, won Regional title, and received “Award of Excellence”
- Received “Teacher of the Year” award, two years in a row

Science Teacher/Department Head/Assistant Dean San Antonio, TX
August 2010-July 2014
School of Science and Technology (promotion)

- Taught 4th through 8th Grade Science
- Organized Science Fair and STEM Festival

- Served as Science Department Head
- Coached Science Olympiad Team, won Regional title, and received "Award of Excellence"
- Received "Teacher of the Year" award

Science Teacher Euless, TX
January 2010-July 2010
Harmony Science Academy-Euless

- Taught 8th Grade Science

ANAFEN SCHOOLS (2007-2009)

Science Teacher Istanbul, Turkey
August 2007-February 2010
Anafen College Prep School

- Taught 4th through 8th Grade Science

CERTIFICATIONS

- Georgetown University, CEF, Certification in Education Finance
- Society for Human Resource Management - SHRM-SCP
- Tennessee Admin License - ILL-A Aspiring Administrator
- Texas Educator Certificate - Superintendent
- Texas Educator Certificate - Principal
- Texas Educator Certificate – Science (4-8)
- Texas Educator Certificate - Gifted and Talented
- Teacher Evaluator Certificate (*Danielson*) H-TESS

MAJOR PROFESSIONAL LEARNING

- CEF, Certification in Education Finance, January 2025
- SHRM (Society of Human Resources Management) Conference attendee and presenter. Las Vegas, July 2023
- TASBO (Tennessee Association of School Business Officials) member and conference attendee. 2021-2022-2023
- TASPA (Tennessee Association of School Personnel Administrators) member and conference attendee. 2021-2022-2023
- Relay Graduate School of Education-Principal Manager Fellowship (NPAF) *April 2020-June 2021*
- Harvard University Business School-Leading Schools:The Certificate in School Management and Leadership (CSML)- *November 2019*
- Texas Association for Gifted and Talented-Emerging Leaders Program-*May 2018*
- Knowbe4 Cyber Security Training-*October 2019*
- ASCD Curriculum Design Academy-*May 2018*

- Instructional Coaching Training by Jim Knight-*January 2019*
- Visible Learning Training by John Hattie-*March 2017*
- Understanding by Design-*March 2017*
- PBL Vision Training with Buck Institute-*September 2017*
- Character.org National Forum-*October 2018*
- Wallace Symposium at Belin-Blank Center, Johns Hopkins University-*May 2018*
- NMSI (National Math and Science Initiative) 4 Day Workshop-*May 2016*
- T-STEM Conferences *2014-2015-2016-2017*
- ISTE (International Society for Technology in Education Conference*)-June 2013*
- NAGC (National Association for Gifted Children) National Conference-*April 2017*
- TAGT (Texas Association for Gifted and Talented) State Conference- *2017 and 2018*

ADDITIONAL INFORMATION

Professional Memberships:

- SHRM Society of Human Resources Management
- TASBO Tennessee Association of School Business Officials
- TASPA Tennessee Association of School Personnel Administrators
- NSTA – National Science Teachers Association
- STAT – Science Teachers Association of Texas
- NSA – National Science Foundation
- TAGT–Texas Association of Gifted and Talented
- NAGC – National Association of Gifted Children
- ASCD - Association for Supervision and Curriculum Development
- TASA - Texas Association of School Administration
- NAASP - National Association of Secondary School Principals

Special Awards:

- Memphis Business Journal, HR Impact Award Honoree, 2023
- The teacher of the year, SST-Discovery, 2013 and 2014
- Award of Excellence, Texas State Science Olympiad, 5 consecutive years between 2011-2015
- STEM Educator Award, T-STEM, 2014
- “Making the Difference” award winner, Harmony Public Schools - 2016

REFERENCES

- **Dr. Gary Schumacher**

guidingpatheducators@gmail.com
Chair, EDLS EdD Program, University of Houston-Clear Lake
2700 Bay Area Boulevard, Houston, TX
(281) 283-7600

- **Talitha Alexander**

talexander@harmonytx.org
Chief DEI Officer, Harmony Public Schools
9321 W. Sam Houston Pkwy S, Houston, TX 77099
(713) 343-3333

- **Greg Thompson**

greg@gt3group.com
CEO, GT3 Group
6397 Kirby Oaks Dr, Memphis, TN, 38119
(901) 237-2429

Katherine Watkins

230 Brierview Street, Memphis, TN 38120
watkins.katherine@gmail.com
901-494-8700

Certification

- **Professional Tennessee Teaching License:** Issued August 2012
  Endorsements: (407) English 7-12
  Federal Reported Highly Qualified Status: Reading K-12, Language Arts K-12
- **AP English Literature and Composition:** AP Summer Institute participant, June 2013; June 2017; July 2019
- **ILL Administrator License:** Issued July 2022
  Endorsements: (422) Beginning Administrator Pre K-12

Leadership Experience

Director of Elementary Education and Special Programs: July 2025-Present
Memphis School of Excellence Charter Network, Memphis, TN
Supervisor: Mr. Mugire Ayci, Assistant Executive Director

Key Responsibilities:

- Lead instructional vision for all elementary campuses; align curriculum, assessment, and instruction to state standards.
- Oversee ESL, RTI², SPED, Gifted, and Title I programs to ensure equity and growth.
- Supervise and coach academic leaders, using data to drive improvement across schools.
- Coordinate professional learning, audits, and compliance with TDOE, MSCS, and federal requirements.
- Manage network-wide assessment cycles, intervention systems, and special initiatives for continuous progress.

ESL Coordinator: July 2024-June 2025
Memphis School of Excellence Charter Network, Memphis, TN
Supervisor: Ms. Tory Cottle, Director of Instruction and Secondary Education

Key Responsibilities:

- Directed ESL programming across campuses; ensured compliance with Title III and TDOE policies.
- Led ILP development, ELPA21 screening/exit processes, and progress monitoring.
- Delivered PD for teachers and leaders to strengthen language-rich instruction.
- Analyzed data to refine interventions and support multilingual learners.
- Served as liaison between schools, families, and district/state partners to advocate for EL students.

Interim Principal: *December 2023 - March 2024*
Memphis School of Excellence Mendenhall (K-8), Memphis, TN
Supervisor: Mr. Samuel Beyhan, Executive Director

Key Responsibilities:

- Oversaw daily operations, instruction, and staff supervision during leadership transition.
- Advanced school-wide goals through coaching, feedback, and data analysis.
- Ensured compliance with academic, safety, and accountability requirements.
- Strengthened community and family partnerships to support student success.

Dean of Academics: *June 2021 - June 2024*
Memphis School of Excellence Mendenhall (K-8), Memphis, TN
Supervisor: Mr. Steven Shirley, Head Principal

Key Responsibilities:
- Directed K–8 instructional programs; aligned curriculum and assessments for rigor and coherence.
- Led PD, PLCs, and data meetings to improve instructional quality and student outcomes.
- Managed RTI² implementation, testing (TNReady, Pre-ACT, MAP), and academic scheduling.
- Guided school improvement planning and supported recruitment, evaluation, and retention of teachers

ELA Instructional Coach, grades 3-12: *August 2020 - June 2021*
Memphis School of Excellence Network, Memphis, TN
Supervisor: Ms. Gabriella Nelson, Director of Academics

Key Responsibilities:
- Coached ELA teachers in effective lesson planning, instruction, and assessment.
- Facilitated PD and PLCs to improve literacy instruction and student engagement.
- Used data to identify trends, inform reteaching, and strengthen instructional practices.

Classroom Experience

Secondary ELA Teacher: *August 2015 - August 2020*
Millington Central High School (Millington Municipal Schools), Millington, TN
Supervisor: Mr. Mark Neal, Head Principal

- Taught a range of advanced and standard English courses including AP Literature, Dual Enrollment English, and Creative Writing.
- Served as English Department Chair and ELA Learning Coach, mentoring colleagues and leading curriculum alignment initiatives.
- Recognized as Teacher of the Year (2016–2017) and recipient of the Tennessee Milken Educator Award (2017) for instructional excellence and student achievement.

Secondary ELA Teacher: *January 2010 – May 2014*
Arlington High School (Shelby County Schools), Arlington, TN
Supervisor: Mr. Chris Duncan, Principal

- Designed and delivered rigorous instruction in AP Language and upper-level English courses.
- Led multiple student enrichment programs (Creative Writing Club, Speech and Drama League, National English Honor Society).
- Contributed to the School Improvement Plan and department-level instructional development.

Education

- **Christian Brothers University** – Fast-Track Ed Leadership Program, *2021*, GPA 4.0
- **Christian Brothers University** – Teacher Licensure Program, *2012*, GPA 4.0
- **University of Edinburgh (U.K.)** – M.Sc. Literature & Modernity, *2009*, GPA 4.0
- **Rhodes College** – B.A. English, *cum laude, 2007*, GPA 3.6

Awards and Recognition

- Teacher of the Year, Millington Central High School, 2016-2017 (Building; District 9-12)
- Tennessee Milken Educator Award Recipient, November 2017

- Grant Recipient, National Endowment for the Humanities Summer Scholars Program: “Why Literature Matters: Voices from Nineteenth-Century Britain and America, Summer 2018
- S.C.O.R.E. Tennessee Educator Fellow, 2019-2020

Volunteer Experience and Community Involvement

- Dream Africa Care Foundation, Ghana, Accra - Volunteer English Tutor, Summer 2019
- Member of the Memphis/Shelby County League of Women Voters, 2006 - Present
- Memphis Humane Society Volunteer, 2021 - Present

Professional References

- Ms. Nichole Jones-Wallace, Library Coordinator, Tennessee Department of Education
  Email: nikki.jones-wallace@tn.gov
- Dr. Clint Durley, Director of Schools, Grundy County Schools
  Email: ddurley@grundyk12.com
- Mr. Mark Neal, Deputy Superintendent, Millington Municipal School District
  Email: mneal@millingtonschools.org
- Mr. Christopher Williams, Director of Community Engagement, Rhodes College
  Email: williamsc@rhodes.edu

YASEMIN KELES
yasemin.math@gmail.com

Professional Summary

Instructional leader with 16+ years of experience in teaching, instructional leadership, and overseeing secondary education programs. Skilled in data-driven instruction, coaching, curriculum design, and professional development. Proven ability to empower teachers, implement differentiated instruction, and improve student outcomes. Recognized for fostering strong relationships with staff and students, cultivating a positive, inclusive, and high-performing school culture. Committed to equity, student-centered learning, and continuous improvement across diverse educational settings.

Areas of Expertise

- Instructional Leadership & Coaching
- Curriculum Development
- Secondary Math Instruction (6–12)
- Data-Driven Decision Making
- STEM & Technology Integration (VILS)
- Technology Integration & Blended Learning
- Professional Development & PLC Facilitation
- Classroom & Behavior Management
- RTI & Special Education Support
- SAT/ACT Prep & STEM Instruction
- English Language Learner (ELL) Support
- Strategic Planning and School Improvement Plan

Education & Certifications

Fast Track Educational Leadership, Christian Brothers University – *2024*
Master of Education, Curriculum & Instruction, Christian Brothers University – *2023*
Bachelor of Science, Mathematics Education, Qafqaz University – *2005–2009*
Student Counseling & Coaching Certificate, SD University – *2016*

Tennessee Professional Teacher License (Grades 6–12)
ILL Administrator License
License Number: *000701038*

Professional Experience

Director of Instruction and Secondary Education
Memphis School of Excellence | *Memphis, TN*
2025 – Present

- Provide strategic leadership for secondary curriculum, instruction, and assessment.
- Guide professional development, coaching, and instructional support for teachers and instructional coaches, fostering growth and academic excellence.
- Lead assessment administration and data analysis to monitor student progress and inform instructional strategies.
- Collaborate with school leadership and faculty to create a cohesive, inclusive, and high-performing secondary program.

Dean of Academics (Grades 6–12)
Memphis School of Excellence | *Memphis, TN*
2023 – 2025

- Lead instructional planning and academic programming across secondary grades
- Oversee academic scheduling, RTI coordination, and Testing (BTC)
- Facilitate data analysis cycles and PLC planning
- Support teacher coaching, curriculum alignment, and intervention strategies
- Conduct formal teacher evaluations using the TEAM rubric and provide coaching to improve instructional quality.

Math Instructional Coach (Grades 6–12)
Memphis School of Excellence | *Memphis, TN*
2021 – 2023

- Coached secondary math teachers through lesson planning, observation, and feedback
- Designed and led professional development aligned with Network/school-wide goals
- Analyzed assessment data (MAP, TCAP, iReady, Benchmark) to inform instructional adjustments
- Supported intervention planning and collaborated on RTI implementation

Math Teacher (Grades 6–12)
Memphis School of Excellence | *Memphis, TN*
2017 – 2021

- Taught high school math, Algebra I Curriculum design
- Integrated blended learning platforms to support student mastery
- Provided after-school ACT prep for students
- Mentor to new teachers, supporting their growth and instructional effectiveness.

Math & English Teacher
Anafen Schools | *Istanbul, Turkey*
2014 – 2016

- Taught middle school math and English in a bilingual setting
- Developed creative lesson plans to engage diverse learners

Math Teacher (Grades 7–12)
Magnolia Science Academy 1 & 4 | *Los Angeles, CA*
2011 – 2014

- Taught 7th–12th-grade math courses, including Pre-Algebra, Algebra I, Geometry, and Algebra II
- Supported students with IEPs as an assistant special education teacher
- Provided after-school SAT prep for students
- Mentor for the Congressional Award

Math Teacher (Grades 9–12)
Anafen Schools | *Istanbul, Turkey*
2009 – 2011

- Delivered engaging instruction to high school students preparing for national exams

Private SAT Prep Instructor
Remote/International Students

- Prepare international students for the SAT math.
- Provide individualized support and college readiness coaching

Kazim Kizilkaya, M.Ed.

Founding Principal
Nashville School of Excellence

529 Green Meadow Ln.
Smyrna, TN 37167

Cell: (405) 9374262
kkizilkaya@senashville.org

EDUCATION

Ala-Too International University
Master in Pedagogy, June 2021

Uludag University
School of Education, August 2009
Science Education Department

PROFESSIONAL EXPERIENCES

Nashville School of Excellence
Founding Principal Nashville, TN
June 2025-Current

- Supporting the establishment of a new charter school, including strategic planning and staff recruitment
- Leading instructional coaching, student-centered programming, and community engagement efforts
- Coordinating closely with Memphis School of Excellence to align academic and operational practices
- Collaborating with leadership teams to design systems for curriculum implementation, staff onboarding, and school culture

Dove Science Academy Middle School (2022-2025)
Science Teacher Oklahoma City, Oklahoma
May 2022-July 2025

- Delivered engaging, hands-on science instruction aligned with STEM curriculum
- Led the Science Olympiad Club and coordinated student participation in competitions
- Coached Drone Club, leading students to 1st place at the Dallas competition in 2023
- Guided 4 students to 1st place in the Oklahoma Science Project Fair with individual projects
- Achieved a Gold Medal in the Oklahoma State Science Olympiad

Nigerian Tulip International Schools (2019-2022)

Principal Yobe, Nigeria

Jan 2019- Apr 2022

- Led academic and administrative operations for a fully residential boarding school where students stayed on campus throughout each term
- Supervised 60 teachers and 35 hostel supervisors
- Managed logistics, including procurement of uniforms, textbooks, and supplies
- Implemented academic improvement plans that led students to surpass the 300-point JAMB threshold for the first time in school history
- Guided the school to be recognized as the Best Academic Secondary School in Yobe State for three consecutive years
- Promoted international science competitions and innovation projects
- Strengthened community partnerships and parental engagement through consistent outreach
- Served as principal of Nigeria's only charter-style secondary school, pioneering a model of autonomy, academic rigor, and accountability

Galaxy International Schools (2018-2019)

Principal Bangui, Central African Republic

Jan 2018- Jan 2019

- Led all academic, administrative, and operational functions for a school of 700+ students and 55 teachers, ensuring compliance with international and local standards
- Organized international Olympiads, and co-curricular events to foster learning and achievement
- Provided coaching and professional development to teachers to elevate instructional practices
- Cultivated a collaborative school culture focused on growth and continuous improvement
- Strengthened communication through parent meetings, student showcases, and community outreach

PakTurk International Schools (2016-2018)

Principal Quetta, Pakistan

June 2016 – Jan 2018

- Led campus operations, academics, and student development for 680 students and 50 teachers
- Coordinated national and international competitions, including the PakTurk Science Fair, ISMO Math Olympiad, and Language Olympiad
- Organized cultural programs, art exhibitions, and student-led charity events to promote global awareness and social responsibility
- Led key community engagement events such as Parent-Teacher Conferences and open houses
- Implemented student leadership programs including council elections and debate clubs
- Supervised inter-school tournaments, science exhibitions, and national celebrations

PakTurk International Schools (2012-2016)

Vice Principal Islamabad, Pakistan

August 2012-May 2016

- Supported academic leadership, teacher development, and student affairs at a flagship campus

- Led the Science Fair, Language Olympiad preparation, and international outreach to Olympiads in Georgia, Romania, Iraq, and Indonesia
- Accompanied students to the U14 Football Tournament in Thailand and mentored a team that won a Gold Medal at Intel ISEF
- Hosted a Cambridge teacher workshop and launched the "200 Essential Reading Books" literacy program

PakTurk International Schools (2010-2012)
Science Teacher Lahore, Pakistan
August 2010-June 2012

- Taught General Science to Grade 6 and 7 students
- Led the Science and Technology Club, organizing weekly enrichment activities, STEM challenges
- Conducted the school's annual Science Fair, guiding students through research planning, project execution, and presentation skills to showcase their scientific knowledge

International Sudan Schools (2009-2010)
Science Teacher Khartoum, Sudan
June 2009-June 2010

- Taught 8th-grade science, delivering engaging and concept-driven lessons
- Played a key role in organizing and conducting the largest science fair ever held in Sudan at the time.

CERTIFICATIONS

- Johns Hopkins University, Principals of Management
- University of Glasgow, Diversity and Inclusion in Education
- Macquarie University, Artificial Intelligence Education for Teachers
- Certificate of Participation, 4th International Environmental Project Olympiad, Azerbaijan
- Certificate of Excellence, 1st Position in General Assessments Test, Pakistan
- Certification of Participation, 2nd ICEDL, France
- Certificate of Recognition, Nigeria Spelling Bee, Nigeria
- Oklahoma Educator Certificate, Science
- Certificate of Appreciation- Horizon Educational Consultancy, Pakistan
- Relay Graduate School of Education-Principal Manager Fellowship
- Certification from Teach for America, contributing to professional growth and instructional excellence

LANGUAGES

- Kurdish (native)
- Turkish
- Urdu
- French-Basic

References available upon request

Terrance T. Henderson

1151 Stable Run Dr. *(*901) 574-0998
Memphis, TN 38018 *thenderson@sememphis.org*

SUMMARY OF QUALIFCATIONS

Educated in Middle School Education, K-12 Physical Education and Educational Leadership. Strong organization skills, excellent interpersonal communication skills and can effectively manage multiple priorities.

EDUCATION

UNIVERSITY OF TENNESSEE AT MARTIN — MARTIN, TN
Bachelor of Science (Education 5-8) — May 2009

FREED HARDEMAN UNIVERSITY — HENDERSON, TN
Masters of Education (Instructional Leadership) — May 2020

CERTIFICATIONS

License Type: Professional Teacher & Professional Administrator — Status: Active
Endorsements: 440 Middle Grades 4-8
420 Phys Ed K-12
443 Professional Administrator

License Number: 000545265 — Date of Expiration: 08/31/2028/2029

PROFESSIONAL EXPERIENCE

MEMPHIS SCHOOL OF EXCELLENCE — MEMPHIS, TN
Dean of Students — *July 2015 – July 2022*

- Observe, supervise and evaluate teachers and staff.
- Assist with daily school operations including staff and student schedules.
- Handle student disciplinary issues and coordinate improvement plans with teachers and parents
- Assisted in the interviewing process to select new teacher hires and secretaries
- Actively supervised and managed all matters pertinent to athletic events and athletic teams

MEMPHIS SCHOOL OF EXCELLENCE — MEMPHIS, TN
Director of Discipline and Culture — *July 2022 – Present*

- Lead Professional Development around discipline and culture best practices.
- Monitored and assessed campus discipline and operational information.
- Maintained complete and accurate student/campus disciplinary records and data.
- Established Security protocol around visitors, visual monitoring, and security personnel.

REFERENCES

Samual Beyhan	Network Director	Memphis School of Excellence	(210) 421-9985
Muhammet Turkay	Former MSE Director	Memphis School of Excellence	(202) 251-2992
Steven Shirley	School Principal	Memphis School of Excellence	(901) 210-7597

HARUN KELES

■ (818) 213-4703 | ✉■ harunkeles55@gmail.com | Memphis, TN

PROFILE

Results-driven Director of Human Resources and Operations with a strong background in education management, organizational leadership, and process optimization. Skilled in strategic planning, compliance, staff development, and HR systems implementation. Known for fostering efficient operations, positive work culture, and technology-driven solutions that improve productivity and engagement across teams.

CORE COMPETENCIES

• Human Resources Management & Compliance | Operational Strategy & Process Improvement | Staff Recruitment, Training & Retention | Employee Relations & Conflict Resolution | Payroll, Benefits & HRIS Administration | Leadership & Team Development | Budgeting & Resource Allocation | Data-Driven Decision Making | Technology Integration & IT Management

PROFESSIONAL EXPERIENCE

Director of Human Resources and Operations
Memphis School of Excellence | Jan 2024 – Present
• Oversee HR operations, recruitment, onboarding, and compliance for a multi-campus educational organization.
• Develop and implement policies that enhance workplace efficiency and staff satisfaction.
• Manage employee relations, investigations, and performance evaluations with professionalism and discretion.
• Partner with executive leadership to align HR strategy with organizational goals.
• Lead budgeting, payroll coordination, and benefits administration across departments.
• Coordinate operations, technology, and facility logistics to ensure seamless daily functions.

Operations Manager
Memphis School of Excellence | Jan 2022 – Jan 2024
• Streamlined operational workflows, improving efficiency and cost control across multiple sites.
• Managed purchasing, inventory, and vendor relations to support school operations.
• Implemented process improvement initiatives reducing operational redundancies.
• Supported HR functions including recruitment and performance management.
• Supervised staff to ensure adherence to institutional policies and operational standards.

IT Specialist
Memphis School of Excellence | Sep 2021 – Jan 2022
• Maintained and secured network infrastructure and user access systems.
• Provided technical training and support to staff and faculty.
• Integrated technology solutions to enhance administrative and classroom performance.

Supervisor / Senior Technician
The Fix Solutions | Sep 2016 – Jul 2020
• Led a team of technicians in hardware and software diagnostics, repairs, and client support.
• Ensured high-quality service delivery and customer satisfaction.

Educational Consultant
Boston Akademi & Bogazici Yurt Disi Egitim, Istanbul, Turkey | 2014 – 2016
• Advised students and families on college admissions and scholarship opportunities.
• Delivered workshops and individual counseling on academic planning.

College Counselor / Foreign Language Teacher
Magnolia Public Schools, Los Angeles, CA | 2010 – 2014
• Provided academic guidance and college application support.
• Taught Turkish language and led cultural programs to promote student engagement.

ESL Teacher
Firat Egitim Kurumlari, Istanbul, Turkey | Sep 2003 –Agu 2010
• Taught English as a Second Language to middle and high school students.
• Developed curriculum and interactive lessons to support diverse learners.
• Integrated technology and multimedia tools to enhance student engagement.
• Assessed student progress and provided individualized feedback to improve performance.

EDUCATION

Bachelor of Science, English Language Teaching Naryn State University,Kyrgyzstan

Master of Arts, English as a Foreign Language Teaching- Naryn State University,Kyrgyzstan

CERTIFICATIONS

• College Counseling Certificate, UC San Diego
• Human Resource Management, Great Learning
• Operations Management, Great Learning
• IT & Cybersecurity, Cybrary
• Technical Support Fundamentals, Google
• SQL, Great Learning
• HTML, Great Learning
• HIPAA Privacy Training, OSHA Academy

KEVIN KADIR KOKEN

(281) 372 9779 | kadirtn18@gmail.com | in/kadir-koken

IT Specialist/System Administrator

Google Professional IT Support certified highly motivated System Administration and IT Specialist with professional experience in the IT sector. Specialized in system settings and problem-solving. Experience in hands-on installing and formatting Windows OS, Chromebooks, and printers, experience with installation, configuration, and troubleshooting Microsoft Products, creating new users' credentials, managing and resolving all kinds of technical difficulties, managing all the users'/devices' security issues, controlling Sophos Central Cloud console resolve and step in any disorder activities. Experience on Microsoft 365 admin console and creating users' credentials, Controlling and overseeing Fortinet on-premise firewall and FortiCloud dashboard to manage 4 different firewall activities. Maintaining and Controlling Ruckus ZoneDirector and APs. Strong detail-oriented and self-learner.

Technical Skills

System: Installing and patching Windows OS and printers. Enrolling and managing Apple iPads from MDM, G-Suit, Fortinet Firewall, FortiCloud, Sophos, Godaddy, Adobe Acrobat, Microsoft Office and 365, Edlio CSM , PowerSchool SIS,Clever, KowBe4

Networking: DNS, Active Directory, DHCP, ZoneDirectory and AP Control

Certification: Google Professional IT Support, Introduction to IoT-Cisco, Industrial IoT on Google Cloud

PROFESSIONAL EXPERIENCE

Memphis School of Excellence, Memphis TN

Technically Coordinator/ PowerSchool SIS Data specialist **Feb-2022 to Present**

- Providing direct technical support and assistance to 4 campus IT professional
- Managing all admin accounts and access
- Coordinating system alignment
- Technology grant acquisition to improve campuses IT systems and technology advancement
- PowerSchool district Administration
- Data integration and migration between 2 SIS systems

Memphis School of Excellence, Memphis TN

IT Specialist/ System Administrator **Jan-2020 to Feb-2022**

- Provide front-line technical support to students and staff
- Install desktops, portable computers, peripherals, and software products for networked, classified and unclassified, and standalone environments
- Provide users with information, guidance, and instruction on the use of desktop and portable computer hardware and software and school webpage creation
- Perform software and hardware upgrades and installations involving multiple computers, printers, multi-printers, and peripherals; detect and resolve related failures
- Have extensive familiarity with information security practices and procedures to protect school/network data from intrusion or corruption via utilizing SOPHOS, Fortinet, KnowBe4
- Help maintain IT asset inventory, in compliance with the school policy of desktop and portable computer products; identify and document areas for process improvements

Memphis School of Excellence, Memphis TN

Computer Science Teacher **August-2019- Jan-2020**

- Create lesson plans and utilize various curriculum resources.
- Instruct students on how computers work, including the basic science and mathematics behind their operation and the hardware and the software built on those foundations.
- Instruct students on Code.org, Office Tools, and Digital Citizenship Courses
- Leading school Robotics team in FLL and coaching students on EV3-G, Scratch Word Blocks, Spike
- Work with the administration and technology team to ensure initiatives are being met.

International Hope School of Bangladesh, Dhaka, BD

Assistant Principal – in charge of Information Technology Specialist **Aug 2013 - December 2017**

- Leaded train the teachers use of computers at school.
- Used more than 10+ technology tools and instructed the other staff.
- Implemented smart board technology into classrooms.
- Established and managed Students Progress Portal.
- Experienced and used appropriate tools to analyze, identify, and resolve technical problems
- Monitored system performance and troubleshooting issues.

International Hope School, Dhaka,BD **Aug 2011- Aug 2013**
Elementary Teacher

- Incorporated technology into students' learning activities for varied academic disciplines.
- Collaborated with teachers and other school staff to best support the needs of students.
- Communicated with parents of students in a positive way.

EDUCATION

Master of Arts in ELT **August 2013**

Presidency University, Dhaka, Bangladesh

Bachelor of Art/ English Language and Literature **January 2011**

University of Dhaka, Dhaka, Bangladesh

Gokceada Technical and Vocational High School **June 1996**

Specialized in Electrician Department

TRAININGS

- Google Professional IT Support
- Introduction to IoT-Cisco
- Industrial IoT on Google Cloud
- Yes-M System QA
- Splunk Core user

References Available upon request

Bunyamin Benjamin Murat

M.Ed. & MA

Director of College Counseling & Engagement

MSE Schools / Read Foundation

1407 Wolf Ridge Drive
Collierville, TN, 38017

Office: (901) 590-2111
Cell: (512)-525-7576
bunyas66@gmail.com

OBJECTIVE

Dedicated to contributing as an integral member of the education system, with a focus on counseling and fostering academic development among students.

PROFILE

- Proficient in managing assigned duties and fostering a warm environment conducive to learning.
- Well-versed in the evolving landscape of the education system and developments in biology.
- Highly motivated and energetic educator with a talent for inspiring and leading students.
- Creative and intuitive problem solver, with a focus on implementing effective solutions.
- Skilled in building positive relationships among teachers, students, and parents.
- Effective communicator, adept at engaging with children and parents in a warm and empathetic manner.

EDUCATION

North American University, Houston, TX

- Master of Education in School Counseling, May 2022
- MA Certificate

North American University, Houston, TX

- Master of Education Leadership, May 2020
- M.Ed. Certificate

University of California, San Diego

- Certification, College Counseling Master's Program

Gazi / Ahi Evran University, Turkiye

- School of Science, Biology Department, 2008
- Science Education Department

PROFESSIONAL EXPERIENCE

Memphis School of Excellence / Read Foundation (2024 - Current) / Cordova, TN

Director of College Counseling and Engagement

- *College & Career counseling oversees*
- *Network Family Engagement coordinator*
- *MSE Network Alumni Engagement*
- *After school Academic club managing*
- *Network home-visit coordinator*

Frontier Schools (2015-2024) / Kansas City, MO

- *NFEF (New Frontier Education Foundation) Board Member*

  Kansas City, MO, Since 2012-Current
- *Director of College & Career Success*

  Kansas City, MO, 2015-Current, Frontier Schools
  - *Spearheaded initiatives to enhance college and career readiness among students.*
  - *Coordinated campus activities and programs aimed at fostering academic success.*
- *Campus AP Coordinator & Counselor*

  Frontier School of Excellence, Kansas City, MO, USA / 2017-2021
- *Summer Leadership Camp Coordinator and Mentor, Wichita, Kansas / 2019-2017*
- *A.P., Campus College Counselor & College Readiness and Leadership Program (CRLP) Campus Coordinator / 2015-2017*

- *District Home-Visit Coordinator & District Family Engagement Coordinator (FEC) & District College & Career Alumni Engagement Coordinator*

Harmony Public Schools (2008-2015) / Houston, TX

- *Assistant Principal*

  Harmony School of Excellence-Austin

  Austin, TX, 2014-2015
- *Teaching Experience:*
  - *Harmony Public Schools HSA-LAREDO Campus, Laredo, TX, 2012-2014*
  - *Harmony Public Schools HSA-BROWNSVILLE Campus, Brownsville, TX, 2010-2012*
  - *Harmony Public Schools HSA-GRAND PRAIRIE Campus, Grand Prairie, TX, 2009-2010*
  - *Harmony Public Schools HSA-WACO Campus, Waco, TX, 2008-2009*
- *Science Teacher/Department Head/Assistant Dean*

  Harmony School of Excellence HSA-Laredo

  Laredo, TX, 2012-2014
- *Taught middle & high schoolers*
- *Organized Science Fair and STEM Festival*
- *Served as Science Department Head*
- *Led Science Olympiad Team Div C & B*
- *Science Teacher*

  Harmony Science Academy-Brownsville / Brownsville, TX, 2010-2012
- *Science Teacher*

  Harmony Science Academy-Grand Prairie / Dallas, TX, 2009-2010
- *Science Teacher*

  Harmony Science Academy-Waco / Waco, TX, 2008-2009

MAJOR PROFESSIONAL LEARNING / TRAINING EXPERIENCE

- 2025-24 TOSS, Tennessee Organization of School Superintendents Certification of knowledge
  - #4 hours attended, Using AI as School & System Leader 2025, August 28

    - #4 hours Maintenance and Facilities; Safe Buildings & Grounds 2025, April 30
    - #4 hours The Assistant Principal/Principal Team: Safe & Engaged Learning 2025, January 22
    - #4 hours Using TVAAS Data to Inspire Confidence & Create Change 2024, November 7
    - #4 hours SuperVisor Cohort: Retention, Recruitment, & Support 2024, December 3
- 2025 Lumio, Professional Development Hours
    - Rock it with Ready-Made, 1-hour PD, Nicholas S, CEO
    - Getting Started with Lumio, 1-hour PD, Nicholas S, CEO
- 2025 NFHS Certification Completion
    - Sudden Cardiac Arrest, Concussion In Sports, Collecting Statistics: Soccer, Health, Illness Prevention, Bullying, Hazing & Inappropriate Behaviors
- 2025 TIPBS, Trauma Informed Positive Behavior Support Certification of Graduation, January 16
- 2025 Generative AI for Educators Certification
- 2024 National Family Engagement Award Final Nominee
- 2024 Southeast ACT Summit, two days, Director Bobby Rush, December 10 & 11
- 2024-2025 GCN Trainings, Global Compliance Network Certification of Completion
    - Drug Awareness, Alcohol, Tobacco, Bloodborne Pathogens, Child Abuse, Ethics & Boundaries for School Employees, Hazard Communication, Human Trafficking
- 2024, Certificate of Completion, ACT College and Career Readiness Workshop
    - 1 NBCC clock hour 2024, November 7
    - 1.5 NBCC clock hours, 2024, November 19
- 2023 &2024 National Family Engagement Summit participation
    - Successful innovation 2025 national Family Eng. Summit, 16.5 hours PD
    - Successful innovation 2024 national Family Eng. Summit, 16.5 hours PD
- College Board IACET Counselor Workshop, 2022
- College Board IACET Training, 2021 AP Exam Webinar, April 2021
- National Youth Leadership Forum Medicine, 2021-2022
- College Board IACET Training, Advising & Counseling African American Students, August 2020
- Training MO State Child Abuse and Neglect Mandated Reporter, 2019
- ACT Certification, "Evening the Odds for College-Bound Students," March 2018

- IACET, College Board Training, "Give Your Students a Boost, Counselor Best Practices for Academic Success," August 2018
- Certificate of Completion ACT Evening the Odds for College-Bound Students, 2018
- KC Scholars Scholarship Trained Certified in the Greater KC Area
- Counselor Workshop @ UMKC by College Board, September 2018
- Counselor Workshop @ UMKC, Kansas Cit,y MO by College Board, Tuesday, September 26, 2017
- Missouri Department of Elementary and Secondary Education (DESE), Office of College and Career Readiness Certification, 24 hours, July 2017
- Society of Hispanic Professional Engineers 2017 SHPE Conference, November 2017, Kansas City, MO
- MSCA Annual Fall Conference-2017, Osage Beach, MO, November 2017
- Second Annual Kansas City Dreamkeepers Educator & Student Symposium, September 2017, University of Missouri - Kansas City
- ACT Workshop @ Rockhurst University, KC, MO, 2017
- Missouri School Counselor 2017 MSCA Fall Conference College & Career Readiness School Counseling
- Certificate of Completion, ACT College and Career Readiness Workshop, 2017
- Campus Engagement & Support Coordinators Summer Professional Development, July 2016 in Houston at HPS Central Office
- ACT Workshop Mastery Step in Kansas City, February 2016
- Workshop for Counselors, University of Missouri in the University of Missouri-Kansas City Student Union, MO, September 2015
- MOACAC/GPACAC Conference - Kansas City, April 2015, Kansas City, KS
- Campus College Engagement and Support Coordinator (CRLP) Training in Houston, TX
- STEM Conference Speaker; Texas STEM Conference - 8th Annual - 2015: Pathways to Student Success in STEM (SP1530926), Austin, TX, USA
- Regional Science Fair Coaching for Middle and High School Campus Coordinator
- 2014 Green Space STEM Workshop at Wild Basin Creative Research Center, St. Edward’s University
- 3D Printing for the STEM Classroom – Technology Knowledge Training (FA1431174) in TEXAS STEM CENTER, REGION XIII, November 2014
- Institute for Public School Initiatives Professional Development at the University of Texas at Austin, February 2015

- I-SWEEEP Competition Judge Training in Houston, TX, USA, 2013
- PBL Project Lead The Way, Biomedical Teacher Training Program, Stevenson University, Maryland State, USA, 2012
- US FIRST Robotics Coach and Mentor of FLL Robotics Team, 2011
- US FIRST LEGO LEAGUE Robotics Coach of FLL Robotics Two Teams, 2010
- HRL Harmony Robot League Robotics Competition Coach of the Robotics Team, I-SWEEEP, Houston, TX, USA
- Teacher Training Program, Cosmos Foundation Inc., dba Harmony Public School System, Houston, TX, July 2011, July 2010, July 2009
- Advanced Academics Differentiation 2 for GT Teacher
- Trained as a Laboratory Assistant in the State Hospital's Biochemical, Hematology, and Emergency Laboratories, Kırsehir City, Turkey
- The Medical Company, Commissioned in Kırsehir State Hospital, Turkey
- Biodiesel Research Project – Studied as an Assistant Researcher in the Faculty Laboratory
- Macro Fungus Project - Worked as a Grower in Preparing and Growing

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LEADERSHIP EXPERIENCE

- **Memphis School of Excellence Network Family/Alumni/Staff Engagement Coordinator (2024-current**
    - Facilitated districtwide family engagement events.
    - Led DOS Leadership Team meetings to promote student development.
    - Coordinated AP Parent Recognition Ceremony at the district level.
    - Organized alumni events to strengthen community and school relations.
    - Directed family engagement initiatives across four MSE campuses and the network office.
- **Frontier School District Family Engagement Coordinator** (2022-2024)
    - Organized and facilitated various events to enhance family engagement within the district.
    - Established and managed Summer Leadership Camps for student development.
    - Coordinated district-level ping-pong and volleyball tournaments.

    - Orchestrated alumni events to foster connections and support for the school community.
    - Lead district-level family engagement initiatives.
    - Final Nominee, 2024 Excellence in Education Awards
- Recognized as a finalist for exceptional public school educators in Kansas City by **the Missouri Charter Public School Association** (MCPSA).
- **Frontier Schools, District Director of College and Career Success** (2021-current)
    - Provided strategic leadership in promoting college and career readiness initiatives.
- **National Youth Leadership Forum Medicine Honoring Member** (2021-2022)
    - Recognized for contributions to the National Youth Leadership Forum in Medicine.
- **Frontier School of Excellence Campus AP Coordinator**
    - Coordinated Advanced Placement programs and initiatives at Frontier School of Excellence.
- **Frontier School of Excellence Home Visit Campus Coordinator** (2017-2021)
    - Organized and facilitated home visits to promote student and family engagement.
- **Frontier School of Excellence School Campus CRLP Coordinator**
    - Managed the College Readiness and Leadership Program at Frontier School of Excellence.
- **Coaching and Mentoring**
    - Coached high school soccer teams and provided guidance and support to students.
    - Participated in leadership camps and supervised student activities.
- **Science Fair and Competition Coordination**
    - Organized and judged science fairs and competitions, fostering student interest and participation in STEM fields.
- **Student Representation and Leadership**
    - Served as a student representative and held leadership positions in various academic and extracurricular activities.

COMPUTER EXPERIENCE

- SchoolLinks Software 2025-24-23-22
- Power School System

- Power BI
- Naviance Software
- 3D Printing for the STEM Classroom
    - Technology Knowledge Training (FA1431174) at Texas STEM Center, Region XIII, November 11, 2014.
- Robotics NXT Programming
    - Experience in programming for the US-first FLL Robotics competition.
- 3D Printer Software
    - Proficient in software programming, usage, and printing with 3D printers.
- Google Drive
    - Trained in managing Google Drive and utilizing its features.
- Microsoft Office Suite
    - Certified in Windows Word, Excel, and PowerPoint by Bilkent University, Turkey

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REFERENCES

- **Ugur Demircan**

udemircan@frontierschools.org

Superintendent of Frontier Schools

(816) 320-4063

- **Gregory Reike**

grieke1@gmail.com

President of New Frontier Education Foundation (NFEF)

(913) 963-3310

- **Matthew Mercey**

mvural@frontierschools.org

Director at Frontier Schools

(919) 389-3469

- **Yusuf Cetin Demir**

cdemir@frontierschools.org

Assistant to the Superintendent at Frontier Schools

(816) 320-4063

- **Dr. Eyyub Esen**

eyyupesen@gmail.com

MCC College Advisor & Representative Dialogue Institute of Kansas City

4215 Shawnee Drive, Kansas City, KS 66106

(785) -979- 1307

Kazim Kizilkaya, M.Ed.

Founding Principal
Nashville School of Excellence

529 Green Meadow Ln.
Smyrna, TN 37167

Cell: (405) 9374262
kkizilkaya@senashville.org

EDUCATION

Ala-Too International University
Master in Pedagogy, June 2021

Uludag University
School of Education, August 2009
Science Education Department

PROFESSIONAL EXPERIENCES

Nashville School of Excellence
Founding Principal Nashville, TN
June 2025-Current

- Supporting the establishment of a new charter school, including strategic planning and staff recruitment
- Leading instructional coaching, student-centered programming, and community engagement efforts
- Coordinating closely with Memphis School of Excellence to align academic and operational practices
- Collaborating with leadership teams to design systems for curriculum implementation, staff onboarding, and school culture

Dove Science Academy Middle School (2022-2025)
Science Teacher Oklahoma City, Oklahoma
May 2022-July 2025

- Delivered engaging, hands-on science instruction aligned with STEM curriculum
- Led the Science Olympiad Club and coordinated student participation in competitions
- Coached Drone Club, leading students to 1st place at the Dallas competition in 2023
- Guided 4 students to 1st place in the Oklahoma Science Project Fair with individual projects
- Achieved a Gold Medal in the Oklahoma State Science Olympiad

Nigerian Tulip International Schools (2019-2022)

Principal Yobe, Nigeria

Jan 2019- Apr 2022

- Led academic and administrative operations for a fully residential boarding school where students stayed on campus throughout each term
- Supervised 60 teachers and 35 hostel supervisors
- Managed logistics, including procurement of uniforms, textbooks, and supplies
- Implemented academic improvement plans that led students to surpass the 300-point JAMB threshold for the first time in school history
- Guided the school to be recognized as the Best Academic Secondary School in Yobe State for three consecutive years
- Promoted international science competitions and innovation projects
- Strengthened community partnerships and parental engagement through consistent outreach
- Served as principal of Nigeria's only charter-style secondary school, pioneering a model of autonomy, academic rigor, and accountability

Galaxy International Schools (2018-2019)

Principal Bangui, Central African Republic

Jan 2018- Jan 2019

- Led all academic, administrative, and operational functions for a school of 700+ students and 55 teachers, ensuring compliance with international and local standards
- Organized international Olympiads, and co-curricular events to foster learning and achievement
- Provided coaching and professional development to teachers to elevate instructional practices
- Cultivated a collaborative school culture focused on growth and continuous improvement
- Strengthened communication through parent meetings, student showcases, and community outreach

PakTurk International Schools (2016-2018)

Principal Quetta, Pakistan

June 2016 – Jan 2018

- Led campus operations, academics, and student development for 680 students and 50 teachers
- Coordinated national and international competitions, including the PakTurk Science Fair, ISMO Math Olympiad, and Language Olympiad
- Organized cultural programs, art exhibitions, and student-led charity events to promote global awareness and social responsibility
- Led key community engagement events such as Parent-Teacher Conferences and open houses
- Implemented student leadership programs including council elections and debate clubs
- Supervised inter-school tournaments, science exhibitions, and national celebrations

PakTurk International Schools (2012-2016)

Vice Principal Islamabad, Pakistan

August 2012-May 2016

- Supported academic leadership, teacher development, and student affairs at a flagship campus

- Led the Science Fair, Language Olympiad preparation, and international outreach to Olympiads in Georgia, Romania, Iraq, and Indonesia
- Accompanied students to the U14 Football Tournament in Thailand and mentored a team that won a Gold Medal at Intel ISEF
- Hosted a Cambridge teacher workshop and launched the "200 Essential Reading Books" literacy program

PakTurk International Schools (2010-2012)
Science Teacher Lahore, Pakistan
August 2010-June 2012

- Taught General Science to Grade 6 and 7 students
- Led the Science and Technology Club, organizing weekly enrichment activities, STEM challenges
- Conducted the school's annual Science Fair, guiding students through research planning, project execution, and presentation skills to showcase their scientific knowledge

International Sudan Schools (2009-2010)
Science Teacher Khartoum, Sudan
June 2009-June 2010

- Taught 8th-grade science, delivering engaging and concept-driven lessons
- Played a key role in organizing and conducting the largest science fair ever held in Sudan at the time.

CERTIFICATIONS

- Johns Hopkins University, Principals of Management
- University of Glasgow, Diversity and Inclusion in Education
- Macquarie University, Artificial Intelligence Education for Teachers
- Certificate of Participation, 4th International Environmental Project Olympiad, Azerbaijan
- Certificate of Excellence, 1st Position in General Assessments Test, Pakistan
- Certification of Participation, 2nd ICEDL, France
- Certificate of Recognition, Nigeria Spelling Bee, Nigeria
- Oklahoma Educator Certificate, Science
- Certificate of Appreciation- Horizon Educational Consultancy, Pakistan
- Relay Graduate School of Education-Principal Manager Fellowship
- Certification from Teach for America, contributing to professional growth and instructional excellence

LANGUAGES

- Kurdish (native)
- Turkish
- Urdu
- French-Basic

References available upon request

Attachment 3: Board Member Resumes

Nashville School of Excellence

VEDA V. T. CHERRY

3228 Whisperwind Cove
Memphis, TN 38125
404-277-5787

EDUCATION

The George Washington University School of Law Washington, DC
Juris Doctor, May 1995

The Georgia Institute of Technology Atlanta, GA
Bachelor of Electrical Engineering, September 1991

Tougaloo College Tougaloo, MS
Bachelor of Science in Physics, Magna Cum Laude, May 1991

LEGAL EXPERIENCE

Cherry & Cherry, LLC **Atlanta, GA (1/05-present)**
Member (Managing Partner)

Established law firm in 2005. The firm's primary practice areas are intellectual property law, business transactions, and entertainment law.

The Institute of Paper Science and Technology, Inc. **Atlanta, GA (6/98-12/04)**
General and Patent Counsel/Board of Trustees Secretary

Reported to the President. Managed the intellectual property portfolio. Provided legal counsel, advice, and training in general and intellectual property matters. Outsourced projects to general and patent law firms and managed outside general and patent counselors. Performed in-house patent prosecution and oversaw outside patent prosecution. Drafted, reviewed, and monitored IPST service contracts, technology licenses, material transfer, secrecy and research agreements. Negotiated general and technology licensing agreements. Established, reviewed, and approved company policies. Chaired the IPST intellectual property management council that determines intellectual property strategy. Monitored and advised on anti-trust compliance at IPST industry meetings. Served as Secretary on the Board of Trustees, provided guidance in corporate compliance, and prepared the minutes for board meetings.

Jones & Askew (merged with Kilpatrick-Stockton in 2000) **Atlanta, GA (9/95-5/98)**
Associate

Prepared and prosecuted patent applications in the fields of software and telecommunications and in the electrical and mechanical arts. Prepared patentability and non-infringement opinions and IP licenses. Handled trademark prosecution and trademark opposition matters. Prepared and negotiated intellectual property agreements. Advised and counseled clients in intellectual property matters.

LICENSES AND MEMBERSHIPS

State Bar of Georgia License, Registered U.S. Patent Attorney. State Bar of Georgia Association, Atlanta Bar Association.

DR. ISMAIL FIDAN

1145 Dover Drive
Cookeville, TN 38501-2091
Cellular Phone: (931) 881-8436
Work Phone: (931) 372-6298

LinkedIn: http://www.linkedin.com/in/fidan
Work E-mail: ifidan@tntech.edu
Home E-mail: ifidan70@gmail.com
URL: http://blogs.cae.tntech.edu/ifidan/

EDUCATION

Doctor of Philosophy, Mechanical Engineering
Rensselaer Polytechnic Institute, Troy, NY 1996
Dissertation Title: The design, implementation, and performance analysis of a prototype SMD automated rework cell
Subject: Robotics and Automation

Master of Science, Mechanical Engineering
Istanbul Technical University, Istanbul, Turkiye 1991
Thesis Title: Theoretical and experimental analysis of heat transfer through ultra-fine powders
Subject: Energy

Bachelor of Science, Mechanical Engineering
Anadolu University (*named as Osmangazi University in 1993*), Eskisehir, Turkiye 1988
Graduation Project Title: Design and manufacturing of a vertical flow ventilator and venturi meter
Subject: Hydraulic Machines
Internship: Kutahya Sugar Production Plant Summer 1987
Internship: TULOMSAS-Eskisehir Train Assembly Plant Summer 1986

TEACHING/ADMINISTRATION EXPERIENCE

Tenured Full Professor of Manufacturing and Engineering Technology *(full time)* Summer 2008 – Present
Tenured Associate Professor of Manufacturing and Engineering Tech. *(full time)* 2003 – Summer 2008
Assistant Professor of Manufacturing and Engineering Technology *(full time)* 2000 – 2003
Graduate Faculty of TTU Graduate School 2000 – Present
Department of Manufacturing and Engineering Technology, College of Engineering
Affiliated Faculty of Mechanical Engineering 2013 – Present
Graduate Faculty of TTU Graduate School 2013 – Present
Department of Mechanical Engineering, College of Engineering
Tennessee Tech University, Cookeville, TN

- Teaching undergraduate level courses in Manufacturing, Design, and Automation for *the Bachelor of Science Degree in Engineering Technology.*

CAD for Technology	CNC Machining Practices	Additive Manufacturing
Industrial Automation	Tool Design	Machine Design

- Doing research and development in Advanced Design and Manufacturing, and leading the graduate students *in Mechanical Engineering*.
- Developing innovative and interdisciplinary laboratories/case studies in Design, Manufacturing, Simulation, and Automation.

Director, iMakerSpace of Tennessee Tech University January 2018 – Present

- Developed new programs/activities in Computer-Aided Design and Additive Manufacturing.
- Offered two-day workshops in Additive Manufacturing, 2D/3D Design, and Digital Manufacturing
- Worked jointly with one graduate student, one R&D staff and several work study students.
- Established sustainability models to cover the supply and consumable expenses.
- Hosted innovation, entrepreneurship, manufacturing day, and preview day programs.
- Listed at *Top 200 Maker Schools* by *Newsweek* (https://www.newsweek.com/best-maker-school-list-2021)

CoE-T.S. McCord Faculty Fellow in Innovation and Techno-Entrepreneurship Spring 2015 – Fall 2017

- Supported the college and university-wide innovation and entrepreneurship activities.
- Co-led the NSF I-Corps Site.
- Created the Additively Innovative Virtual Lecture Series.
- Developed and offered an Additive Manufacturing course.
- Participated in the development of the Entrepreneurship Certificate and EagleWorks Competition.
- Organized the National Manufacturing Day Events in 2016 and 2017.

Chair, University Administrative Council, Tennessee Tech University May 2012 – May 2014

- Served as a liaison between the university president, council, and administrative committees
- Approved the reports received from the nineteen administrative committees
- Established ad-hoc committees to revise the procedures and by-laws of university committees
- Served as a representative in the faculty affairs committee
- Reported the council decisions and reports to the university president and administration
- Approved the revisions made by the Academic Council
- Approved several new student clubs and chapters
- Approved the changes made on athletics, student affairs and outsourcing tasks
- Revised the Administrative Council procedures

Program/Division Chair, ASEE Manufacturing Division June 2014 – June 2016

- Restructured the programs and developed two new tracks: MAKER Poster Session and Student Design and Manufacturing Competition
- Doubled the number of submitted papers (96) and technical sessions (17)
- Received sponsorships from the other seven ASEE divisions

Commissioner/Area Delegate, ETAC/ETAD of ABET July 2013 – Present

- Served as a team chair for ten accreditation visits.
- Recruited, trained, and approved new program evaluators with another commissioner.
- Served as a mentor to new program evaluators and initial applicants.
- Attended the final accreditation decision panels and commission meetings.
- Served as a member of ABET Training Committee.
- Organized Webinar Training Activities.
- Served in the Accreditation Council Training Committee

Editor, X-Disciplinarity Journal (INSTI Publishing) September 2024 – Present
Editor, Progress in Additive Manufacturing Journal (Springer) May 2024 – Present
Associate Editor, Trans. on Components, Packaging, and Man. Tech. (IEEE) September 1998 – Present
Associate Editor, International Journal of Rapid Manufacturing (InderScience) January 2015 – Present
Editor, Journal of Engineering Technology (ASEE) March 2021 – Present
Associate Editor, Journal of Advanced Technological Education (MNTEC) February 2022 – Present
Associate Editor, Inventions (MDPI) September 2024 – Present
Associate Author, Wohlers Report (ASTM) September 2016 – Present

- Managed the submitted/revised papers' flow from the initial admittance to the final decision.
- Recruited new reviewers and special issue editors.
- Attended the business meetings and teleconferences of the Journals' editorial board.
- Selected the best papers for special awards and recognitions.

US Fulbright Senior Scholar *(full time)* December 2009 – July 2010
Department of Mechanical Engineering
Nigde University, Cappadocia, Turkey

- Taught Manufacturing Processes course for the undergraduate students.
- Organized various professional development workshops on Advanced Design/Manufacturing, Distance Learning, Additive Manufacturing and ABET Accreditation.
- Participated in the development of a micro and bio-manufacturing research center at Cankaya University.
- Attended the meetings organized by the US Embassy and Fulbright Commission.
- Visited the higher education institutions in the Cappadocia region.

Assistant Professor of Manufacturing Engineering Technology *(full time)* 1999 – 2000
Department of Engineering Technology, College of Humanities, Arts, and Sciences
The University of Northern Iowa, Cedar Falls, IA

- Teaching undergraduate and graduate level courses on Electromechanical Systems and Manufacturing.
  - Machine Design
  - Applied Fluid Power
  - Power Technology
  - Computer Integrated Manufacturing
  - Electro-Mechanical Power Systems
  - Applied Thermodynamics and Prime Mover

Adjunct Professor *(part time)* 1999
Department of Mechanical, Aerospace & Manufacturing Engineering, College of Engineering
New York University, Brooklyn, NY

- Teaching undergraduate-level basic engineering courses.
  - Engineering Mechanics
  - Statics

Research Scholar/Instructor *(full time)* 1997 – 1998
Department of Mechanical, Aerospace & Manufacturing Engineering, College of Engineering
New York University, Brooklyn, NY

- Doing research on robust control and instrumentation.
- Development of a new instrumentation laboratory to ME juniors.
- Teaching graduate and undergraduate level courses on manufacturing, automated control, and instrumentation.
  - Heat Transfer
  - Engineering Mechanics
  - Instrumentation
  - Thermodynamics
  - Dynamics
  - Materials

Visiting Scholar *(part time)* 1996
Department of Core Engineering, College of Engineering
RPI, Troy, NY

- Developed and demod four and six degree of freedom robot experiments.
- Teaching VAL and AML robot programming languages to EE seniors.
- Development of new codes and laboratory manual for student experiments.

Graduate Teaching Assistant *(full time)* 1995 – 1996
Department of Mechanical Engineering, College of Engineering
RPI, Troy, NY

- Lectured students in graduate level courses.
  - Manufacturing Systems Integration
  - Advanced Manufacturing-Robotics Section
  - Design of Automatic Machinery I
  - Design of Automatic Machinery II

RESEARCH EXPERIENCE

Visiting Scholar *(full time)* January 2022-June 2022
Micro Nano Technology Education Center
Pasadena City College

Pasadena, CA 91106

- Developing a Machine Learning Handout for Undergraduate Research Students' Use.
- Supporting the Undergraduate Research Projects.
- Helping to establish the Journal of Advanced Technological Education
- Supporting the outreach and dissemination activities of the center.

ORISE Research Scientist *(full time)* August 2013-January 2014
Energy and Science Transportation Division
MAX Lab-Building Technologies Research and Integration Center
Oak Ridge National Laboratory, Oak Ridge, TN

- Modeling the next generation heat pump water heaters.
- Developing Machine Learning Algorithms for HVAC and Heat Pump Units.
- Simulating the Zero Energy-Campbell Creek Houses using EnergyPlus.
- Developing new proposals integrating the Additive Manufacturing and Alternative Energy Efficiency.
- Attending the R&D, Guest Lecture and Technology Transfer meetings.

Faculty Associate
College of Graduate Studies 2000 – Present
Center for Manufacturing Research 2000 – Present
Center for Energy Systems Research 2006 – Present
Tennessee Tech University, Cookeville, TN

- Served as an advisor and committee member of almost two dozen of graduate students, a high number of undergraduate REU, CISE, and URECA students, and five research scholars.
- Leading the Additive Manufacturing Research Group.
- Brought many externally and internally funded grant projects.
- Participating in various design/manufacturing research projects, lab development, and external grant writing activities.
- Establishing a knowledge base system for the 3D printing processes.
- Developing case studies for the additive manufacturing applications.
- Developing a framework between the cost and process variables of various design features in additive manufacturing.
- Developing an Internet-accessible tool for Electronics Manufacturing and Rework systems.
- Developing an Internet-accessible and controllable 3D printing system.
- Participating in NSF funded REU, RET and STEP projects.
- Organizing a number of train-the-trainer workshops in various STEM topics.
- Enhancing the design and manufacturing courses and laboratories with innovative advanced technologies.

Post-Doctoral Research Associate *(full time)* 1998 – 1999
Design & Manufacturing Institute, College of Engineering
Stevens Institute of Technology, Hoboken, NJ

- Leading the graduate research assistants in the US ARMY funded research projects.
- Designing geometric models and sequences for the military components using DEFORM FEA Package.
- Developing a knowledge-based engineering software system for the manufacturing processes.
- Computing process parameters of track-shoe assembly and remodeling the assembly using Pro/E and DEFORM.

Graduate Research Assistant *(full time)* 1993 – 1995
Center for Integrated Electronics and Electronics Manufacturing, College of Engineering
RPI, Troy, NY

- Developed new automated tools and interfaces for fine pitch dispensing and cleaning.
- Developed new end-effectors and suction cups for a SCARA robot arm.

- Built an automated laser soldering system to reflow SMD components.
- Performed automated laser soldering for 25 mil SMD components and investigated the final joint quality.
- Developed a Multimedia user interface to control the robotic cell system.
- Developed a graphical user interface tool for visual inspection of surface mounted components.

SERVICE ASSIGNMENTS

Department

- Chair the Assessment Committee for ABET Accreditation
- Chair of the Institutional Effectiveness Committee
- Serve on the Curriculum Committee
- Serve in the Scholarships Committee
- Freshman/Sophomore/Junior Advisor for the MET Department (2001-2020)
- Faculty Advisor for the SME S215 (TTU) Chapter (since 2002)
- Judge and delegate in the Regional Science and Engineering Fairs/Bowls (since 2002)
- Faculty Search Committee Member (2004, 2010, 2012, 2013, and 2016, 2025)
- Search Committee Member for the MET Department Chairperson (2021)
- Chair, Faculty Search Committee, 2016, 2024
- Promotion committee member for Dr. Vondra (2006)
- Tenure/Promotion review committee member for Dr. Kim (2017, 2018, 2019, 2020)
- Tenure/Promotion review committee member for Dr. Kamal (2004, 2005, 2006, 2007)
- Tenure/Promotion review committee member for Dr. Graham (2010, 2011)
- Tenure/Promotion review committee member for Dr. Qasaimeh (2013, 2014)
- Attended METAB meetings
- Organized Joint SME/AFS/MET activities

College

- CoE Scholarships Committee Member (2022-Present)
- CoE Curriculum Committee Member (2022-Present)
- New Advanced Construction and Manufacturing Engineering Building Committee Member (2022-Present)
- CoE Research Misconduct Committee Member (2020-Present)
- New Engineering Building Advanced Manufacturing Laboratory Committee Chair (2020-2022)
- New Engineering Building VR/AR Laboratory Committee Chair (2020-2022)
- Strategic Planning-Research Committee Member (2012-2013)
- Organizing Committee Member of the ASEE 2013 Southeast Conference
- Committee Member of the Sissom Award (2021)
- Committee Member of the Brown Henderson Outstanding Engineering Faculty Award (2012-2015)
- Committee Member for the Kinslow Engineering Research Award (2012-2014, 2022)
- Committee Member of the Technologist of Distinction Award (2012-2015)
- Retention Committee (2010)
- College of Engineering Faculty Communication Team Member (2015-2017)
- College of Engineering Associate Dean for Research and Innovation Search Committee Member (2012)
- College of Engineering Associate Dean for Academic Affairs Search Committee Member (2014-2015)
- College of Engineering Dean Search Committee Member (2008, 2011, and 2018)
- Center for Energy Systems Faculty Search Committee Member (2011)
- Promotion Committee Member for a Center for Manufacturing Research Faculty (2024)
- Chemical Engineering Faculty Search Committee Member (2011, 2014, 2017, and 2024)
- Tenure and Promotion Committee Member of Chemical Engineering Faculty Members (2015, 2016, 2017)
- Promotion Committee Member of a Basic Engineering Faculty Member (2016)
- Chair of FOEE Award Selection Committee (2016-2017)
- Student Laptop Initiative Committee Member (2008)
- Member of the Dean's 'Teaching' Advisory Board (2002-2004)
- Steering Committee Member in E-FAST (Engineering Faculty Academy for Scholarship in Teaching) (2002-2004)
- MET Representative in College of Engineering High School Receptions (2002-2004)

- ASEE Awards Committee (2007-2009)
- Participant in Homecoming activities
- Participant in E-Week activities
- Participant in freshman orientation fairs

University

- Steering Committee Member in forming a BS in Applied Science Degree (2024-Present)
- One-to-One Technology Committee Member (2023-Present)
- TTU Innovation Pavilion Design and Construction Committee (2021-Present)
- University Innovation and Entrepreneurship Committee Member (2018-Present)
- EagleWorks Committee Member (2018-Present)
- University Research Misconduct Committee Member (2015-2017)
- University Caplenor Faculty Research Award Committee (2020-2022)
- University Judicial Board (2013-2018)
- University Assembly (2011-2014)
- Faculty Affairs Committee (2011-2014)
- Faculty Senate (2011-2014)
- Faculty Senate Sub-committee on Senate Officers' Compensation (2011-2012)
- Developed an Entrepreneurial Engineering Management course (2015)
- Developed an International Service Learning course (2011)
- Developed an honors course in Advanced Green Technologies (2008)
- Steering Committee Member in the Information Technology Networks (2003-2006)
- Steering Committee Member in the Interdisciplinary Studies and Extended Education Committee (2003-2006)
- The Institutional Review Board Member for the Human Subjects (2006-2008)
- Chair of the Tennessee Tech University Exemplary Course Project Award Committee (2004-2006)
- Board of Directors' Member in the TTU's Institute for Technological Scholarship (2003-2006)
- Faculty Mentor in the TTU's Institute for Technological Scholarship (since 2002-2005)
- Power User in the TTU's Institute for Technological Scholarship (since 2002-2005)
- Participant in the 2006 and 2016 SACS site visit interviews

National

- AFS Additive Division Committee Member (2023-Present)
- SME Education and Accreditation Committee Vice Chair (2023-Present)
- ASEE Manufacturing Division Awards Committee Chair (2016-Present)
- ASEE Manufacturing Division Chair/Program Chair (2014-2016)
- ASEE Two Year College Division Vice Chair (2016-2018)
- SME Mechatronics Engineering Technology Program Criteria Committee (2019 - Present)
- ABET Accreditation Council-Training Committee Member (2018-2020)
- ABET Accreditation Council-Training Committee - Team Chairs Subcommittee Chair (2019-2020)
- ABET Applied Science Alternate Commissioner through SME (2012-2013)
- ABET Engineering Technology Commissioner through SME (2013-2018)
- ABET Engineering Technology Area Delegate through SME (since summer 2018)
- Steering Committee Member of IEEE Publications Committee (2008-2010)
- Member of the SME Student Chapters Subcommittee (2003-2005)
- Member of the SME Mid-South Region Education and Student Activities Committee (2001-2003)
- Steering Committee Member of SME's Product Design and Automation Technical Group (2003-2008)
- Steering Committee Member of SME's Rapid Prototyping Education Technical Group (2006-2008)
- Membership consultant/mentor for SME (2003-2006, 2011-2018)
- Associate Program Chair, ASEE Manufacturing Division (2013-2014)
- Steering Committee Member of SME's Electronics Manufacturing Committee (2004-2010)
- Chair of SME's Electronics Manufacturing Committee (2006-2010)
- Chair of the SME TEEM Award Committee (2005, 2006)
- Steering Committee Member of SME Director Nomination Committee (2006, 2013)
- Steering Committee Member of SME's Machining Alternative Materials Technical Group (2003-2004)
- Member of the NAIT-ATMAE Outstanding Professor Award Selection Committee (2003-2006)

- Program Chair/Organizer for the 2017 and 2016 International Conference on Design Engineering and Science, 2015 ASEE Manufacturing Division Programs, 2013 ASEE-SE Conference, 2005 SME Student Development Conference, RapidTech 2009, ASME-ESDA2010, 2008 Rapid Prototyping Summit, 2004 SME Manufacturing Summit, and 2012, 2011, 2010, 2009, 2008, 2004 Tennessee Academy of Science Annual Meeting Organizing Committee Member and Chair of Engineering and Engineering Technology.
- United Way Delegate (since 1999)

COMPUTER PROFICIENCY

- Desktops: PC's and MAC's
- Workstations: Suns, IBM's running UNIX
- Languages: FORTRAN, BASIC, PASCAL, C
- Operating Systems: MTS, VAX/VMS, DOS, UNIX
- Word Processors: Microsoft Office, Word Perfect, Lotus, Latex, Frame Maker
- Statistical Packages: SAS, STATGRAPHICS
- FEA Software: DEFORM, Pro/MECHANICA
- General Software: PC-GRASP, VAL II, AML, Matlab, Maple
- CAD Software: I-DEAS, AutoCAD, SolidWorks, SketchUp, CreO, Fusion 360
- CAM Software: MasterCAM, GibbsCAM, CNCez, Fusion 360

CURRENT PROFESSIONAL MEMBERSHIPS

- Tennessee Academy of Science (TAS) – *Life Member*
- Society of Manufacturing Engineers (SME) – *Senior Member*
- Institute of Electrical and Electronics Engineers (IEEE) – *Senior Member*
    - IEEE Components, Packaging, and Manufacturing Technology Society
    - IEEE Robotics and Automation Society
    - IEEE Control Systems Society
- American Foundry Society (AFS)
- American Society for Engineering Education (ASEE)
    - Manufacturing Engineering Division
    - International Division
    - Experimentation & Lab-Oriented Studies Division
    - Engineering Technology Division
    - K-12 Outreach Division
- National Coalition of Advanced Technology Centers (NCATC)

HONORS AND AWARDS

- 2025 Top 2% Scientists Worldwide by Stanford University and Elsevier
- 2025 TTU WINGS UP 100 Research Achievement Award
- 2025 ASEE Frederick J. Berger Award
- 2025 SPRINGER NATURE Editorial Contribution Award
- 2024 TTU Outstanding Faculty Award for Teaching
- 2023 ASEE National Engineering Technology Teaching Award
- 2022 TTU WINGS UP 100 Research Achievement Award
- 2021 JMMP-Journal of Manufacturing and Materials Processing Best Paper Award
- 2021 TTU WINGS UP 100 Research Achievement Award
- 2021 TTU Kinslow Engineering Research Award
- 2021-2022 Non-Instructional Faculty Assignment Award
- 2020 TTU WINGS UP 100 Research Achievement Award
- 2020 TTU Caplenor Research Award (*Tennessee Tech's Highest Faculty Award)*
- 2020 TTU Leighton E. Sissom Innovation and Creativity Award
- 2019 TTU WINGS UP 100 Research Achievement Award
- 2018 SME Distinguished Faculty Advisor Award
- 2018 ASEE Manufacturing Division-David Wells Service Award

- 2016 TTU College of Engineering Teacher Scholar Award
- 2016 SME Distinguished Faculty Advisor Award
- 2015 TTU QEP Award for Excellence in Innovative Instruction
- 2015 TTU Faculty Fellow in Innovation and Techno-Entrepreneurship
- 2015 TTU College of Engineering Teacher Scholar Award
- 2014 SME Award of Merit
- 2014 TTU College of Engineering Teacher Scholar Award
- 2013 TTU College of Engineering Teacher Scholar Award
- 2013 HERE Award by the Oak Ridge Associated Universities
- 2013-2014 Non-Instructional Faculty Assignment Award
- 2013 National Academy of Engineering-FOEE Award
- 2013 SME-DOE IAC Participation Award
- 2013 THEC Howard Love Award (*Tennessee Higher Education Commission Award)*
- 2013 TTU Leighton E. Sissom Innovation and Creativity Award
- 2012 TTU Distinguished Professional Service Award
- 2011 International Extreme Redesign Contest – 1st Place Educator
- 2011 TTU Brown Henderson Outstanding Engineering Faculty Award
- 2010 SME Annual Conference: Poster / Members Choice Award
- 2010 US Fulbright Senior Scholar Award
- 2009 Distinguished Research Award of the Allied Academies
- 2008 TBR Lana Doncaster Innovation Award (*Tennessee Board of Regents Award)*
- 2006 TBR Lana Doncaster Innovation Award (*Tennessee Board of Regents Award)*
- 2004 TTU Leighton E. Sissom Innovation and Creativity Award
- 2004 SME President's Award
- PTC Awards 2004-Certificate of Design Excellence
- 2003 TTU nominee for Sloan-C Excellence in Online Teaching Award
- Recipient of the 2003-2004 NAIT University Division Mini-grant
- 2003 IEEE/IEMT Recruitment Award
- 2003 SME Jiri Tlusty Outstanding Young Manufacturing Engineer Award
- 2003 PTC Certificate of Excellence
- 2003 Tennessee Tech University Exemplary Course Project Award
- 2002 Provost 'Utilization of Technology in Instruction' Award
- 2002 Technology Award by the Institute of Technological Scholarship
- 2001 NAIT Outstanding Professor Award
- SME President’s Circle-Diamond Member
- Scholarship awarded by Turkish Educational Foundation (1985 - 1988)
- First ranking student in MS
- First ranking student in BS
- Scholarship awarded by Marmara Foundation (1990-1991)
- Scholarship awarded by Bergbau-Berufgenossen Inc., Dortmund, Germany (1984-1990)
- 1995 IEEE/CCA Student Sponsorship Award
- Senior Membership in the Institute of Electrical and Electronics Engineers, Inc. (2000-Present)
- Senior Membership in the Society of Manufacturing Engineers (2000-Present)
- Full Membership in TTU Graduate Faculty Status (2000-Present)
- Certified PLC Instructor awarded by Rockwell (2001-Present)
- Certified Moodle Instructor awarded by Sloan-C (2011-Present)

STUDENT AWARDS

- 2024 SME Gold Chapter Award
- 2023 SME Platinum Chapter Award
- Over forty-four SME student scholarships totaling $140,000 received since 2001
- Several NAMRC and SFF NSF Travel Awards to his graduate students
- A high number of University Research and Innovation Day Awards
- Several NSF REU Site Award Recipients

- Several TTU CISE Award Recipients
- Several EagleWorks Entrepreneurship Competition Awards
- 1st , 2nd, and 3rd Places in several Tennessee Academy of Science Annual Meeting-Poster Competitions
- 2011 International Extreme Redesign Contest – 1st Place
- Golden Award in the Can Crusher Design Competition held at 2008 SME Leadership Conference
- Third Place in the Manufacturing Poster Competition held at the 2008 SME Leadership Conference
- 2005 SME Best Student Chapter Website Award
- 1st place in SME Manufacturing Design Contest held in 2005 SME Student Development Conference
- 1st Place in the 2005 Tennessee Academy of Science Annual Meeting-Poster Competition
- 2004 SME Education Foundation Outstanding Youth Activities Award
- 1st Place in the 2004 Student Chapter Display competition
- 1st Place in the 2004 Student Chapter Best Practices in Member Recruitment
- 1st Place in the 2004 Student Chapter Events Contest
- 2003 Region 8 Best Airplane Design Award
- 2002 SME Outstanding Chapter Award for Overall Excellence
- 2002 Region 8 Best Fan Design Award
- 2001 Region 8 Best Bridge Design Award

EDITORIAL SERVICES

Editor (Over two hundred papers' publication decision made)

- *Journal of Engineering Technology (ASEE), Editor-in-Chief: Ismail Fidan* (March 2021-Present)
- *Progress in Additive Manufacturing (Springer Nature), Editor-in-Chief: Eujin Pei* (May 2024-Present)
- *X-Disciplinarity Journal (INSTI Publishing), Co-Editor-in-Chief: Ismail Fidan* (September 2025-Present)

Associate Editor (Over four hundred papers' publication decision made)

- *Journal of Advanced Technological Education (MNT-EC), Editor-in-Chief: Peter Kazarinoff* (February 2021-Present)
- *International Journal of Rapid Manufacturing (Inderscience), Editor-in-Chief: Antonio Formisano* (January 2015-Present)
- *Transactions on Components, Packaging and Manufacturing Technology (IEEE), Editor-in-Chief: K. Ramakrishna* (January 2011-Present)
- *Inventions Journal (MDPI), Editor-in-Chief: Shoou-Jinn Chang* (September 2024-Present)
- *Wohlers Report (Wohlers Associates-ASTM), Editor-in-Chief: Mahdi Jamshid* (September 2016-Present)
- *American Journal of Engineering Education, Current Editorial Board Member*
- *International Journal of Advanced Manufacturing Technology, Current Editorial Board Member*
- *Journal of Electronic Research and Application, Current Editorial Board Member*
- *IEEE Transactions on Electronics Packaging Manufacturing, Editor-in-chief: Dr. W. Johnson* (January 2006-December 2010)
- *IEEE Transactions on Components, Packaging and Manufacturing Technology-Part C; Manufacturing, Editor-in-chief: Dr. W. Trybula* (September 1998-December 2005)
- *International Journal of Computer Applications in Technology, Editor-in-chief: Dr. M. Dorgham* (May 2003-August 2006)

Technical Reviewer (partial List)

- *International Journal of Systems Science*
- *Additive Manufacturing*
- *ASME Journal of Manufacturing Science and Engineering*
- *Composites B-Engineering*
- *Journal of Composite Materials*
- *MDPI Journals-Inventions, Technologies, Materials, Applied Sciences, Sustainability, Education, JMMP, & JCM*
- *ASEE Journal of Engineering Technology*
- *Journal of Computers and Electrical Engineering*
- *Journal of STEM Education: Innovations and Research*
- *SAE Journal of Fluid Power* and *SAE Journal of Manufacturing and Materials*

- *Robotica Journal*
- *Scientific Research and Essays*
- *International Journal of Human-Computer Studies*
- *International Journal of Advanced Manufacturing Technology*
- *Finite Elements in Analysis and Design*
- *International Journal of Applied Finite Elements and Computer Aided Engineering*
- *International Journal on Production Planning and Control*
- *Journal of Manufacturing Systems & Journal of Manufacturing Processes*
- *International Journal of Engineering Education*
- *Journal of Electronic Imaging*
- *Journal of Electronics Manufacturing*
- *IEEE Sensors Journal*
- *IEEE Transactions on Fuzzy Systems*
- *Journal of Industrial Technology*
- *Metallurgical and Materials Transactions B*
- *Concurrent Engineering-Research and Applications*
- *Advances in Engineering Software*
- *Rapid Prototyping Journal*
- *Journal of Basic and Applied Research*
- *International Journal of Innovation and Sustainable Development*
- *Journal of Applied Physical Science International*
- *IEEE International Electronics Manufacturing Technology Symposiums*
- *IEEE/ASEE Frontiers in Education Conferences*
- *ASEE annual conferences*
- *ASME International Mechanical Engineering IMECE/Interpack Conferences*
- *ASME ESDA Conferences*
- *IMETI: International Multi-Conferences on Engineering and Technological Innovation*
- *ICDES: International Conference on Design, Engineering and Science*
- *SME IMTS annual conferences*
- *SME Manufacturing Technology Summits*
- *TMS Journals*
- *World Congress in Mechanism and Machine Science*

CONSULTING

- Silvergate Evaluations, Evaluation and Analysis, *current*
- Wohlers Associates, Additive Manufacturing, *current*
- Pasadena City College, REU and JATE, *current*
- Lancaster University, UK
- Griffith University, Australia
- Anna University, India
- Hashemite University, Jordan
- San Jose State University, US
- Edmonds College, US
- University of Johannesburg, South Africa
- UT-Chattanooga, US
- M.Chetrit Consulting Engineers P.C.
- Torc Screw Inc.
- Society of Manufacturing Engineers
- Bramble Thicket Company
- Prentice Hall
- McGraw-Hill
- John Deere Inc.
- IEEE Press/Wiley
- Sam Houston State University, TX

- Saddleback College, CA
- NSF RapidTech ATE Center, CA
- Mott Community College, MI
- National Center for Manufacturing Education, OH

TEACHING INTERESTS

Graduate Level

- CAD/CAM
- Future Manufacturing
- Digital Manufacturing Techniques
- Manufacturing Systems Integration
- Industrial Robotics
- Applied Fluid Power Control
- Advanced Topics in Additive Manufacturing

Undergraduate Level

- Computer Aided Design
- Manufacturing Processes
- Applied Machine Design
- PLCs
- Automated Controls
- Introduction to Robotics
- Computer Numerical Control
- Machine Design
- Applied Thermodynamics
- Mechanics of Materials
- Electro-Mechanical Systems
- Advanced Calculus
- Mechanics (Statics, Dynamics)
- Industrial Automation
- Tool Design
- Circuits and Devices
- Materials
- Additive Manufacturing

RESEARCH INTERESTS

- Innovative Engineering Education, Distance Learning, Web-based Teaching, and Studio Education
- Innovating Additive Manufacturing with new tools, materials, and techniques
- Robotics and Automation Applications
- Mechanical, Thermal, and Structural Characterization of Fiber Reinforced Additive Manufacturing
- Low-cost Metal Additive Manufacturing with commonly used metals
- Developing K-12 STEM Case Studies in design and manufacturing
- Developing innovative educational modules and materials in Additive Manufacturing
- Developing course modules and laboratory exercises for advancing Critical thinking, Teamwork, and Real-World Problem-Solving skills
- Knowledge-Based Software System Development for manufacturing processes
- Optimization of electronics manufacturing systems
- New Tool Design for electronics manufacturing systems
- Integrated Production of CAD, CAM, CNC, Forming, Rapid Prototyping, and Casting
- Rapid Prototyping in Computer Integrated Engineering
- Development of automated laser welding and soldering systems
- Knowledge Base Development for the surface mount technology processes

RESEARCH & EQUIPMENT GRANT

(60+ unfunded proposals and white paper submissions were not included.)

- PI, “Tennessee Tech METAL Hub,” IACMI via DoD, $200,000.00, April 2025 – March 2026.

- PI, “Knowledge base development for the Thermoplastic Polyurethane (TPU) – Based Flexible Filaments,” Tennessee Tech, $4000.00, May 2025 - August 2025.

- PI, “Additively Manufactured Lost Polymer Casting Process,” AFS, $63,217.00, June 2024-December 2025.

- Co-PI., "Student Travel Support for 2025 American Society for Engineering Education (ASEE) Annual Conference & Expo; Montreal, Canada; 22-25 June 2025," Sponsored by NSF, $25,000.00. (December 15, 2024 - November 30, 2025).

- PI, "Redesigning and Remanufacturing the entrepreneurial future (Project R2)," Sponsored by Center for Rural Innovation, Tennessee Tech University, $10,000.00. (January 1, 2024 - July 31, 2024).

- PI, “Golden Eagle Green Enabled Manufacturing Project,” TTU Campus Sustainability Committee, $11,00.00, (January 2024 – December 2024).

- Co-PI, "Recruiting Underrepresented Students to Teacher Education at Tennessee Tech University," Sponsored by Tennessee Tech University Research Office, $14,346.00. (August 2023 - June 2024).

- PI, Service Learning through Subtractive Manufacturing: Project Service Manufacturing, TTU CoE ESCL@Te Program, $5000, January 1, 2023 - December 31, 2023

- PI, “Optimization of the Process Parameters for the products produced via Carbon-nanotube infused Polymers,” Tennessee Tech, $4000.00, May 2024 - August 2024.

- PI, The Development and Implementation of Low-Cost Virtual Reality Framework for Making Manufacturing Accessible to All (M2A2), National Science Foundation, $158,331.00, August 1, 2021 – July 31, 2026, -funded, current

- Co-PI, Maintenance, Replacement and Reliability Engineering, EDGE course grant, $6,450.00, January 4, 2021 – December 31, 2023, completed

- PI, “Project 3LA: (3D-printed Low-cost Aluminum),” Tennessee Tech, $4000.00, May 2023 - August 2023.

- Co-PI, Printed Tool Project, Flowserve, $47,096.00, October 1, 2020 – December 31, 2022, completed.

- PI, “Modeling of the Fatigue Test Results of the Short Carbon Fiber Reinforced Additive Manufacturing,” Tennessee Tech, $4000.00, May 2022 - August 2022.

- Co-PI, Mobile AMP: Mobile Additive Manufacturing Platform for the 21st Century STEM Workforce Enhancement, National Science Foundation, $588,340.00, October 1, 2019 – September 30, 2024. completed

- Co-PI, SMART^2: Smart Manufacturing for America's Revolutionizing Technological Transformation, National Science Foundation, $545,000.00, July 1, 2018 – June 30, 2023. completed

- Co-PI, MANEUVER: Manufacturing Education Using Virtual Environment Resources, National Science Foundation, $881,425.00, May 1, 2017 – April 31, 2022. completed.

- PI, AM-WATCH: Additive Manufacturing-Workforce Advancement Training Coalition and Hub, National Science Foundation, $900,000.00, August 1, 2016 – July 31, 2021. completed.

- PI, “The Development and Implementation of an Innovative Ratcheting Lock for Prosthetic Strap Devices (Project Inno-StrapLock),” Tennessee Tech, $4000.00, May 2021 - August 2021.

- Co-PI, TTU – NSF Innovation Corps Site, National Science Foundation, $299,868.00, January 1, 2016 – December 31, 2020. completed.

- Senior Faculty Investigator, REU Site: Summer Research Internships in Manufacturing and Techno-entrepreneurship Preparation, National Science Foundation, $373,907.00, January 2015-December 2017, completed.

- PI, “Building Real-World Objects via TechBot and Processibility Investigation,” Tennessee Tech, $4000.00, May 2020 - August 2020.

- PI, RET Supplement: Summer Research Internships in Manufacturing and Techno-entrepreneurship Preparation, National Science Foundation, $10,000.00, June 2016-December 2017, completed.

- PI, Enhancement of TTU's Additive Manufacturing Capabilities, Cecil Cantrell Lead Trust, $22,000.00, January 1, 2016 – December 31, 2017, completed.

- PI, Creative Inquiry Learning Activities in a Senior Level-Advanced Design and Manufacturing Course, TTU QEP Program, $5,000.00, August 1, 2015-July 31, 2017. completed.

- Senior Faculty Investigator, REU Site: Summer Research Internships in Manufacturing and Techno-entrepreneurship Preparation, NSF, $373,907.00, January 2015-December 2017. completed.

- PI, Project ILE-Building Innovation, Leadership, and Entrepreneurship via Critical Thinking and Real-Life Problem-Solving Skills, TTU QEP Program, $4,500.00, August 1, 2014-July 31, 2015, completed.

- PI, TTU Online Renewable Energy Education Initiative, TTU Office of Research, $10,000.00, August 1, 2012-July 31, 2013, completed.

- PI, Designing the Future, Tennessee Higher Education Council, $189,578.00, May 1, 2012-December 31, 2013, completed.

- PI, International Service Learning, TTU QEP Program, $12,000.00, December 2011-August 2012, completed.

- Co-PI, STRATEGY: From Art to STEM - A Creative Journey of Discovery: A Transformational Project for Nashville Middle School Students, National Science Foundation, $1,312,142.00, March 2009-March 31, 2013, completed.

- Senior Faculty Investigator, STEP: Math Success for STEM Majors, National Science Foundation, $900,000.00, June 2010-May 2013, completed.

- Senior Faculty Investigator, RET: Research Experience for Teachers in Manufacturing for Competitiveness in the United States-RETainUS, National Science Foundation, $499,980.00, June 2009-May 2012, completed at TTU, completed.

- PI, The Development of a Remotely Accessible Rapid Prototyping Laboratory, National Science Foundation, $142,600.00, June 2006-March 2011, completed.

- PI, Regional STEM Outreach Program, TTU QEP Program, $2,800.00, September 2010-August 2011, completed.

- PI, US-Turkey Workshop on Rapid Prototyping Technologies, $17,600.00, National Science Foundation, September 2009-March 2011, completed.

- Co-PI, Rapid Prototyping Instructional Delivery Support, National Science Foundation, $829,911.00, completed.

- Senior Faculty Investigator, MRI: Acquisition of Research and Education Equipment for Ultra-Wideband Wireless Sensor Network and Radar Sensing Integration, National Science Foundation, $307,809.00, completed.

- PI, Implementing the TTU QEP objectives into Green Manufacturing, TTU QEP Program, $2,500.00, completed.

- PI, Interdisciplinary Innovative Product Design, Manufacturing, and Marketing Initiative, TTU QEP Program, $6,350.00, completed.

- PI, Collaborative Research-Comparative Study of Online versus On-Ground Learning, Total Budget= $38,045.00 ($10.000: Tennessee Tech University-The Office of Research and $28,045.00: Internal Matching from CESR, ISEE, College of Business, Mathematics Department and Distance MBA), completed.

- External Project Evaluator, NSF WINSET Project --Workforce Initiative for Nevada Students in Engineering and Technology, National Science Foundation, $9,000.00, completed.

- PI, Integrated Design and Manufacturing Practices between the Basic Engineering and Industrial Technology, $1,300.00, Engineering Development Foundation, completed.

- PI, Planning Grant, Tennessee Department of Education, Nashville Academy Inc., $10,000.00, completed.

- PI, Critical Infrastructure of Hands-on Tele-manufacturing, TTU QEP Program, $1,500.00, completed.

- PI, SolidWorks STEM Education Grant, $6,000.00, completed.

- PI, Hands-on Design and Visualization Enhanced Engineering Education, TTU QEP Program, $1,500.00, completed.

- PI, The Development of a Rapid Prototyping Clearinghouse for P16, TTU Research Office, $4,000.00, completed.

- PI, Cutting Edge Enhancement of TTU's Virtual Manufacturing Practices, $21,250, 3Datum Inc, completed.

- PI, Detailed Knowledge Generation for the Complex Forming Parts, $3,000, TTU Research Office, completed.

- Senior Faculty Investigator, Acquisition of Research and Education for Geometric Design and Manufacturing Integration, $304,143, National Science Foundation, completed.

- PI, Integrating Rapid Prototyping Technology into Tennessee Technological University's Manufacturing and Industrial Technology Curriculum, $85,501, National Science Foundation, completed.

- PI, Utilization of Technology in Instruction, $3,000, TTU Provost, completed.

- PI, Computer-Aided Knowledge-Based Process Planning for Surface Mount Rework, $38,627, National Science Foundation, completed.

- PI, Rapid Prototyping Supplies, $2,250, ZCorp, completed.

- Faculty Attendee, NSF Rapid Prototyping "Train the Trainer" Workshop, $1,800, National Science Foundation, completed.

- PI, The Development of an Intelligent Simulation Environment for Printed Circuit Board Assembly Defects, $3,000, TTU Research Office, completed.

- PI, Re-Layout of the Filter Assembly Line 1314, $5,000, Fleetguard Inc., completed.

- PI, Automation Studio, $1,695, Famic Technologies 2000 Inc., completed.

- PI, CAD Software Enhancement for Lewis Hall, $56,420, Thinkstart Educational Grant, completed.

- PI, Knowledge Base Development for Printed Circuit Board Rework, $12,000, NASA/ISGC, completed.

- PI, UNI Applied Power Technology Laboratory Development, $3,000, Barnstead/Thermolyne Inc. Equipment Grant, completed.

- Co-PI with Dr. MD Salim, Computer Aided Process Planning for CIM, $2,400, UNI Provost, completed.

- Researcher, ACES Knowledge Base Development, $180K, US ARMY/TARDEC, completed. (Post-doc Research)

- Researcher, Automated Rework Cell Development, $250K, RPI Electronics Manufacturing Program, completed. (PhD Research)

PUBLICATIONS

Peer-reviewed journal article: 83

83. E. Hudson, I. Fidan, Evaluating fatigue performance of carbon nanotube-reinforced polymers in material extrusion. Int J Adv Manuf Technol (2025). https://doi.org/10.1007/s00170-025-16478-8.

82. S. Alkunte, M. Gupta, K Shingare, N. More, A. Mali, N. Ingle, S. Nalawade, A. U. Khan, N. Sinha, K. Liao, and I. Fidan, Porosity in additive manufacturing: influence on mechanical, thermal, and electrical properties—a review. Int J Adv Manuf Technol (2025). https://doi.org/10.1007/s00170-025-16452-4.

81. S. Alkunte, A. Mali, A. U. Khan, N. More, N. Ingle, S. Nalawade, N. Sinha, M. Gupta, K. B. Shingare, K. Liao, and I. Fidan, Porosity in additive manufacturing: purposeful design, applications, and characterization methods — a review. Int J Adv Manuf Technol (2025). https://doi.org/10.1007/s00170-025-16427-5.

80. J. Irwin, I. Fidan, N. Littell, S. Marzano, D. Labyak, S. Wagner, A. Fatima, and A. Mazen, "The Four Pillars of Manufacturing Knowledge: A Contemporary Perspective on Practical Implementation," *Journal of Engineering Technology,* vol. 42, no. 2, Fall 2025.

79. Fidan, I., Mahmudov, M., Gee, K., Hart, J., Naikwadi, V., Hudson, E., Hasanov, S., Strategic Sustainability in Additive Manufacturing: A Comprehensive Review, Progress in Additive Manufacturing, Under Review.

78. Naikwadi, V. and Fidan, I., Influence of post-processing on the mechanical and microstructural characteristics of nanomaterial-infused polymers in material extrusion, Int J Adv Manuf Technol, 2025, DOI: 10.1007/s00170-025-16220-4.

77. Rajeshirke, M., Fidan, I., Naikwadi, V. et al. Material extrusion–based multi-material 3D printing: a holistic review of recent advances. Int J Adv Manuf Technol 139, 149–174 (2025). https://doi.org/10.1007/s00170-025-15920-1.

76. Fry, A., Fidan, I., & Wooldridge, E. (2025). Advancing Foundry Training Through Virtual Reality: A Low-Cost, Immersive Learning Environment. Inventions, 10(3), 38. https://doi.org/10.3390/inventions10030038.

75. Fidan, I., Kuttolamadom, M., and Wang, J., 2025. "Highlights on Crafting an ASEE-JET Article." Journal of Engineering Technology 42 (1): 44–46. https://doi.org/10.18260/jet.42.1.5.

74. McGuffin, S., Chitiyo, G., Fidan, I, Wooldridge, E., The AdvanceKentucky Influencer Model: Transforming Additive Manufacturing Education in the K-16 Classroom, Journal of Advanced Technological Education, V. 4, I: 1, 2025, DOI: 10.5281/zenodo.15678696.

73. Isik, B., Gultekin, M. S., Fidan, I., Jun, M. B.-G. (2024). Optimum Cutting Parameters for Carbon-Fiber-Reinforced Polymer Composites: A Synergistic Approach with Simulated Annealing and Genetic Algorithms in Drilling Processes. Processes, 12(7), 1477. DOI: 10.3390/pr12071477

72. Alkunte, S., Gupta, M., Rajeshirke, M., More, N., Cheepu, M., Gupta, A., Lakal, N., Shingare, K., Alifui-Segbaya, F., Fidan, I. (2024). Functionally Graded Metamaterials: Fabrication Techniques, Modeling, and Applications—A Review. Processes, 12(10), 2252. DOI: 10.3390/pr12102252.

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39. I. Fidan, E. M. Roush, S. Tumkor, R. P. Kraft, "Intelligent Simulation Environment for Electronics Remanufacturing Systems," *Proceedings of the 29th IEEE/CPMT/SEMI International Electronics Manufacturing Technology Symposium,* pp. 160-164, San Jose, CA, July 14-16, 2004. DOI: 10.1109/IEMT.2004.1321652.

38. I. Fidan, S. Tumkor, and M. Der, "Effect of Product End-of-Life Options and Disassembly Level on Cost and Environmental Impact," *2004 NAMRC Conference and Transactions of SME/NAMRI*, pp.287-294, Charlotte, NC, June 1-4, 2004.

37. I. Fidan, M. Laurila, R. J. Clougherty, Jr, "The Development of an Online Engineering Alphabet," *IEEE/ASEE Frontiers in Education Conference*, Savannah, GA, October 20-23, 2004. DOI: 10.1109/FIE.2004.1408766.

36. I. Fidan, C. L. Nocton, A. E. McGough, K. Patton, "Hands-On-Workshop Based Learning of Rapid Prototyping," *2004 ASEE Annual Conference,* Salt Lake City, UT, June 20-23, 2004. DOI: 10.18260/1-2--13726.

35. I. Fidan, "How to Develop the Delivery Components of a Hybrid CAD Tool," *2004 ASEE Annual Conference,* Salt Lake City, UT, June 20-23, 2004. DOI: 10.18260/1-2--13693.

34. I. Fidan, "Integrating RP Technology into the Tennessee Tech's Manufacturing Curriculum," *2004 ASEE Annual Conference,* Salt Lake City, UT, June 20-23, 2004. DOI: 10.18260/1-2--13691.

33. S. Tumkor, A. I. Aydeniz, I. Fidan, "Teamwork and Gallery Method in Engineering Design Projects," *2004 ASEE Annual Conference,* Salt Lake City, UT, June 20-23, 2004. DOI: 10.18260/1-2--13568.

32. I. Fidan, "Rapid Prototyping for DFM," *SAE Technical Paper Number: 2004-01-1246*, ISBN 0-7680-1319-4, *SAE 2004 World Congress*, Cobo Center, Detroit, MI, March 8-11, 2004. & I. Fidan, "Rapid Prototyping for DFM," *CAD/CAM/CAE Technology and Design Tools*, pp. 203-208, ISBN Number: 0-7680-1394-1, SAE Product Code: SP-1858, March 2004.

31. I. Fidan, E. M. Roush, “Towards Defect-Free Electronics Manufacturing (EM) Assembly Lines,” *2003 NAIT Annual Convention*, Nashville, Tennessee, November 19-22, 2003, *NAIT Selected Papers.*

30. I. Fidan, C. Nocton, “How to create a World Class Professional Student Chapter,” CD Proceedings of *2003 ASEE Annual Conference*, Nashville, TN, June 22-25, 2003. DOI: 10.18260/1-2--12168.

29. I. Fidan, L. L. Neal, R. J. Clougherty, Jr, “Design, Implementation, and Assessment of WebCT-based CNC,” CD Proceedings of *2003 ASEE Annual Conference*, Nashville, TN, June 22-25, 2003. DOI: 10.18260/1-2--12396.

28. I. Fidan, S. Tumkor, A. Sekmen, R. Pecen, A. Zora, “Implementation and Assessment of Knowledge Based Systems in Various Engineering Courses,” CD Proceedings of *2003 ASEE Annual Conference*, Nashville, TN, June 22-25, 2003. DOI: 10.18260/1-2--12187.

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26. C. Fetvaci, I. Fidan, S. Tumkor, “Development and Implementation of a Virtual Gear Design and Simulation Tool for Undergraduate Education,” CD Proceedings of *2003 ASEE Annual Conference*, Nashville, TN, June 22-25, 2003. DOI: 10.18260/1-2--11435.

25. I. Fidan, S. Tumkor, R. P. Kraft, “The Development of A Computer-Aided Process Planning Tool for Electronics Manufacturing Education,” CD Proceedings of *2003 ASEE Annual Conference*, Nashville, TN, June 22-25, 2003. DOI: 10.18260/1-2--12191.

24. A. Sekmen, I. Fidan, B. Koku, “Senior Project Design Methodology,” CD Proceedings of *2003 ASEE Annual Conference*, Nashville, TN, June 22-25, 2003. DOI: 10.18260/1-2--12338.

23. S. Tumkor, I. Fidan “Collaborative Product Development on the Internet,” *6th ASME Biennial Conference on Engineering Systems Design and Analysis*, Istanbul, Turkey, July 8-11, 2002.

22. I. Fidan, “CAPP for Electronics Manufacturing, Case Study: Fine Pitch SMT Laser Soldering,” *2001 ASME International Mechanical Engineering Congress*, New York, NY, November 12, 2001.

21. I. Fidan, A. ElSawy, “The Development of a Knowledge-based Tool for the Machining Processes,” CD Proceedings of *ASEE 2001 Congress*, Albuquerque, NM, June 24-27, 2001. DOI: 10.18260/1-2--9121.

20. I. Fidan, R. P. Kraft, “Inline Troubleshooting for Electronics Manufacturing Systems,” Proceedings of the *2000 IEEE/CPMT International Electronics Manufacturing Technology Symposium,* pp. 338-343, Santa Clara, CA, October 2-3, 2000. DOI: 10.1109/IEMT.2000.910745.

19. R. Pecen, I. Fidan, M. A. Timmerman, “Synopsis of A Controls-Oriented Four-Year Engineering Technology Degree Program at the University of Northern Iowa,” *2000 American Control Conference, ACC-2000*, Chicago, IL, June 28-30, 2000. DOI: 10.1109/ACC.2000.877055.

18. I. Fidan, R. Kraft, S. Derby, “Design and Implementation of a Flexible Intelligent Electronics Remanufacturing System,” PP. 83-90, *1999 ASME International Mechanical Engineering Congress*, Nashville, TN, November 1999. https://doi.org/10.1115/IMECE1999-0921.

17. I. Fidan, R. P. Kraft, “Intelligent Interface Design for the Advanced Electronics Manufacturing Systems,” Proceedings of the *1999 IEEE/CPMT International Electronics Manufacturing Technology Symposium,* pp. 54-63, Austin, TX, October 18-20, 1999.

16. I. Fidan, “The Increasing Need in Forging for a Knowledge-Based Reasoning Tool,” Proceedings of the *22nd International Forging Industry Technical Conference*, pp. 114-131, Lake Geneva, WI, September 20-22, 1999.

15. S. K. Esche, I. Fidan, C. Chassapis, S. Manoochehri, “Knowledge-Based Part and Process Design for Metal Forging,” 1998 *International Congress of Society of Automotive Engineers-SAE Technical Paper Series,* pp. 1999-01-0054, Detroit, MI, March 5-9, 1999.

14. I. Fidan, S. K. Esche, C. Chassapis, S. Manoochehri, “An Integrated Approach to Product and Process Design in Metal Forging,” *Proceedings of the 5th Annual Concurrent Engineering and Integrated Product Design Conference,* pp. 28-41, East Hanover, NJ, September 24, 1998.

13. I. Fidan, L. Ruff, S. Derby, R. Kraft, “Designed Experiments to analyze the solder joint quality output of SMD Remanufacturing System,” *Proceedings of the 19th IEEE/CPMT International Electronics Manufacturing Technology Symposium*, pp. 422-429, Austin, TX, October 14-16, 1996. DOI: 10.1109/IEMT.1996.559780.

12. I. Fidan, L. Ruff, S. Derby, “The Integration of a SMT Fully-Automated Rework Cell for Fine-Pitch Surface Mounted Devices,” *CD-ROM Proceedings of the ASME 1996 Design Engineering Technical Conferences*, Irvine, California, August 19-22, 1996. https://doi.org/10.1115/96-DETC/FAS-1711.

11. I. Fidan, L. Ruff, S. Derby, “Object-oriented tool for controlling a multipurpose robot cell,” *SPIE Proceedings - Intelligent Robots and Computer Vision XIV: Algorithms, Techniques, Active Vision, and Materials Handling,* v. 2588, pp. 117-125, Philadelphia, PA, October 23-26, 1995. https://doi.org/10.1117/12.222663.

10. I. Fidan, “Object-oriented graphical tool for automated laser soldering,” *SPIE Proceedings - Machine Vision Applications, Architectures, and Systems Integration IV,* v. 2597, pp. 265-273, Philadelphia, PA, October 23-26, 1995. https://doi.org/10.1117/12.223988.

9. I. Fidan, L. Ruff, S. Derby, “Object-oriented visual inspection tool for ultra-fine pitch SMD components,” *SPIE Proceedings - Three-Dimensional and Unconventional Imaging for Industrial Inspection and Metrology,* v. 2599, pp. 310-320, Philadelphia, PA, October 23-26, 1995. https://doi.org/10.1117/12.230391.

8. M. A. Arslan, I. Fidan, “Modeling and Performance Analysis of an SMD Assembly Station Using Stochastic Petri Nets and Artificial Neural Networks,” *Proceedings of 1995 IEEE International Conference on Systems, Man and Cybernetics*, v. 2, pp. 1768-1773, Vancouver, British Columbia, October 22-25, 1995. DOI: 10.1109/ICSMC.1995.538031.

7. I. Fidan, “The Development of A Multimedia Interface for Automated Laser Soldering System,” *Proceedings of 1995 IEEE International Conference on Systems, Man and Cybernetics*, v. 4, pp. 3514-3518, Vancouver, British Columbia, October 22-25, 1995. DOI: 10.1109/ICSMC.1995.538331.

6. I. Fidan, M. Merrick, L. Ruff, S. Derby, “Object-oriented user interface for controlling a multi-purpose robot cell,” *Proceedings of the 1995 IEEE Conference on Control Applications*, pp. 506-507, Albany, NY, Sept. 28-29, 1995. DOI: 10.1109/CCA.1995.555773.

5. I. Fidan, M. Merrick, L. Ruff, D. Millard, S. Derby, “Automation Issues of SMD Automated Rework Cell,” *Proceedings of the 1995 American Control Conference, ACC-1995*, v. 3, pp. 2175-2177, Seattle, Washington, June 21-23, 1995. DOI: 10.1109/ACC.1995.531284.

4. I. Fidan, M. Merrick, L. Ruff, S. Derby, “Use of A Multi-Purpose SCARA Cell In Electronics Assembly Station,” *Proceedings of International Robots & Vision Automation Conference*, pp. 4.1-4.9, Detroit, Michigan, May 8-11, 1995.

3. I. Fidan, S. Derby, “Development of a graphical user interface for an automated surface mount circuit board rework cell,” *Proceedings of the 1995 IEEE Southcon Technical Conference*, pp. 157-162, Ft. Lauderdale FL, March 7-9, 1995. DOI: 10.1109/SOUTHC.1995.516095.

2. I. Fidan, S. Derby, “Surface Mount: Manual, Semi-Automated and Fully-Automated Rework Operations revisited,” *Proceedings of National Electronic Packaging and Production Conference (NEPCON West '95)*, v. 1, pp. 365-369, Anaheim, CA, Feb. 28-March 2, 1995.

1. I. Fidan, S. Derby, “Surface Mount Automated Rework Cell,” *Proceedings of 6th International Machine Design and Production Conference*, pp. 407-414, METU, Ankara, Turkiye, Sept. 21-23, 1994.

- Several Research Reports published on Manufacturing Processes, Robotics Applications, Laser Soldering, Knowledge Base Systems, and Manufacturing Systems Integration for US ARMY, NASA, NSF, Boeing, RPI-EMS Program, and US NAVY/Mantech Office.

THESES

- I. Fidan, “The design, implementation, and performance analysis of a prototype SMD automated rework cell,” *PhD Dissertation*, UMI Number: 9708911, RPI, Troy, NY, August 1996.

- I. Fidan, “Theoretical and experimental analysis of heat transfer through ultra-fine powders,” *MS Thesis*, Istanbul Technical University, Istanbul, Turkiye, 1991.

- I. Fidan, “Design and manufacturing of a vertical flow ventilator and venturi meter,” *BS Thesis*, Anadolu University, Eskisehir, Turkiye, 1988.

- I. Fidan, “Solving specific centrifugal pump problems via a BASIC code,” *Published Machine Project in BS*, Anadolu University, Eskisehir, Turkiye, 1988.

SELECTED PRESENTATIONS

- "Shaping the Future of Engineering Education with Sustainable Design and Manufacturing Practices," ASEE Annual Conference, Palais des congres de Montreal, Canada, June 24, 2025.

- "Navigating the Journal of Engineering Technology: Insights and Opportunities," ASEE Annual Conference, Palais des congres de Montreal, Canada, June 23, 2025.

- "Implementing the Four Pillars - Mapping Mfg program curricula," ASEE Annual Conference, Palais des congres de Montreal, Canada, June 23, 2025.

- "Innovations in Manufacturing Education," Special Issue in Manufacturing Letters Journal Webinar, with John Liu of MIT, February 14, 2025. SME.

- "Development of Universal Gating System Tool for Sand Casting Industry," SFF2024, Austin, TX. August 13, 2024.

- "Thermal and Mechanical Characterization of Lightweight PLA Filaments for Material Extrusion," SFF2024, Austin, TX. August 13, 2024.

- "Enhancing the Mechanical Properties of Additively Manufactured Carbon Nanotube Integrated Components: A Simulation-Based Approach," SFF2024, Austin, TX. August 12, 2024.

- "Finding a Middle Ground: Local Makerspaces as a Driver for the Circular Economy in Additive Manufacturing," SFF2024, Austin, TX. August 12, 2024.

- "Unique Instructional Delivery of Additive Manufacturing: A Holistic Review," ASEE2024, Portland, OR. June 24, 2024.

- "Implementation of Project Based Learning in a Senior-Level Class in the Engineering Technology Program to Enhance Employment Opportunities," ASEE2024, Portland, OR. June 24, 2024.

- “Mobile Way of Learning: Pathway to Student Success,” Synergy Session, 2023 NSF ATE Principal Investigators Conference, Omni Shoreham Hotel, Washington DC, Thursday, October 26, 2023.

- “Assessment of the ABET Student Outcomes in a Service Learning based Subtractive Manufacturing Course,” ASEE2023, June 26, 2023.
- “Manufacturing Division Panel: Four Pillars of Manufacturing Knowledge Revision,” ASEE2023, June 27, 2023.
- “Overview of ABET Accreditation from the Perspective of Two-Year Programs,” Journal of Advanced Technological Education – Writers Panel - Virtual, May 27, 2023.
- “Advancing Professional Development of Program Directors and Faculty Mentors through Grand Challenges Scholars Program,” 2023 GCSP Network Annual Conference, Arizona State University, Tempe, AZ, February 26, 2023.
- “Take Your Technician Program to the Next Level through Smart Scaling,” Demonstration Session, 2022 NSF ATE Principal Investigators Conference, Omni Shoreham Hotel, Washington DC, Thursday, October 27, 2022.
- “Flipped Classroom to increase the Student Success in Manufacturing Courses,” ASEE2022, June 29, 2022.
- “Non-traditional Delivery of Hands-on Manufacturing Courses,” ASEE2022, June 27, 2022.
- “Flipped classroom for teaching CAD courses,” 131st Annual Meeting of Tennessee Academy of Science, Tennessee Tech University, Cookeville, TN, Saturday, November 6, 2021.
- “Energy conservation studies in additive manufacturing processes,” 131st Annual Meeting of Tennessee Academy of Science, Tennessee Tech University, Cookeville, TN, Saturday, November 6, 2021.
- “Mobile additive manufacturing platform-development and implementation stages,” 131st Annual Meeting of Tennessee Academy of Science, Tennessee Tech University, Cookeville, TN, Saturday, November 6, 2021.
- “Machine learning and data science in additive manufacturing.,” 131st Annual Meeting of Tennessee Academy of Science, Tennessee Tech University, Cookeville, TN, Saturday, November 6, 2021.
- “Increasing the Student Success in Innovation and Entrepreneurship,” Synergy Session, 2021 NSF ATE Principal Investigators Conference-Virtual, Friday, October 22, 2021.
- “Innovative Delivery of 3D Printing,” 2021 ASEE Annual Conference-Virtual, July 28, 2021.
- “Offering Hands-on Manufacturing Workshops through Distance Learning,” 2021 ASEE Annual Conference-Virtual, July 28, 2021.
- “Additive Manufacturing-A New Way of ‘Making,” Diving into Additive Manufacturing Practices via 3D Pen Technology, Additive Manufacturing Studio Workshop-Virtual, January 8, 2021.
- “Low-Cost 3D Printing for STEM Teaching and Workforce,” Third Smart Manufacturing Workshop-Virtual, December 17, 2020.
- “Multi Institutional Collaboration in Additive Manufacturing: Lessons Learned,” 2020 ASEE Annual Conference-Virtual, June 22, 2020.
- “Energy Efficiency! Learn How to Implement in Your Curriculum,” 2019 NSF ATE Principal Investigators Conference, Omni Shoreham Hotel, Washington DC, October 24, 2019.
- “TechBot-Mobile Multitasking 3D Printer,” 2019 NSF ATE Principal Investigators Conference, Omni Shoreham Hotel, Washington DC, October 24, 2019.

- "Thermal Analysis of 3D Printed Continuous Fiber Reinforced Thermoplastic Polymers for Car Part Applications," Proceedings of the 30th Annual International Solid Freeform Fabrication Symposium-An Additive Manufacturing Conference," Austin, TX, August 12, 2019.

- "Dimensional Analysis of Metal Powder Infused Filament – Low Cost Metal 3D Printing," Proceedings of the 30th Annual International Solid Freeform Fabrication Symposium-An Additive Manufacturing Conference," Austin, TX, August 12, 2019.

- "Failure Detection of Fused Filament Fabrication via Deep Learning," Proceedings of the 30th Annual International Solid Freeform Fabrication Symposium-An Additive Manufacturing Conference," Austin, TX, August 14, 2019.

- "Processing and Characterization of 3D Printed Polymer Matrix Composites Reinforced with Discontinuous Fibers," Proceedings of the 30th Annual International Solid Freeform Fabrication Symposium-An Additive Manufacturing Conference," Austin, TX, August 14, 2019.

- "Prediction of Mechanical Properties of Fused Deposition Modeling Made Parts Using Multiscale Modeling and Classical Laminate Theory," Proceedings of the 30th Annual International Solid Freeform Fabrication Symposium-An Additive Manufacturing Conference," Austin, TX, August 14, 2019.

- "The Development and Implementation of an Interdisciplinary Additive Manufacturing for Healthcare Innovation Course," 2019, ASEE Annual Conference, Tampa, FL, June 18, 2019.

- "Multi-Institutional Collaboration in Additive Manufacturing," 2019 ASEE Annual Conference, June 18, 2019.

- "Tutorials and Materials Developed for Digital Manufacturing," 2019 Virtual Reality-Digital Manufacturing Workshop, iMakerSpace, Tennessee Tech University, Cookeville, TN, June 14, 2019.

- "The Pathway from Additive Manufacturing to Smart Manufacturing," Smart Manufacturing Workshop, Motlow College, Smyrna, TN, July 23, 2019.

- "The Pathway from Additive Manufacturing to Smart Manufacturing," Smart Manufacturing Workshop, Tunxis Community College, Farmington, CT, May 28, 2019.

- "AM-WATCH Deliverables and Success Stories," 2019 NSF Additive Manufacturing Studio Workshop, iMakerSpace, Tennessee Tech University, June 7, 2019.

- "The Current Success Stories of the AM-WATCH Hubs," 2018 NSF Additive Manufacturing Studio Workshop, Sinclair College, Dayton, OH, May 18, 2019.

- "The Current Success Stories of the AM-WATCH Hubs," 2018 NSF Additive Manufacturing Studio Workshop, University of Louisville, KY, May 24, 2019.

- "Additive Manufacturing Studios: A New Way of Teaching ABET Student Outcomes and Continuous Improvement," 2018 ASEE Annual Conference, Salt Lake City, UT, June 26, 2018.

- "A Comparative Study on Affordable Photogrammetry Tools," 2018 ASEE Annual Conference, Salt Lake City, UT, June 27, 2018.

- "Tutorials and Materials Developed for Digital Manufacturing," 2018 Virtual Reality-Digital Manufacturing Workshop, iMakerSpace, Tennessee Tech University, Cookeville, TN, July 29, 2018.

- "AM-WATCH MOOCs, Studios, Additively Innovative Lecture Series," 2018 NSF Additive Manufacturing Studio Workshop, TCAT-Nashville, TN, July 7, 2018.

- "Innovations in Additive Manufacturing Workforce Development," 2018 RAPID + TCT Conference. Fort Worth Convention Center, Fort Worth, TX.

- "Leading the Innovation and Student Success," Directorate for Education & Human Resources, NSF Headquarter, Arlington, VI, January 12, 2017. -invited by Program Director Olga Pierrakos

- "AM MOOCs and AM Additively Innovative Lecture Series," 2017 NSF Additive Manufacturing Workshop, TCAT-Knoxville, Knoxville, TN, Saturday, May 20, 2017.

- "Additive Manufacturing Studio Practices," 2017 NSF Additive Manufacturing Studio, Edmonds Community College, Lynnwood, WA, Tuesday, July 25, 2017.

- "Innovations in Additive Manufacturing Workforce Development," 2017 NSF Additive Manufacturing Workshop, J B Speed School of Engineering - University of Louisville, KY, Friday, December 8, 2017.

- "Utilizing Additive Manufacturing at Your Institutions," NSF Advanced Technological Education Grantees Conference, OMNI Hotel, Washington, DC, October 24, 2017.

- "The Development of a Framework for 3D Printing, Casting, and Entrepreneurship," 2017 ASEE Annual Conference, Columbus, OH, June 26, 2017.

- "Assessment and Evaluation of Undergraduate Summer Internships in Various Advanced Manufacturing Projects," 2017 ASEE Annual Conference, Columbus, OH, June 27, 2017.

- "Current EAC and CAC changes in ABET Accreditation," Western Kentucky University, Bowling Green, KY, Thursday, December 1, 2016.

- "Additive manufacturing, innovation and techno-entrepreneurship ecosystem in the Upper Cumberland Region," The 126th Meeting of the Tennessee Academy of Science, Austin Peay State University, Clarksville, TN, Saturday, November 19, 2016. -Abstract was published in TAS Journal.

- "Recent Advances in Additive Manufacturing – Workforce Development," NSF Advanced Technological Education Grantees Conference, OMNI Hotel, Washington, DC, October 27, 2016.

- "Manufacturing Research and Education at Tennessee Tech," Life Cycle Engineering, NIST Headquarter, Gaithersburg, MD, Friday, July 8, 2016. -invited by Program Director Kevin Lyons

- "Additive manufacturing, innovation and techno-entrepreneurship ecosystem in the Upper Cumberland Region," *The 126th Meeting of the Tennessee Academy of Science*, Austin Peay State University, Clarksville, TN, Saturday, November 19, 2016. -*Abstract is published in TAS Journal.*

- "Hands-on Entrepreneurial Engineering Management Course and Its Experiential Learning," *2016 ASEE Annual Conference*, New Orleans, LA, June 28, 2016.

- "Development Leadership, Innovation, and Entrepreneurship in Manufacturing Education," *2015 ASEE Annual Conference*, Seattle, WA, June 16, 2015.

- "Guide to Student Success," *Meliksah University*, Kayseri, Turkey, May 21, 2015. -*invited*

- "Integrating the Energy Efficiency and Assessment Components into Manufacturing," 2014 ASEE Annual Conference, Indianapolis, IN, June 17, 2014.

- "Manufacturing Engineering Technology Programs and ABET Accreditation: Impact of Changes," SME Webinar, May 16, 2014.

- "AM Applications in Automotive Industry," Regional I/UCRC Meeting, TTU, Tech Pride Room, Cookeville, TN, April 25, 2014.

- "Distant AM Practices," *NSF Additive Manufacturing Workshop*, NSF Headquarter, Arlington, VI, April 11, 2014. - Invited Presentation. -*invited*

- "Integrating Manufacturing, Management and Marketing into International Service Learning," *2013 ASEE Annual Conference*, Atlanta, GA, June 26, 2013.

- "Designing the Future: Integrating cutting-edge design and manufacturing tools into 9th and 10th grade STEM education," *2013 ASEE Annual Conference*, Atlanta, GA, June 25, 2013.

- "Higher Education – Benchmark of Turkey and Tennessee," *Tennessee-Turkey Inaugural Business Conference* organized by Turkish American Chamber of Commerce of the Southeast U.S. in partnership with Nashville Area Chamber of Commerce and Belmont University, Nashville, TN, April 3, 2013. -*invited*

- "Innovative Applications of Classroom Response Devices in Manufacturing Education," *2012 ASEE Annual Conference,* San Antonio, TX, June 12, 2012.

- "Art2STEM: *Discovery through Design* Links Middle School Girls to STEM Skills and Career Paths," *2012 ASEE Annual Conference,* San Antonio, TX, June 11, 2012.

- "Latest Trends in Distance Learning-Enhanced Lecture and Laboratory Practices'," Turgut Ozal University, Ankara, Turkey, May 21, 2012. -*invited*

- "The Development of a 3D Printing Knowledge Base," *121th Tennessee Academy of Science Annual Meeting*, Union University, Jackson, TN, October 28, 2011. (*Abstract published in TAS Journal*)

- "Art2STEM: Building a STEM Workforce at the Middle School Level," *2011 ASEE Annual Conference,* Vancouver, BC, Canada, June 27, 2011.

- "RET Project in Additive Manufacturing," *2011 ASEE Annual Conference,* Vancouver, BC, Canada, June 27, 2011.

- "Fulbright Turkey Experience," *Belmont MBA-Study Abroad Program*, Belmont University, Nashville, TN September 18, 2010. -*invited*

- "Increasing the Student QEP Skills in Additive Manufacturing Projects," *120th Tennessee Academy of Science Annual Meeting*, Millard Oakley STEM Center, Tennessee Tech University, Cookeville, TN, November 19, 2010. (*Abstract published in TAS Journal*)

- "Recent Advances in Additive Manufacturing and Distance Delivery," *Fulbright Professional Development Workshop Series,* College of Engineering, Dumlupinar University, Kutahya, Turkey, March 11, 2010. -*invited*

- "ABET: Way to 'Premium Applied Science, Computing, Engineering, and Technology Education'," *Fulbright Professional Development Workshop Series,* Yildiz Technical University, Istanbul, Turkey, March 29, 2010. -*invited*

- "Integrated Framework of Additive Manufacturing, Remote Laboratory and Distance Delivery'," *Fulbright Professional Development Workshop Series,* Yildiz Technical University, Istanbul, Turkey, March 29, 2010. -*invited*

- "US ABET Accreditation-Brief Overview'," *Fulbright Professional Development Workshop Series,* Celal Bayar University, Manisa, Turkey, April 5, 2010. -*invited*

- "Additive Manufacturing and Distance Learning—Integrated Practices'," *Fulbright Professional Development Workshop Series,* Celal Bayar University, Manisa, Turkey, April 5, 2010. -*invited*

- "ABET Accreditation: Way to 'High Quality Engineering Education'," *Fulbright Professional Development Workshop Series,* Erciyes University, Kayseri, Turkey, April 27, 2010. -*invited*

- "Distance Learning Practices of Hands-on Courses," *Fulbright Professional Development Workshop Series,* Erciyes University, Kayseri, Turkey, April 27, 2010. -*invited*

- "Mechanical Engineering Major," *Fulbright Professional Development Workshop Series,* Bor TOKI Anadolu Ogretmen Lisesi, Nigde, Turkey, April 28, 2010. -*invited*

- "ABET Accreditation-Increasing Your Major's Marketability," *Fulbright Professional Development Workshop Series,* Ataturk University, Erzurum, Turkey, May 3, 2010. -*invited*

- "Distance Learning in Engineering Design and Manufacturing Courses," *Fulbright Professional Development Workshop Series,* Ataturk University, Erzurum, Turkey, May 3, 2010. –*invited*

- "US Higher Education and Fulbright Program," *Fulbright Professional Development Workshop Series,* Meliksah University, Kayseri, Turkey, May 21, 2010. -*invited*

- "Fulbright Experience," *Fulbright Professional Development Workshop Series,* Cankaya University, Ankara, Turkey, May 24, 2010. -*invited*

- "How to Develop a Successful Proposal and Fulbright Program," *Fulbright Professional Development Workshop Series,* College of Business, Dumlupinar University, Kutahya, Turkey, May 28, 2010. -*invited*

- "Forming Collaborative Links between Turkey and The United States: International Workshop on Rapid Technologies," *2010 ASEE Annual Conference,* Louisville, Kentucky, June 23, 2010.

- "The Development of User-Friendly Information Resources in Rapid Prototyping," *2009 ASEE Annual Conference,* Austin, Texas, June 14, 2009.

- "Remote Laboratory Collaboration," *2009 ASEE Annual Conference,* Austin, Texas, June 17, 2009.

- "Innovative Delivery of MIT4450—Rapid Prototyping Course," *2008 ASEE Annual Conference,* Pittsburgh, Pennsylvania, June 22-25, 2008.

- "Broadening Rapid Prototyping Awareness Via P16 STEM Teacher Workshops," *2008 ASEE Annual Conference,* Pittsburgh, Pennsylvania, June 22-25, 2008.

- "Work In Progress: Onground versus Distance Rapid Prototyping Practices," *38th IEEE/ASEE Frontiers in Education Conference*, Saratoga Springs, NY, October 22-25, 2008.

- "Enhanced Distance-Student Learning Via Remote Laboratory Practices," *118th Tennessee Academy of Science Annual Meeting*, Nashville, TN, October 21, 2008. (*Abstract published in TAS Journal*)

- "Distance Learning Opportunities for Hands-on Rapid Prototyping Course," *2008 NAIT Annual Conference*, Nashville, TN, November 19-21, 2008.

- "A Comparative Assessment of Distance and On-ground Delivery of Business, Math and Engineering Courses," *12th Annual Distance Learning Conference*, Nashville, TN, February 27, 2008.

- "Remote Laboratory Collaboration through TBR Institutions," *12th Annual Distance Learning Conference*, Nashville, TN, February 27, 2008.

- "Remotely Accessible Laboratory Practices at Tennessee Tech University," *117th Tennessee Academy of Science Annual Meeting*, Volunteer State Community College, TN, November 16, 2007. (*Abstract published in TAS Journal*).

- "Distance Learning/Practice Tools in Rapid Prototyping," *2007 Collaborative Design and Manufacturing Seminar Series,* National Center for Manufacturing Education, Sinclair, OH, July 16, 2007.

- "Assessment Studies of Globally Delivered Online Courses in Business and Engineering," *2007 ASEE Annual Conference,* Honolulu, Hawaii, June 25, 2007.

- "Remotely Accessible Laboratory for Rapid Prototyping, *2007 ASEE Annual Conference,*" Honolulu, Hawaii, June 25, 2007.

- "An Overview of International 'Online Teaching' Success Story," *2006 ASEE Annual Conference,* Chicago, IL, June 18, 2006.

- "Work In Progress: Rapid Prototyping Instructional and Hands-on Delivery for K16," *36th IEEE/ASEE Frontiers in Education Conference,* San Diego, CA, October 29, 2006.

- "The Development of User-friendly Course Modules for Engineering and Technology," *10th Annual Distance Learning Conference*, Nashville, TN, February 16, 2006.

- "The Development of a Rapid Prototyping Laboratory to enhance the Design and Manufacturing Curriculum," *NSF Engineering and Computing Education Grantee Meeting*- Renaissance Washington DC Hotel, February 16-18, 2005, http://www.edjassociates.com/eec05/abstract_detail.asp?fseq=10030

- "Teaching Basic Engineering Concepts in a K-12 Environment Using LEGO Bricks and Robotics," *2005 ASEE Annual Conference,* Portland, OR, June 13, 2005.

- "The Development of an Online Knowledge Based System to assist the Designers of Forging Process," *2005 ASEE Annual Conference,* Portland, OR, June 14, 2005.

- "The Effectiveness Analysis of the Online Tools for Engineering Faculty Needs," *2005 ASEE Annual Conference,* Portland, OR, June 14, 2005.

- "Web-based Evaluation of STEM Projects," *115th Tennessee Academy of Science Annual Meeting*, The University of Tennessee at Martin, Martin, TN, November 18, 2005. (*Abstract published in TAS Journal*)

- "Computer-Aided Knowledge-Based Process Planning for SMT Rework," *115th Tennessee Academy of Science Annual Meeting*, The University of Tennessee at Martin, Martin, TN, November 18, 2005. (*Abstract published in TAS Journal*)

- "Internet-Based Knowledge Generation for The Complex Forming Part Features," *114th Tennessee Academy of Science Annual Meeting*, Columbia State Community College, Columbia, TN, November 19, 2004. (*Abstract published in TAS Journal*)

- "Integration of 3D Printing Technology into 2D Design and Production: Assessment Studies," *114th Tennessee Academy of Science Annual Meeting*, Columbia State Community College, Columbia, TN, November 19, 2004. (*Abstract published in TAS Journal*)

- "First Year RP Experience," *2004 NSF Rapid Prototyping Educators Conference,* Saddleback College, Mission Viejo, CA, July 25-30, 2004. *– invited*

- "The Development Stages of Rear Upright for Formula Car," *2004 ASME International Mechanical Engineering Congress*, Anaheim, CA, November 15, 2004.

- "Enhancement of Design and Manufacturing Curriculum through Rapid Prototyping Laboratory Practices," *2004 ASME International Mechanical Engineering Congress*, Anaheim, CA, November 14, 2004.

- "The Development of an Online Engineering Alphabet," 34th ASEE/IEEE *Frontiers in Education Conference*, Savannah, GA, October 23, 2004.

- "Bench Marking Studies for 3D Printing Process," *SME's First Annual Manufacturing Technology Summit-2004,* Dearborn, MI, August 10, 2004.

- "Knowledge Based Manufacturing Practices," *SME's First Annual Manufacturing Technology Summit-2004,* Dearborn, MI, August 11, 2004.

- "Intelligent Simulation Environment for Electronics Remanufacturing Systems," *2004 IEEE International Electronics Manufacturing Technology Symposium,* San Jose, CA, July 14, 2004.

- "Teamwork and Gallery Method in Engineering Design Projects," *2004 ASEE Annual Conference,* Salt Lake City, UT, June 21, 2004.

- "Hands-On-Workshop Based Learning of Rapid Prototyping," *2004 ASEE Annual Conference,* Salt Lake City, UT, June 22, 2004.

- "How to Develop the Delivery Components of a Hybrid CAD Tool," *2004 ASEE Annual Conference,* Salt Lake City, UT, June 23, 2004.

- "Rapid Prototyping for DFM," *SAE 2004 World Congress*, Cobo Center, Detroit, MI, March 10, 2004.

- "Using WebCT in Hybrid Courses," *2003 TTU New Faculty Orientation*, Cookeville, TN, August 12, 2003. – *invited*

- "Recruitment of Members," *2003 SME Annual Meeting*, May 28 - June 1, 2003, Hyatt Regency, Dearborn, Michigan. – *invited*

- "Affordable Part Development Stages for Student Built Race Cars," *113th Tennessee Academy of Science Annual Meeting*, Franklin, TN, November 16, 2003. (*Abstract published in TAS Journal*)

- "Towards Defect-Free Electronics Manufacturing (EM) Assembly Lines," *2003 NAIT Annual Convention*, Nashville, Tennessee, November 19-22, 2003.

- "The Development and Implementation of a WebCT-based Computer Aided Design Course," *2003 NAIT Annual Convention*, Nashville, Tennessee, November 19-22, 2003.

- "Integrated Tool Design and Manufacturing within Advanced Hands-on Projects," *2003 ASEE Annual Conference*, Nashville, TN, June 25, 2003.

- "Design, Implementation, and Assessment of WebCT-based CNC," *2003 ASEE Annual Conference*, Nashville, TN, June 25, 2003.

- "The Development of A Computer-Aided Process Planning Tool for Electronics Manufacturing Education," *2003 ASEE Annual Conference*, Nashville, TN, June 25, 2003.

- "Implementation and Assessment of Knowledge Based Systems in Various Engineering Courses," *2003 ASEE Annual Conference*, Nashville, TN, June 24, 2003.

- "Development and Implementation of a Virtual Gear Design and Simulation Tool for Undergraduate Education," *2003 ASEE Annual Conference*, Nashville, TN, June 24, 2003.

- "How to create a World Class Professional Student Chapter," *2003 ASEE Annual Conference*, Nashville, TN, June 23, 2003.

- "Using WebCT in Engineering Design and Manufacturing Courses," *2003 Distance Learning Conference*, BellSouth Building, Nashville, TN, February 21, 2003.

- "Surface Mount Electronics Manufacturing: From Automated Manufacturing to E-Manufacturing," Istanbul Technical University, Istanbul, Turkey, organized by NSF International Division, December 17, 2002.

- "Selection of Optimum Machining Parameters in CNC Milling and Turning Processes," *112th Tennessee Academy of Science Annual Meeting*, East Tennessee State University, Johnson City, TN, November 15, 2002. (*Abstract published in TAS Journal*)

- "SME Student Chapter of the Year: Best Practices for the Best SME," *2002 SME Mid-South Region 8 Annual Meeting*, Metairie, LA, October 25, 2002. – *invited*

- "Design and Implementation of WebCT-based CAD and CNC," *Technology Day*, Tennessee Technological University, Cookeville, TN, April 25, 2002. – *invited*

- "CAPP for Electronics Manufacturing, Case Study: Fine Pitch SMT Laser Soldering," *2001 ASME International Mechanical Engineering Congress*, New York, NY, November 12, 2001.

- "The Development of a Knowledge-based Tool for the Machining Processes," *2001 ASEE Annual Conference*, Albuquerque, New Mexico, June 27, 2001.

- "Revitalization of a SME Student Chapter," *2001 SME Region 8 Annual Meeting*, Chattanooga Choo-Choo, TN, October 26, 2001. – *invited*

- "Inline Troubleshooting for Electronics Manufacturing Systems," *26th IEEE/IEMT2001 Symposium*, Santa Clara, California, October 3, 2000.

- "Knowledge Generation for Printed Circuit Board Rework," *10th NASA/ISGC Conference*, Marshalltown, Iowa, December 1, 2000.

- "Design and Implementation of a Flexible Intelligent Electronics Remanufacturing System," *1999 ASME International Mechanical Engineering Congress,* Nashville, TN, November 14-20, 1999.

- "Intelligent Interface Design for the Advanced Electronics Manufacturing Systems," *1999 IEEE/CPMT International Electronics Manufacturing Technology Symposium,* Austin, TX, October 18-20, 1999.

- "The Increasing Need in Forging for a Knowledge-Based Reasoning Tool," *22nd International Forging Industry Technical Conference*, Lake Geneva, WI, September 20-22, 1999.

- "K-BESS Forging Module Development," *The Intelligent Design and Manufacturing Tools for Affordable Military Product Development Conference*, Hoboken, NJ, October 14-15, 1998. – *invited*

- "Robotics: Programming the Mechanical World," *The ACE Mentor Program of the Center for Youth in Engineering & Science*, Brooklyn, NY, Thursday, January 22, 1998. – *invited*

- "Robotics: Past, Present, Future," *Workshop for New York City High School Teachers organized by the Center for Technology and Educational Alliance*, Brooklyn, NY, Tuesday, November 4, 1997. – *invited*

- "Designed Experiments to analyze the solder joint quality output of SMD Remanufacturing System," *19th IEEE/CPMT International Electronics Manufacturing Technology Symposium*, Austin, TX, October 14-16, 1996.

- "The Integration of a SMT Fully-Automated Rework Cell for Fine-Pitch Surface Mounted Devices," *1996 ASME Design Engineering Technical Conferences*, Irvine, California, August 19-22, 1996.

- "Object-oriented user interface for controlling a multi-purpose robot cell," *1995 IEEE Conference on Control Applications*, Albany, NY, Sept. 28-29, 1995.

- "Automation Issues of SMD Automated Rework Cell," *1995 American Control Conference*, Seattle, Washington, June 21-23, 1995.

- "Use of A Multi-Purpose SCARA Cell in Electronics Assembly Station," *International Robots & Vision Automation Conference*, Detroit, Michigan, May 8-11, 1995.

SELECTED CONFERENCE SESSIONS ORGANIZED & CHAIRED

- Session Chair, T223B·JET Board Meeting, ASEE Annual Conference, Palais des congres de Montreal, Canada, June 24, 2025.

- Session Chair, M335·Implementing the Four Pillars - Mapping Mfg program curricula, ASEE Annual Conference, Palais des congres de Montreal, Canada, June 23, 2025.

- Session Chair, Project-Based and Experiential Learning in Manufacturing, ASEE Annual Conference, June 25, 2024.

- Session Chair, Applications - Metrology and Defects, 33rd Annual International Solid Freeform Fabrication Symposium-An Additive Manufacturing Conference, Austin, TX, July 26, 2022.

- Session Chair, Remote Pedagogy in Manufacturing Education, ASEE Annual Conference, June 29, 2022.

- Session Chair, M435·Manufacturing Division Session: Make-it!, ASEE Annual Conference-Virtual, July 26, 2021.

- Session Chair, R150·The Curriculum at Two-year Colleges' Engineering Technology and Engineering Transfer Programs, ASEE Annual Conference-Virtual, July 29, 2021.

- Session Chair, W335·Student Learning Assessment Methods, ASEE Annual Conference-Virtual, June 24, 2020.

- Session Chair, U550·NSF Advanced Technological Education (ATE) Proposal Writing, ASEE Annual Conference, Tampa, FL, June 16, 2019.

- Session Chair, T535 Innovations in Teaching Manufacturing Engineering, ASEE Annual Conference, Tampa, FL, June 18, 2019.

- Session Chair, Materials: Metals V – Less Common Metals, 30th Annual International Solid Freeform Fabrication Symposium-An Additive Manufacturing Conference," Austin, TX, August 13, 2019.

- Session Chair, T435B·Integrating Additive Manufacturing Practices in Education, 2018 ASEE Annual Conference, Salt Lake City, UT, June 26, 2018.

- Session Chair, M435: Integrating Additive Manufacturing Practices in Education, ASEE Annual Conference, Columbus, OH, Monday June 26, 2017.

- Session Chair, M735: Additive Manufacturing Education, 2016 ASEE Annual Conference, New Orleans, LA, June 27, 2016.

- Session Chair, M435A: Additive Manufacturing Practices, 2015 ASEE Annual Conference, Seattle, WA, June 15, 2015.

- Session Chair, Session T435:·MAKE IT!, 2015 ASEE Annual Conference, Seattle, WA, June 16, 2015.

- Session Chair, Session M717:·Embedded Systems and Mobile Computing, 2014 ASEE Annual Conference, Indianapolis, IN, June 16, 2014.

- Session Chair, Session M449: State of Manufacturing, *2013 ASEE Annual Conference,* Atlanta, GA, June 24, 2013.

- Session Chair, Session M739B: Distance Learning and Online Teaching Session, *2013 ASEE Annual Conference,* Atlanta, GA, June 24, 2013.

- Session Chair, Session W126: Curriculum and Facility Developments for Innovative Energy Education, *2012 ASEE Annual Conference,* San Antonio, Texas, June 13, 2012.

- Session Chair, Session T148: Progress in Manufacturing Education I, *2012 ASEE Annual Conference,* San Antonio, Texas, June 12, 2012.

- Session Chair, Session M545: Towards Global Competency for Engineering Education, *2012 ASEE Annual Conference,* San Antonio, Texas, June 11, 2012.

- Session Chair, Session M543: Innovations in Computing Education, *2012 ASEE Annual Conference,* San Antonio, Texas, June 11, 2012.

- Division Chair, Engineering and Engineering Technology Sessions, *121th Tennessee Academy of Science Annual Meeting*, Union University, Jackson, TN, October 28, 2011.

- Session Chair, Session W533B: Manufacturing Capstone and Design Projects, *2011 ASEE Annual Conference,* Vancouver, BC, Canada, June 29, 2011.

- Session Chair, Session W224: Sustainability, Diversity, and STEM in Contemporary Energy Education, *2011 ASEE Annual Conference,* Vancouver, BC, Canada, June 29, 2011.

- Session Chair, Session M641: Innovations in Computing Education, *2011 ASEE Annual Conference,* Vancouver, BC, Canada, June 27, 2011.

- Division Chair, Engineering and Engineering Technology Sessions, *120th Tennessee Academy of Science Annual Meeting*, Millard Oakley STEM Center, Tennessee Tech University, Cookeville, TN, November 19, 2010.

- Track Chair, Manufacturing Systems, *10th ASME ESDA Biennial Conference on Engineering Systems Design and Analysis*, Yeditepe University, Istanbul, Turkey, July 12-14, 2010.

- Session G7: Performance and Control of Manufacturing Systems, *10th ASME ESDA Biennial Conference on Engineering Systems Design and Analysis*, Yeditepe University, Istanbul, Turkey, July 13, 2010.

- Session G8: Design, Manufacturing and System Integration, *10th ASME ESDA Biennial Conference on Engineering Systems Design and Analysis*, Yeditepe University, Istanbul, Turkey, July 13, 2010.

- Session G9: Design and Simulation of CNC Systems, *10th ASME ESDA Biennial Conference on Engineering Systems Design and Analysis*, Yeditepe University, Istanbul, Turkey, July 13, 2010.

- Session Chair, Session 1558: Emerging Information Technologies, *2010 ASEE Annual Conference,* Louisville, Kentucky, June 21, 2010.

- Session Chair, Session 2250: Innovation in ECET Programs, *2010 ASEE Annual Conference,* Louisville, Kentucky, June 22, 2010.

- Session Chair, Session 3150: Industry Based New Innovative and Nontraditional Curriculum in Industrial Technology and Industrial Engineering Technology, *2010 ASEE Annual Conference,* Louisville, Kentucky, June 23, 2010.

- Session Chair, Session 3160: Faculty and Program Exchanges: Internationalizing, Collaborations, Interactions, *2010 ASEE Annual Conference,* Louisville, Kentucky, June 23, 2010.

- Division Chair, Engineering and Engineering Technology Sessions, *119th Tennessee Academy of Science Annual Meeting*, The University of Tennessee, Carolyn P. Brown University Center, Knoxville, TN, October 30, 2009.

- Workshop Co-Chair and Organizer, *US-Turkey Workshop on Rapid Technologies*, Istanbul Technical University, Istanbul Turkey, TN, June 24-25, 2009- http://www.rapidtech.itu.edu.tr/

- Summit Chair and Organizer, *2008 Rapid Prototyping Education Summit*, NSCC, Nashville, TN, June 27-28, 2008- http://iweb.tntech.edu/rpids/2008_RP_Summit.htm

- Chair, Student Competitions, *SME Leadership Conference*, Nashville, TN, February 8-9, 2008.

- Session Chair, Session 3549: Research and Project Initiatives in IT and IET, *ASEE Annual Conference*, Austin, TX, Wednesday, June 17, 2009.

- Session Chair, Session 3560: Engineering Education in India, Central and Eastern Asia, *ASEE Annual Conference*, Austin, TX, Wednesday, June 17, 2009.

- Session Chair, Session F2F: Distance Learning 3, *2008 IEEE/ASEE Frontiers in Education Conference*, Saratoga Springs, NY, October 24, 2008.

- Division Chair, Engineering and Engineering Technology Sessions, *118th Tennessee Academy of Science Annual Meeting*, Sheraton Music City Hotel, Nashville, TN, November 21, 2008.

- Session Co-organizer, Co-chair, Distance Learning in Engineering Using the World Wide Web, *2008 NSF CCLI Grantees Conference*, Washington, D.C., August 14, 2008.

- Session Chair, Session 2550: Industry Collaborations in Engineering Technology, *ASEE Annual Conference*, Pittsburgh, PA, Tuesday, June 24, 2008.

- Session Chair, Session 2560: Global Engineering Education Initiatives**,** *ASEE Annual Conference*, Pittsburgh, PA, Tuesday, June 24, 2008.

- Session 1550: Interdisciplinary Education in Engineering Technology, *ASEE Annual Conference*, Honolulu, Hawaii, Monday, June 25, 2007.

- Session 2650: Industrial Collaborations & Applications in Engineering Technology, *ASEE Annual Conference*, Chicago, Illinois, Wednesday, June 20, 2006.

- Session 3160: Global Engineering in an Interconnected World, *ASEE Annual Conference*, Chicago, Illinois, Wednesday, June 21, 2006.

- Session 1349: Capstone/Design Projects: Industrial ET, *ASEE Annual Conference*, Portland, Oregon, Monday, June 13, 2005.

- Session 1660: Assessment and Quality: Accreditation in Engineering Education, *ASEE Annual Conference*, Portland, Oregon, Monday, June 13, 2005.

- Session 2275: Advice for Dual-Career Couples*, ASEE Annual Conference*, Portland, Oregon, Tuesday, June 14, 2005.

- Leading Lean Transformation, Wednesday, *2005 SME Summit*, Oconomowoc, WI, August 3, 2005.

- Session F4D: K-12 Pre-engineering Courses, Modules, and Curricula, *2004 IEEE/ASEE Frontiers in Education Conference*, Savannah, GA, October 22, 2004.

- Session 2560: Academic Standards and Academic Issues, *ASEE Annual Conference*, Salt Lake City, UT, June 22, 2004.

- Session 3150: Interdisciplinary Education, *ASEE Annual Conference*, Salt Lake City, UT, June 23, 2004.

- Session 10: Emerging Trends in Electronics Manufacturing, *2004 IEEE International Electronics Manufacturing Technology Symposium*, San Jose, CA, July 14, 2004.

- Engineering and Engineering Technology Sessions, *114th Tennessee Academy of Science Annual Meeting*, Columbia State Community College, TN, November 19, 2004.

- Session 1360: Assessment & Quality Assurance in Engineering Education, *2003 ASEE Annual Conference*, Nashville, TN, June 23, 2003.

- Session 1547: ETD Poster Session, *2003 ASEE Annual Conference*, Nashville, TN, June 23, 2003.

- Session 3: Device Level Packaging Process Optimization, *2002 IEEE International Electronics Manufacturing Technology Symposium*, Santa Clara, CA, July 17, 2002.

- Session 6: Virtual Methods for Manufacturing Optimization, *2002 IEEE International Electronics Manufacturing Technology Symposium*, Santa Clara, CA, July 17, 2002.

- Session 8: Product and Process Optimization, *2001 IEEE International Electronics Manufacturing Technology Symposium*, Santa Clara, CA, November 13, 2001.

- Session 8: Electronics and Semiconductor Manufacturing Optimization, *2000 IEEE International Electronics Manufacturing Technology Symposium*, Santa Clara, CA, October 3, 2000.

ACCREDITATION SERVICES

- Approved *ETAC of ABET* Commissioner (2013-2018) and Delegate (2018-Present)
- Trained and approved *ETAC and EAC of ABET* Program Evaluator (SME since 2003, ASME since 2006)
    - Fall 2025 X Valley College, CA -SME
    - Fall 2025 X University, TX -SME
    - Fall 2024 X University, ID -SME
    - Fall 2023: X Technical University, NM -SME
    - Fall 2022: X Technological University, MI -SME
    - Fall 2021: Ind. University of X, International -SME
    - Spring 2021: X University, TN -SME
    - Fall 2019: X Industrial College, International -SME
    - Fall 2018: X College, NH -SME
    - Fall 2017: X University, International -Chair
    - Fall 2017: X Community College, NJ -Chair
    - Fall 2016: X University, MI -Chair
    - Fall 2016: X University, NC -Chair
    - Fall 2016: X University, MI -SME
    - Fall 2016: X University, KY -*ABET Consultant-CAC*
    - Fall 2015: X University, WA -Chair
    - Fall 2015: University of X, TX -Chair
    - Fall 2014: X University, UT -Chair
    - Fall 2014: X University, PA -Chair
    - Fall 2014: X University, OH -SME
    - Fall 2013: X College, OH -SME
    - Fall 2013: X University, MO -Chair
    - Fall 2013: X University, SC -Chair

- Fall 2013: X University, KY -ASME & SME
- Fall 2012: X College, OH -SME
- Fall 2012: X University, IL -SME
- Fall 2011: X University, MI -SME
- Fall 2010: X College, CT -SME
- Fall 2008: X Institute of Technology, NY -ASME
- Fall 2008: X University, OK -SME
- Summer 2008: University of X, TN -*ABET Consultant-ETAC*
- Fall 2007: X University, PA -ASME
- Fall 2006: X University, PA - -ASME
- Fall 2006: University of X, OH -SME
- Fall 2005: X University, IN -SME
- Fall 2004: X Institute of Technology, NY -SME
- Fall 2003: X University, CT -SME

- Trained and approved *ATMAE-NAIT* Program Evaluator (since 2003)
  - Spring 2005: X College, IN
  - Spring 2005: X Community College, OH
  - Spring 2004: X University, MS

BOOKS EDITED/REVIEWED

- 3D Printing: Techniques and Emerging Applications, Taylor & Francis/CRC Press
- 3D Printing, Reinforcement materials, Matrix materials, Structural composites, Extrusion-based printing, Elsevier
- Polymer based 3D printing: Influence of Fibers, Particles and Matrix, Elsevier
- Sustainability in Manufacturing, Taylor & Francis/CRC Press
- Product Design and Development, 7e, Ulrich/Eppinger/Yang, McGraw-Hill
- Composites: Modeling and Manufacturing, Taylor & Francis/CRC Press
- Multi-Material Additive Manufacturing: Development and Processing, Taylor & Francis/CRC Press
- Modern Manufacturing Techniques of Ni-based Alloys, Taylor & Francis/CRC Press
- Proactive Human-Robot Collaboration, Elsevier
- Fitzpatrick's Machining and CNC Technology, McGraw Hill
- Advances in Thermal Claddings for Protection of Engineering Components, CRC Press
- Applied Strength of Materials, 6th Edition by Taylor and Francis
- Fundamentals of Economics for Engineering Technologists and Engineers, 2nd Edition by Taylor and Francis
- Product Design for Manufacture and Assembly, 3rd Edition by CRC Press
- Graphing Simulation Tools for AutoCAD by Industrial Press
- Internet-Based Remote Laboratories by IAOE
- AutoCAD Instructor 2009 by Leach, Glencoe/McGraw-Hill
- The Handbook of Technology Management by John Wiley & Sons, Inc.
- Wohlers Report 2008 through 2016 by Terry Wohlers
- Pro/ENGINEER®Wildfire 4.0 Instructor by Kelley, McGraw-Hill
- AutoCAD Instructor 2007 by Leach, Glencoe/McGraw-Hill
- Introduction to Solid Modeling Using SolidWorks, by Howard & Musto, McGraw-Hill
- AutoCAD Instructor 2006 by Leach, Glencoe/McGraw-Hill
- Pro/ENGINEER®Wildfire 3.0 Instructor by Kelley, McGraw-Hill
- Electronics Systems Design with Programmable Logic by Grout –1st Edition by Grout, Elsevier
- Programmable Logic Controllers –3rd Edition by Bolton, Elsevier
- Mechanical Desktop Instructor by Tickoo, McGraw-Hill
- Machine Elements in Mechanical Design –4th Edition-by Mott, Prentice Hall

COURSES TAUGHT AT TENNESSEE TECH UNIVERSITY

- Future Manufacturing
- Advanced Topics in Additive Manufacturing

- Digital Manufacturing Techniques
- Computer Numerical Control Machining Practices
- Advanced CNC Techniques-Fusion 360, MasterCAM, GibbsCAM and Pro/E NC
- CAD/CAM
- CAD for Technology
- Industrial Automation
- Advanced CAD Techniques-Mechanical Desktop
- Advanced CAD Techniques-Pro/Engineer
- WebCT & D2L-based CAD for Technology
- WebCT & D2L-based CNC Machining Practices
- Additive Manufacturing
- Advanced Green Technologies
- Tool Design
- Applied Machine Design
- Plant Layout and Materials Handling
- Entrepreneurial Engineering Management
- International Service Learning

WORKSHOPS ORGANIZED

- AutoCAD
- Hydraulic & Pneumatic Circuits Design and Integration
- Pro/E Wildfire and Creo
- SolidWorks
- Alice
- Spore Creature Creator
- GibbsCAM
- Rapid Prototyping
- SketchUp

PROPOSAL PANEL REVIEWS for AGENCIES

- NCOHR New Frontiers Seed Grant Development Program 2025-2026
- Spring 2025-NASA EPSCOR Proposal Review Panel
- NCOHR New Frontiers Seed Grant Development Program 2024-2025
- Fall 2024-NSF ENG E-Rise RII: Materials Science Panel
- Spring 2024-NSF CREST (Centers of Research Excellence in Science and Technology) Panel
- Spring 2024-NASA EPSCOR Proposal Review Panel
- Summer 2023-NSF Future Manufacturing Panel
- Summer 2023-NSF Designing Materials to Revolutionize and Engineer our Future Panel
- Fall 2022-DOE SBIR/STTR Proposal Review Panel
- Summer 2022-NASA EPSCOR Proposal Review Panel
- Summer 2022-NSF Future Manufacturing Panel
- Summer 2022-NSF Future of Work at the Human Technology Frontiers Panel
- Fall 2021-DOE SBIR/STTR Proposal Review Panel
- Fall 2021-NSF Engineering Research Initiation Panel
- Summer 2021-NSF Future Manufacturing Panel
- Summer 2021-NASA EPSCOR Proposal Review Panel
- Fall 2020-DOE SBIR/STTR Proposal Review Panel
- Summer 2020-NSF Future Manufacturing Panel
- Summer 2020-NASA EPSCOR Proposal Review Panel
- Fall 2019-DOE SBIR/STTR Proposal Review Panel
- Fall 2018-DOE SBIR/STTR Proposal Review Panel
- Spring 2017-NSF IUSE Panel
- Spring 2016-NSF OISE IRES Program Panel

- Spring 2016-NSF Directorate of Engineering-GRFP-Bioengineering Panel
- Spring 2015-NSF Directorate of Engineering-GRFP-Bioengineering Panel
- Summer 2014-NSF Directorate of Engineering-Additive Manufacturing Panel
- Spring 2011-NSF TUES Engineering Panel
- Summer 2009-NSF CCLI Exploratory Panel
- Fall 2008-NSF STEP Panel
- Summer 2008-NSF CCLI Exploratory Panel
- Summer 2007-NSF Directorate of Engineering-Biomedical Engineering Panel
- Spring 2007-NSF Site Visit to RapidTech ATE Center
- Summer 2006-NSF CCLI Phase II Panel
- Summer 2005-NSF CCLI Phase II Panel
- Summer 2003-NSF CCLI Phase 2 & 3 Panel—EMD and ND Panel
- 2016-Present Australian Dental Research Foundation
- 2016-Present Canada Foundation for Innovation
- 2018-Present University of Tennessee-Chattanooga Research Grants Program
- NSERC Alliance Grant Proposal Review, National Sciences and Engineering Research Council of Canada. (2023 - Present)
- Fulbright Scholar Program – Industrial Engineering Discipline Applications Reviewer for 2012-Present
- SME-EF Scholarship Applications Reviewer for 2012-Present
- 2011 NDSEG National Defense Science and Engineering Graduate Fellowships
- 2009-2010 Sam Houston State University-Office of Research and Special Programs
- 2003 HP Philanthropy Program

RESEARCH TEAM

- Vivekanand Naikwadi, PhD in Engineering, 2025: Comprehensive Characterization, Post-Processing and Vibration Analysis of Nanoparticle-Infused Polymers in Material Extrusion
- Shamil Gudavasov, PhD in Engineering, 2025: Mechanical, Electrical, and Thermal Behavior Analysis of Carbon Nanotube-infused Polymers produced by Material Extrusion
- Elijah Hudson, MS in Mechanical Engineering, 2025: Fatigue Analysis of Carbon Nanotube-Reinforced Polymers Produced via Material Extrusion
- Mushfig Mahmudov, MS in Mechanical Engineering, 2025: Mechanical Characterization of Epoxy-Infused Material Extrusion Structures with varying Lattice Infill Designs for Hybrid Manufacturing
- Mohammad Alshaikh Ali, PhD in Engineering, 2024: Development of novel additive manufacturing – assisted metal casting: lost-PLA process
- Jeevan Kumar Dasari, MS in Mechanical Engineering, 2023: Additive Manufacturing of PLA Composites Filled with Iron Powder: Development and Characterization
- Mithila Rajeshirke, PhD in Engineering, 2023: Fatigue Analysis of Additively Manufactured Short Carbon Fiber-Reinforced PETG Components
- Suhas Alkunte, PhD in Engineering, 2023: Mechanical Characterization of Functionally Graded Materials Produced by Material Extrusion Process
- Marshall Norris, PhD in Engineering, 2023: A Study of Rheology, Parameter Optimization, and Microstructural Analysis of Metallic Paste Used for Material Extrusion
- Orkhan Huseynov, PhD in Engineering, 2023: Thermal Characterization and Numerical Analysis of Short Carbon Fiber Reinforced Composite Parts Manufactured by Material Extrusion
- Ranger Buchanan, MS in Mechanical Engineering, 2022: Knowledge Base Development for Iron-PLA Composite Filaments in Additive Manufacturing
- Ankit Gupta, PhD in Engineering, 2022: Thermo-Mechanical Characterization and Modeling of the Short Fiber Reinforced Composite Material Fabricated Using the Fused Filament Fabrication Process
- Zhicheng Zhang, PhD in Engineering, 2022: Using Machine Learning Algorithms to Predict the Quality of Parts Fabricated by Low-Cost Metal Material Extrusion Method
- Mohammad Alshaikh Ali, PhD in Engineering, 2022: Benchmarking Studies on Energy Usage and Lattice Infill Pattern for Common Additive Manufacturing Technologies
- Seymur Hasanov, PhD in Engineering, 2021: Numerical Modeling and Experimental Characterization of Functionally Graded Materials Manufactured by the Fused Filament Fabrication Process

- James Femi-Oyetoro, MS in Mechanical Engineering, 2021: Prediction of Flexural Properties for Additively Manufactured Short Carbon Fiber Reinforced Composites Using Machine Learning Techniques
- Hao Lu, MS in Mechanical Engineering, 2020: Preliminary Mechanical Characterization of the Low-Cost Metal 3D Printing
- Mahdi Mohammadizadeh, PhD in Engineering, 2020: Mechanical and Thermal Analyses of Automotive Components Manufactured with 3D Printed Continuous Fiber Reinforced Thermoplastic Polymers
- Shane Terry, MS in Mechanical Engineering, 2019: Innovating the Fused Filament Fabrication Process Metal Powder Polylactic Acid Printing
- Aslan Nasirov, MS in Mechanical Engineering, 2019: Multiscale Modeling of Fused Filament Fabricated Specimens
- Andreas Sauter, MS in Mechanical Engineering, 2019: TechBot: A Multimaterial Mobile 3D Printing Platform
- Zhicheng Zhang, MS in Mechanical Engineering, 2019: Detection of the Additive Manufacturing In-Process Failures via Deep Learning
- Astrit Imeri, MS in Mechanical Engineering, 2017: Investigation of the Mechanical Properties for Fiber Reinforced Additively Manufactured Components
- Kenan Hatipoglu, PhD in Engineering, 2013: Dynamic voltage stability enhancement of a microgrid with different types of distributed energy resources

COMMITTEES SERVED (partial List)

- Mohamed Mansour, PhD in Engineering, Pending: Modelling, Analysis and Control of Three Phase Dual Active Bridge based Three Phase Asymmetric Transformer Connections
- Trapa Banik, PhD in Engineering, 2025: Development of P2 Type Mn rich Layered Transition Metal Oxide for Sodium-ion Battery
- Ebrahim Nasr Esfahani, PhD in Engineering, 2025: Simulation and Experimental Analysis of a Double-sided Transfer System for Electric Vehicles Lattice-compensated Wireless Power
- Adewale Akinola Adeyemo, PhD in Engineering, 2023: Towards Securing Edge Intelligence for Inference in Horizontal Collaborative Environments
- Abdel Salam Mohammad, PhD in Engineering, 2022: Rheology and Computational Printing of Cement-Based Materials
- Webster Oluwafemi Adepoju, PhD in Engineering, 2022: Modeling, Artificial Intelligence-Based Optimization and Experimental Implementation of Novel Low Frequency Metamaterial for Efficient Wireless Power Transfer
- Babajide Yusuf Onanuga, PhD in Engineering, 2022: The Time-Dependent Rheology of Portland Cement-Based Printing Pastes
- Hawzhin Raoof Mohammed, PhD in Engineering, 2021: Hardware Intrinsic Attacks on IoT Based Network: A Secure Edge Intelligence Perspective
- Mohammad Enagi Bima, PhD in Engineering, 2021: Novel Magnetic Coil Structure, Beam Steering and Artificial Intelligence-Based Coupling Coefficient Estimation for Efficient High Power Wireless Power
- Frank Alifui-Segbaya, PhD in Dentistry, 2018: Toxicological Assessment of Photopolymers in Additive Manufacturing Using the Innovative Zebrafish Embryo Model, doi: 10.25904/1912/820.
- Gokhan Cakir, MS in Electrical Engineering, 2013: Placement and Performance Analysis of Facts-controllers (svc and statcom) for Damping Oscillation

Cem Akkus, PhD, MS, MPH

Curriculum Vitae, September 2025

Decision Support & Children's Foundation Research Institute at Le Bonheur Children's Hospital
50 N Dunlap Street, Memphis, TN 38103 USA
E-mail: cemakkus@:YMAIL.COM | Phone: 901-414-6005 (M) | Google Scholar: http://bit.ly/cemakkus

Executive Summary

Experienced researcher in public health, health disparities, environmental health, health services, and health promotion utilizing Geographic Information Systems, statistical methods, and data analysis.

Employment History

Biomedical Informatics Research Specialist, Le Bonheur Children's Hospital at Methodist Le Bonheur Healthcare, Memphis, Tennessee 2019 –Present

- Lead the monthly preparation and submission of Pediatric Health Information System (PHIS) data to the Children's Hospital Association for Le Bonheur Children's Hospital, including data extraction, transformation, quality assurance checks, discrepancy reconciliation, and dataset uploads.
- Develop Visual Basic macros and Python scripts for effective data extraction.
- Conduct geographic information systems (GIS) analyses to optimize resource allocation within the hospital.
- Assist in administering the REDCap system for healthcare professionals, researchers, and medical students.
- Conduct qualitative and quantitative research, analyze data, and produce publications and instructional materials for academic and public audiences, disseminating findings through presentations and articles.
- Provide research support to physicians, nurses, researchers, and students, including assistance with research design, methodology development, and geospatial as well as spatial statistical analysis.
- Prepare materials for national and international conferences and publications, addressing reviewer feedback as needed.
- Create presentations and visual aids (maps, graphics, charts) to support research staff, physicians, nurses, and students in obtaining necessary data for research from hospital databases and national health datasets.
- Aid healthcare professionals and medical students in various areas, including:
    - Creating presentations and visual materials to assist research staff and healthcare providers.
    - Extracting required data from hospital databases and national health datasets.
    - Conducting geospatial analyses and statistical assessments.
    - Obtaining geographic boundaries from public and private data sources such as Census.gov and PolicyMap.com.
    - Designing geodatabases for research management, analysis, reporting, and output generation.
    - Providing address geocoding support for research projects as needed.
    - Assisting with GIS analysis for research publications.

- Offer data analysis and visualization services to support the hospital's marketing and finance departments.
- Assist with the preparation of yearly U.S. News reports to enhance the hospital's visibility and rankings.
- Conduct medical data records extraction for healthcare professionals and collaborate with IRBs to ensure proper handling of medical data.
- Assist in preparing materials for national and international conferences and publications, reviewing content prior to submission, and providing feedback during the review process.
- Maintain the Pediatric Research Database (PRD) and train medical professionals on its use, including research design and methodologies, visualizing geospatial analyses and statistics.

Research Assistant, School of Public Helath, University of Memphis, Memphis, Tennessee 2017–2019

- Community-scale environmental project which analyses community exposure to Polycyclic Aromatic Hydrocarbons (PAHs) in the Memphis Tri-state area.
- Mapping 10 leading casuse of death in Shelby County (internship at Shelby County Health Department)
- Randomized Controlled Trial of Twitter Social Media Activities for @AMJPublicHealth on X (Twitter)
- Sexual minority and violence research
- Substance abuse, opioid and drug overdose research: Mapping drug overdose cases in the US
- Systematic reviews on lung cancer caregivers and cell phone use in addiction
- Scientific Advisor for the Memphis Shelby County Lead Safe Collaborative

GIS Developer/Programmer, GIS web page development for Memphis FitKids Project, School of Public Health 2013–2017

- Develop Web-GIS Interface for FitKids Project
- Design maps for FitKids Project Grant Proposal
- Design poster map for FitKids Project
- Work on FitKids web site maintatence

Research and Teaching Assistant, University of Memphis, Memphis Tennessee 2009–2012

- Teaching Assistant:
  - Teaching Landforms Lab between 2009 and 2012
- Research Assistant:
  - Mapping Civil Rights Movement in Mid-South, 2010, 2011, and 2013
  - Compatibility of Freight Transportation Facilities and Land Use in Major Intermodal Cargo Hubs: Memphis Aerotropolis as a Case Study, 2011
  - Shelby Farms Natural Resource Management Plan, 2010
  - Delta Region Health Indicators Project, 2009

QC and Network Engineer, Infoserve Technologies Corporation, Glendale, New York 2008

- Conduct quality/control tests for the Master Merchant 2008 Point of Sale (POS) System

GIS Analyst & Project Manager, EMI Mapping and Computing Inc., Istanbul, Turkiye 2002–2004

- Project Manager:
  - Managed a group for the Istanbul Urban Design 3-D mapping production
  - Trained co-workers on photo editing and mapping for 3-D urban design

- GIS Analyst:
  - Mapped cadastral of Istanbul Municipality Properties.
  - Designed multistory GIS and produced cadastral maps for the Istanbul Eminonu County Development Project.
  - Managed geodatabases for two villages under MEER Cadastral Renovation Project, post Marmara Sea Earthquake Area, First Part in Yalova, Turkiye.

Education

MPH in Epidemiology and Biostatistics, University of Memphis, Tennessee 2019
Practicum: "Spatial Analysis of the 10 Leading Causes of Death in Shelby County"
PhD Geography, University of Memphis, Tennessee 2016
Dissertation: "A Spatial Inquiry into Childhood Lead Poisoning in Shelby County, Tennessee"
GIS Certificate, University of Memphis, Tennessee 2011
MS Geomatics Engineering, Yildiz Technical University, Istanbul, Turkiye 2005
Thesis: "The Use of Geographical Information Systems in Emergency Services"
BS Geomatics Engineering, Karadeniz Technical University, Trabzon, Turkiye 2002
Thesis: "Address Geocoding in Geographical Information Systems"

Awards, Honors, Grants & Scholarships

Methodist Le Bonheur Healthcare Service Award, 2024
Acceptance to Public Health Informatics Fellowship Program at the Centers for Disease Control and Prevention, 2019
Departmental Assistantship, School of Public Health Epidemiology, Biostatistics, and Environmental Health (EBE) Division, University of Memphis, 2018-2019
University of Memphis Student Government Association Travel Scholarship, American Public Health Association Annual Meeting & Expo, San Diego, LA, 2018
University of Memphis School of Public Health Departmental Travel Scholarship, American Public Health Association Annual Meeting & Expo, San Diego, LA, 2018
Selected as a Member for the 2018 American Journal of Public Health Student Think Tank, 2017
Departmental Assistantship, School of Public Health Social and Behavioral Sciences (SBS) Division, University of Memphis, 2017-2018
University of Memphis Student Government Association Travel Scholarship, American Public Health Association Annual Meeting & Expo, Atlanta, GA, 2017
University of Memphis School of Public Health Departmental Travel Scholarship, American Public Health Association Annual Meeting & Expo, Atlanta, GA, 2017
Departmental Assistantship, Department of Biology/Bioinformatics, University of Memphis, 2013
University of Memphis the Center for Academic Success Travel Enrichment Award, the Association of American Geographers Annual Meeting, New York City, NY, 2012
University of Southern California Travel Scholarship Award, the First International Conference on Geospatial Geocoding, Redlands, CA, 2011
Second Place, Memphis Area Geographic Information Council Map Design Competition, Memphis, 2010
First Place, Memphis Area Geographic Information Council Map Design Competition, Memphis, 2009
Departmental Assistantship, Department of Earth Sciences, University of Memphis, 2009-2012

External Grants

GIS Developer/Programmer. FitKids: A community-clinic linked interactive tool for pediatric obesity screening and intervention (2013-2017). The Tennessee Foundation, Chattanooga, TN. $825,000 total costs. PI: Dr. Ken Ward

GIS Analyst/Cartographer. Compatibility of Freight Transportation Facilities and Land Use in Major Intermodal Cargo Hubs: Memphis Aerotropolis (2011-2012). Tennessee Department of Transportation. $30,000 total costs. PI: Dr. Esra Ozdenerol

GIS Analyst. Shelby Farms Ecological Plan using Geographic Information Systems (2009-2011). Field Operations, Inc. & Shelby Farms Conservancy. $12,000 total costs. Co-PI: Dr. Esra Ozdenerol

GIS Analyst. An Assessment of the Health Status of the Mississippi Delta (2009). Delta Regional Authority. $12,000 total costs. PI: Dr. Esra Ozdenerol

Internal Grants

GIS Analyst/Cartographer. Tri-state area: Compatibility of Freight Transportation Facilities and Land Use in Major Intermodal Cargo Hubs (Summer 2013). Center for Intermodal Freight Institute, University of Memphis. $40,000 total costs.

GIS Analyst/Programmer. Interactive Mapping of Memphis Civil Rights Movement (2009-2011). Benjamin Hooks Institute, University of Memphis. $5,000 total costs.

Peer Reviewed Publications

Cohen, E., Chithra, T., Siddique, R., **Akkus, C.**, Wagner, B., Sheppard, S., Gienapp, A. J., Williams, R., Snider, M. A. (2025). Demographic and Social Factors Associated with Pediatric Firearm Injuries: A Retrospective Review. *Pediatric Emergency Care*, August 1, 2025. DOI: 10.1097/PEC.0000000000003458

Gaudio, E., Ammar, N., Gunturkun, F., **Akkus, C.**, Brakefield, W., Wakefield, D. V., Pisu, M., Davis, R., Shaban-Nejad, A., & Schwartz, D. (2023). Defining Radiation Treatment Interruption Rates During the COVID-19 Pandemic: Findings from an Academic Center in an Underserved Urban Setting. *Int J Radiat Oncol Biol Phys*, 2023 Jun 1;116(2):379-393.

Fan, T., Frederick, R., Abualsoud, A., Sheyn, A., McLevy-Bazzanella, J., Thompson, J., **Akkus, C.**, & Wood, J. (2022). Treatment of sialorrhea with botulinum toxin injections in pediatric patients less than three years of age. *International Journal of Pediatric Otorhinolaryngology,* 158, 111185.

Kedia, S.K., Ahuja, N., Wyant, D.K., Dillon, P.J., **Akkus, C.**, Relyea, G. (2020). Compositional and Contextual Factors Associated with Drug Overdose Deaths in the United States. *Journal of addictive diseases* 38 (2), 143-152.

Kedia, S.K., Collins, A., Dillon, P.J., **Akkus, C.**, Ward, K.D., & Jackson, B.M. (2020). Psychosocial interventions for informal caregivers of lung cancer patients: A systematic review. Psychooncology. DOI: 10.1002/pon.5271

Li, Y., **Akkus, C.**, Yu, X., Joyner, A., Kmet, J., Sweat, D., & Jia, C. (2019). Heatwave Events and Mortality Outcomes in Memphis, Tennessee: Testing Effect Modification by Socioeconomic Status and Urbanicity. Int. J. Environ. Res. Public Health, 16(22), 4568; DOI: 10.3390/ijerph16224568

Kedia, S.K., Dillon, P.J., **Akkus, C.**, & Jiang, Y. (2019). Substance Use, Depression, and Violence Among Lesbian, Gay, And Bisexual Youth in the United States. *Annals of Behavioral Medicine,* 53, S835-S835

Ullmann, G., Kedia, S.K., Homayouni, R., **Akkus, C.**, Schmidt, M., Klesges, L.M., & Ward, K. D. (2017). Memphis FitKids: implementing a mobile-friendly web-based application to enhance parents' participation in improving child health. BMC Public Health. DOI: 10.1186/s12889-018-5968-6

Akkus, C., & Ozdenerol, E. (2014). Exploring Childhood Lead Exposure through GIS: A Review of the Recent Literature. Int. J. Environ. Res. Public Health, 11(6), pp. 6314-6334. DOI: 10.3390/ijerph110606314

Ozdenerol, E., Taff, G.N., & **Akkus, C.** (2013). Exploring the Spatio-Temporal Dynamics of Reservoir Hosts, Vectors, and Human Hosts of West Nile Virus: A Review of the Recent Literature. Int. J. Environ. Res. Public Health, 10, pp. 5399-5432. DOI: 10.3390/ijerph10115399

Other Publications

Rogers, M., Ovares, E. A. L., Ogunleye O. O., Twyman, T., **Akkus, C.**, Patel, K., & Fadlalla, M. (2018). Is Arming Teachers Our Nation's Best Response to Gun Violence? The Perspective of Public Health Students. American Journal of Public Health, 108(7), pp. 862–863. DOI: 10.2105/AJPH.2018.304477

Ovares, E. A. L., Twyman, T., Fadlalla, M., Ogunleye O. O., Rogers, M., **Akkus, C.**, & Patel, K. (2018). AJPH Instagram Photo Contest—National Public Health Week "Changing Our Future Together". American Journal of Public Health, 108(7), p. 937. DOI: 10.2105/AJPH.2018.304495

Book Chapters

Akkus, C., & Ozdenerol, E. (2015). Exploring Childhood Lead Exposure through GIS: A Review of the Recent Literature. Chapter in A. Hassan (Ed.), *Everyday Environmental Toxins: Children's Exposure Risks*, Ontario: Apple Academic Press pp. 133–161. DOI: 10.1201/b18221-13

Selected Presentations

Invited Addresses

"How I Use Geographical Information Systems to Study Health in Memphis". (April 24, 2018). Invited speaker, Taste of Science: See no pollutants, breathe no pollutants, drink no pollutants, Memphis, Tennessee.

"A Geospatial Analysis of Children's Lead Poisoning in Shelby County, TN". (April 25, 2017). Invited speaker, Memphis Lead Conference: Unlocking the Barriers to Lead Poisoning Prevention, Memphis, Tennessee.

Published Peer Reviewed Abstracts and Conference Presentations at International Meetings

Young, C., **Akkus, C.**, Ramsey, K., and Dobish, E. (2021). Home is Where the IEP Issues are: Observing Demographic Relationships in IEP Referrals to a Local Medical Legal Partnership. Oral & Poster Presentation at Pediatric Academic Societies (PAS), Virtual Event, 2021.

Akkus, C., Kedia, S., Relyea, G.E., & Dillon, P. (2018). Factors Associated with Opioid Related Drug Overdose Death in the United States. Poster presentation at The American Public Health Association Annual Meeting & Expo, San Diego, CA, 2018

Parish, R.M., **Akkus, C.**, Koldehoff, B.H. (2018). Surveying the Crescent Quarry Complex with LiDAR. Paper presented at the 5th Science and Archaeology Symposium, The Illinois State Archaeological Survey's Program on Ancient Technologies and Archaeological Materials (ATAM), Champaign, IL

Akkus, C., Ozdenerol, E., Kmet, J.M., & Kocak, M., & Relyea, G.E. (2017, November). Geographic Regression Analysis of Blood-Lead Levels among Shelby County Children Screened from 2009-2012. Paper presented at The American Public Health Association Annual Meeting & Expo, Atlanta, GA

Akkus, C., Ozdenerol, E., Kmet, J.M., & Kocak, M. (2017, April). Exploring Uncertainties in Blood Lead Levels of Shelby County Children with Multiple Screenings between 1994 and 2013. Paper presented at The Association of American Geographers 2017 Annual Meeting, Boston, MA

Clayton, M.M., McDonald, S.L., Homayouni, R., Kedia, S., Ullmann, G., Mayfield, B.C., Collins, A.C., Alexander, A.C., Schmidt, M., **Akkus, C.**, Williams, C., & Ward, K.D. (2015, September) FitKids: A Web-Based, mHealth Tool to Enhance Parents' Participation in Improving Child Health. Poster presented at The Food and Nutrition Conference and Expo, Nashville, TN

Akkus, C., Ozdenerol, E., & Russ, J. (2015, April). Spatial distribution of soil lead concentrations and pediatric BLLs in Memphis, TN. Paper presented at The Association of American Geographers 2015 Annual Meeting, Chicago, IL

Akkus, C., & Ozdenerol, E. (2012, February). Spatial Analysis of Children's Blood Lead levels in Shelby County, Tennessee: A Case Study. Paper presented at The Association of American Geographers 2015 Annual Meeting, New York, NY

Conference Presentations at Local Meetings

Akkus, C. (2018, March). Urban-Rural Differences in Opioid Related Drug Overdose Deaths in the United States. Poster presented at the 30th Annual Student Research Forum at University of Memphis, Memphis, TN

Schmidt, M., Ullmann, G., Kedia, S., Homayouni, R., **Akkus, C.**, Klesges, L.M., & Ward, K.D. (2017, March). Memphis FitKids: Using Graphic Design and Media to Enhance Parents' Participation in Improving Child Health. Poster presented at the 29th Annual Student Research Forum at the University of Memphis, Memphis, TN

Akkus, C. (2011, November). Small Business Export Analysis in the United States. Paper presented at The 11th Annual Mid-South Geographic Information Systems Conference, Memphis, TN

Akkus, C. (2011, November). One Map: Analysis for Centers of Export Excellence for Small and Medium-sized Enterprises (SMEs). Poster presented at The 11th Annual Mid-South Geographic Information Systems Conference, Memphis, TN

Akkus, C. (2010, November). Mapping History through ArcGIS Server and Java Web ADF. Paper presented at The 10th Annual Mid-South Geographic Information Systems Conference, Memphis, TN

Akkus, C. (2010, November). The Civil Rights Movement in the Mid-South: Mapping History. Poster presented at The 10th Annual Mid-South Geographic Information Systems Conference, Memphis, TN.

Akkus, C. (2009, November). Indian Woods, North Carolina: Mapping historical artifacts through GIS. Poster presented at The Southeastern Division of the Association of American Geographers (SEDAAG) Annual Meeting, Knoxville, TN

Akkus, C. (2009, November). Indian Woods 1585 to Present: At the Crossroads of Three Cultures. Poster presented at The 9th Annual Mid-South Geographic Information Systems Conference, Memphis, TN

Cartographic Design in Technical Reports

Ozdenerol, E., Antipova, A., Javadnejad, F., **Akkus, C.**, & Mohler, G. (2012). Compatibility of Freight Transportation Facilities and Land Use in Major Intermodal Cargo Hubs: Memphis Aerotropolis as a Case Study. Final Report. Center for Intermodal Freight Studies, University of Memphis.
http://www.memphis.edu/ifti/pdfs/cifts_compatibility_freight_transportation_land_use.pdf

Goudie, C., Houston, A., Ozdenerol, E., Kennedy, M., & Simco, B.A. (2011). Shelby Farms Natural Resources Management Plan. Mapping and Analysis Sections of the Final Report. Shelby Farms Conservancy

Ozdenerol, E. (2009). An Assessment of the Health Status of Mississippi Delta Region. Electronic Maps. Final Report. Delta Regional Authority

Teaching Experience

Graduate:

Introduction to GIS, Spring 2012
Advanced GIS, Fall 2010-12
GIS and Human Health, Fall 2011-12

Undergraduate:

Landforms Lab, Spring 2009 to Fall 2012
Landforms Summer, 2012

Guest Lectures

"Web GIS and Geovisualization." University of Northern Colorado Department of Geography & GIS, Spring 2017

Other Teaching Activities

Instructor: ArcGIS training, Geo-caching activities
GIS Workshops: Shelby County Health Department Epidemiology, 2018

Skills

Software and Applications: Cerner, Epic, ArcGIS Server/Online/Pro, SAS, Micro Station, Zotero, Microsoft Office/Excel/ Access/PowerPoint, SPSS, Apache Tomcat, MySQL, ERDAS, Corel Draw
Programming: Javascript, Python, PHP, Java, Visual Basics
Framework and Libraries: ArcGIS Javascript API, Dojo, jQuery, Laravel, Bootstrap
Dataset: Experience with census, transportation, criminology, history, business, and health datasets

Professional Memberships

2023-current	The Children's Hospital Association
2017	American Public Health Association
2018	Tennessee Public Health Association
2017	Association of American Geographers & Env. Systems Research Ins. (ESRI) GeoMentors
2017-2015-2012	Association of American Geographers
2009-2012	Memphis Area Geographic Information Council (MAGIC)

Editorial and Review Activities

2022-present	Ad-Hoc Reviewer, American Journal of Public Health
2018-present	Ad-Hoc Reviewer, Environmental Research
2018-present	Ad-Hoc Reviewer, Public Health Reports
2018-present	Ad-Hoc Reviewer, Turkish Journal of Hematology
2018	Student Think Tank Member, American Journal of Public Health
2018	Ad-Hoc Reviewer, American Public Health Association Epidemiology Section Abstracts
2017-present	Ad-Hoc Reviewer, Environmental Health Perspectives
2017-present	Ad-Hoc Reviewer, Pediatrics
2017-present	Ad-Hoc Reviewer, British Medical Journal Global Health

Professional Online Profiles

Google Scholar : http://bit.ly/cemakkus
Research Gate : https://www.researchgate.net/profile/Cem_Akkus
LinkedIn : https://www.linkedin.com/in/cemakkus/

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Richmond, TX 77407
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David Cuneyt Akdemir, Ed.D

Experience

2021 - Present Harmony Education Solutions Houston, TX

Executive Director

- Leading HES team in providing consultation and support for partner schools
- Lead prepare educational programs for partner schools
- Sets the vision and priorities for the company
- Leads online and on-site meetings with current and potential partners
- Facilitates workshops for partner schools
- Assist in strategic planning for partners
- Leads marketing and business strategies

2016 - 2021 Harmony Public Schools - Central Office Houston, TX

Director of Leadership Development

- Sets the vision and priorities of the leadership development team
- Manages all work streams toward the vision
- Collaborates closely with chiefs and area superintendents to implement leadership development programs
- Uses data to drive decision-making about program content and structure
- Ensures full implementation of leadership development initiatives in schools and districts
- Leads group workshops and coaches individual rising leaders in select topics
- Leads to organize annual leadership summit and regional development events, seminars, and workshops for leaders
- Facilitates performance management systems for leaders that include TPESS (Texas Principal Evaluation and Support System) and HPESS (Harmony Performance Evaluation and Support System)
- Facilitates new leadership academies such as New Principals Academy
- Facilitates leadership coaching programs
- Facilitates organizational assessment programs for campus leaders
- Leads to maintain TEA required charter officer and administrator training
- Facilitates succession management system
- Facilitates online learning management system with assistants

2014 - 2016 Harmony Public Schools - Austin Austin, TX

Area Superintendent

- Functioned as the Area Superintendent for assigned cluster
- Managed of human resources, maintenance, plant operations, facilities planning/management, construction and support services
- Implemented selection, training, and supervision of personnel
- Supervised school operations
- Supervised and evaluated principals; serves as liaison between principals and the Superintendent and Chiefs; works with principals to resolve school-based concerns and problems; assists principals and teachers in striving for maximum student achievement
- Supervised and conducted personnel administration duties for principals, including evaluating, assigning special duties, monitoring attendance and travel reports
- Supervised principals in analyzing school achievement data and to discuss implications for curriculum and instructional needs
- Developed and administered the district/cluster budget in cooperation with Finance Department using sound fiscal practices
- Ensured implementation of federal, state, and local mandated programs in relation to school site instructional and operational programs
- Provided professional and leadership development to principals and leadership teams in conjunction with the Human Resources Department
- Hired principals and cluster office personnel
- Holds regular meetings with school Principals, cluster directors/coordinators and other administrators to discuss the progress and problems of the cluster
- Directly monitored the work of cluster office personnel
- Visited campuses regularly to coordinate support services with principals
- Initiated and maintained ongoing and effective communication with community and parents regarding student achievement and school programs; supports school-based parent outreach programs and strategies to engage parents in student learning
- Resolved conflict with administrators, parents, teachers, staff, and community regarding extracurricular activities
- Assisted in determining school plant needs of the district by utilizing pupil projections, demographic studies, educational requirements, facilities requirements, and financial projections
- Served as district resource person in dealing with legal issues regarding staff members
- Implemented policies established by federal and state laws, State Board of Education rule, and local board policies
- Supported the alignment of functions between schools and central office divisions
- Worked with various committees and school administrative teams to review school’s staffing allocations and forecasted enrollments
- Attended board meetings, and make presentations to the board

2010 - 2014 LISA Academy Little Rock, AR

Principal/Superintendent

- Coordinated and assisted teachers and students in implementing Arkansas Standards and Frameworks.
- Provided professional development for teacher on state assessment standards.
- Maintained and monitored records for ESL, GT and Special Education students.
- Assisted an efficiency study to analyze how campus could be more fiscally resourceful.
- Provided leadership and mentoring opportunities to assistant principals
- Provided instructional resources and materials to support teachers in accomplishing instructional goals
- Communicated and promoted expectations for high-level performance to staff and students.
- Built common vision for school improvement with staff
- Directed planning activities and put programs in place with staff to ensure attainment of school's mission.
- Observed employee performance, recorded observations, and conducted evaluation conferences with staff.
- Used student achievement data to recommend improvement in the purpose, design, materials, and implementation of the instructional program
- Supervised maintenance of facilities to ensure a clean, orderly, and safe campus.
- Ensured that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and Student Handbook.
- Developed master schedule based on campus data.
- Attended conferences, workshops, seminars, and disseminated relevant information to instructional team leaders and members
- Used appropriate and effective techniques to encourage community and parent involvement.
- Ensured the effective and quick resolution of conflicts.
- Implemented Staff Hiring – Personnel Issues/Resolutions/Supervision/Staff Development – Planning and Execution

2009- 2010 LISA Academy Little Rock, AR

Vice Principal/System Manager

- Managed academic programs for middle and high school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th grade and High School Students
- Managed Professional Development and Appraisal System
- Managed Student report cards and transcripts
- Managed Practice Mock Tests and State Tests
- Provided IT supports for servers, printers, computers and network

2008-2009 LISA Academy – North Little Rock Sherwood, AR

Vice Principal/System Manager

- Managed academic programs for elementary and middle school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th graders
- Managed Professional Development and Appraisal System
- Managed student report cards and transcripts
- Managed practice mock tests and state tests
- Provided IT supports for servers, printers, computers and network

2004-2008 Dove Science Academy – Tulsa Tulsa, OK

Computer Science Teacher/System Manager

- Taught 6th, 7th and 8th grade Computer Classes including Keyboarding and Microsoft Office
- Taught High School Computer Science classes including Desktop Publishing, Visual Basic, Video Production, Digital Graphics and Animation
- Provided IT supports for servers, printers, computers and network

2003-2004 Dove Science Academy - OKC Oklahoma City, OK

Computer Science Teacher

Taught 6th, 7th and 8th grade Computer Classes including Keyboarding and Microsoft Office

Education

2014 - 2016 Lamar University Beaumont, TX

- Doctorate in Educational Leadership and Administration
- Dissertation Titled "Perceptions of Teachers in a Charter School District Regarding Administrator Strategies That Contribute to Teacher Retention"

2011- 2012 University of Arkansas in Little Rock Little Rock, AR

- Master in Educational Leadership and Administration

1997-2003 Middle East Technical University Ankara, TURKEY

- B.S., Computer Education

1993-1997 Kartal Technical High School Istanbul, TURKEY

- High School Diploma from Computer Science

Interests

Education, Educational Leadership, Leadership Development, Computers, Networking, IT, Programming

Licensure Areas Superintendent (EC-12) – Texas, Principal (EC-12) – Texas, Principal (EC-12) – Arkansas, Math Teacher (7-12) – Texas, Math Teacher (5-12) – Arkansas, Math Teacher (5-12) - Oklahoma

Fadime DIBI
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Collierville, TN 38017
fadimedibi@gmail.com
(901) 618 – 7230

Education:

- **Syntax Technologies** **9/2019- 3/2020**
  Coding Bootcamp

- **Gulf Language School, Houston, TX** **1/2010- 8/2010**
  English Language Learning Class

- **University of Ondokuz Mayis, Samsun, TURKEY** **Spring 2001**
  Primary School Teacher Certification by Faculty of Education

- **University of Ondokuz Mayis, Samsun, TURKEY** **1997-2001**
  Bachelor's Degree by Faculty of Education / Biology Education

Professional Experience:

- **Louis Dreyfus Company (LDC), Cordova, TN** **6/ 2020 - Present**
QA Analyst

- Conducting functional and/or integration testing of multiple programs in a GUI or web application environment.
- Reviewing output to determine whether the test results fulfill the established requirements, and if necessary, notify the responsible programmers, both orally and through JIRA, of errors, omissions, and inconsistencies in the programs and/or documentation.
- Writing regression tests throughout the application to ensure application integrity as the system continues to grow.
- Working with management to ensure the testing phase in the development process is being followed
- Creating, documenting, verifying, and executing component-level to user acceptance test plans and test cases.
- Designing and developing solutions for test management, execution, production deployment, reporting and testing frameworks.
- Participating in the development and reporting of test metrics; items such as test confidence and test coverage reports
- Reviewing requirements specifications and identify gaps and inconsistencies.
- Working closely with software engineers, business analysts, and other QA team members to identify, report, and troubleshoot defects, verifying problem fixes in a detailed, efficient, and timely manner

- **Alliance Tek Solutions, Chantilly, VA** **9/ 2019 – 6/ 2020**
Test Automation Engineer

- Worked in an Agile- Scrum Team, attending **Daily Scrum**, **Sprint Planning**, **Sprint Demo**, and **Sprint Retrospective** meetings.
- Analyzed business **requirements** and **specifications** and wrote **test cases** and **test scenarios**.
- Worked with a development team to understood technical design and architecture for **test planning.**

- Analyzed the **manual test cases** for automation test based on the **acceptance criteria.**
- Performed Functional, Smoke and Regression testing by creating **Cucumber BDD** testing framework from **scratch** using **Selenium WebDriver, JUnit, Maven** and **Page Object Model.**
- Set up the automation framework using Selenium WebDriver to achieve **cross browser testing.**
- Created test scripts using **Selenium WebDriver-Java** for building the automated Functional test suites, such as **Smoke** and **Regression.**
- Used **Java Data Structures and Exception handling, OOP** concepts.
- Performed database testing using **JDBC** library and **back-end testing** by writing and executing **SQL queries** in **MySQL** and **Oracle** to validate the data in DB tables with DML/DDL queries.
- Performed Web Services End-To-End testing using **Postman** and **REST-Assured Library** with Java as a programming language.

♦ **Memphis City Charter School, Memphis School of Excellence, Memphis, TN**
Science Teacher **9/ 2010 - 6/2011**
6^{th} -7^{th} grades

- Instructed Computer and Biology concepts with 21st-century skills such as web applications and instructional technologies.
- Provide study material to the students and guiding them for using that material
- Arranged lectures for students on 6th and 7th grade Science subject and offering them additional knowledge of the subject as well as tutoring
- Prepared the lessons according to the needs of students and state curriculum
- Arranged different level and types of tests for the students to be efficient in the subject
- Assigned work to the students and teaching them to use higher order thinking to the solve the problems regarding the work
- Participated in many different technology conferences and workshops and gave presentations and lead discussions about educational technology like "Contemporary Approaches in Science", "Data Analysis in Science Projects" etc.

♦ **Private Sabah College Preparatory Course, Aksaray, TURKEY**
Science Teacher **2007 – 2009 (full time)**
5^{th} -8^{th} grades

♦ **Private Sema High School ,Aksaray, TURKEY**
Biology Teacher & Health Science Teacher **2008 – 2009 (part time)**
9^{th} -11^{th} grades

♦ **Private Sema Elementary and High School, Aksaray, TURKEY**
Biology Teacher & Health Science Teacher **2001 – 2007**
6^{th} -8^{th} grades Science
9^{th} -11^{th} grades Biology

- Prepared students for the exams of the upper stages, in helping them catch up with their courses and for raising their level of knowledge.
- Developed and implemented daily and unit lesson plans for all grades, administered tests and evaluations, and analyzed student performance.
- Taught life and earth science to the diverse group of students.

- Assessed student performance throughout the term.
- Prepared students for the colleges and National Biology Olympiads.
- Conducted group/individual science fairs (biology section) and laboratory activities.
- Attended city wide meetings as a Biology Department Chair at Sema High School.
- Tutored students after school.
- Organized and chaperoned field trips.
- Organized cooperative learning activities.
- Participated in faculty and parent conferences.

♦ **Mithat Pasa High School, Samsun, TURKEY**
Student Teacher (Biology Teacher) **Spring 2001**
9th grade

♦ **Tekkekoy Elementary School, Samsun, TURKEY**
Student Teacher (Primary School Teacher) **Spring 2001**
1st and 2nd grades

- Developed lesson plans for each class
- Implemented creative curricula utilizing outcome-based education & alternative assessments
- Tutored students after school and chaperoned field trips.
- Assisted with student government activities

Certificate Programs and Workshops:

♦ **qTest Specialist Level 1 Certificate**
Tricentis **7/2020**

♦ **Java Oracle 1z0-808 Java SE 8 Programmer I Certificate**
Oracle University **6/2020**

♦ 90 Hours, **"Becoming a Highly Effective Teacher"** Training Program
Cosmos Foundation Inc., Houston, TX **7/21/2010 - 7/30/2010**

♦ 6 Credits, **"Mastering Pedagogy Workshop"**
Texas Gulf Foundation, Houston, TX **7/26/2010**

♦ 6 Credits, **"Data Analysis in Science projects"**
Texas Gulf Foundation, Houston, TX **7/27/2010**

♦ 6 Credits, **"Effective Lab Practice and Experiments for Science Fairs"**
Texas Gulf Foundation, Houston, TX **7/28/2010**

♦ 6 Credits, **"Science Laboratory Training"**
Texas Gulf Foundation, Houston, TX **11/25/2010**

♦ 30 Credits, **"Seminar on Adolescent Health and Reproductive Health"**
Republic of Turkey Ministry of National Education, Aksaray Provincial Directorate,
2/17/2007 - 2/24/2007

♦ 30 Credits. **"To Gain Understanding of Guidance"**

Republic of Turkey Ministry of National Education, Aksaray Provincial Directorate,
9/4/2006 - 9/8/2006

♦ 30 Credits, **"Education of the Educator"**
Bolusum Human Resources Training and Consulting, Istanbul, TURKEY **8/25/2006**

♦ 75 Credits, **"Using Computers and the Internet Course"**
Republic of Turkey Ministry of National Education, Aksaray Provincial Directorate,
3/21/2005 - 4/8/2005

♦ 25 Credits, **"Contemporary Approaches in Science"** Workshop
Republic of Turkey Ministry of National Education, Aksaray Provincial Directorate,
5/25/2002 - 6/2/2002

Skills:

♦ **Technical:**

- Efficient in Microsoft Windows operating systems, Microsoft Office Suite including MS Word, MS Excel, MS PowerPoint, MS Outlook
- Good knowledge of computer programs and testing Tools, Selenium WebDriver, Java, JDBC, SQL, Rest Assured, Maven, Cucumber, TestNG, Postman
- Understanding of QA concepts, regression testing, functional testing, system integration testing
- Familiar testing with GUI based applications as well as Internet Explorer, Chrome, and Firefox
- Experience with issue tracking tools like JIRA
- Able to write SQL queries (analyze/validate data) and Views / Stored Procedures

♦ **Language and Social:**

- Strong organizational and problem-solving skills.
- Able to work with diverse populations.
- Self-starter and able to work with minimal supervision.
- Strong Math Skills
- Interested in Biology and Life Science
- A positive, cross-functional team member with an ability to perform individually with good interpersonal relations, hardworking and high level of motivation. A quick and enthusiastic learner, adaptable to changing circumstances, and overall sincere and committed.
- Ability to multi-task and work separate projects in a fast paced & dynamic company environment and extremely tight timelines
-

Community Outreach efforts:

♦ **Turkish House, Memphis, TN**

Volunteer at Memphis Turkish House - Women Association **September 2011 – present**

- Introducing Turkish culture into American society and cultivate friendship and promote the understanding of diverse cultures.
- Organizes community events, such as dinners, classes, and festivals.

- Maintains database of members and community participants.
- Maintains social media accounts and related web sites.
- Teaches Turkish language classes and Turkish cooking classes.
- Secures supplies for community events

♦ **Germantown Elementary School, Germantown, TN**

PTA Member of the Board of Managers/ Cultural Art **6/ 2013 – 8/2016**

- Organized, and managed the Cultural Arts activities in local public school.
- Presented information about different countries and cultures to the volunteers of the classrooms to present the specific countries in each quarter.
- Prepared Power Point presentations of the countries, food sample/preparation ideas, dance, music examples of the countries.
- Technical support for classroom's smart boards & computer connections.
- Maintained database of volunteer members and teachers for scheduling.
- Maintained Cultural Art related web sites.

♦ **Sema High School, Aksaray, TURKEY**

Turkish Red Crescent Club Sponsor Teacher **September 2001– June 2007**

- Guided the club members in the planning and implementation of community service projects,
- Taught basic first aid, providing first aid kits for all classes and preparation for disaster and others.
- Encouraged parents to donate blood
- Collected needed supplies to victims of disasters, collecting funds to assist the most vulnerable overseas
- HIV/AIDS peer counseling, and inform people about public diseases

Patty Farmer
Memphis, TN | patty_farmer@yahoo.com | (901) 218-9747

Professional Summary

Dynamic and compassionate leader with over 20 years of experience in healthcare, education, and advocacy. Dedicated to empowering families, promoting women's heart health, and building stronger community connections through leadership and service.

Professional Experience

Memphis School of Excellence – Memphis, TN
Parenting Advocate & Board Member | **2014 – Present**
- Strengthen family-school partnerships and lead initiatives that promote academic success.
- Founded the Parent Teacher Organization (PTO) to enhance parent engagement.
- Provide leadership and governance as an active board member supporting community growth.

WomenHeart: The National Coalition for Women with Heart Disease – Memphis, TN
Certified Advocate & Motivational Speaker | **2014 – Present**
- Deliver motivational talks to raise awareness of women's heart health.
- Lead outreach and peer support programs for women affected by heart disease.

Healthcare Experience – Memphis, TN
Medical Assistant | **1989 – 2010**
- Over 20 years of clinical experience at Baptist Memorial Hospital, Methodist Le Bonheur Healthcare, and St. Francis Hospital.
- Supported physicians in patient care, exams, and procedures.
- Managed patient records, coordinated scheduling, and promoted wellness education.

Education

Associate Degree in Allied Health (Medical Assisting)
Rice College, 1988

Certifications

- Certified Licensed Advocate, WomenHeart (2014 – Present)

Skills

- Leadership & Advocacy
- Public Speaking & Education
- Parent & Community Engagement
- Health Awareness & Outreach
- Patient Care & Support

Community Involvement

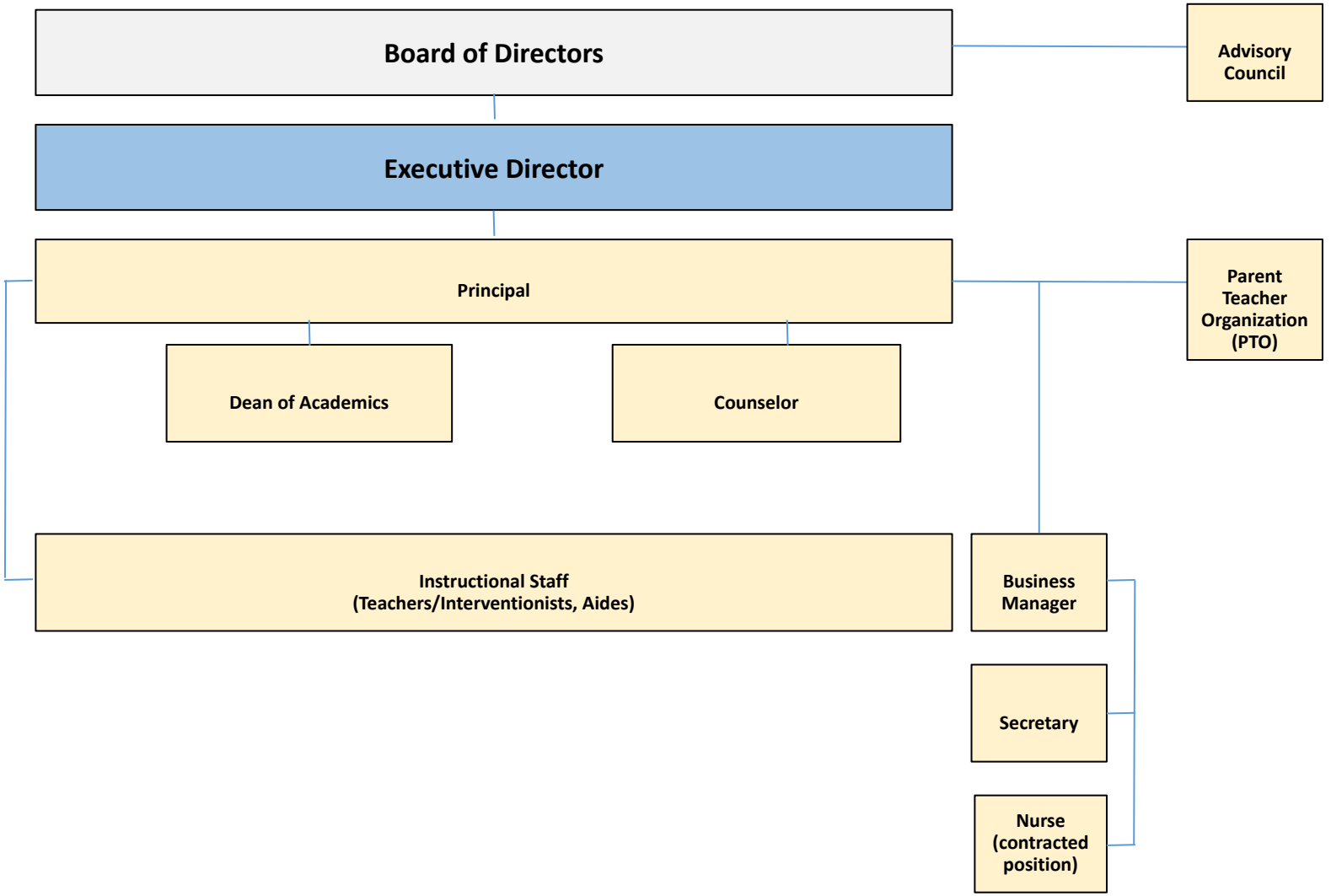
- Board Member & PTO Founder, Memphis School of Excellence
- Advocate & Speaker, WomenHeart National Coalition

References available upon request.

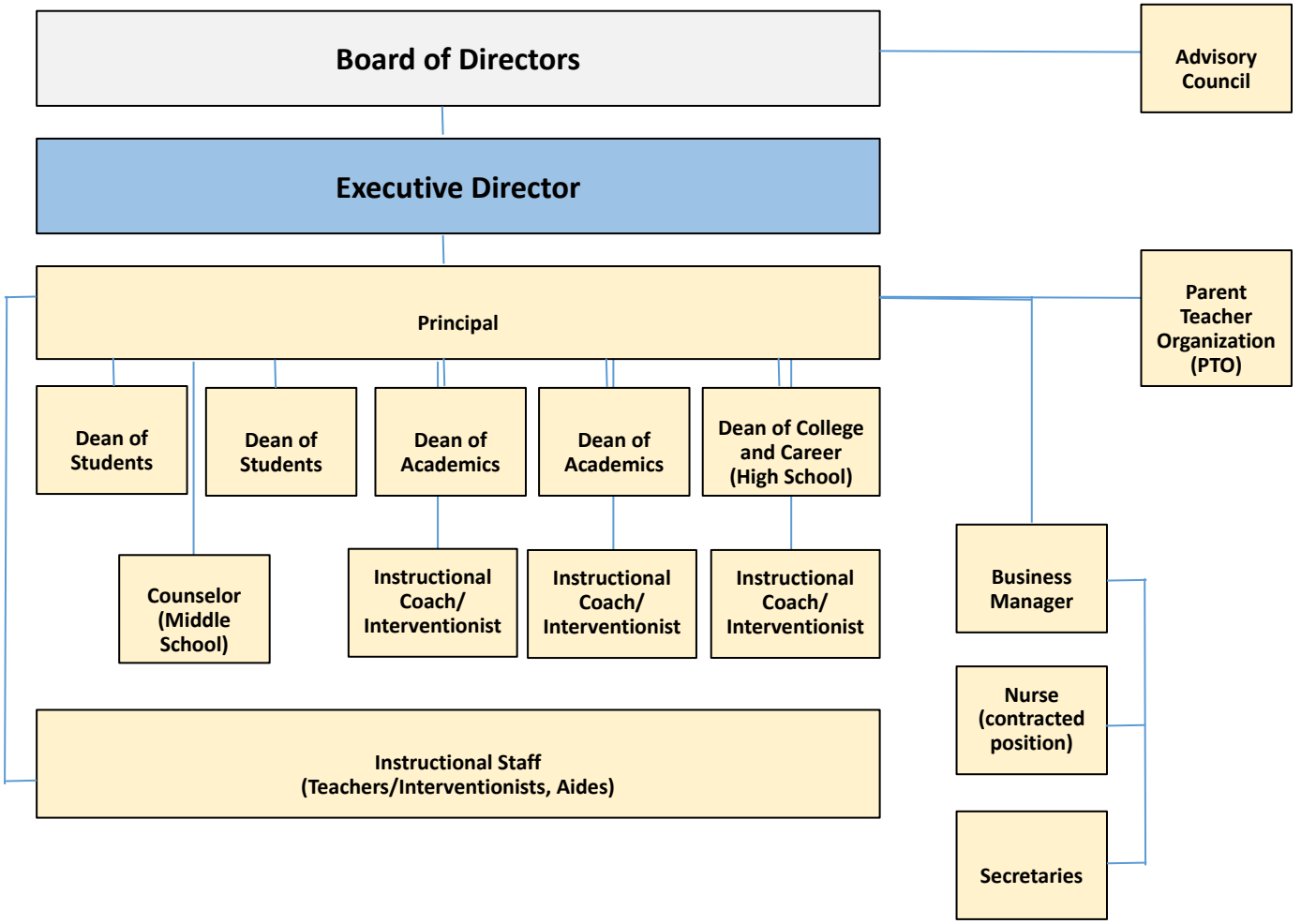
Attachment 4: Organization Chart

Nashville School of Excellence

NSE School Organizational Chart: Year 1



School Organizational Chart: Full Capacity



Attachment 4

Attachment 5: Articles of Incorporation

Nashville School of Excellence

Secretary of State
Division of Business Services
312 Rosa L. Parks Avenue
6th Floor, William R. Snodgrass Tower
Nashville, Tennessee 37243

DATE: 09/04/09
REQUEST NUMBER: 6590-2402
TELEPHONE CONTACT: (615) 741-2286
FILE DATE/TIME: 09/03/09 1419
EFFECTIVE DATE/TIME: 09/03/09 1419
CONTROL NUMBER: 0609537

TO:
CEM AKKUS
UNIV. OF MEMPHIS
001 JOHNSON HALL
MEMPHIS, TN 38152

RE:
READ FOUNDATION
CHARTER - NONPROFIT

CONGRATULATIONS UPON THE INCORPORATION OF THE ABOVE ENTITY IN THE STATE OF TENNESSEE, WHICH IS EFFECTIVE AS INDICATED.

A CORPORATION ANNUAL REPORT MUST BE FILED WITH THE SECRETARY OF STATE ON OR BEFORE THE FIRST DAY OF THE FOURTH MONTH FOLLOWING THE CLOSE OF THE CORPORATION'S FISCAL YEAR. ONCE THE FISCAL YEAR HAS BEEN ESTABLISHED, PLEASE PROVIDE THIS OFFICE WITH THE WRITTEN NOTIFICATION. THIS OFFICE WILL MAIL THE REPORT DURING THE LAST MONTH OF SAID FISCAL YEAR TO THE CORPORATION AT THE ADDRESS OF ITS PRINCIPAL OFFICE OR TO A MAILING ADDRESS PROVIDED TO THIS OFFICE IN WRITING. FAILURE TO FILE THIS REPORT OR TO MAINTAIN A REGISTERED AGENT AND OFFICE WILL SUBJECT THE CORPORATION TO ADMINISTRATIVE DISSOLUTION.

WHEN CORRESPONDING WITH THIS OFFICE OR SUBMITTING DOCUMENTS FOR FILING, PLEASE REFER TO THE CORPORATION CONTROL NUMBER GIVEN ABOVE. PLEASE BE ADVISED THAT THIS DOCUMENT MUST ALSO BE FILED IN THE OFFICE OF THE REGISTER OF DEEDS IN THE COUNTY WHEREIN A CORPORATION HAS ITS PRINCIPAL OFFICE IF SUCH PRINCIPAL OFFICE IS IN TENNESSEE.

FILED, Tre Hargett, Tennessee Secretary of State, 9/3/2009, 14:19:09 PM

State of Tennessee

Department of State
Corporate Filings
312 Eighth Avenue North
6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

CHARTER
(Nonprofit Corporation)

For Office Use Only

6598-2402

The undersigned acting as incorporator(s) of a nonprofit corporation under the Tennessee Nonprofit Corporation Act adopts the following Articles of Incorporation.

1. The name of the corporation is: READ FOUNDATION

2. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a public benefit corporation.
This corporation is not a religious corporation.
This corporation will not have members.

3. The name and complete address of the corporation's initial registered agent and office located in the State of Tennessee is:

CEM AKKUS
(Name)

198 ISLAND BLUFF DR. | MEMPHIS | TN, 38103
(Street Address) | *(City)* | *(State/Zip Code)*

SHELBY
(County)

4. List the name and complete address of each incorporator:

OZGENC AKTAS-KOCAK | 198 ISLAND BLUFF DR., MEMPHIS, TN 38103
(Name) | *(Street Address, City, State and Zip Code)*

EMIN KUSCU | 6928 NAPLES DR., CORDOVA, TN 38018
(Name) | *(Street Address, City, State and Zip Code)*

CEM AKKUS | UNIV. OF MEMPHIS, 001 JOHNSON HALL, MEMPHIS, TN 38152
(Name) | *(Street Address, City, State and Zip Code)*

5. The complete address of the corporation's principal office is:
198 ISLAND BLUFF DR. | MEMPHIS | TN, SHELBY, 38103
(Street Address) | *(City)* | *(State/County/Zip Code)*

6. The corporation is not for profit.

7. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time are:

(Not to exceed 90 days.)

(Date and Time)

8. Insert here the provisions regarding the distribution of assets upon dissolution:
IN THE EVENT OF THE DISSOLUTION OR LIQUIDATION OF THE CORPORATION, ANY ASSETS THEN REMAINING SHALL BE DISTRIBUTED AMONG SUCH ORGANIZATIONS AS SHALL QUALIFY AS EXEMPT ORGANIZATIONS DESCRIBED IN CODE SECTION 501(C)(3) AS THE DIRECTORS SHALL DETERMINE.

9. Other provisions:
READ FOUNDATION IS A NON PROFIT CORPORATION TO PERFORM CHARITABLE ACTIVITIES WITHIN THE MEANING OF INTERNAL REVENUE CODE SECTION 501(C)(3). IT IS BEING FILED PURSUANT TO THE TENNESSEE NONPROFIT CORPORATION ACT, COMPILED IN CHAPTERS 51-68 OF TITLE 48, TCA.

09/03/2009
Signature Date

I Certify - Electronic Signature
Incorporator's Signature

CEM AKKUS
Incorporator's Name

FOR: CHARTER - NONPROFIT ON DATE:

FROM:		FEES	
	RECEIVED:	$0.00	$0.00
	TOTAL PAYMENT RECEIVED:		$0.00

RECEIPT NUMBER:
ACCOUNT NUMBER:

Filing fee paid via credit card using the State of Tennessee's online One-Stop Business Resources.

THE GREAT SEAL OF THE STATE OF TENNESSEE XVI AGRICULTURE COMMERCE 1796

SS-4458

Tre Hargett
TRE HARGETT
SECRETARY OF STATE

Attachment 6: Proof of Nonprofit and Tax-Exempt Status

Nashville School of Excellence

BYLAWS

8364 Macon Rd, Cordova, TN, 38018

ARTICLE 1

OFFICES

Principal Office

1.01. The principal office of the Read Foundation ("Corporation") shall be located at 8364 Macon Rd, Cordova, TN, 38018. The Corporation may have such other offices, either in Tennessee or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Tennessee. The registered office may, but need not, be identical with the Corporation's principal office in Tennessee. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number Qualifications and Tenure of Directors

2.02. The number of Directors shall be minimum three (3). The number of the directors may be increased or decreased as needed by amendments by majority vote of the directors. Number of Directors may never be less than three (3). Directors are not required to be residents of the State of Tennessee

Nomination of Directors

2.03. At any meeting at which the election of a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may be elected to succeed himself or herself as director.

Vacancies

2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

2.06. The annual meeting of the Board of Directors shall be held on the second Saturday of July of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for the general public as required in section 2.09 of this bylaw.

Regular meeting

2.07. Regular meetings of the board shall be held at the principal office, in accordance with the board approved meeting calendar. The number of meetings may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for the general public as required in section 2.09 of this bylaw.

Special Meetings

2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for the general public as required in section 2.09 of this bylaw.

Notices

2.09. All meeting (Annual, Regular, and Special Meetings) notices must be announced on the RF board website. The notices must be posted and must be readily accessible by the general public at all times for at least 48 hours before the scheduled time of the meeting. The notice shall include agenda items, day, time, and the location of the meeting. The notice shall use plain, concise English.

Quorum

2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in order not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such a meeting so that a quorum is no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda; the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of the majority of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

The officers of the Corporation shall be a president, vice president, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be by the same person, except the offices of president and secretary.

Election and Term of Office

3.02 The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

Duties of the Directors

3.05. A detailed outline of the directors duties can be found in the board-approved policy, "Duties of Board Members and Officers, and New Member Orientation"

ARTICLE 4

COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

(a) Amend the articles of incorporation.
(b) Adopt a plan of merger or a plan of consolidation with another corporation.
(c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
(d) Authorize the voluntary dissolution of the Corporation.
(e) Revoke proceedings for the voluntary dissolution of the Corporation.
(f) Adopt a plan for the distribution of the assets of the Corporation.
(g) Amend, alter, or repeal the bylaws.
(h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
(i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
(j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

4.01. Specific committee rules and regulations can be found in the Board Advisory Committee Policy

Term of Office

4.02. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

4.03. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

4.04. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, ~~seven~~ two nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.

4.05. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

4.06. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.07. A committee member may not vote by a proxy.

Compensation

4.08. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount. However, the Board of Directors is highly encouraged to provide services on a voluntary basis and request no compensation.

Rules

4.09. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositaries that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors

may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transact business with a member, director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

5.05. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,
(b) Has read and understands the policy,
(c) Has agreed to comply with the policy, and
(d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Records of Proceedings

5.06. The minutes of the governing board and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

5.07. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Prohibited Acts

5.08. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:

(a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
(b) Do any act with the intention of harming the Corporation or any of its operations.
(c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
(d) Receive an improper benefit from the operation of the Corporation.
(e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
(f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.

(g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
(h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:

(a) A file-endorsed copy of all documents filed with Tennessee Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
(b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
(c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
(d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
(e) A financial statement showing the assets, liabilities and not worth of the Corporation at the end of the three most recent fiscal years.
(f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
(g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture,

sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.

(b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of polo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.

(c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.

(d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

(e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.

(f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:

(i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.

(ii) If such a quorum cannot be obtained, by a majority vote of the committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.

(iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(I) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.

(b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws, The written undertaken shall provide for repayment of the month paid or reimbursed by the Corporation if it is ultimately determined that the person has not

met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Website

9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid.

Signed Waiver of Notice

9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

10.01. A. Subject to the provisions required or permitted by the Tennessee Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted by a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS AND CLAUSES

Dissolution Clause

12.01. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, or shall be distributed to the federal government, or to a state or local government, for a public purposes.

Legal Authorities Governing Constructions of Bylaws

12.02. The bylaws shall be construed in accordance with the laws of the State of Tennessee. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

12.03. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

12.04. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

12.05. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

12.06 The Board of Directors may provide for a corporate seal such a seal would consist of two concentric circles containing the words Read Foundation, “Tennessee,” in one encircle and the word “Incorporated” together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

12.07. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

12.08. The bylaws shall be binding upon and insure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

13.01. It is the policy of Read Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational programs and/or activities.

CERTIFICATE OF APPROVAL

I certify that I am the duly elected and acting president of Read Foundation and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on __September 6th_____, 2025_.

Veda Cherry (May 2, 2026 11:39:15 CDT)
[Signature]

May 2, 2026
Date (mm/dd/yyyy)

Veda Cherry
[Name]

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 14 2009

READ FOUNDATION
C/O CEM AKKUS
198 ISLAND BLUFF DR
MEMPHIS, TN 38103-9037

Employer Identification Number:
94-3487601
DLN:
17053260333019
Contact Person:
KAREN A BATEY ID# 31641
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
September 3, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

READ FOUNDATION

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Attachment 7: Governing Board Bylaws

Nashville School of Excellence

Attachment 8: Letter of Insurance Coverage

Nashville School of Excellence

DOUGLAS & GREER, INC.
Insurance & Bonds

6263 Poplar Avenue, Suite 1000
Memphis, Tennessee 38119
Tel 901-767-3083
Fax 901-761-1871

December 11, 2025

Metro Nashville Public Schools and TN State Board of Education
2601 Bransford Avenue
Nashville, TN 37204

RE: READ Foundation dba Memphis School of Excellence

To Whom it May Concern,

Please be advised that the insurance coverages listed below will be provided if the Charter Application for Nashville School of Excellence is approved by Metro Nashville Public Schools and The TN State Board of Education.

- General Liability - $2,000,000 aggregate limit / $1,000,000 occurrence limit
- Umbrella Coverage - $5,000,000 (This umbrella provides an additional $5,000,000 coverage limit above the underlying Auto Liability, Professional Liability, General Liability, Sexual Abuse/Molestation Liability and Employers Liability.)
- Professional Liability (which includes Directors & Officers Liability and Employment Practices Liability) - $1,000,000 limit
- School contents and Building coverage (Property) – Replacement Cost Coverage
- Employers Liability/Workers Compensation coverage - $1,000,000 limit
- Sexual Abuse/Molestation coverage - $1,000,000 limit
- Automobile Liability - $1,000,000 limit for any hired and/or non-owned autos.
- Student and Athletic Accident coverage.
- TN Charter School Surety bonds pursuant to TN Code Annotated §49-13-111(n)
- $500,000 Cyber Liability/Network Security/Data Compromise Coverage

The insurance provider will notify MNPS and TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Please contact me at 901-767-3083 with any questions you may have.

Sincerely,

Andy Stogner
Douglas & Greer, Inc.
Insurance & Bonds since 1948

Attachment 9: Operating Budget Template

Nashville School of Excellence

See the separate file – Nashville School of Excellence – Attachment 9: Operating Budget.

Attachment 10: Network Budget

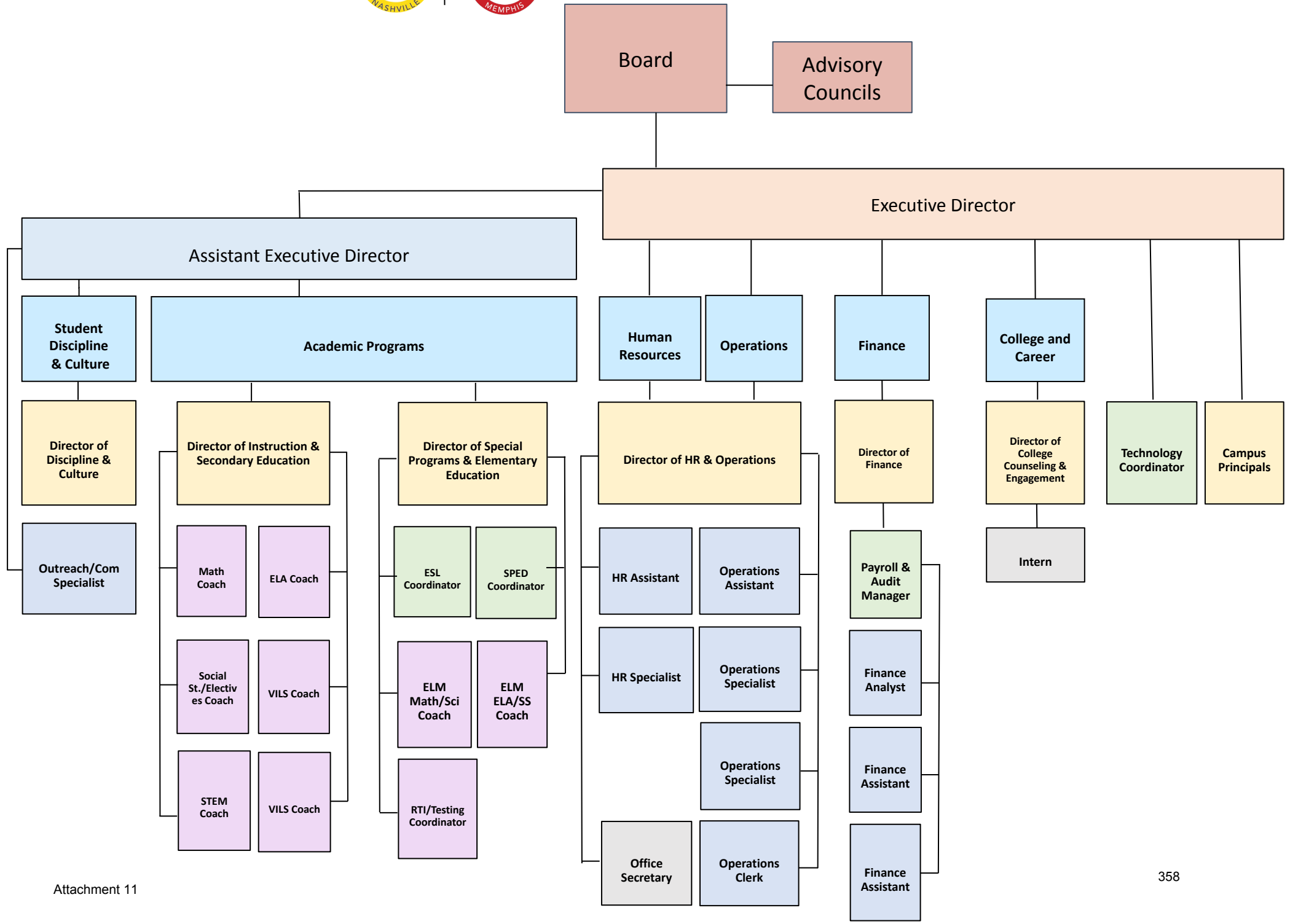
Nashville School of Excellence

See the separate file – Nashville School of Excellence – Attachment 10: Network Budget.

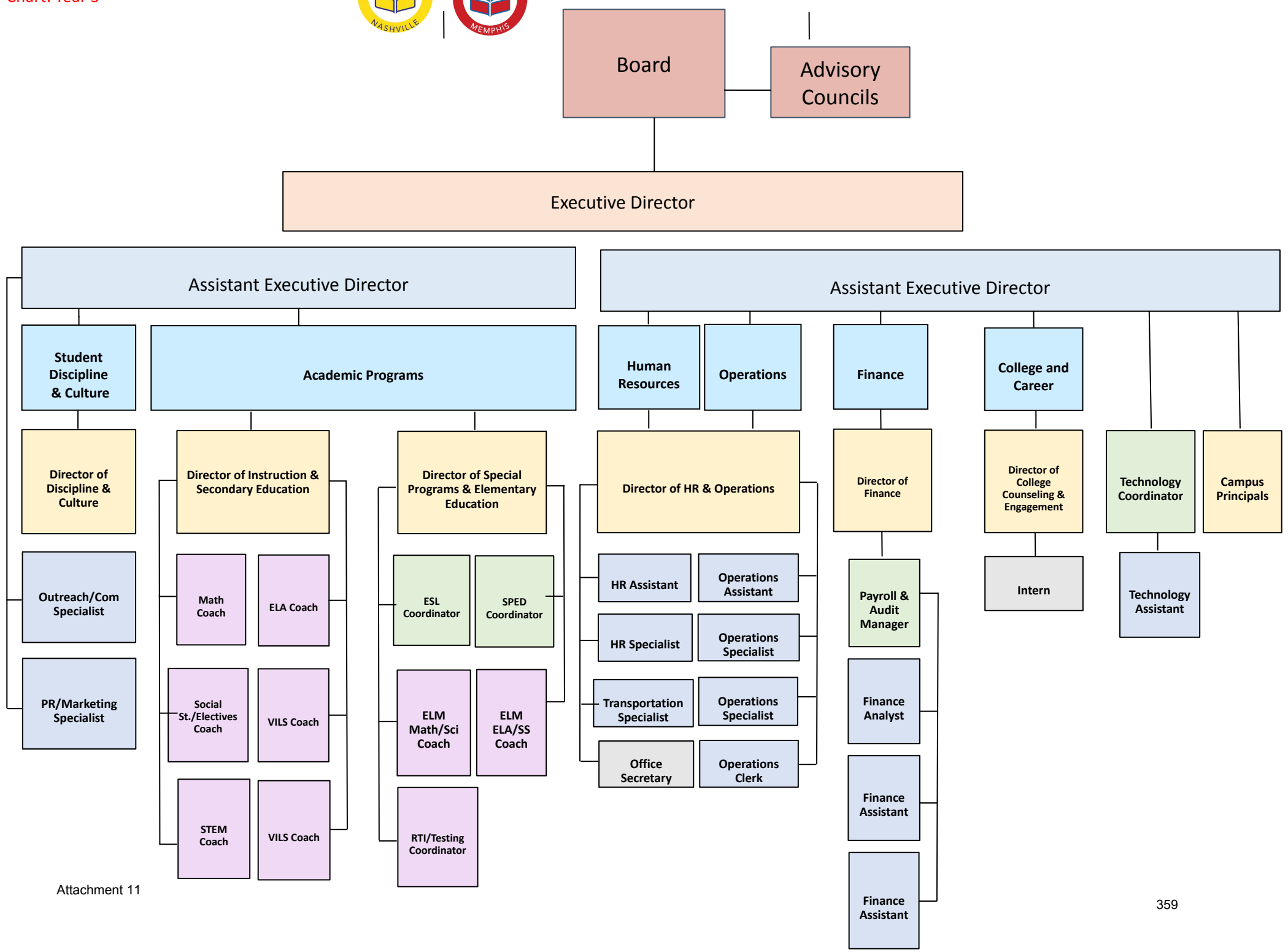
Attachment 11: Network Organization Chart

Nashville School of Excellence

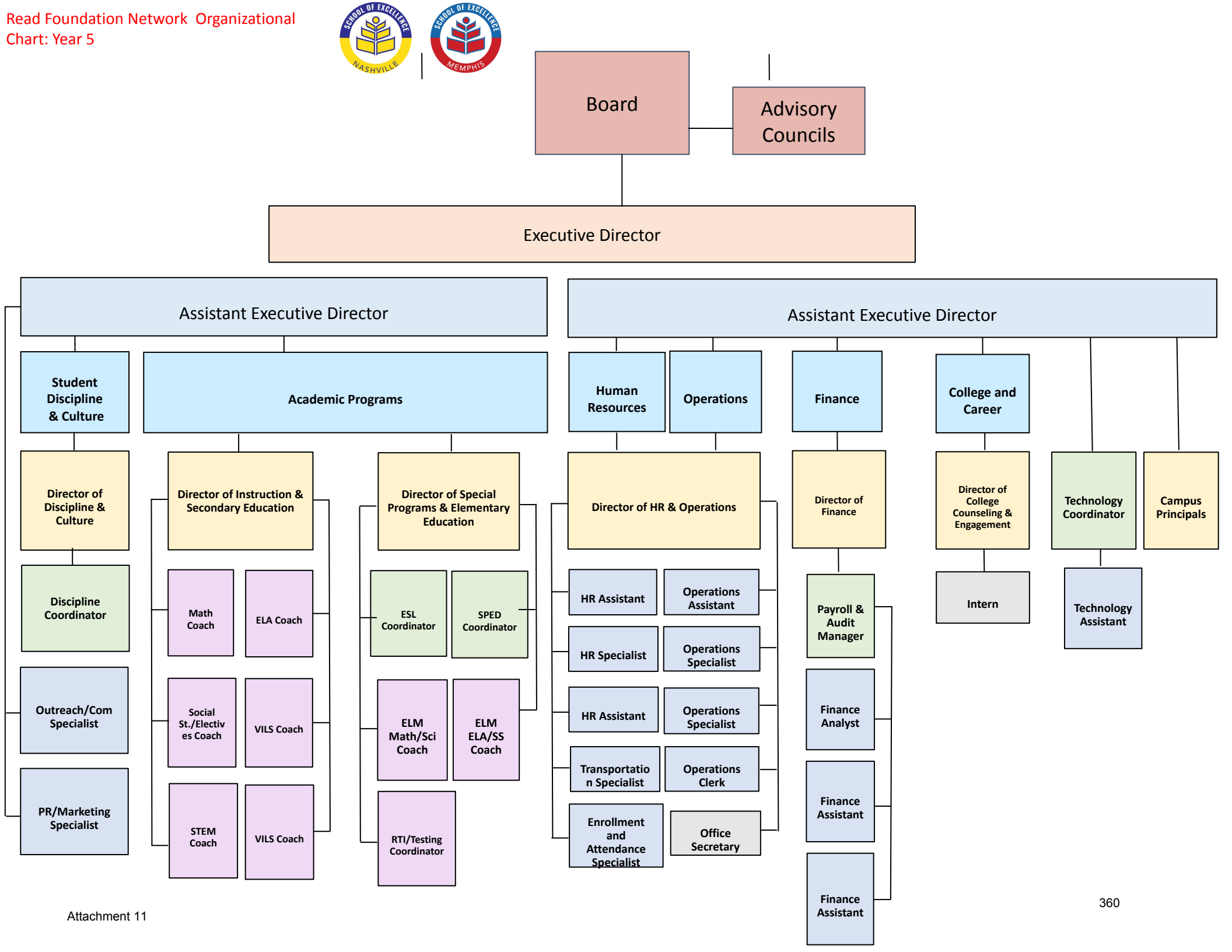
Read Foundation Network Organizational Chart: Year 1



Read Foundation Network Organizational Chart: Year 3

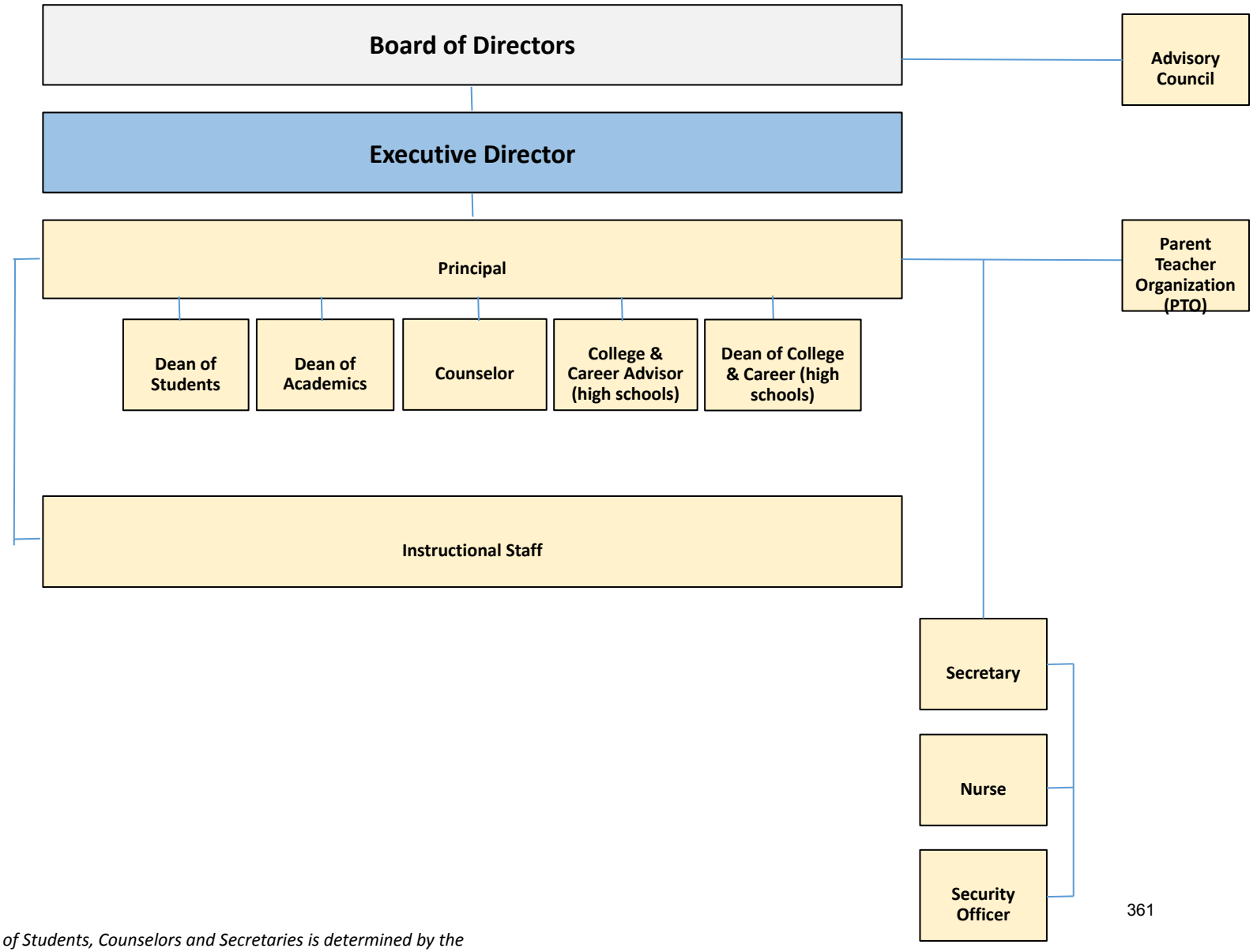


Read Foundation Network Organizational Chart: Year 5



Existing School Organizational Chart: Year 1

(Each of our four existing schools has the same organizational structure.)

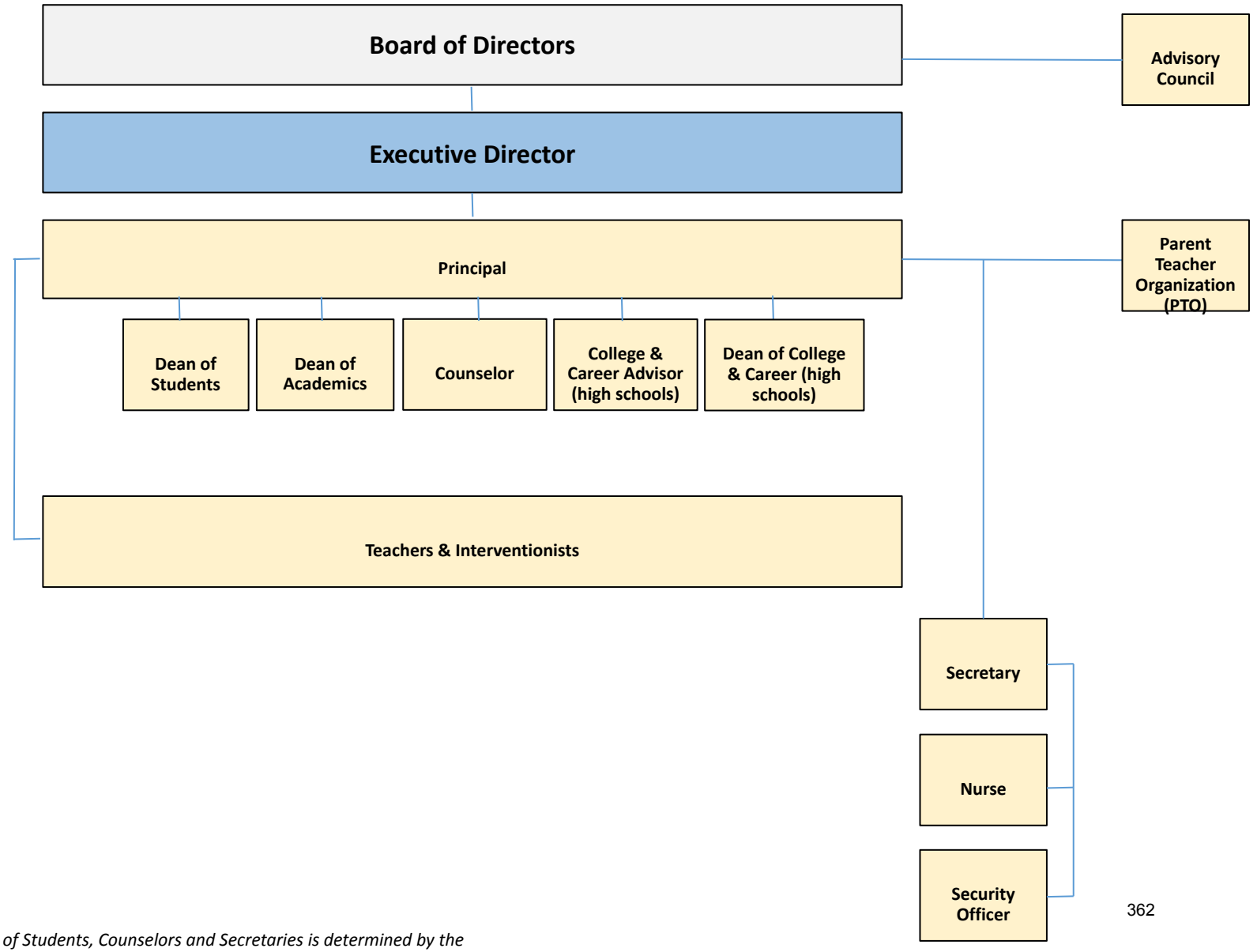


Attachment 11

**The number of Deans of Academics, Deans of Students, Counselors and Secretaries is determined by the school's enrollment size.*

Existing School Organizational Chart: Year 3

(Each of our four existing schools has the same organizational structure.)



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Existing School Organizational Chart: Year 5

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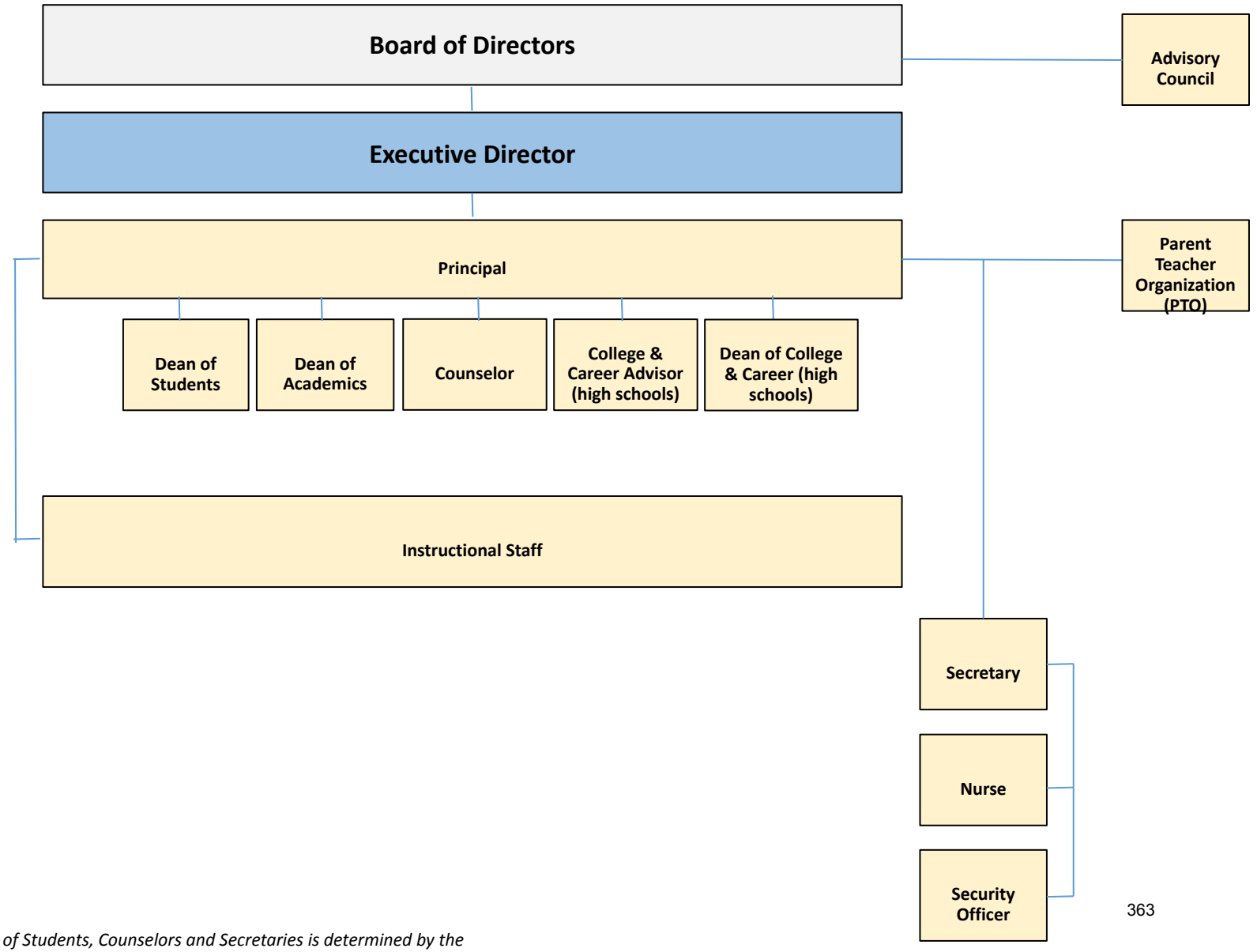


**The number of Deans of Academics, Deans of Students, Counselors and Secretaries is determined by the school's enrollment size.*

Attachment 12: ESP Contract

Nashville School of Excellence

Attachment 12

Not Applicable.

Attachment 13: Evidence of Support for Conversion

Nashville School of Excellence

Attachment 13

Not Applicable.

Attachment 14: Residential Facility Documentation

Nashville School of Excellence

Attachment 14

Not Applicable.

Addenda

Addenda are required of all sponsors meeting any of the criteria included below. Sponsors must complete all addenda that are applicable to their status and application. The addenda that the sponsor completes should align to the sponsor's history and intent as indicated on their letter of intent.

Additionally, sponsors may find that some addenda questions closely linked to questions asked in prior sections of the application narrative. Sponsors must answer each of the questions in the addendum, even if they feel they have answered the question previously. Sponsors may refer to previous questions and build upon prior answers when responding to addendum questions.

Addenda	Criteria
Addendum A	Sponsors that currently have or have ever had any relationship to a charter school anywhere in the United States, including but not limited to opening, operating, or managing a charter school
Addendum B	Sponsors proposing to open a new school that will create a network or as part of an existing network/CMO
Addendum C	Sponsors seeking to contract with a third-party education service provider (ESP), including a management organization
Addendum D	Sponsors seeking approval of multiple schools during this application cycle
Addendum E	Sponsors seeking to convert a traditional public school to a charter school
Addendum F	Sponsors seeking to open an Opportunity Public Charter School
Addendum G	Higher education institutions seeking to open a charter school

Addendum A: Relationships with Other Charter Schools

Must be completed by sponsors or governing boards that currently have or have ever had any relationship to a charter school anywhere in the United States, including but not limited to opening, operating, or managing a charter school.

1. Complete **Table A1**, adding rows as needed, and include all charter schools with which the sponsor is currently or was previously affiliated. Provide all context that is necessary to understand the relationship between the sponsor and the affiliated school(s).

Table A1. Affiliated Charter Schools				
School Name	**Location (city, state) and Authorizer**	**Link to Most Recent State Performance Summary (e.g., state report card)**	**Link to Most Recent Authorizer Evaluation, if available**	**Description of Affiliation**
Memphis School of Excellence	Memphis, TN Memphis-Shelby County Schools	https://tdepublicschools.ondemand.sas.com/school/007928252	Link not available; scorecard available upon request[66]	Sponsored by the Read Foundation
Memphis School of Excellence Elementary	Memphis, TN Memphis-Shelby County Schools	https://tdepublicschools.ondemand.sas.com/school/007928310	Link not available; scorecard available upon request	Sponsored by the Read Foundation
Memphis School of Excellence Cordova	Cordova, TN Memphis-Shelby County Schools	https://tdepublicschools.ondemand.sas.com/school/007928304	Link not available; scorecard available upon request	Sponsored by the Read Foundation

[66] Per communications with representatives from the MSCS Office of Charter Schools, MSCS does not have individual school cumulative scorecards online. However, a summary of all MSCS charter schools' performance may be found on in its annual report, with our four existing schools listed on p. 44: https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/charter_schools/reporting/2024-25-Annual-Report-MSCS.pdf

Memphis School of Excellence Cordova Elementary	Cordova, TN Memphis-Shelby County Schools	https://tdepublicschools.ondemand.sas.com/school/007928303	Link not available; scorecard available upon request	Sponsored by the Read Foundation

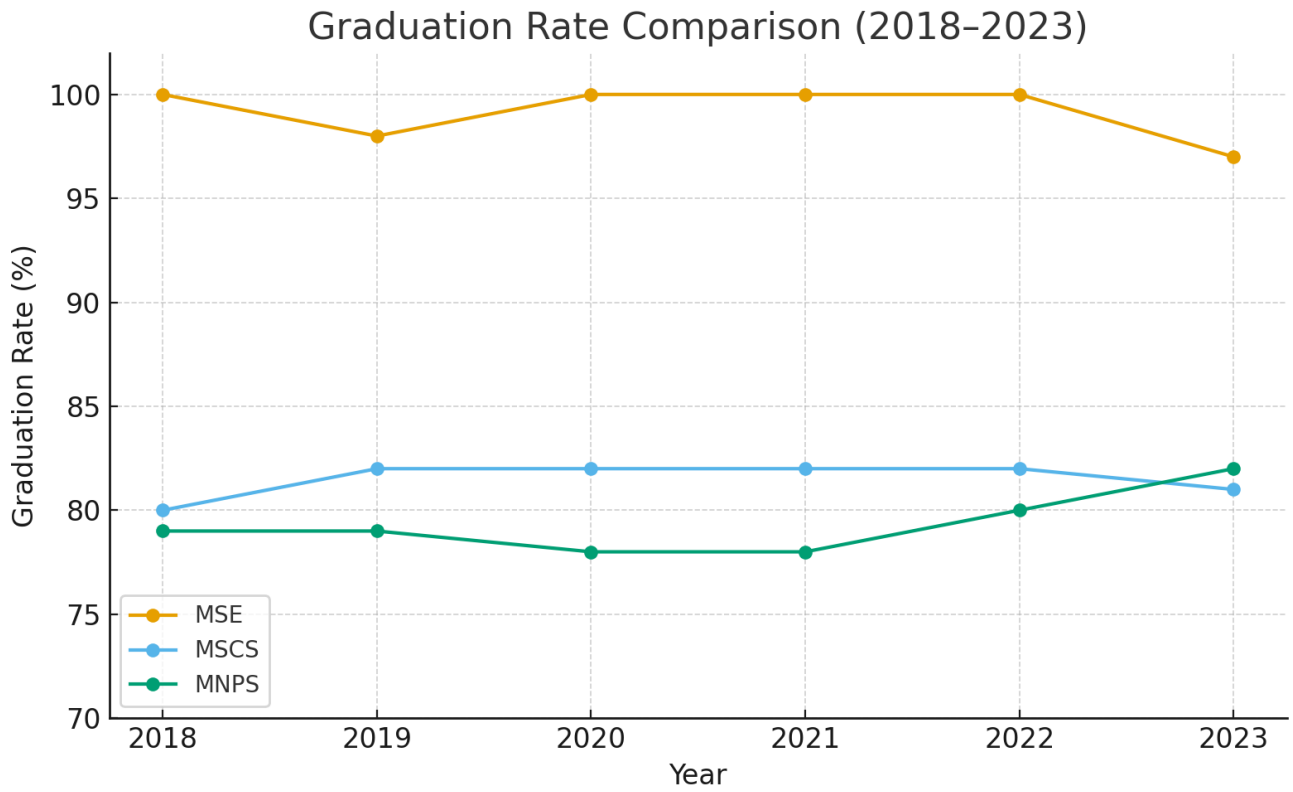
As outlined above, our first school opened in the Hickory Hill community in 2010, serving students in grades 6–9. Our primary objective was to establish a college preparatory educational environment with a strong emphasis on science, technology, engineering, and mathematics (STEM) subjects, all within the context of small class sizes. In 2014, we celebrated a significant milestone as we graduated our inaugural class, with 100% graduation and college acceptance rates. These accomplishments propelled us forward, inspiring us to expand our program to serve more students and families. In 2015, we received approval from the Tennessee Department of Education to launch a second school, broadening our reach to work with students in kindergarten through grade 5. In 2020, we received approval to extend our services to the Cordova community, where we opened another K–5 campus. The following year, in 2021, we proudly opened our Cordova High School campus, serving students in grades 6–9. Year after year, our schools have maintained a strong track record that demonstrates the success of our educational program in raising student achievement levels across many academic indicators, described in further detail below.

Graduation Rates: Our schools have graduated nearly 100% of our seniors each year since our first graduating class in 2014. The table below shows our exceptional graduation rates over the past 10 years.

Year	Graduation Rate
2014	100%
2015	100%
2016	100%
2017	98%
2018	100%
2019	98%
2020	100%
2021	100%

Year	Graduation Rate
2022	100%
2023	97%
2024	99%
2025	100%

Additionally, our graduation rates have consistently exceeded the rates of Memphis Shelby County Schools and Metropolitan Nashville Public Schools, as shown in the chart below.[67]



TCAP Performance: Our schools continue to demonstrate a record of raising student achievement by outperforming MSCS schools on TCAP.[68] For example:

- MSE Cordova outperformed MSCS in overall achievement for grades 6–8 and grades 9–12
- MSE Cordova outperformed MSCS in math for grades 6–8 and grades 9–12
- MSE Cordova outperformed MSCS in science for grades 6–8 and grades 9–12

[67] Chart reflects most recent publicly available data.
[68] https://tdepublicschools.ondemand.sas.com

- MSE Cordova outperformed MSCS in ELA for grades 6–8
- MSE outperformed MSCS in science for grades 6–8 and grades 9–12

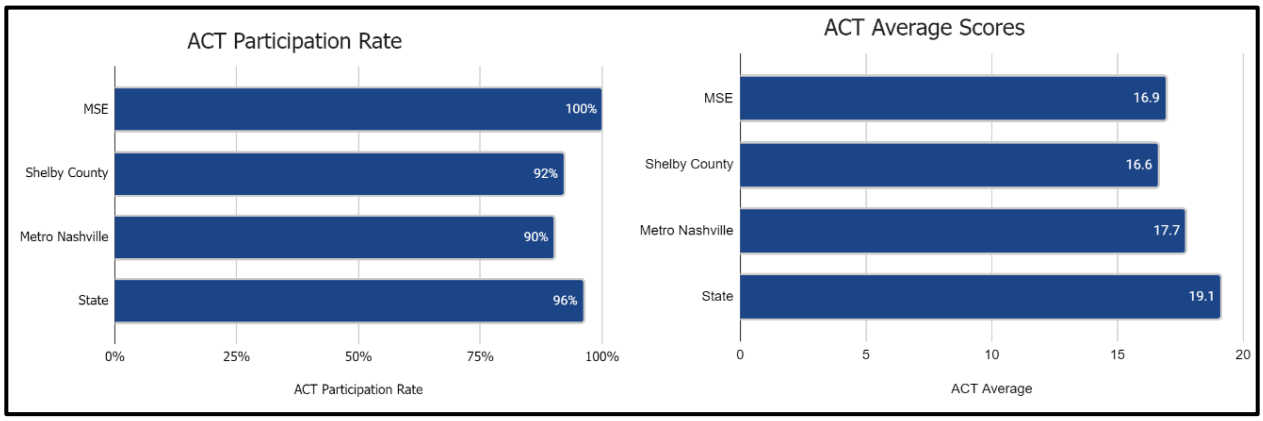
To ensure our schools continue to support strong student achievement, including across subgroups of students, we have invested in additional professional development four academic leaders: all principals attend the Relay School of Education Principal Fellowship, along with other network and campus leaders. Based on this program, our network has begun to implement a more rigorous weekly data meeting protocol, during which staff analyze biweekly knowledge checks – including the performance of specific subgroups (e.g., students with disabilities, high needs students) to identify which students need reteaching, intervention, or other supports.

TVAAS Performance: Our schools have also demonstrated the success of our educational program through persistently strong TVAAS scores. A TVAAS score of a 4 or a 5 (the highest score possible) indicates more than expected growth for one year, which is critical to ensuring all students meet expectations and are prepared for post-secondary success, including those who are behind. Both of our secondary schools (MSE and MSE Cordova) earned a 4 or 5 in 2024 and our schools have mostly earned a 4 or a 5 since 2011. Note: In 2025, MSE Cordova experienced a decline in TVAAS performance due to lower-than-expected scores on social studies assessments.[69] In response to this data, the school and network have taken significant actions to ensure the school returns to its trend of strong TVAAS performances. These actions have included replacing two social studies teachers, intensive instructional coaching through more frequent observations and feedback (i.e., multiple times per week), more frequent data meetings, and the purchase of the IXL supplementary social studies program for additional practice for students. Based on predictive score reports in the Mastery Connect platform, results for our standards-aligned benchmark assessments during the 2025-26 school year indicate that the school's expected proficiency rates have increased by 10-15% across grade levels since the beginning of the year.

ACT Performance: Our schools have continued to improve our ACT score average, and this average typically ranks in the top 20% of all Memphis Shelby County high schools.

[69] https://tvaas.sas.com/evalComposite.html?as=a&aj=a&w4=103&ww=292278&ab=dA&x9=17

ACT Participation and Performance 2023[70]



College Matriculation: Our schools continue to demonstrate a strong track record of success in having our students accepted and matriculate to college. Based on a recent survey of 355 alumni, 62% were either currently enrolled in a 4-year college or had completed their bachelor's degree, while 25% were either currently enrolled in a 2-year college or had completed their associate's degree, 7% were enrolled in trade school, and 2% were enlisted in the military. The table below provides an overview of information about our graduating in 2024 and 2025.

	Class of 2024	Class of 2025
MSE	• 100% college acceptance • Total Scholarship amount: $4,314,679.00 • Avg Scholarship Amount Per Student: $62,538.68 • Dual Enrollment: 104 courses	• 100% college acceptance • Total Scholarship amount: $2,699,960.00 • Avg Scholarship Amount Per Student: $46,551.03 • Dual Enrollment: 58 courses
MSE Cordova	N/A	• 100% college acceptance • Total Scholarship amount: $362,155 • Avg Scholarship Amount Per Student: $25,868.21

[70] At the time this application was written, the most recent publicly available data for MNPS and MSCS ACT participation and scores was from 2023.

	Class of 2024	Class of 2025
		• Dual Enrollment: 51 courses

2. Describe the similarities and differences between the needs and demographic profiles of students the schools listed above compared to the proposed school. What adjustments do you anticipate needing to make to ensure the proposed school is successful?

The communities our existing schools serve are in Memphis. While there are some clear differences in the physical location and demographics of the communities we currently serve relative to the community of our proposed school in Nashville, there are also some key similarities. The charts below outlines key demographics for our existing schools and NSE. Note: demographics for NSE are based on our projections, described in the Anticipated Student Population section.

School	Black, Hispanic, and Native American Students	Economically Disadvantaged Students	English Learner Students	Students with Disabilities
Memphis School of Excellence	>95%	46%	25%	7%
Memphis School of Excellence Cordova	87%	32%	15%	9%
Memphis School of Excellence Elementary School	>95%	57%	48%	6%
Memphis School of Excellence Elementary School Cordova	90%	64%	15%	11%
Nashville School of Excellence	70%	34%	25%	10%

School	Foster	Homeless	Migrant	Military Connected
Memphis School of Excellence	<10 Students	<10 Students	<10 Students	<10 Students
Memphis School of Excellence Cordova	<10 Students	<10 Students	<10 Students	<10 Students
Memphis School of Excellence Elementary School	<10 Students	<10 Students	<10 Students	<10 Students
Memphis School of Excellence Elementary School Cordova	<10 Students	<10 Students	<10 Students	<10 Students
Nashville School of Excellence	<10 Students	<5%	<10 Students	<10 Students

The communities we currently serve and the community we propose to serve are diverse, and we welcome this diversity, as we believe it strengthens our school culture and is critical to the success of our school. We create a welcoming learning environment for students from all backgrounds and explicitly celebrate the variety of heritages and cultures represented in our student body. While the demographic profiles have the communities we currently serve and the proposed school's community share many similarities, we recognize that within a specific neighborhood's contexts, there are many differences that may not appear on charts. This is why we are investing significant time and effort on family and community engagement and support prior to opening the school, as described throughout this application.

One difference in the demographics of NSE's community compared with those of our existing schools is the notable Middle Eastern population in the target community. Specifically, the Nolensville Pike area of Nashville is home to the largest Kurdish population in the United States.[71] Because our founding principal is a native Kurdish speaker and also speaks several other languages (Turkish, Arabic, Urdu) in addition to English, he is able to connect with many of the community's families in their primary language. Our founding principal and other staff have been learning about the specific needs of the community through meetings and events with community members and local organizations. Based on these discussions, we have made some

[71] https://www.nashville.gov/sites/default/files/2022-08/Nolensville_Pike_Study.pdf

adjustments to our program offerings. While the core features of our model will be the same as in our existing schools, NSE will offer specialized technology electives and pathways that are designed to prepare students for careers in high-demand industries such as cybersecurity and artificial intelligence. These pathways, all of which are guided by the courses and resources within the TDOE Programs of Study,[72] differ from the STEM pathways offered at our existing schools, as outlined in the table below.

Pathways at Existing Schools	Pathways at NSE
MSE: • Business Management • Technology • Emergency and Nursing Services MSE Cordova: • Business Management • Digital Art & Design • Emergency and Nursing Services	Cybersecurity Coding Web Design

The Read Foundation is providing these specialized offerings in direct response to feedback from families during community engagement efforts (e.g., listening sessions, community events) in which families indicated high levels of interest in finding educational options that offer technology coursework. Additionally, we believe these offerings are well-aligned to Nashville career opportunities, based on research that indicates that Nashville is emerging as one of the fastest-growing markets for growth in the technology sector.[73]

3. Select one or more consistently high-performing schools affiliated with the sponsor and describe why these schools are successful. Detail the specific academic and other outcomes that classify these schools as successful. Discuss the primary drivers of this success.

[72] https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-information-technology.html
[73] https://www.cnbc.com/2025/05/23/how-nashville-transformed-into-a-booming-business-hub.html

Our secondary school in the Cordova community opened during the 2021–2022 school year and has consistently performed at high levels. The following results inform this judgment about the school:

- State-Mandated Assessment Results: Since 2022, we have improved our State-mandated assessment scores, as detailed in the below chart.

	Memphis School of Excellence Cordova	
Year	Met + Exceeded Rate ELA	Met + Exceeded Rate Math
2022	24.2%	12.2%
2023	20.7%	17.1%
2024	23.8%	20.3%
2025	25.3%	19.8%

  In 2025, MSE Cordova's achievement rate (24.2%) outperformed the district achievement rates in grades 6–8 and in grades 9–12.

- Graduation Rate: The school's first graduating class in 2025 boasted a 100% graduation rate.
- College Acceptances: Every student (100%) of the school's first graduating class in 2025 earned at least one college acceptance.
- ACT Results: We have increased our ACT average score (from 15 in 2024 to 16.1 in 2025).

We attribute the success of this school to its staff, who implement our model with fidelity. Our Cordova staff have experienced numerous successes in implementing our educational program, which has resulted in high levels of achievement for our students. Some of these successes include:

- Enriched Curriculum and Adoption of Rigorous Core Programs: As described above, our enriched curriculum is a key element of our educational program. Our curriculum and learning environment provide all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is standards-based, inquiry-based, and aligned to the Tennessee Academic Standards and Next Generation Science Standards. In recent years, we have adopted high-quality programs (described in detail above) to support teachers in planning and delivering lessons. The adoption of these programs has allowed teachers to use collaborative and independent planning time more effectively. For example, this time is

now used to refine instructional plans (rather than create them from scratch) and engage in data analysis to monitor student growth.

- Robust Data Analysis to Enhance the Use of Standardized and Authentic Assessments: We have adopted the Mastery Connect platform to enhance our use of standardized and authentic assessment tools and facilitate our data analysis practices. The platform allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question-and-standard level as well as by subpopulation, cohort, and individual student level to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of DDI that has greatly contributed to our success. Further, starting in school year 2019–20, we began using NWEA MAP assessments across all grade levels in all of our schools. These are administered three times a year: at the beginning of the year, in the winter, and in the spring. This enables us to measure growth in addition to precisely identifying individual student proficiency levels. Data from these assessments are used by teachers, coaches, and the directors of instruction to analyze student performance and growth at the individual, cohort, teacher, sub-population, grade, and school level, providing critical insight into the instructional strengths and areas of need at the school.
- Progress Monitoring to Support Student Learning: When assessment data indicates students need additional supports, we implement the intervention processes outlined in the TDOE RTI^2 manual.[74] Accordingly, we administer a universal screener, Measures of Academic Progress (MAP), to all students at the beginning of the school year and subsequently administer it in the winter and spring. The assessment results are analyzed; students who score in the 24th percentile or below are flagged and further screened using another nationally normed assessment, aimsweb, to verify the MAP results. If aimsweb results are not in alignment with the MAP results, additional data is collected to reconcile the discrepancy. If the results align, an intervention plan is created and implemented for the student. In addition, teachers meet in grade level teams weekly; during this time they discuss students of academic and behavioral concern, analyzing quantitative (e.g., assessment results) and qualitative (e.g., teacher observation) data. If the results of discussion and data analysis find that a student is need of intervention, the student is referred to the data team, consisting of the counselor, dean of academics, and instructional coach/interventionists. The data team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The data team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for

[74] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.

- Strong Parental Involvement: We build strong relationships with parents through a number of strategies, including our school community focus, home visits, and parent communication. Each of these strategies is described in detail below.
    - School Community Focus: We intentionally cultivate a positive school culture for students, parents, students, and staff. More specifically, throughout the year, we hold school events for students and families. Many of these events are academic in nature, such as curriculum nights, during which teachers and staff review upcoming curricula with parents so that they are fully informed about what their children are learning. In addition, we host multiple social events for families so that staff, students, and parents can come together as a community. Among these events are festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit. Further, we will offer events just for our parents; these events enable parents to interact and build relationships with school staff. For example, we have regular Muffins for Moms and Donuts for Dads meetings. In addition, we engage in team-building activities as a staff every month. This team-building is critical to staff forming and maintaining positive, collegial relationships, which fosters a collaborative and respectful staff culture.
    - Home Visits: In addition to building strong partnerships with parents through our school community focus as described above, we also implement a robust home visit program. Every single student who is enrolled in our schools is offered a home visit every year. At the beginning of every school year, every parent is contacted about participating in a home visit. All parents who indicate consent receive a home visit, which is a non-negotiable expectation for our teachers. (They receive compensation for every home visit they complete.) To ensure that we effectively communicate with all of our families around home visits, we ensure that the person who contacts parents speaks the language spoken in the home. Additionally, if the teacher conducting the home visit does not speak the language spoken in the home, a translator accompanies them on the visit. Home visits enable teachers to make authentic connections with their students and students' families. During home visits, teachers engage students and families in conversations about the school and about themselves. Teachers provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers also support parents in using the school's database and parent mobile application (described

below), which serve as the primary communication methods between home and school.

- Parent Communication: We believe that parents are our partners and need to be fully informed about their children's progress, which, in turn, better enables parents to hold their children accountable for their learning. To that end, parents are able to access information about their children though our school database and parent mobile application. Teachers post upcoming class activities, assignments, and projects there, and they record students' grades so that parents can receive timely updates about their children's progress and achievement. Assessment data is also available through the database and application so parents can access biweekly check-ins and other test scores. Additionally, behavioral and attendance data will be contained in the database so parents can track their children's conduct as well as be alerted to absences and tardies. Further, the database serves as a direct link between teachers and students. Teachers and parents are able to leave notes for and send electronic communications to each other, enabling frequent and fluid communications.

4. Select one or more underperforming schools affiliated with the sponsor and describe why these schools struggle to be successful. Detail the specific academic and other outcomes that classify these schools as underperforming and discuss the primary causes of their underperformance.

Our campus serving grades 6–12 in the Hickory Hill community of Memphis has consistently demonstrated strong academic performance since its opening in 2010, with steady improvements in state assessment scores (aside from a brief dip during the Covid-19 pandemic). However, in 2025, we experienced a 7% drop in math achievement, as measured by TCAP, at that campus. During the 2024–25 school year, the school had an unexpected teacher vacancy in the math department, which impacted multiple tested courses. While the school and network team worked relentlessly to fill this position, they were not able to find a permanent replacement for the school year, resulting in four different people holding the position over the course of the school year, in addition to substitutes. Furthermore, as the school worked to support students in these courses and the new staff filling this teaching role, coaching and other instructional support resources were atypically pulled from other staff members.

The school and network have responded to this difficult lesson learned with improved systems and structures to prevent this problem from recurring and to mitigate the impact it has already had. First, the network has strengthened its teacher recruitment and hiring practices to ensure that it maintains and curates a robust list of vetted candidates (e.g., who have had their resumes reviewed and have already been phone screened) on an ongoing basis such that in the case that

an unexpected vacancy occurs, we will be ready to act and rehire more quickly and more effectively. Second, we have ensured our school has clear and effective plans for unexpected long-term coverage for tested subject areas. Third, we have strengthened our systems and structures for supporting teachers who are struggling. Using biweekly knowledge check data as well as classroom walkthrough data, we are able to immediately identify teachers in need of additional supports. These supports may include one-on-one instructional coaching in the form of personalized professional learning communities (PLCs) and ongoing observations and feedback by instructional coaches and network staff. Finally, we are utilizing our robust systems of student supports described throughout this application, including interventions, tutoring, and other resources, to ensure students learn the expected skills and knowledge in the standards.

5. If applicable, list all charter revocations, non-renewals, shortened or conditional renewals, and withdrawals/non-openings of schools operated, and explain what caused these actions.

Not applicable; no charter revocations, non-renewals, shortened or conditioned renewals, or withdrawals/non-openings of schools operated.

6. If applicable, explain any performance deficiencies or compliance violations that have led to formal authorizer intervention (e.g., a notice of deficiency or concern from the authorizer, probationary status) with any school operated in the last three years and how such deficiencies or violations were resolved.

Not applicable; the schools sponsored by the Read Foundation have not received any performance deficiencies or compliance violations that have led to formal authorizer intervention in the last three years.

7. If applicable, detail any current or past litigation and the resolution thereof related to charter schools sponsored, operated, or managed by the network and/or sponsor.

After reviewing our files regarding any current or past litigation from 2021 to the present, including arbitration proceedings, involving The Read Foundation d/b/a Memphis School of Excellence, we have identified the following:

- Memphis School of Excellence v. Patrick Moore; Shelby County Circuit Court Case No. CT-4447-23. Memphis School of Excellence inadvertently overpaid a former employee and was forced to file a collection action against him. A consent judgment was entered, and the former employee is making installment payments toward the debt.

- A matter that involved a work-related injury claim by a former employee. The matter was turned over to Memphis School of Excellence's insurer. The matter was resolved and closed as of August 2023.

8. If the sponsor has never opened or operated a school in Tennessee, detail the adjustments the sponsor plans to make or consider making in expanding to Tennessee.

Not applicable.

Addendum B: Network/CMO

Must be completed by sponsors or governing boards proposing to open a new school that will create a network or as part of an existing network/CMO.

1. If applicable, describe the sponsor's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information:
    - proposed years of opening;
    - number and types of schools;
    - any pending applications;
    - all currently targeted markets/communities and criteria for selecting them; and
    - projected enrollments.

Strategic Vision: Our strategic vision for our network of schools is to implement effective programming that enables our students to choose ambitious paths, persist and thrive in their choices, and strengthen their local and global communities.

Our first school opened its doors in 2010 in the Hickory Hill area of Memphis, serving students in grades 6 through 9. Our primary objective was to establish a college preparatory educational environment with a strong emphasis on science, technology, engineering, and mathematics (STEM) subjects, all within the context of small class sizes. In 2014, we celebrated a significant milestone as we graduated our inaugural class, achieving a 100% graduation and college acceptance rate. This accomplishment propelled us forward, inspiring us to expand our program to serve more students and families. In 2015, we received approval to launch a second school, broadening our reach to work with students in grades kindergarten through 5.

In 2017, we welcomed 66 students in grades K–2 to our newly opened K–5 campus. Simultaneously, we acquired a new location for our high school, establishing the Winchester campus for grades 9 through 12. As part of our ongoing growth efforts, in 2020, we extended our educational services to the Cordova community, opening another K–5 school. The following year, in 2021, we proudly opened our Cordova High School campus, serving students in grades 6–9.

Year after year, we have maintained an outstanding track record, boasting a 97% or higher graduation and college acceptance rate. With the progression from a single campus serving 225 students to our current state of four campuses accommodating more than 1,600 students, we remain committed to expanding our program to benefit even more students and families. We have not only expanded our student population to better serve our communities but have also experienced substantial growth in our staff. Our team, which initially consisted of approximately 10 employees, has grown to nearly 180. Now we aspire to extend our impact to Nashville,

allowing us to serve more students and families. Our work continues to revolve around preparing students to thrive in their postsecondary aspirations, equipping them with the necessary skills and knowledge to succeed.

Desired Impact: Through the programming we provide students across our network schools, we aim to ensure that:

- Students master a rigorous, STEM-focused curriculum. Our schools will help students choose ambitious paths by offering access to and support for dual enrollment opportunities, Advanced Placement (AP) coursework, and career & technical education (CTE) pathway options. Additionally, network and school teams will equip students to thrive in their college and career goals by integrating STEM into the student experience, including a project-based learning curriculum, technology-enhanced instruction, and utilization of the engineering design process as a problem-solving tool.
- Students experience a safe, welcoming, and inclusive environment. Network staff will provide schools with ongoing guidance and support around disciplinary practices with a restorative justice approach alongside broader school culture programming. Additionally, network staff will provide support for students' college and career exploration through organized college visits, alumni panels, and career exploration programs, utilizing the integrative Naviance platform and curriculum.
- Students receive individual academic, social, and emotional support. School teams will screen students in grades K–10 using a universal screener for math and ELA and ensure students who are struggling receive intervention services. Network and school staff will ensure that students who have disabilities and students who are English learners (ELs) are properly identified and receive adequate services to close the achievement gap between special populations and general education students.
- Staff and students work alongside families and community partners. Network staff will enhance communication between the schools and families through newsletters, social media, surveys, and visits. We work intentionally with community partners, integrating the community into professional learning, student career experiences, and real-world project-based learning experiences.

Five-Year Growth Plan: Our intention is to open one school serving grades 6 through 12 in Nashville, in the Nolensville Pike neighborhood, in 2027 upon approval of this application. We do not currently have plans to expand further within the next five years. Our projected enrollment for our schools across our network is listed in the chart below:

School Opening and Enrollment Summary							
School	Year Opened	Grade Structure at Capacity	Enrollment				
			2027–2028	2028–2029	2029–2030	2030–2031	2031–2032
MSE Middle and High	2010	6–12	475	475	475	475	475
MSE Elementary	2017	Pre-K–5	482	482	482	482	482
MSE Elementary Cordova	2020	K–5	328	328	328	328	328
MSE Middle and High Cordova	2021	6–12	524	524	524	524	524
Nashville School of Excellence	2025	6–12	150	250	350	425	495
Total			1,959	2,059	2,159	2,234	2,304

2. Identify the network's leadership team and their specific roles and responsibilities. Describe the leadership team's capacity to open and simultaneously operate high-quality schools in Tennessee and elsewhere.

We created a network-level team in school year 2019–20. This network leadership team ensures the network and each of its schools has the tools, resources, experience, and expertise to effectively implement the academic program and achieve the organization's goals, as well as effectively manage operations and financial resources. These positions, their responsibilities, and start year at the network level are included in the following table.

Position	Responsibilities	Selected Staff
Executive Director	The executive director is responsible for making high-level strategic decisions, including the oversight and hiring of network-level leadership and principals, the establishment of organization-wide expectations, and implementation of organizational systems, business	Samuel Beyhan serves as the network's executive director. Mr. Beyhan started his career in education over 20 years ago and has four years of network-level leadership experience and 13 years of campus administrative experience. He was a primary founder of Harmony School of

Position	Responsibilities	Selected Staff
	processes, and academic and cultural programming—all of which must align with and support the network's mission and vision. The executive director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems.	Innovation in Waco, Texas. He was instrumental in all stages of founding the school from construction to its first year of operation. As a founder, Mr. Beyhan created and managed a budget of $6 million, with a start-up grant of $800,000 and a STEM grant of $120,000. He then served as assistant principal and special programs coordinator at a school in Texas in 2011. In this role, Mr. Beyhan oversaw special education, the English learner program, and gifted and talented programming. The following school year, he assumed the role of assistant principal at a high school in Dallas, Texas. Subsequently, he became principal of a school in Waco, Texas from 2012 to 2017. Under his leadership, the school went from turnaround status and not meeting adequate yearly progress (AYP) targets to being named the top school in Waco and number 302 in the nation by US News and World Report. Additionally, he successfully supervised and managed an average annual budget of $8 million, oversaw 90 staff members, and served 800 students. In 2018, Mr. Beyhan

Position	Responsibilities	Selected Staff
		joined MSE as assistant executive director at the campus level. Mr. Beyhan holds a Master of Education degree from Tarleton State University in Educational Administration and a Master of Science degree in Mathematics; he also holds an Instructional Leadership License-Beginning and is licensed to teach mathematics. Additionally, he holds certifications in special education and gifted and talented areas. Mr. Beyhan is also certified as a TEAM evaluator for teachers and administrators and STAR Teacher Pre-Screener.
Assistant Executive Director	The assistant executive director provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The assistant executive director also assists the executive director with the oversight of school principals. In addition to providing support to and receiving training from the executive director, the assistant executive director supports the technology coordinator and	Mugire Ayci is an accomplished educational leader and administrator with a passion for driving positive change within the education system. With a wealth of experience and expertise, he has consistently demonstrated his commitment to excellence, innovation, and student success throughout his career. Mr. Ayci holds a Master of Education degree with Principal Certification from the University of Texas at Tyler, and he completed the Superintendent Certification Program from the same institution. In July 2023, he

Position	Responsibilities	Selected Staff
	human resources and supports the federal programs manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes.	achieved the SHRM-SCP Certificate from the Society for Human Resource Management. As assistant executive director, Mr. Ayci has overseen various critical aspects of the organization. His responsibilities encompassed the supervision, policy development, and implementation of Human Resources, Operations, and Finance departments. Under his leadership, the school consistently achieved top scores in finance and operations, showcasing his exceptional financial acumen. Mr. Ayci's remarkable ability to manage budgets and secure funding is evident in his success in overseeing approximately $15 million in yearly general educational funding, $1.2 million in yearly Title-1 funding, and ESSER1&2&3 funds totaling approximately $7 million. Furthermore, he increased cash reserves from $2.3 million to $9.2 million in just two years, ensuring the long-term financial health of the institution. In addition to his formal education and professional experiences, Mr. Ayci is an active member of various professional organizations, including the

Position	Responsibilities	Selected Staff
		Society for Human Resource Management (SHRM), and the Tennessee Association of School Business Officials (TASBO). Mr. Ayci's dedication to education, strategic leadership, and commitment to excellence have left an indelible mark on the institutions and students he has served. His tireless efforts continue to shape the future of education and inspire those around him.
Director of Instruction/ Secondary Education	The director of instruction/secondary education is responsible for overseeing, implementing, and supporting the network's academic programming for grades 6–12, including instruction, assessment, and professional development. While the executive director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the director of instruction/secondary education is also held accountable for the academic performance of each secondary school. The director of instruction/secondary education oversees the network's instructional coaches for ELA, math, VILS, and social	Mrs. Yasemin Keles has 16 years of experience in education, including 9 years at READ Foundation, where she has served as a teacher, instructional coach, and dean of academics. She holds a B.S. in Mathematics Education and an M.Ed. in Curriculum and Instruction.

Position	Responsibilities	Selected Staff
	studies/electives, as well as manages the technology coordinator.	
Director of Special Programs/Elementary Education	The director of special programs/elementary education is responsible for overseeing, implementing, and supporting the network's academic programming for grades K–5, including instruction, assessment, and professional development. While the executive director is ultimately responsible for the success of the network as well as the success of the individual schools operating across the network, the director of special programs/elementary education is also held accountable for the academic performance of each elementary school. The director of special programs/elementary education oversees the network's instructional coaches for grades 3–5 and K–2; they also manage the ESL coordinator and the SPED coordinator.	Katherine Watkins is a dynamic educational leader with more than 15 years of experience in teaching and academic leadership. Currently serving as director of elementary education and special programs for the READ Foundation network, she has led instructional initiatives, ESL programs, and academic improvement efforts across multiple campuses. A Tennessee Milken Educator Award recipient and former AP Literature teacher, Ms. Watkins is known for advancing curriculum alignment, data-driven instruction, and equitable access to literacy and enrichment programs.
Payroll and Audit Manager*	The payroll and audit manager is responsible for the financial health and sustainability of the network. The Payroll and Audit Manager oversees the financial aspects of the network, including budget development, payroll	Erhan Ozduran has worked with the network since 2016 as the Business Manager of all of the network's schools. He possesses over six years of network experience in school finance and compliance and holds an MBA.

Position	Responsibilities	Selected Staff
	preparation, accounts payable and receivable, and grant reimbursements. The payroll and audit manager also reports monthly to the Tennessee Consolidated Retirement System. The payroll and audit manager works closely with the executive director to ensure that budget allocations reflect and support the operational and academic needs of the network. The payroll and audit manager, in collaboration with the executive director, also works with principals, supporting them in school-based budgeting and financial decisions.	He has background as a financial accountant with extensive experience in financial planning, reporting, and analysis within both the private and public sectors.
Director of Human Resources and Operations	The director of human resources and operations develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with district standards, policies, and procedures. The director of human resources and operations is responsible for managing cafeterias, transportation, building maintenance, safety, inspections, playgrounds, and cleaning. The director of human resources and operations also is responsible for enhancing the network's human capital through the planning, implementation,	Harun Keles is a versatile professional with a strong background in operations management and IT support. With a track record of success in various roles, he brings a wealth of expertise to his current position as an operations manager. As an operations manager, Harun is responsible for overseeing and optimizing daily operations, ensuring efficiency, and promoting a culture of excellence within the organization. Prior to his role as an operations manager, Harun served as an IT specialist, where he provided technical support

Position	Responsibilities	Selected Staff
	and evaluation of staff relations and human resource programs, practices, and policies. The director of human resources and operations ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The director of human resources and operations is also tasked with overseeing the principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws.	and played a crucial role in maintaining IT infrastructure. Harun's IT journey began with a solid foundation as a supervisor/senior technician, excelling in hardware troubleshooting, software installation, and customer relationship management, making him a trusted resource for clients seeking IT solutions. Before venturing into the IT field, Harun had a rewarding career as an educational consultant. During this time, he provided invaluable guidance to students, conducted seminars, and coached individuals on various aspects of academic and personal development. Harun's educational background includes a Bachelor of Science degree in English Language Teaching. He also holds a College Counseling Certificate and has demonstrated his commitment to continuous learning by earning a Technical Support Fundamentals certification. With a diverse skill set, a passion for operational excellence, and a strong foundation in IT support, Harun Keles is a valuable asset to any organization.
Director of Culture and Discipline	The director of culture and discipline is responsible for	Mr. Henderson serves as our director of discipline and culture

Position	Responsibilities	Selected Staff
	overseeing, implementing, and supporting the network's behavior management programming. The director of culture and discipline is fundamental in ensuring that all network schools have a positive and safe school environment and provide support and resources to students who are struggling behaviorally and/or social-emotionally. The director of culture and discipline works closely with the school-based deans of students.	for the MSE Network. He started his teaching career with Memphis City/Shelby County Schools teaching U.S History and Science. He came to MSE in 2013 and has served as a physical education teacher, dean of students, athletic director and coach for a variety of sports.
Director of College Counseling and Engagement	The director of college counseling and engagement is responsible for overseeing, implementing, and supporting the network's college counseling programming. The director of college counseling and engagement works closely with school-based counselors to ensure that students are on track to matriculate/graduate and help students in developing their postsecondary goals and plans.	Altug Gencturk is currently serving as the director of college counseling and engagement at Memphis School of Excellence. His educational journey began at Azerbaijan Pedagogical University, where he earned a bachelor's degree in mathematics in 2009. During his college years, he discovered his passion for mentoring and tutoring students in a private college preparatory program. This led him to pursue a master's degree in educational leadership from North American University. For 8 years, he taught mathematics to students in grades 6 through 12, and took on various support roles, including math counts coach, college

Position	Responsibilities	Selected Staff
		readiness and leadership mentor, senior sponsor, and college and career transition (alumni) coordinator. Later, he transitioned into administrative roles as an assistant principal and principal. He strongly believes in the importance of parent-student relationships and actively works to foster these connections through home visits and open-door policies. His career in education has been defined by a commitment to personal growth and resilience.

* Note: starting in the 2027–2028 school year, a director of finance will be added to the network leadership team.

This network leadership team has a strong track record of successfully opening and managing multiple schools. The team currently manages our four existing schools and has overseen our MSE Cordova campus as it scales to full size. Furthermore, in their previous roles, the executive director and assistant executive director were responsible for overseeing multiple campuses across different cities. They have experience monitoring campuses in different locations and ensuring that schools that are located in different cities are able to implement academic models with fidelity and are supported successfully by network staff and resources.

To prepare for the successful opening of our new school in Nashville, we have made and will continue to make some changes to network roles. Specifically, we have expanded our finance and human resources and operations staff to ensure we can provide adequate support to all schools. Additionally, we will assign each school points of contact at the network level in each of the following areas: operations (i.e., an operations specialist), human resources (i.e., a human resource specialist), and finance (i.e., a finance analyst or assistant). This will ensure that the school is receiving consistent and ongoing support in these critical areas as the school prepares to open. It will also ensure that the school is implementing key systems and structures in a manner that is aligned with the expectations of the effective practices established across the network.

3. Describe the fiscal health of other schools in the network. Disclose any school(s) that have been subject to financial enforcement action, including but not limited to corrective action via an audit, fiscal probation, in default on a financial commitment, or in bankruptcy. Explain the circumstances around these schools.

The sponsor of Nashville School of Excellence, the Read Foundation, operates four additional charter schools:

- Memphis School of Excellence Elementary (grades K–5)
- Memphis School of Excellence (grades 6–12)
- Memphis School of Excellence Cordova Elementary (grades K–5)
- Memphis School of Excellence Cordova (grades 6–12)

Read Foundation operated charter schools have not been on fiscal probation in any year in the past and have not faced the threat of bankruptcy.

The organization has been successful in achieving budget surpluses each year and has accumulated a healthy cash reserve of approximately $11M.

Our schools were subject to corrective action in FY24 due to late submission of their audit. The Board has established an action plan to address and prevent the issue from recurring.

4. Include, as **Attachment 10**, a detailed budget for the network. Where applicable, reference the school-level budgets provided within this application. The sponsor's network budget must detail:
    - Costs related to back-office services;
    - Costs related to the network's facilities plan;
    - All revenue assumptions for funding sources including but not limited to state, local, federal, grants, and philanthropy;
    - Anticipated financial transfers between the school and the network or its affiliates, if applicable (including start-up or other funds provided or loaned to the school, management fees, and other payments to be made by the school);
    - All anticipated network expenditures including but not limited to:
        - Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
        - Management fees and any other management compensation to the CMO or network (if applicable); and

- Other network expenditures.

See Attachment 10.

5. Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. Describe how the proposed school will measure successful delivery of these services.

To ensure each of our schools has strong academic, operational, and financial support, our network office and team will provide services to each of our schools in the form of:

- Shared professional development opportunities for school leaders, teachers, and staff members (coordinated by the Network leadership team)
- Curriculum selection and design (and standards for development of unit and lesson plans, pacing, and level of rigor)
- Data management (i.e., Mastery Connect and analysis of formative and summative assessments; student enrollment, attendance, transfer, and withdrawal data; local, State, and federal compliance reporting)
- Accounting and budget management
- Vendor management and procurement
- Information Technology (IT) management (computers, equipment)
- Facilities management and maintenance (including financing and funding to secure school facilities)
- Human Resources management
  - Staff recruitment and hiring
  - Payroll processing and benefits administration
- Student recruitment
- Fundraising (for the organization on behalf of MSE schools)
- Community relations

The services provided by the network office are carried out by the network leadership team, who provide a breadth of experience and skill sets around the service areas outlined above.

Cost and allocation of services: Schools will share in the costs of the network office (staffing, operating expenses) pro rata based on each school's percentage of the organization's total

student enrollment. For example, if one school's enrollment is 25% of the enrollment of all network schools, that school would pay 25% of the network office's expenses from the school's Basic Education Payment revenue. Schools will not pay more than 13% of their BEP revenue each year for shared network costs.

Service goals: We are seeking to create a high-quality network of K–12 schools that serve Nashville and Memphis.

By creating a network support team and office, we are able to leverage resources, experience, and expertise to ensure that academic leaders, teachers, and staff can focus on driving student achievement and that they have professional development and coaching, curricular materials, financial resources, and effective operational processes to support them in that effort.

As such, the service goals of the network support team are to:

1. Provide professional development and other learning opportunities for school leaders and teachers to allow them to grow as educators (for example, the "Grow Your Own Administration" program). As a network, our educators will have access to a vast array of learning opportunities from within the network and outside the network.
2. Provide access to a robust set of curricular resources and materials aligned to Tennessee State standards, and provide effective frameworks, standards, feedback, and coaching around unit and lesson plan development and data-driven instructional cycles.
3. Provide access to and analysis of student achievement data and trends.
4. Provide human resources (HR) management (recruiting, onboarding, payroll systems, benefits) to ensure our schools have the education talent to meet its vision and mission.
5. Provide the financial resources (and help individual school leaders prioritize spending) to maximize teaching and learning in the school. This includes fundraising on behalf of the needs of individual schools.
6. Provide an efficient system of procurement to ensure that each school has the supplies, materials, and equipment to operate effectively.
7. Provide well-maintained and functioning facilities that support teaching and learning in the school and that provides students with an array of enrichment activities, clubs, and sports.
8. Assist schools with student recruitment efforts to ensure that each school is fully enrolled each year.

Service delivery success measures: To measure how the network office is doing in terms of school support, a survey will be administered to school-level leaders, teachers, and staff at least two times per year with a series of satisfaction-related questions around the service goals mentioned above (with opportunities for comments and feedback). For example, questions will address

whether schools feel supported by the network and to what extent in professional development, curricular resources, HR management, budgeting and financial management, facilities, and student recruitment. In addition to formal surveys, our network will create informal feedback loops in which the network team and school-level personnel communicate (in-person and via written communications) on the effectiveness of support services.

Finally, our network will develop a monthly dashboard to continuously evaluate quantitative measures around its support services. Dashboard metrics would include:

- Frequency and types of professional development (and percentage of participation from school staff)
- Monitoring of any instances of procurement delays, absence of materials, supplies, and equipment
- Teacher evaluation (coaching and observation frequency and quality)
- School-level financial metrics (monthly budget to actuals, cash balances, timeliness of closing books each month)
- Student enrollment and attendance
- Staff hiring and retention
- Frequency of facilities-related issues
- Timeliness of student achievement data availability and analysis

6. Complete **Table B1** to identify whether the school or the network is responsible for owning and executing key functions. Describe any changes to the ownership and execution of these tasks that will occur once the school is established.

Table B1. Ownership and Execution of Key Functions		
Function	**Responsible for Execution**	
	Network	**School**
Data management	The technology coordinator, with support and oversight from the director of instruction/secondary education, is responsible for decisions related to data management. Examples of such decisions may include creating and/or modifying the	The counselor, with support and oversight from the principal and technology coordinator, is tasked with decisions around data management at the school level. Examples of such decisions include tracking and making

Function	Responsible for Execution	
	Network	**School**
	master schedule in PowerSchool, fulfilling State and district reporting requirements, or tracking student attendance, enrollment, transfer, and withdrawal data. The technology coordinator, with input from the director of instruction/secondary education, will oversee and ultimately be responsible for the maintenance of systems that track and manage network-wide data and reporting data to the district and state.	recommendations about student attendance, truancy, and transcript data.
Budget, finance, and accounting	The payroll and audit manager, with support and oversight from the executive director and, by extension, the Board of Directors, is responsible for decisions related to budgeting, finance, and accounting. Examples of such decisions may include initial budget development, proposed resource allocations, as well as practices guiding payroll preparation, accounts payable and receivable, and grant reimbursements. The payroll and audit manager (with oversight from the executive director and Board of Directors and input from the school principals) will establish budgetary limits at the school level.	The principal, in collaboration with the executive director and business manager, is responsible for decisions related to budgeting, finance, and accounting at the school level. Examples of such decisions may include allocations for school-specific resources like instructional materials and supplies and PD as well as for offerings such as school-specific school events and clubs. The principal will have the decision-making rights to make expenditures and drive school-level activities within the budgetary limits established by the business manager.
Student recruitment	The executive director, with support and input from the assistant executive director and payroll and audit manager, is responsible for	The principal, with support and oversight from the executive director, is responsible for decisions regarding student recruitment at the

Function	Responsible for Execution	
	Network	**School**
	decisions regarding student recruitment. Examples of such decisions may include creation of or adjustment to recruitment plans (such as advertising mechanisms, target markets, and events) as well as adjustments to student enrollment targets. The executive director will establish network-wide goals for student recruitment (including enrollment targets for each school). Further, the executive director will establish policies and budget amounts for student recruitment activities.	school level. Such decisions may include details regarding open houses as well as school-specific advertising and marketing content. The principal will have decision-making rights on specific student recruitment activities the school level that are in alignment with the budgeted resources and recruitment strategies outlined at the network level.
School staff recruitment and hiring	The executive director, with support and input from the assistant executive director, director of instruction/secondary education, director of special programs/elementary education, payroll and audit manager, and director of human resources and operations, is responsible for decisions regarding school staff recruitment and hiring. Examples of such decisions may include advertising mechanisms, target markets, and events, as well as adjustments to hiring targets. Decisions also may encompass changes to hiring practices and compensation packages that would comply with all applicable district,	The principal, with support and oversight from the executive director, is responsible for school staff recruitment and hiring at the school level. Examples of such decisions may include participation details in recruitment events such as fairs as well as hiring determinations for school-specific vacancies. Hiring determinations will be made from a pool of candidates previously screened or approved by network-level leadership. The principal will have decision-making rights on specific staff recruitment activities at the school level as well as hiring decisions.

Function	Responsible for Execution	
	Network	**School**
	State, and federal laws and policies. The executive director, with support and input from the assistant executive director, director of instruction/secondary education, director of special programs/elementary education, payroll and audit manager, and director of human resources and operations will have decision-making rights on the number and types of staffing positions at the network office and school site. Further, the executive director will establish policies and budget amounts for staff recruitment activities, including compensation packages.	
Community relations	The director of college counseling and engagement, with support and oversight from the executive director, is responsible for decisions regarding internal community relations. Examples of such decisions may include the development of parent and community events and programs, as well as oversight of and changes to the network's home visit program. The director of human resources and operations, with support and oversight from the executive director, is tasked with decisions regarding external community relations. Examples of such decisions may include planning and implementing	The dean of students (starting in Year 2 – prior to that, the principal), with support and oversight from the principal and director of college counseling and engagement, is responsible for decisions regarding community relations at the school level. Examples of such decisions may include school-specific implementation details of network-wide parent and community events and programs and the home visit program, as well as the development and implementation of school-specific community offerings such as computer and language classes. The dean of students and principal would

Function	Responsible for Execution	
	Network	**School**
	community stakeholder events, as well as managing media relations. The director of college counseling and engagement, with support and oversight from the executive director, will provide strategic guidance and parameters around the frequency, methods, and types of internal and external communication. In the event there is a disagreement regarding communication activities or messaging, the director of college counseling and engagement (with oversight from the executive director) would have final sign-off and decision-making rights.	then have the decision-making authority around specifics of school-level communications and community engagement, in alignment with the strategic guidance provided by the network office.
Facilities acquisition and management	The executive director, with support and input from the assistant executive director and payroll and audit manager, is responsible for decisions regarding facilities acquisition and management. Examples of such decisions include the provision of security and safety systems, the assessment of building-specific needs and maintenance plans, the selection and execution of facility-related vendors and contracts, and determinations about facility procurement. The executive director, with support and input from the assistant executive director and payroll and audit manager, will have decision-making rights over material	The principal, with support and oversight from the executive director and/or assistant executive director, is tasked with decisions regarding facilities management at the school level. Examples of such decisions may include determining and reporting facility needs, remedying maintenance issues that cost less than $1,000, communicating with approved vendors, and evaluating custodial performance. The principal would be responsible for managing the relationship at the school site with selected facility vendors (including custodial services). There will be frequent communication and collaboration

Function	Responsible for Execution	
	Network	**School**
	decisions regarding facilities managements (i.e., facilities selection, facility-related vendor contracts, facility plans, including safety and security, renovations, and maintenance costs exceeding $1,000.)	between the school and the network office on the facility needs at each school site.

7. Provide, as **Attachment 11**, the following organization charts:

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

    Note the organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with a charter management organization or other education service provider, clearly show the provider's role in the organizational structure of the school.

    See Attachment 11.

8. Describe the following as it relates to the network-level governing board:

    - The size and composition (current and desired) of the board. Explain what, if anything, will change with the addition of a new school.
    - How this governance structure and composition will help ensure that the proposed replication school will be an educational and operational success.
    - The plan to ensure information relative to the proposed replication school's academic, operational, and fiscal performance will be communicated to the network's board.
    - How the network's board balances the interests of the network and individual schools.

Our sponsoring entity, the Read Foundation (RF), is a nonprofit corporation that was established according to Federal and Tennessee nonprofit corporation laws. The Board of Directors of the RF are dedicated to quality education and the promotion of science, mathematics, engineering, and technology (STEM) in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific, and literary purposes. Accordingly, the Board of Directors of the Read Foundation will serve as the governing body for all of our network schools.

Size of the Board: Currently, the Board is composed of six highly qualified, diverse individuals who are committed to the network's mission, vision, and model. In anticipation of the approval of this charter application, the Board has added two directors who reside in the Nashville area; and, we plan to add at least one additional director from the Nashville community. The addition of this director will bring the total Board membership to seven directors and will ensure that the Board will be able to effectively govern all network schools as well as enable effective representation of key stakeholders.

Board Officers: As outlined in the Board's bylaws, the composition of the Board includes a president, vice president, treasurer, and secretary. The bylaws define each officer's powers and duties as follows:

- President: The president shall preside at all meetings of the members and of the Board of Directors. The president will assist the executive director in preparing meeting agendas. The President may appoint committees authorized by the Board and may function as chair of the executive committee. The president has the authority to countersign all warrants authorized by the Board and issued by the executive director for all expenditures of the school system. The president shall prepare the school budget with the executive director and shall carry out other such duties as may be assigned by the Board.
- Vice President: The vice president shall assume the duties of the president in his/her absence or function as the president until a new president can be elected in the event the president is incapacitated or the office becomes vacant.
- Treasurer: The Treasurer shall:
    - Have charge and custody of and be responsible for all funds and securities of the Corporation.
    - Receive and give receipts for moneys due and payable to the Corporation from any source.
    - Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.

- Write checks and disburse funds to discharge obligations of the Corporation.
- Maintain the financial books and records of the Corporation.
- Prepare financial reports at least annually.
- Perform other duties as assigned by the president or by the Board of Directors.
- If required by the Board of Directors, give a bond for the faithful discharge of their duties in a sum and with a surety as determined by the Board of Directors.
- Perform all of the duties incident to the office of Treasurer.

- Secretary: The executive director, as the executive officer of the Board, shall serve as secretary to the Board. He/she shall conduct all correspondence of the Board, keep and preserve all of its records, receive all reports acquired by the Board, and see that such reports are in proper form. He/she has the right to advise on any question under consideration but has no vote. The Board may assign the keeping of the minutes to a clerk; however, the responsibility resides with the executive director.

Board Committees: The Board has established an advisory committee structure that allows the Board to channel members' expertise to specific areas of oversight. The Board currently has active academic and finance committees. Three members serve on the academic committee; this committee monitors the academic performance of the school by analyzing student achievement data throughout the school year. The academic committee tracks the school's progress toward meeting academic goals. The Board's finance committee includes three members; this committee maintains and monitors accurate and complete financial records and ensures that an annual audit is completed by an independent entity. The finance committee reviews the annual budget prior to full Board approval to ensure the financial health of the school is aligned with the school's mission, vision, and academic plan.

Changes with the addition of the new school:

- Expansion Committee: To prepare for successful implementation of our model in Nashville, the board will form an expansion committee by the summer of 2026. The expansion committee will include three members and will meet quarterly through Year 1 of operations. This committee will be responsible for providing regular updates to the full board on the academic, operational, and financial implementation of the model at NSE. Furthermore, this committee will provide an additional layer of oversight to ensure that, upon approval, the addition of a new school to the network is an educational and operational success.

- Additional Member(s): As noted above, we plan to add at least one additional director from the Nashville community to ensure that Nashville stakeholders will have active and effective representation.

The collective expertise of the Board will help ensure that the network schools will be an educational and operational success. The Board possesses extensive knowledge in the key areas of community service and outreach, law, public relations, education, management, parent and community involvement, finance, marketing, and personnel and human capital. While we are seeking to expand membership, the current Board has the collective expertise, competence, and experience to effectively govern and ensure the financial, operational, and educational success of all our schools. Furthermore, the committee structure and the addition of the expansion committee provides targeted oversight to NSE's successful implementation of our model, both before and after the opening of the school.

The full board will be provided information relative to NSE's academic, operational, and fiscal performance through the board's committee structure and updates from the executive director.

- Executive Director Updates: The executive director or his designee provides information about each school's performance via a dashboard that outlines metrics during Board meetings. Our network maintains a thorough academic data dashboard that allows network leadership, school leadership, and the Board to monitor our progress toward meeting our established goals. School leaders regularly refer to the dashboard during leadership team meetings, and network leaders use the dashboard to make decisions about how to support each school. Additionally, during Board meetings, the Executive Director utilizes the dashboard to present updates on academic, operational, and financial progress so that directors are informed about the school's progress toward meeting goals and have the opportunity to ask questions and engage in related discussion.
- Committee Updates: The academic, finance, and expansion committees, which each meet on a quarterly basis, examine performance data in depth and report to the board accordingly:
    - Academic Committee: Meets quarterly to analyze academic data including NWEA Measures of Academic Progress (MAP), TNReady, and internal assessment results, as well as TVAAS, Early Post-Secondary Opportunities (EPSO), ACT, Armed Services Vocational Aptitude Battery (ASVAB), Advanced Placement (AP), and ELPA-21 exam results. Attendance, high school graduation, college admission, and post-matriculation rates are also examined, as well as enrollment rates in AP and dual enrollment courses.

- Finance Committee: Meets quarterly to analyze financial data as relevant, released, and/or available to evaluate the financial health of the school as a critical determinant of success. Such documents include annual financial reports, monthly financial reports, audit reports, monthly expense reports, budget-to-actual reports, enrollment reports and projections, and staffing plans and projections, among other data points. This committee also examines human resources and operations data, including attendance, suspension, expulsion, student retention, and staff retention rates.
- Expansion Committee (to be formed by Summer 2026): Will meet quarterly to evaluate the successful implementation of NSE's model. This committee will focus explicitly on NSE through Year 1 of the school's opening, further exploring the school's academic data, operations data (including hiring timelines and student recruitment and enrollment data), and financial reports.

The Board will ensure it is able to balance the interests of the network and individual schools through active and effective representation of key stakeholders. This will be done through established structures and practices as described below:

- Advisory Councils: As indicated above, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- Tennessee Open Meetings Act: All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on MSE's website. Stakeholders may request hard copies of public Board artifacts.
- Parent–Teacher Organization: Each school in operation has an active Parent–Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure, which can consist of the following elected officers: president, first vice president, second vice president, secretary, treasurer, assistant treasurer, and parliamentarian and liaison officers. After PTO meetings, the president or their designee will meet with the principal to relay comments, concerns, and ideas. The principal will then share relevant information with the Board for consideration.

- Stakeholder Input: The Board values community stakeholder input and will regularly solicit feedback from stakeholders, such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.

Addendum C: Third-Party Educational Service Provider (ESP)

Must be completed by sponsors seeking to contract with a third-party ESP, including a management organization, in alignment with the State Board's Quality Charter Authorizing Standards.

Not applicable – the Read Foundation does not seek to contract with a third-party ESP.

1. Describe evidence of the service provider's educational and management success.

2. Describe the process for selecting the ESP.

3. Include, as **Attachment 12**, a draft (or existing) service/management contract that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination.

4. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.

5. Indicate whether the ESP currently services one or more schools operated by the governing body. If yes:
   - Detail any changes to the ESP agreement that will result from the addition of a new school.
   - Describe evidence that indicates the ESP has the necessary capacity to take on an additional school.

Addendum D: Approval for Multiple Schools

Must be completed by sponsors seeking approval of multiple schools during this application cycle, including any applications to replicate a Tennessee public charter school.

Not applicable – the Read Foundation does not seek approval for multiple schools during this application cycle.

1. Describe the organization's organizational and financial capacity to open and simultaneously operate multiple high-quality schools on the same timeline. Detail specific timelines for building or deploying organizational capacity to support the proposed schools.

2. Complete **Table B1**, adding rows as needed, to identify all charter schools applications, including replication, the governing body is seeking approval for during the current application cycle.

Table B1. Other Charter School Applications		
Proposed School Name	**Grade Levels to be Served at Capacity**	**Anticipated Authorizer**

Addendum E: Conversion Charter Schools

Must be completed by sponsors seeking to convert a traditional public school to a charter school.

Not applicable – the Read Foundation does not seek to convert a traditional public school to a charter school.

1. Describe the rationale for converting the identified traditional public school to a charter school. Include, as **Attachment 13**, evidence that the sponsor has met the requirements for a conversion pursuant to T.C.A. § 49-13-106(j)(3).

2. Describe the sponsor's experience with conversion and turnaround of underperforming public schools, and detail how these changes affected student success within these schools. Describe how the sponsor achieved these results and address any challenges. If the sponsor lacks this experience, provide evidence and a rationale that details the sponsor's ability to successfully transform a struggling school.

3. Outline the plan for engaging in two-way dialogue and partnership with local neighborhood, community, and student population before school conversion.

4. Describe the school's existing school culture and the specific culture changes the sponsor plans to implement, including the process for determining which parts of the existing culture to keep, change, or add. Explain how the sponsor will create a new identity that respects and reinforces the school's history and role in the community.

5. If proposing a phase-in[75] conversion approach, describe how the proposed school will share physical space and resources with the existing school. Outline essential elements needed for successful cohabitation. Describe measures to minimize disruptions if the LEA transitions students out earlier than planned.

[75] A phase-in conversion approach occurs when a traditional public school is converted into a charter school over time, typically by starting with one grade level and adding additional grade levels each year until the entire school is operated under the charter.

6. If proposing a full-school takeover[76] conversion approach, describe the transition plan and communication strategies with existing staff and the supports for students to mitigate disruption. Identify additional teaching and non-teaching personnel required to ensure student success.

[76] A full-school takeover conversion approach occurs when the entire traditional public school is converted into a charter school all at once, with the sponsor assuming full control of all grade levels and operations from the beginning.

Addendum F: Opportunity Public Charter Schools

Must be completed by sponsors applying to operate an Opportunity Public Charter School.

Not applicable – the Read Foundation is not applying to operate an Opportunity Public Charter School.

1. Detail how the school plans to verify a student's "at-risk" status upon enrollment, in accordance with State Board Rule 0520-14-01-.04 and Policy 6.114. Describe the plan to recruit students to ensure that at-risk students constitute at least 75% of the school's enrolled student population pursuant to T.C.A. § 49-13-104 (see the Opportunity Public Charter Schools overview at the beginning of this document for a list of criteria for at-risk students).

2. Describe how the proposed school model is designed to serve the anticipated at-risk student population well.

3. Describe how the school will define and measure its success, balancing academics and youth development. Detail the primary measures or indicators (e.g., academic achievement, academic growth, student engagement, postsecondary and workforce readiness) the school plans to use.

4. Based on the team identified in Table 4 in the application narrative above, describe the founding team's experience with the anticipated student population. Include evidence of team members' success meeting the academic and non-academic needs of these students.

5. Describe how the proposed school's schedule will create ample time and structures for students to build strong connections with staff and peers while providing the necessary time and structure to achieve each student's individual goals, while still being compliant with state requirements related to the length of the school day and year.

6. Explain how the school's structure, policies, and practices will allow sufficient flexibility and options to accommodate the unique needs of at-risk students while remaining compliant with relevant state law (e.g., school calendar, zero tolerance, etc.). As needed, describe any differences in structure and practices to accommodate different groups of at-risk students.

7. Detail any additional supports, including community partnerships and wraparound services, the school will offer to students to support students in meeting their individual academic goals. (Please ensure any confirmed or potential partnerships are captured in Table 3 in the application narrative above.)

8. Describe how the school will provide individualized case management/support services to students to help them meet academic and non-academic goals.

9. Describe the long-term funding plan and contingency plans to ensure the school is able to continue to offer the supports and services described in previous questions.

10. If the sponsor plans to operate a residential opportunity public charter school, describe the following:

    - A detailed plan for the construction, development, or purchase of residential facilities. Include, as **Attachment 14**, copies of all required permits, certificates, and other relevant documentation.
    - The plan to ensure the health and safety of students in the proposed residential facilities. Outline safety protocols, staffing plans for residential supervision, and emergency response plans.
    - The additional funding sources the sponsor has secured or expects to secure to support the operations of a residential Opportunity Public Charter School. Detail the amounts, timing, and duration of each secured and expected funding source.

Note that both the budget template and the budget narrative provided as part of the application narrative for a proposed Opportunity Public Charter School should clearly reflect the facilities, staffing, and/or other needs described in this addendum.

Addendum G: Higher Education Institutions

Must be completed by higher education institutions seeking to open a charter school.

Not applicable – the Read Foundation is not a higher education institution.

1. Describe the rationale for the institution opening and operating a charter school. How does operating a charter school align with the institution's core mission, strategic plan, and/or public service obligations?

2. Explain how the governing board of the charter school will interact with the board of the institution. Describe the decision-making responsibilities, if any, that board of the institution will have over the charter school.

3. Describe the internal structures at the institution that will oversee key elements of the charter school's operations (e.g., student information system, compliance requirements, school operations, transportation, food services, special populations staff, etc.).

4. Explain what, if any, institutional resources (e.g., facilities, technology, staff expertise, funding) will be allocated to the charter school and how students will access those resources.

5. Explain what, if any, direct academic integration (e.g., dual enrollment, early college credit) will exist between the charter school and higher education institution and be available to students.

6. Detail how the institution will manage potential conflicts of interest between its higher education operations and the charter school, particularly in areas such as contracting, employment, and shared services.

7. If the sponsor plans to locate the charter school on the institution campus, detail the plan to integrate the charter school with the university while maintaining the safety and security of the students. *Sponsors may mark N/A if they do not plan to locate the charter school on the institution campus.*