



Leadership • Scholarship • Service

DEKALB COUNTY SCHOOL DISTRICT
GEORGIA DEPARTMENT OF EDUCATION
STATE PETITION RENEWAL

SUBMITTED ON
February 5th, 2015

Leadership Preparatory Academy, Inc.
6400 Woodrow Road
Lithonia, GA 30038

II. MISSION STATEMENT and INNOVATION

Question 2: What is the Charter School’s Mission? How does it support the legislative intent of the school’s program to “increase student achievement through academic and organizational innovation?”

“As independent public schools, charter schools have the ability to try innovative approaches to teaching and learning in the classroom. This flexibility comes with high standards and accountability; charter schools must demonstrate that all their students are progressing toward academic excellence. They can show what is possible—schools that give every student the chance to prepare for college and career and to develop a love of learning that lasts a lifetime.”

~ President Barack Obama

School’s Mission and Innovativeness of Idea. Leadership Preparatory Academy’s (LPA) vision is to become the highest performing charter school in the nation that produces well rounded leaders for the 21st Century. The students we teach today will become the leaders of tomorrow, and they will be expected to possess myriad skills to lead and be successful in the new global economy. These post-millennial students have to be proficient in the use and application of technology as well as the “*Four Cs*”— critical thinking and problem solving, communication, collaboration, and creativity and innovation. To that end, LPA must be designed to develop students who embody these essential attributes.

The LPA school design is built on decades of scientific research into what essential practices lead to high performing schools, which is based on the findings of widely respected researchers in the field of “Effective Schools,” including Ronald R. Edmonds, Lawrence W. Lezotte, Robert J. Marzano, Mardale Dunsworth, and Dawn Billings (see Figure 1: Summary of the Effective Schools Analysis).



Figure 1: Summary of the Effective School Analysis

The LPA school design is anchored in the Common Core Georgia Performance Standards (CCGPS) for Mathematics and Reading/English Language Arts and the Georgia Performance Standards (GPS) for Science and Social Studies. In keeping with LPA's vision, the School design incorporates 10 essential elements, taken from the Effective Schools Analysis, which forms the blueprint for developing LPA into a high performing charter school. These essential elements are:

1. Clear and Focused Mission
2. Safe and Orderly Environment
3. Guaranteed and Viable Curriculum
4. Instructional Framework
5. Classroom Assessment and Evaluation
6. School Culture of High Expectations
7. School and Instructional Leadership
8. Professional Growth, Development and Evaluation
9. Student Connections and Engagements
10. Student, Family and Community Support

These ten elements are described throughout the charter petition, and ultimately form the core of what the School will do. LPA's core values include respect, kindness, pride, citizenship, scholarship, responsibility, and service.

LPA has a clear and focused mission that establishes why the school exists. The vision is the audacious goal of what we would like to become. The School's mission is to develop scholars through a rigorous academic program that engages all stakeholders by maximizing students' potential to lead in the 21st Century.

To accomplish this mission, LPA trains and develops its students to become 21st Century scholars and leaders through the implementation of its *Teaching and Learning Framework* (See Figure 2: LPA's *Teaching and Learning Framework*). The Framework illustrates how LPA engages the School community to develop 21st Century scholars and leaders.

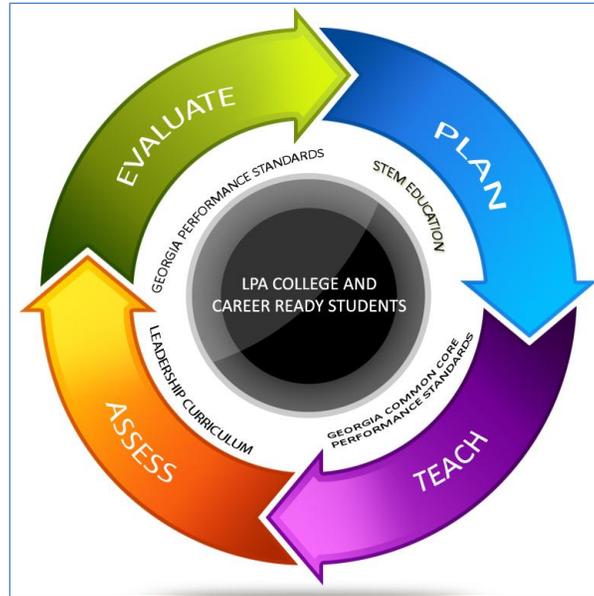


Figure 2: LPA's Teaching and Learning Framework

LPA's mission establishes why the school exists—to develop scholars and leaders through a rigorous academic program that engages all stakeholders to maximize students' potential to lead in the 21st Century. In light of the mission, vision, and consistent with LPA's core values about what it means to be a leader in the 21st Century, the *Teaching and Learning Framework* has at its center College and Career-Ready Students. LPA aims to recognize and support the individual talents of each student in ways that will help him/her to succeed. The components of the Framework are **Plan**, **Teach**, **Assess**, and **Evaluate**. These components speak to specific LPA goals to:

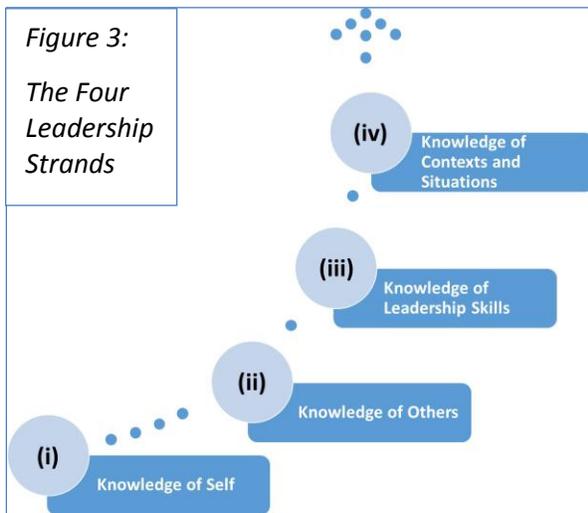
- Create meaningful learning experiences that prepare students to meet or exceed the learning outcomes of the CCGPS for Reading/English Language Arts and Mathematics and the GPS for Science and Social Studies
- Create multiple learning opportunities in academic and extended learning settings
- Incorporate a variety of instructional strategies that are explicitly connected to students' learning styles and strengths
- Provide a rigorous academic program that prepares students for college and careers, and encourages them to become leaders in their communities

These goals facilitate the implementation of the School's *Teaching and Learning Framework* that integrates CCGPS and GPS, Leadership Curriculum, and STEM Education in an interdisciplinary and applied approach that is based on real-world applications. The components of the Framework are:

1. **Plan** – Sound planning is the first step to creating an effective classroom. To ensure effective classrooms for all students, teachers will collaboratively plan units of study and plot the scope and sequence of subject topics with an emphasis on mastering CCGPS and GPS goals and objectives as well as the learning outcomes of the Leadership Curriculum and STEM Education.

2. **Teach** – Facilitation of a student-centered classroom is a key characteristic of effective instruction. Teachers and administrators will work together to ensure that all classrooms are progressive teaching and learning environments focused on the needs and abilities of each student. Students will be empowered to use prior knowledge to construct new learning and will engage in experiential learning that is authentic, holistic, and challenging.
3. **Assess** – Classroom assessment is one of the teacher’s most essential educational tools. The purpose of classroom assessments is to support students’ learning. Using assessment results, teachers will know at the outset where their students are in terms of their learning and will continually check on their progress through monitoring and strengthening student feedback.
4. **Evaluate** – One of the keys to student success at LPA is the engagement of teachers in systematic reflection on their teaching since it plays such a critical role in the transformation of teaching and learning. Reflection helps teachers better understand their practice and what works in the classroom, examine the effectiveness of a lesson, and use the evaluation to drive future instructional decisions.

Additionally, LPA utilizes Bill Daggett’s Rigor/Relevance Framework to examine curriculum, instruction, and assessment. This Framework is the foundation upon which academic excellence is built and it is the yardstick for measuring: **What, How, and How Well** learning occurs at LPA.



The Leadership Curriculum is designed to develop students’ leadership skills while teaching core curricular course content areas through practical application in normal, daily living. The Leadership Curriculum identifies important processes, skills, and opportunities that promote the development of leadership skills in all students. These leadership concepts, understandings, and experience opportunities are centered on four strands (see Figure 3: The Four Leadership Strands). All components of the Leadership Curriculum are embedded within and aligned to grade-range and age-appropriate CCGPS and GPS.

Through the Leadership Curriculum, students will: (i) develop an awareness of their own leadership potential; (ii) develop essential leadership skills that

enable them to act responsibly in all aspects of their lives; (iii) become citizens who possess the leadership abilities to meet present and future challenges in the new global economy; and (iv) learn and practice essential leadership skills within their learning community. LPA accomplishes this by focusing on leadership training, rigorous academics, and character development studies.

The expectation is that students will understand and model effective leadership traits such as responsibility, courage, reliability, self-reliance, vision, tolerance, and initiative.

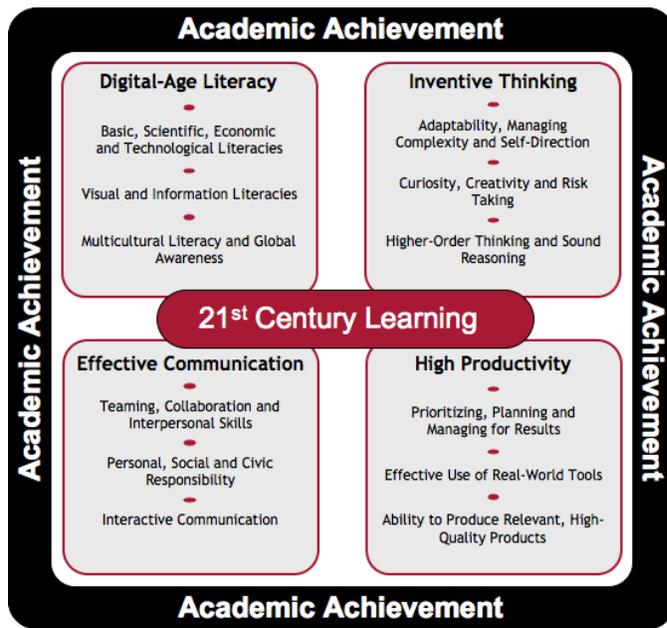
LPA believes that as students learn and acquire these skills, they will become self-actualized, independent learners accepting responsibility for setting and attaining their own personal and academic goals.

The foundation of any high performing school is a guaranteed and viable curriculum, which is also one of the essential elements of LPA’s School design.

Snapshot of an LPA Student

Student M. has matriculated at LPA since 2012. Enrolling at LPA, Student M. was involved in the BETA club. As a result of participating in several events, Student M. was elected as president of the Georgia BETA Club for the 2013–2014 year at its annual convention. The Leadership Curriculum, interwoven throughout the core content courses, provides students with the skills and confidence to compete on many levels.

While the School plans to develop leaders, it also recognizes that effective student leadership can only be attained in concert with a strong academic background. The Leadership Curriculum is combined with rigorous academics, character development studies, and a program designed to engage parents as model leaders in the home. The parent program is based on the National Network of Partnership Schools (NNPS) model.



Learning to collaborate with others and connecting through technology are essential 21st Century skills and competencies needed to lead and be successful in the new global economy (see Figure 4: 21st Century Skills Literacy in the Digital Age).

The School’s educational philosophy and design supports a personalized, differentiated, self-directed program of learning where students are engaged, enabled and empowered throughout their matriculation at LPA.

We believe the school design and instructional program described above meet Georgia’s legislative intent for charter schools to “increase student achievement through academic and organizational innovation.” We have summarized these innovations below:

Figure 4: 21st Century Skills Literacy in the Digital Age¹

¹ 21st Century Skills Literacy in the Digital Age (2003). North Central Regional Educational Laboratory.

Redesign of Student Learning Time. LPA is using progressive organizational strategies to create life-long learners who understand that learning extends beyond the school building (Kaplan and Chan, 2011)². These strategies began with a fundamental redesign of both the school day and school year. LPA has long recognized that the traditional school year has its roots in an agrarian economy, based on the need of young people to contribute to family work in the summer months. LPA seeks to implement a paradigm shift from this archaic agrarian model to the current reality—the innovation economy, which is not bound by the ebb and flow of the seasons of the year, or the amount of sunlight available during the day to accomplish agrarian tasks.

To that end, LPA students have an extended learning day and extended learning year which provides more opportunities for academic support and acceleration (see Appendixes 1A Daily Schedule and 1B Annual Calendar). On average, the typical LPA student receives 1,695 hours of instruction and is expected to participate in 1,080 hours of at-home instruction via extended learning projects during out-of-school-time, including “breaks.” This creates an environment where learning continues after the bell rings at end of the school day. Through the parent engagement model (NNPS Model), parents are provided with the resources to support continuous learning and student engagement.

Snapshot of an LPA Student

Student S. has matriculated at LPA since its opening in 2010. Student S. enjoyed the rigor of the curriculum especially the vocabulary acquisition lessons. All students at LPA are encouraged to compete at the various school level academic competitions. Student S. gravitated to the Spelling Bee competitions. Student S has represented LPA at the district level competitions and has twice placed second overall winner.

Integration of Student Learning. The CCGPS and GPS serve as the instructional design’s foundation. The Leadership Curriculum is weaved into the CCGPS and GPS core content courses and is complemented with character development studies.

STEM Education is infused throughout the CCGPS and GPS core content courses providing opportunities for students to learn, practice, and apply STEM methodologies to solve real world problems and navigate situations. This integration of student learning ensures an appropriate balance between basic skills acquisition and high-level thinking (Bowler and Siegel, 2009)³.

One of the main instructional strategies used by LPA to facilitate the integration of student learning is Project Based Learning (PBL). Additionally, teachers plan student instruction and include multiple milestones to ensure cross curricular content connections. In any classroom, you will find students engaged in PBL, working collaboratively on assignments in which the various strands of content area standards are being utilized in creative, effective, and practical ways. Students are able to articulate what standards they are working on and they are able to see and understand the connections between content area courses.

Feedback on Student Learning. LPA’s approach to student assessment works to increase student achievement through the development of a school-wide culture of data-driven decision making. This

² Kaplan, C. and Chan, R. (2011). *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools*. Boston: National Center on Time & Learning.

³ Bowler, M. & Siegel, P. (2009). *Unleashing Knowledge and Innovation for the Next Generation of Learning: Summit Proceedings, Reflections, and Implications*. Washington, D.C.: Knowledge Alliance.

approach also teaches students to examine their own data (Nicol and Macfarlane, 2006)⁴ and set learning goals – for example, teachers will explain expectations and assessment criteria to students and provide them with timely feedback that is specific and constructive with easy to follow strategies for improvement. In addition to traditional standardized testing models—GMAS, ITBS, GKIDS, GWA, and CogAT—LPA uses additional assessments such as STAR Reading, STAR Math, and ACUITY to round out its comprehensive assessment strategy.

Teachers, parents, and students are fully informed of the assessment processes and they always know and understand where they stand in terms of teaching and learning goals and objectives. LPA provides parents with bi-weekly records of each student’s progress through the push notification component of the Infinite Campus system. If a student is having difficulty meeting achievement goals, their Individual Learning Plan (ILP) is revised to provide that student with additional instructional time through one of the many instructional safety nets at the School. These student support mechanisms are detailed in Section III.

The driving force behind LPA’s school-wide assessment system is the Assessment and Accountability Team (A&AT) that works with teachers to review and analyze student and school-wide assessment data. The A&AT uses assessment data to understand the nature of students’ knowledge and progress towards mastery of core content courses. They also identify patterns of strengths and needs for each student and collaborates with teachers to assist them with data analysis and individualization of instruction.

Partnerships for Student Learning. The School works diligently to form partnerships to enhance student learning. For example, LPA took an exceptional approach to STEM Education through the school-wide implementation of Project Lead The Way (PLTW), a nationally recognized STEM program which includes not only a 21st century approach to STEM Education for students, but also contains a comprehensive Professional Development component for teachers to ensure that they adopt effective STEM instructional practices (Serpell and Bozeman, 1999)⁵.

Under PLTW students are provided with many opportunities to use and apply their academic knowledge to practical, real-world situations. Students are able to explore and investigate stimulating topics such as aerodynamics, astronomy, biological engineering, and environmental sustainability. Through interactions with STEM professionals, tours of STEM business and industries, STEM career days with local guest speakers, University partnerships, Math and Science competitions, and STEM camps. Students will understand how their classroom studies transfer to their lives and college and career aspirations after school.

The 4Cs of Student Learning. LPA uses the “4C’s” to move 21st Century education forward (Trilling and Fadel, 2009)⁶ by building them into the core curriculum through both the Leadership Curriculum and STEM Education. The instructional methods used by teachers give students the opportunity to apply learned skills in real-world situations that requires students to:

⁴ Nicol, D. and Macfarlane-Dick, D., (2006). *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice, Studies in Higher Education*. Routledge, 31, 199-218.

⁵ Serpell, Z. and Bozeman, L. (1999). *Beginning teacher induction: A report on beginning teacher effectiveness and retention*. Washington, DC: National Partnership for Excellence and Accountability in Teaching.

⁶ Trilling, B, and Fadel, C. (2009). *21st Century Skills Learning for Life in Our Times*. San Francisco, CA: Jossey-Bass.

1. **Think critically** in order to **solve the complex problems** posed by the questions in their projects and assignments
2. **Collaborate** with one another in order to effectively use the skills of everyone on their team
3. **Communicate** effectively with one another in order to resolve conflicts that may arise while working together
4. Use **creative and innovative** ways not only to solve the problems, but to also present the results of their projects for peer and teacher review

As teachers prepare students for the new global economy, teaching the core content courses—English Language Arts/Reading; Mathematics, Science and Social Studies—are enhanced by incorporating the 4Cs using appropriate grade level tools and supported with teacher professional development. Ensuring that students develop these skills is imperative because 21st Century citizenship requires levels of information and technological literacy that go beyond the basic knowledge of what was sufficient in the recent past.

Question 3: Please provide specific examples of and documentation regarding programs that would be offered by your school that are not offered in any existing schools in DCSD.

Documentation Regarding Programs Offered. In keeping with the goals and objectives of the DCSD, there are many schools that offer additional programs beyond the required curriculum. A thorough search through the Georgia Department of Education (GaDOE) databases did not reveal any K-8 schools that offered programs similar to the ones at LPA. Furthermore, we were unable to identify a school within the DCSD that offered a Leadership Curriculum. Table 1 lists a cross-section of elementary and middle schools in the DCSD and their program offerings.

Table 1: DeKalb County School District Schools Program Offerings

ELEMENTARY SCHOOLS	WHAT DOES THIS SCHOOL OFFER?
Ashford Park Elementary School	STEM Candidate/Dual Language Immersion in German
Austin Elementary School	STEM Candidate
Avondale Elementary School	International Baccalaureate World School
Chestnut Elementary Charter School	Basic Skill focus in enhancing technology
Clifton Elementary School	Technology Magnet Program
DeKalb Academy of Tech. & Environment	Technology Curriculum
DeKalb Elementary School of the Arts	Performing Arts
DeKalb Preparatory Academy	Mosaica School Design
Dresden Elementary School	STEM Candidate
Dunwoody Elementary School	STEM School
Evansdale Elementary School	Magnet in Math, Science and French
Fernbank Elementary School	International Baccalaureate World School
Hambrick Elementary School	Discovery Program
Hawthorne Elementary School	Discovery Program, STEM
Hightower Elementary School	STEM School

ELEMENTARY SCHOOLS	WHAT DOES THIS SCHOOL OFFER?
Huntley Hills Elementary School	STEAM certification in process, Montessori
Midvale Elementary School	International Baccalaureate School
Montclair Elementary School	Discovery Program
Oakcliff Elementary School	Theme School
Oak View Elementary School	STEM
Princeton Elementary School	STEM
Robert Shaw Elementary School	Theme School
Rockbridge Elementary School	Dual-Language Immersion Program in French
McNair Discovery Learning Academy	STEM
Museum School of Avondale Estates	The Museum Model
Vanderlyn Elementary School	STEM
MIDDLE SCHOOLS	WHAT DOES THIS SCHOOL OFFER?
Cedar Grove Middle School	STEM Grant Recipient
Druid Hills Middle School	International Baccalaureate World School
Salem Middle School	International Baccalaureate School
Tucker Middle School	International Baccalaureate World School and STEM
Wadsworth Magnet School	STEM

III. DESCRIPTION OF THE EDUCATIONAL PROGRAM

Question 4: Describe the focus of the curriculum.

Curriculum Focus. The foundation of any high performing school is a guaranteed and viable curriculum, which is one of the essential elements of LPA’s school design. LPA’s curriculum focus is on (see Figure 5: LPA’s Curriculum Focus):

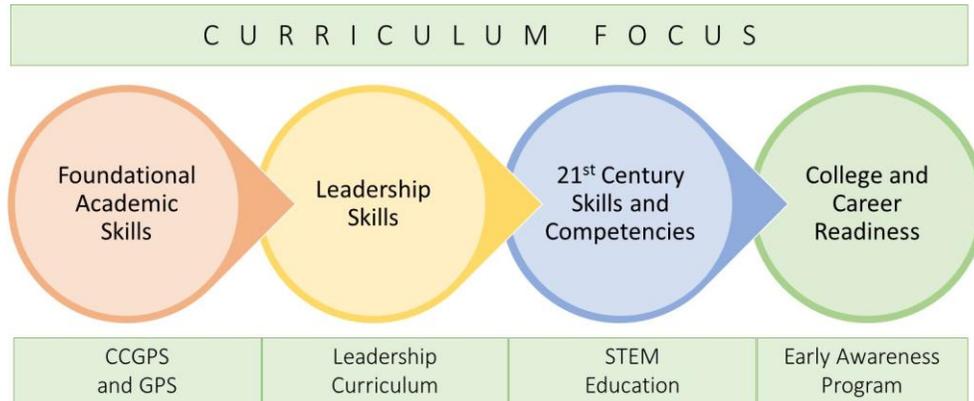


Figure 5: LPA’s Curriculum Focus

1. Building students’ **foundational academic skills** using the CCGPS for English Language Arts/Reading and Mathematics and the GPS for all other content areas including Science and Social Studies through hands-on, student-centered, differentiated instruction to ensure an appropriate balance between basic skills acquisition and higher-level learning.
2. Developing students’ **leadership skills** for 21st Century success through leadership training and development. The Leadership Curriculum is woven into the CCGPS and GPS core content courses and is complemented with character development studies. Students are able to practice and apply what they learn in normal daily living and within their learning community, at home, and the community at-large.
3. Teaching sound STEM Education to develop and enhance students’ **21st Century skills and competencies**. STEM Education is infused throughout the CCGPS and GPS core content courses providing opportunities for students to learn, practice, and apply STEM methodologies to real world problems and situations.

The over-arching premise for weaving the Leadership Curriculum and STEM Education into the CCGPS and GPS core content courses is to prepare college and career ready students. The instructional program is implemented through the School’s *Teaching and Learning Framework* which reflects LPA’s blueprint—the 10 essential elements taken from the Effective Schools Analysis—for developing into a high performing charter school.

Question 5: Provide a description of the curriculum and how it will be implemented, including the standards, skills, and content to be covered in each grade the school will serve and must be aligned with the Common Core Georgia Performance Standards (GPS) so that applicants assure coverage of each standard area topic. Identify materials/programs that the school plans to purchase to support the stated curriculum. This statement should discuss the focus of the curriculum and any distinctive or unique instructional methods to be used that are research-based and standards driven.

Description of the Curriculum. LPA utilizes Bill Daggett’s *Rigor/Relevance Framework* to examine curriculum, instruction, and assessment. The *Rigor/Relevance Framework* (see Figure 6: Rigor/Relevance Framework) is based on the two dimensions of higher standards and student achievement—the thinking continuum and the action continuum, respectively. The *Rigor/Relevance Framework* has four quadrants.

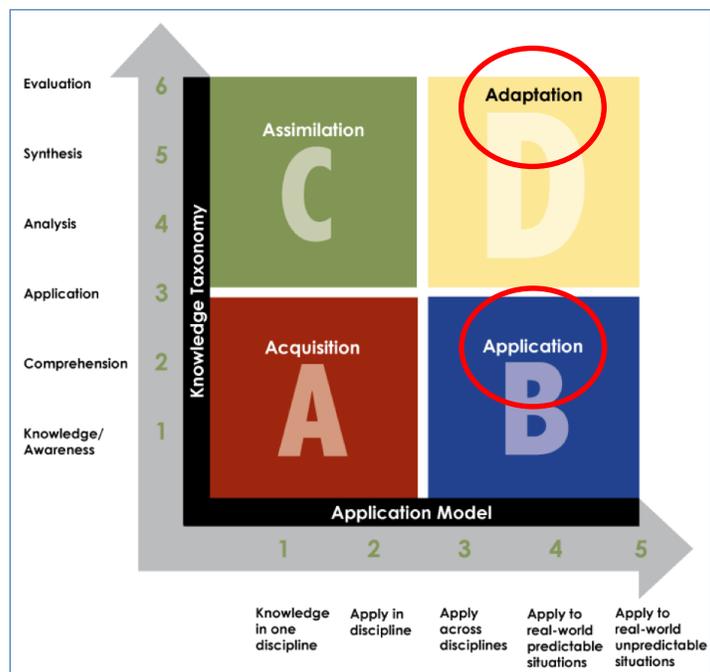


Figure 6: Rigor/Relevance Framework

Quadrant A: *Acquisition* – Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this acquired knowledge.

Quadrant B: *Application* – Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.

Quadrant C: *Assimilation* – Students extend and refine their acquired knowledge to automatically and routinely analyze, and solve problems, as well as create unique solutions.

Quadrant D: *Adaptation* – Students have the competence to think in complex ways and apply knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

The *Rigor/Relevance Framework* serves as a guide for focusing resources and increasing student achievement. LPA’s curriculum materials and approach to instruction will ensure that Quadrant B and D skills are being developed and used by all students so they will become critical thinkers, effective communicators, collaborators, and creators. In all classrooms, student performance is expected to improve with the implementation of additional technological tools and STEM Education. Teachers utilize the International Society for Technology in Education (ISTE) 2014 Students Standards (formerly NETS – National Educational Technology Standards) to enhance and support students’ educational experiences.

We further understand that the *Rigor and Relevance Framework* is the foundation upon which academic excellence is built and it is the yardstick for measuring **What, How, and How Well** learning occurs at LPA. Thus, we have designed the *Teaching and Learning Framework* based on current educational research. The components of the *Teaching and Learning Framework* are: **Plan, Teach, Assess, and Evaluate**. The *Teaching and Learning Framework* integrates CCGPS and GPS, Leadership Curriculum, and STEM Education in an interdisciplinary and applied approach to student instruction, based on real-world applications.

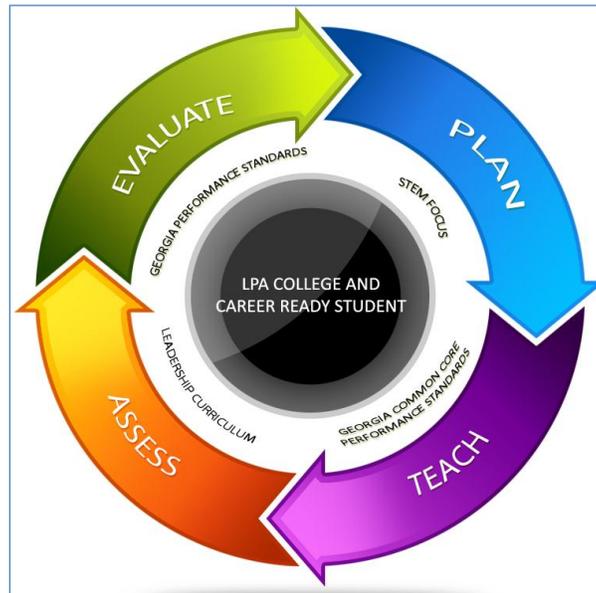


Figure 2: LPA's Teaching and Learning Framework

Teaching and Learning Framework: PLAN – Sound planning is the first step to an effective classroom (Metzer and Fleetwood, 2004)⁷. To ensure effective classrooms for all students, teachers will collaboratively plan units of study and plot the scope and sequence of subject topics with an emphasis on mastering the CCGPS and GPS goals and objectives as well as the learning outcomes of the Leadership Curriculum and STEM Education. CCGPS and GPS provides a consistent framework for teachers to prepare students for success in college and the 21st Century workplace. With CCGPS and GPS, teachers will teach and students will acquire the knowledge and skills they need to meet tomorrow's challenges (Marzano, Pickering, and Heflebower, 2011)⁸.

As teachers plan, they will consider the following key questions regarding effective instructional planning:

- What should be taught?
- How should it be taught?
- How should instruction and student learning be assessed?

⁷ Metzger, M., and Fleetwood, E. (2004). *Educational Interpreting: Developing Standards of Practice*. In E. A. Winston, *Educational Interpreting: How It Can Succeed*. Washington, D.C.: Gallaudet University Press.

⁸ Marzano, Robert J., and Pickering, Debra J. with Heflebower (2011). T. *The Highly Engaged Classroom*. Marzano Research Laboratory. Solution Tree.

The research also says that a solid planning process is integral to teachers’ efforts for delivering quality instruction. Further, effective educators demonstrate high expectations for students and select strategies to propel their learning. To accomplish this, teachers will plan differentiated instruction that match tasks, activities, and assessments related to students' interests, abilities, and learning preferences. Teachers will utilize assessment data to plan and develop goals and objectives needed to address each student’s needs in accordance with their ILP. They will also sequence curricula material to promote each student’s cognitive and developmental growth through a blend of whole group, small group, and individualized learning activities.

LPA has a guaranteed and viable curriculum that fosters learning for all students (see Table 2: LPA Essential Learning Components). It contains all the essential learning—CCGPS and GPS, Leadership Curriculum, and STEM Education—and benchmarks; ensures that teachers have adequate time (extended day/school year) to teach content and for students to learn it; and, students’ performance is measured (ongoing formal and informal assessments) and they receive instruction to address their unique learning needs. The curriculum is implemented using LPA’s *Teaching and Learning Framework*.

Content Area	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
CCGPS Mathematics	●	●	●	●	●	●	●	●	●
CCGPS Reading/ELA	●	●	●	●	●	●	●	●	●
GPS Science	●	●	●	●	●	●	●	●	●
GPS Social Studies	●	●	●	●	●	●	●	●	●
Physical Education	●	●	●	●	●	●	●	●	●
Modern Languages	●	●	●	●	●	●	●	●	●
Leadership Curriculum	●	●	●	●	●	●	●	●	●
STEM Education	●	●	●	●	●	●	●	●	●

Table 2: LPA Essential Learning Components

The Leadership Curriculum fosters a consistent blending of theoretical understandings of leadership with practical applications in normal, daily living. Leadership concepts, understandings and experience opportunities are integrated into the core curriculum, which is based on CCGPS and GPS. Similarly, STEM Education is also integrated into the core curriculum using PLTW to engage students in open-ended problem solving projects.

Teaching and Learning Framework: TEACH – Facilitation of a student-centered classroom is a key characteristic of effective instruction (McCombs and Whisler)⁹. Teachers and administrators will work together to ensure that all classrooms are progressive teaching and learning environments focused on the needs and abilities of each student.

Students will be empowered to use prior knowledge to construct new learning and will be engaged in experiential learning that is authentic, holistic, and challenging (Chall, 2002)¹⁰. Students will have multiple opportunities to develop their leadership and 21st Century skills and competencies. Teachers will intentionally create these organized and cohesive teaching and learning experiences to help students with making connections to key concepts. Students will be encouraged to reflect on their own learning, share their insights with their peers, and apply new learning to authentic, real-life situations.

Every student will participate in age appropriate activities designed to support leadership and identifying the processes to achieve beneficial outcomes. LPA will continue to provide authentic experiences on how the democratic process functions (Student Leaders Council) and how individuals can impact communities in positive ways (Community Service Projects). As students advance through the grade levels and the Leadership Curriculum, they will learn how to identify community needs, how to develop a plan of action, how to turn a plan into actions, and how to reflect on change and self-awareness.

Student motivation and achievement are enhanced by selecting instructional strategies that are matched to the lesson objectives and individual student needs. A broad repertoire of instructional strategies will permit the teacher to engage and sustain student interest and provide for the needs of auditory, kinesthetic, visual, and tactile learners. The instructional strategies utilized by teachers are evident in student-focused, performance-based classrooms.

While all effective teachers utilize these strategies, the way in which they are implemented within the Leadership Curriculum provides a unique opportunity for students to engage in authentic leadership and academic pursuits. Teachers will utilize research-based instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels which include, but are not limited to, the following:

- Project based learning
- Small group instruction and collaboration with time for self-reflection
- Blended learning (anytime, anywhere learning)
- Student-developed online portfolios
- Community service learning projects

⁹ McCombs, B.L. and Whisler, J.S. (1997). *The Learner Centered Classroom and School. Strategies for Increasing Student Motivation and Achievement*. San Francisco, CA Jossey-Bass.

¹⁰ Chall, J.S. (2002). *The Academic Achievement Challenge: What Really Works in the Classroom?* New York City, NY Guilford.

Teaching and Learning Framework: ASSESS – Classroom assessment is one of the teacher’s most essential educational tools. The purpose of classroom assessments is to support students’ learning (Black and Williams, 2002)¹¹ and to communicate that learning to all stakeholders. At LPA, the assessment of learning will comprise three types—(1) initial or diagnostic (benchmarks), (2) formative, and (3) summative assessments. Using assessment results, teachers will know at the outset where their students are in terms of their learning and will continually check on their progress through monitoring and strengthening student feedback. Teachers will utilize multiple sources of formative assessments, both formal and informal. The types and methods of assessment teachers utilize will depend on the following:

- The nature of the information being taught
- The purpose of the instruction
- What the teacher wants to learn from the assessment

Since assessment and instruction go hand-in-hand, teachers will use ongoing assessment data to inform instruction and determine whether or not the educational goals of each student are being met. To answer the question, "Are we teaching what we think we are teaching?" Teachers use pre-assessments to find out what students already know and where the gaps and deficiencies exist. Through formative assessments, teachers will also be able to check their students’ understanding during instruction and keep track of which students will need remediation or acceleration. This answers the question, "Are students learning what they are supposed to be learning?" Summative assessments are used to measure students’ expected levels of proficiency in CCGPS and GPS and determine if they are ready to move to the next grade.

LPA’s Assessment and Accountability Team (A&AT)—composed of the Academic Coach, the Chief Learning Officer, Chief Academic Officer, and selected classroom and gifted teachers—works with teachers to review and analyze student and school-wide assessment data. The A&AT believes that assessments should not be used to simply judge how much students know but to comprehend the nature of their knowledge and understandings as well as to identify patterns of strengths and needs. The A&AT answers the question, "Is there a way to teach the subject better, thereby promoting better learning?" The School’s approach to utilizing data ensures a data-driven decision-making culture at the school, that:

- Ensures academic success for all students
- Makes data part of the ongoing cycle of instructional improvement
- Maintains the School’s assessment and data system
- Continues to provide support in the interpretation of assessment data for teachers and students along with their families

See Section VI of this document for a complete description of all assessments and schedule of assessments used at the School. In summary, LPA’s comprehensive approach to assessment ensures:

1. *Appropriate diagnostic feedback:* What is each student's knowledge base? What is each student's performance base? What are each student's needs? What has to be taught?
2. *Suitable standards are set:* What performance demonstrates understanding? What performance demonstrates knowledge? What performance demonstrates mastery?

¹¹ Black, P., Harrison, C., Lee, C., Marshall, B., & William, D (2003). *Assessment for learning: Putting it into practice*. Buckingham. England: Open University Press.

3. *Continuous progress monitoring*: How is the student doing? What teaching methods or approaches are most effective? What modifications to a lesson are needed to help the student?
4. *Teaching and learning related to students' progress*: What have students learned? Can students talk about their new knowledge? Can students demonstrate and use new skills in other areas of study?
5. *Motivation and performance*: Student self-evaluation—Now that I'm in charge of my learning, how am I doing? Now that I know how I'm doing, how can I do better? What else would I like to learn? Similarly, for teacher self-evaluation—What is working for students? What can I do to help students more? In what direction should we go next?

Teaching and Learning Framework: EVALUATE – One of the keys to student success at LPA is the engagement of teachers in systematic reflection on their teaching (Saphiers, Haley-Speca and Gower, 2008)¹² since it plays such a critical role in the transformation of teaching and learning. Reflection help teachers better understand their practice and what works in the classroom, examine the effectiveness of a lesson, and use the evaluation to drive future instructional decisions. Further, reflection helps teachers to grow and learn more holistically. This ongoing evaluation is a form of problem solving (self-assessment) to improve teaching and learning and to ensure success for all students (see Figure 7: Areas of Teaching and Learning Reflection).



Figure 7: Areas of Teaching and Learning Reflection

Teachers actively engage in reflection and from time to time ask and answer a series of questions (Danielson, 2007)¹³ which may include, but are not limited to, the following: How do I interact with students? How do I respond when students ask questions? What kind of classroom atmosphere do I create? What kinds of questions do I ask students? Is my classroom predictable or spontaneous? Are my students actively involved in learning? Why did a particular lesson not go over well? Why did a particular lesson go over well? Am I using wait time before and after I receive responses to questions? Are my students listening to each other? Are my students taking the time to think about problems, ideas, questions, etc.?

Ultimately, through reflection and with the help of the A&AT, teachers strive to create a classroom where students are: talking to each other, disagreeing, challenging, and debating; willing to take risks; explaining their ideas clearly and precisely; and

reflecting on their learning experiences to identify what was hard or easy for them, what worked or did not work, and what they liked or did not like. LPA understands that change is difficult and supports its teachers in their self-reflection process by encouraging them to identify their own positive classroom practices and continue to use them and to implement changes one piece at a time and not try to make too many changes all at once.

¹² Saphiers, J., Haley-Speca, M. A., & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*. Acton, MA: Research for Better Teaching.

¹³ Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

CCGPS and GPS. The core curriculum of Reading/English Language Arts, Mathematics, Science, and Social Studies, plus Health and Physical Education and Modern Languages (Spanish and French) are taught to all students. Teachers instruct students using CCGPS and GPS core content courses to build their foundational academic skills and prepare them for a wider range of scholastic readiness. Further, teachers integrate the Leadership Curriculum and STEM Education into the core curriculum to develop and build students' knowledge, skills and competencies required for successfully thriving and leading in the 21st Century.

LPA recognized the need for more intentional and rigorous instruction in the area of science based on student achievement data (see Appendix 1C – Student Data Dashboard) and a survey of teachers indicating that they lacked confidence in their ability to deliver science instruction. As a result, the School is focused on providing a comprehensive STEM Education for students that is supported by the *National Science Teachers Association's* position (2014)¹⁴ that states:

“Early experiences in science enables students to develop problem solving skills... where teachers work [simultaneously] to nurture students’ understanding and enthusiasm for science... so in the middle grades they can build on prior knowledge and attain the necessary skills to participate successfully and responsibly in the new global economy that is increasingly scientific and technological in nature.”

LPA's STEM Education is being implemented using *Project Lead The Way* (PLTW), which is a nationally recognized, high-quality STEM program with a comprehensive professional development component for teachers. This addresses teachers' concerns and provides support relative to their lack of confidence in delivering science instruction. Students will be introduced to the scope, rigor and discipline of STEM principles in a variety of disciplines. Through PLTW, students will gain the foundational skills in various STEM disciplines related to design, analysis, research, writing, presentation and entrepreneurship to work effectively with others and to solve problems. PLTW is described in more detail under STEM Education.

Teachers instruct students in CCGPS and GPS using scientifically research-based (SBR) best instructional practices in curriculum, instruction and assessment to ensure the acquisition of key academic skills that are reinforced in all content areas. Students learn how to reason and use their foundational academic skills purposely as they comprehend, construct, convey meaning, and solve problems. The aim of the entire instructional team is to provide all students with effective strategies and multiple opportunities to apply, reinforce and demonstrate them in order to meet their individual needs. This is evidenced by the School's overall achievement record described in Appendix 1C: Student Data Dashboard.

LPA's instructional team remains committed to serving all students—those performing at or above grade level and those who are at-risk of academic failure or disengagement—to ensure that they achieve at high levels while gaining the knowledge and developing the skills and competencies needed to succeed in the new global economy that is becoming increasingly scientific and technological in nature (see Table 2: LPA Essential Learning Components). LPA will continue to evaluate resources and materials that support student learning using the *Rigor/Relevance Framework* to ensure that all materials and resources being used meet the needs of all students.

¹⁴ *National Science Teachers Association Position Statements (2014) Elementary School Science* <http://www.nsta.org/about/positions/elementary.aspx> and *Science Education for Middle Level Students* <http://www.nsta.org/about/positions/middlelevel.aspx>. Retrieved July 21, 2014.

The School's Health and Physical Education program will follow the GPS Framework for Health and Physical Education. The expectations will be for students to build on their previous experiences, including those students with disabilities. Although developmental appropriateness figures importantly in these guidelines, the PE teacher is aware that students are likely to display some characteristics and skills appropriate to groups above and below their age group. The PE teacher is also aware of the total experience of a comprehensive health and physical education program across age groups.

All students will be provided Modern Language instruction in French and Spanish. Research suggests time spent on Modern Language studies strongly reinforces the core subject areas of reading, English language arts, social studies, and mathematics. Modern Language learners consistently outperform control groups (Armstrong and Rogers 1997, Saunders 1998)¹⁵ in core subject areas on standardized tests. In addition to developing a lifelong ability to communicate with individuals from other countries and backgrounds, other benefits include improved overall school performance and superior problem-solving skills (Bamford and Mizokawa, 1991)¹⁶.

Students will learn a Modern Language and will practice skills conversationally through the use of technology. The Modern Language program will reinforce vocabulary, use real-life images, actions, and events, and students will need to demonstrate mastery before proceeding to the next level. Instruction will include geographical and cultural instruction to develop a better perspective of America's place in the world. Curtain and Dahlberg stated in their 2004 study, "Exposure to a foreign language serves as a means of helping students develop their intercultural competence. The awareness of a global community can be enhanced when students have the opportunity to experience involvement with another culture through a foreign language."¹⁷

Leadership Curriculum. Leadership is a practical life skill focusing on personal leadership, group leadership, and career and organizational leadership. The role of leadership is vital to the development of our state and nation and will be critical in meeting emerging and future challenges. American society requires that students become informed and be active participants in every aspect of their lives. The Leadership Curriculum is designed to guide students as they grow and learn and help them adopt traits and actions that demonstrate leadership, respect for the democratic process, and a commitment to improving their community on a daily basis.

The Leadership Curriculum fosters a consistent blending of theoretical understandings of leadership with practical application in normal, daily living. Leadership concepts, understandings and experience opportunities are centered on four strands, aligned to CCGPS and GPS, that identifies important processes, skills, and experiences that promote leadership skills development in all students. These strands are:

¹⁵ Armstrong, P.W. and Rogers, J.D. (1997). *Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math and Language Arts*. *Learning Languages*, Spring. 20-31.

¹⁶ Bamford, K.W., and Mizokawa, D. T. (2006). *Additive-Bilingual (Immersion) Education: Cognitive and Language Development*. *Language Learning* Vol. 41, Issue 3, p. 413-429.

¹⁷ Curtain, H. and Dahlberg, C. (2004) *Languages and Children: Making the Match: New Languages for Young Learners, Grades K-8*. Third Edition. New York: Longman.

1. *Self-knowledge* – Leadership requires knowledge of self and an awareness of one’s relationship to others. This self-knowledge assists students in clarifying their identity, self-image, and roles in a variety of settings. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.
2. *Knowledge of others* – A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.
3. *Knowledge of leadership skills* – A respected leader models responsible behavior and behaves ethically. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication. Students will learn critical thinking skills, as well as learn how to set goals, make decisions, manage resources, and solve problems.
4. *Knowledge of contexts and situations* – To become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students’ primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

The strands have been placed in this order simply as an organizational tool, because it is clear that leadership development does not occur in a linear process. Some individuals practice leadership naturally before they are aware of its elements, while others require development of their own self-confidence and skills before they can become effective leaders. This curriculum is designed to promote an awareness in all students of their potential for leadership at many levels—at home, at school, the workplace, and in local, state, and national communities.

As a result, students: (i) develop an awareness of their own leadership potential; (ii) develop essential leadership skills that enable them to act responsibly in all aspects of their lives; (iii) become citizens who possess the leadership abilities to meet present and future challenges in the new global economy; and (iv) learn and practice essential leadership skills within their learning community. LPA accomplishes this by focusing on leadership training, rigorous academics, and character development studies.

Further, all elements of the Leadership Curriculum are organized by grade-ranges and matched to age-appropriate CCGPS and GPS lesson plans and activities. The Leadership Curriculum is unique in that it was not written as an add-on curriculum. Rather, it suggests ways in which core curriculum content courses, currently being taught in classrooms, can support the development and practice of leadership skills for students. While certain leadership topics have been highlighted for discussion throughout the program, the intent is to provide a framework that allows teachers to embed leadership development into existing instruction within all subject areas and grades.

The Leadership Curriculum does not prescribe any particular method for teaching leadership skills, rather, it provides flexibility for teachers to customize their lesson plans for incorporating the Leadership Curriculum. The Leadership Curriculum offers many ideas and resources to assist teachers with developing students’ leadership skills. Sample instructional activities, strategies, and resources are included in the Leadership Curriculum. Equally important is the parenting component of the Leadership

Curriculum that is designed to provide parents with the skills to be model leaders in the home and the community, serving as encouragers and leadership role models for their students.

LPA believes that the core curriculum combined with the Leadership Curriculum is innovative and encourages students, staff, and parents to acquire and implement ways of learning as well as demonstrating proficiency through internet-based assessments and community-based activities. The expectation is that students will understand and model effective leadership traits that include, but are not limited, to the following: responsibility, courage, reliability, self-reliance, vision, tolerance, and initiative. LPA believes that as students learn and acquire these skills, they will become self-actualized, independent learners accepting responsibility for setting and attaining their own personal and academic goals.

The Leadership Curriculum is sub-divided into grade clusters for the purpose of developing student leadership expectations: K-2, 3-5, and grades 6-8. Within each grade cluster, standards have been delineated for each organizing strand. Taken as a whole within the grade cluster, the standards provide an array of skills, processes, and opportunities that enable students to develop leadership skills appropriate to their age group. However, the standards were actually developed in a horizontal format, with a clear progression of continuity and increasing complexity through the elementary and middle grades. The following is an overview of the Leadership Curriculum strands and standards (see Appendix 2: Curriculum).

LEADERSHIP CURRICULUM FOR GRADES K-2

Strand: Self Knowledge (SK)

- SK1 Students will examine their own self-image.*
- Identify personal roles in the family, class, and school.
 - Describe personal views of self, such as strengths, weaknesses, learning style.
 - Explore influences on self, such as family and community customs and traditions.
- SK2 Students will examine their own behaviors and how they contribute to group interaction.*
- Describe characteristics of his or her responsible behavior, such as respect trustworthiness, caring and fairness.
 - Identify ways to assume responsibility in the family, class, and school.
 - Identify ways to help others in the family, class, and school.

Strand: Knowledge of Others (KO)

- KO1 Students will identify the characteristics of others.*
- Describe the characteristics of positive behavior in others, such as trustworthiness, caring, respect, and fairness.
 - Discuss others' roles of responsibility in the family, class and school.
- KO2 Students will examine the needs and concerns of others.*
- Identify the goals of others in various communities, such as home, class and school.
 - Identify ways to help others in the family, class and school.
- KO3 The student will consider the way others view and respond to the world.*
- Explore the different family traditions and customs represented in the school and community.
 - Discuss how roles vary in different cultures.
- KO4 The student will communicate with others.*
- Practice listening and questioning skills in order to better share ideas.
 - Practice interaction with others in a variety of settings and situations.
 - Utilize appropriate forms of technology to communicate Standards.

Strand: Knowledge of Leadership Skills (LS)

LS1 Students will identify the characteristics of leaders.

- a. Identify qualities of effective leaders, such as honesty, care for others, civility, and fairness.
- b. Identify leaders within the family, classroom, and school.
- c. Describe positive and negative leadership traits as seen in fictional characters or in historical figures.

LS2 The student will explore the role of the follower.

- a. Identify qualities such as respect, cooperation, and good manners, and relate them to the role of the follower.
- b. Examine the importance of listening, taking directions, following assigned chains of command, and being supportive.

LS3 The student will communicate effectively in pairs, small groups, teams, and large groups.

- a. Develop active listening skills and good reading strategies.
- b. Share ideas, both verbally and in writing.
- c. Identify the difference between facts and opinions.
- d. Recognize differences of opinion.
- e. Provide positive feedback.
- f. Support other group members to achieve positive team development.
- g. Utilize appropriate forms of technology to communicate within the school, the local and global communities.

LS4 The student will identify and practice decision making skills.

- a. Recognize problems.
- b. Gather facts for decision making and problem solving.
- c. Make simple decisions.
- d. Manage personal, classroom, and school resources.
- e. Utilize technology for fact-finding, decision-making and problem-solving.

LS5 The student will recognize the importance of setting goals.

- a. Define and set personal short term goals.
- b. Identify long term goals.
- c. Share personal goals.
- d. Discuss the importance of setting goals.

Strand: Knowledge of Contexts & Situations (CS)

CS1 The student will understand that different settings affect leadership roles.

- a. Understand that the student's role as follower or leader may change at different times.
- b. Discuss the effects of changing situations upon leadership roles in the family, classroom, and school.
- c. Investigate the ways technology influences the leader.

CS2 The student will identify his or her community and community needs.

- a. Name different communities in which people can concurrently hold membership, such as family, class, and school.
- b. Identify important community needs.
- c. Demonstrate awareness that good citizens of a community recognize and address community needs, such as food, clothing, and shelter for all.

- CS3 *The student will explore the concept of citizenship.*
- Describe the roles and responsibilities of a citizen in the family, class, and school.
 - Recognize and describe ways that good citizens assume active roles in the family, class, and school.
- CS4 *The student will explore the concept of protecting and caring for people and things.*
- Recognize that good leaders take care of and preserve their family, class, and school communities.
 - Illustrate that respect and caring for others include sharing school resources.
 - Research the ways in which decisions influence the environment.
- CS5 *The student will practice leadership through service in a variety of communities.*
- Recognize that community needs can be more important than individual benefits.
 - Demonstrate and provide examples of unselfish behavior.
 - List ways that good leaders care about the needs of others.

LEADERSHIP CURRICULUM FOR GRADES 3-5

Strand: Self Knowledge (SK)

- SK1 *The student will examine his or her own self-image.*
- Identify factors that contribute to self-image, such as success and failure or acceptance and rejection.
 - Investigate outside factors that may influence self-image, such as others' opinions in certain situations.
 - Recognize that self-image may change over time and in different situations.
- SK2 *The student will examine his or her own behaviors and how they contribute to group interaction.*
- Discuss personal style of interacting effectively with others.
 - Predict future leadership roles and steps necessary to achieve them.

Strand: Knowledge of Others (KO)

- KO1 *The student will examine the needs and concerns of others.*
- Determine the needs and concerns of classmates or group members, such as friendship, approval, and acceptance.
 - Act as a member of a group to develop a plan for addressing group needs and concerns.
- KO2 *The student will communicate with others.*
- Interact in pairs, small and large group, school, and community.
 - Develop listening and questioning skills in order to effectively share ideas in a variety of settings.
 - Utilize appropriate technology to communicate in a variety of settings.
- KO3 *The student will practice teambuilding skills.*
- Participating in and leading team projects for the class, school, and/or community.

Strand: Knowledge of Leadership Skills (LS)

- LS1 *The student will identify the characteristics of leaders.*
- Identify and discuss leadership qualities, such as responsibility, courage, and reliability (in addition to honesty, care for others, civility, and fairness).
 - Describe leadership traits, and distinguish between positive and negative examples of these traits in the school, peer group, local community, and state.

- LS2 The student will explore the role of the follower.*
- Understand that followers can support and advance the cause of their leaders.
 - Understand and explain the importance of active participation as a follower.
 - Examine the importance of being an informed follower and the role of flexibility in being a follower.
- LS3 The student will communicate effectively in pairs, small groups, teams, and large groups.*
- Listen and read for purpose, meaning, and expression of feeling within a variety of situations.
 - Share ideas, both verbally and in writing.
 - Identify the difference between facts and opinions.
 - Provide and respond appropriately to positive feedback.
 - Empathize with others.
 - Work as a team to communicate and support group projects.
 - Utilize technology to communicate with individuals and teams.
- LS4 The student will identify and practice decision making skills.*
- Generate alternative solutions to problems.
 - Work toward consensus in making group decisions.
 - Participate in orderly, organized group processes.
- LS5 The student will recognize the importance of setting goals.*
- Recognize that it is possible to have a variety of personal goals.
 - Review and set new short term goals on a regular basis.
 - Identify long term goals.
 - Evaluate and modify personal goals.
 - Identify personal experiences for achieving one's goals.

Strand: Knowledge of Contexts & Situations (CS)

- CS1 The student will understand that different settings affect leadership roles.*
- Understand that the student's role as follower or leader may change at different times.
 - Discuss the effects of changing situations upon leadership roles in the family, classroom, and school.
 - Discuss the impact of technology on leadership roles.
- CS2 The student will identify his or her community and community needs.*
- Distinguish between the needs and wants of communities within the class, school, locality, and state.
 - Demonstrate that good citizens discover and act upon some community needs based on the ideas of care, respect, and dignity for all people.
 - Recognize that compromises, sacrifices, and consequences are part of making community choices.
- CS3 The student will explore the concept of citizenship.*
- Describe the roles and responsibilities of a citizen in the family, class, and school.
 - Recognize and describe ways that good citizens assume active roles in the family, class, and school.
- CS4 The student will explore the concept of protecting and caring for people and things.*
- Provide personal examples of protecting and caring for people and things in the class, school, and community.

- b. Investigate ways in which good leaders are concerned about their community.
- c. Investigate ways that leaders influence the global society and the environment.

CS5 The student will practice leadership through service in a variety of communities.

- a. Recognize that community needs can be more important than individual benefits.
- b. Demonstrate and provide examples of unselfish behavior.
- c. Identify cases of good leaders volunteering to help people in need at the class, school, and local levels.

LEADERSHIP CURRICULUM FOR GRADES 6-8

Strand: Self Knowledge (SK)

SK1 The student will explain elements of his or her own self-image.

- a. Investigate ways in which peers can influence a person's self-image, such as through fashion and social activities.
- b. Explore personal interests, values, and skills that support personal growth as leaders.
- c. Examine effects of positive or negative self-image on relationships with others.

SK2 The student will identify ways in which his or her behaviors influence others.

- a. Identify influences on one's own ideas and behaviors, such as family, friends, and media.
- b. Identify one's own attitudes and biases toward others, such as admiration or jealousy.
- c. Make personal predictions of future leadership roles and identify ways to achieve them.

Strand: Knowledge of Others (KO)

KO1 The student will identify the interests, values, styles, and behaviors of others.

- a. Consider the effects of gender, ethnicity, customs, and traditions on the interests, values, styles, and behaviors of others.
- b. Recognize contributions of people from different backgrounds and experiences.
- c. Create strategies to integrate new members into a group.

KO2 Student will interact with others to develop strategies to support the needs of others.

- a. Work in pairs, small and large groups, school, and community.
- b. Develop listening and questioning skills in order to comprehend and reflect with deeper understanding the ramifications of ideas, statements, and opinions in a variety of settings.
- c. Develop writing skills for providing directions/procedures, persuasive essays, and factual information for others to read and comprehend with clarity.
- d. Participate in situations that promote debates and reactions to classroom, school, and community concerns.
- e. Utilize appropriate forms of technology to communicate with others.

KO3 The student will practice teambuilding skills.

- a. Leading and participating in team projects for the class, school, and/or community.
- b. Develop presentation skills in order to effectively share ideas in a variety of settings.
- c. Develop action plans that identify and assign individual roles and responsibilities required to achieve desired outcomes or solutions.
- d. Review the concepts of trust, responsibility, accountability, commitment, and shared vision.

Strand: Knowledge of Leadership Skills (LS)

LS1 The student will identify the characteristics of leaders.

- a. Analyze the effectiveness of leaders according to the traits they demonstrate.
- b. Identify situations where advances in technology affected the decisions leaders made.

- c. Identify and discuss effective leadership qualities, such as setting of limits, tolerance, self-reliance, initiative, charisma, competence, integrity, ethics (in addition to honesty, care for others, civility, fairness, responsibility, courage, and reliability).
- d. Demonstrate a specific leadership trait appropriate for activities in the classroom, school, community, and personal life.

LS2 The student will explore the role of the follower.

- a. Discuss the loyalties of followers and where they place their support.
- b. Understand and explain the importance of active participation as a follower.
- c. Learn when and how to question leadership respectfully.
- d. Discuss the concept of civil disobedience.

LS3 The student will communicate effectively in pairs, small groups, teams, and large groups.

- a. Analyze and interpret purpose, meaning, and expression of feeling within variety of situations.
- b. Use effective written, verbal, and nonverbal skills to present information.
- c. Identify the difference between facts and opinions.
- d. Provide and respond positively to constructive criticism.
- e. Examine one's own ideas and feelings in relation to those of others.
- f. Work toward consensus in groups.
- g. Demonstrate team building skills that promote effective communication and project completion.
- h. Utilize technology and multimedia sources to create responses that are meaningful to individuals or groups concerning leadership.

LS4 The student will identify and practice decision making skills.

- a. Evaluate potential outcomes of a decision.
- b. Consider advice from others when making decisions.
- c. Generate objectives and strategies to make effective decisions.
- d. Monitor and evaluate progress toward accomplishing objectives.
- e. Define and use parliamentary procedure to facilitate decision making.

LS5 The student will recognize the importance of setting goals.

- a. Define vision.
- b. Relate personal goals to one's own vision.
- c. Develop a personal action plan to achieve goals.
- d. Recognize the risks involved in presenting one's personal vision.
- e. Consider the contributions of others to one's own vision.
- f. Celebrate personal accomplishments, achievements, and accountability that promote self-esteem and pride.

Strand: Knowledge of Contexts and Situations (CS)

CS1 The student will understand that different settings affect leadership roles.

- a. Identify situations where the student's role as a follower or leader may change to meet desired outcomes.
- b. Discuss the impact positive and negative conclusions or opinions might have on outcomes and determining the best solutions.

CS2 The student will identify his or her community and community needs.

- a. Compare, contrast, and evaluate the needs of communities within the school, locality, state, and nation.

- b. Demonstrate that good citizens predict some community needs based on the idea that group acceptance and belonging are important to all people.
- c. Prioritize the needs of a community in terms of opportunities, benefits, and costs.

CS3 The student will explore the concept of citizenship.

- a. Summarize the roles and responsibilities citizens have in different communities within the school, locality, state, and nation.
- b. Select active roles to assume in the class, school, locality, state, and nation.
- c. Understand how state and local governments operate.

CS4 The student will explore the concept of protecting and caring for people and things.

- a. Define and apply the concept of stewardship.
- b. Illustrate examples of how good leaders protect their community and its resources.
- c. Devise plans to take care of and preserve the school, local, state, and national communities.
- d. Identify ways to affect change or influence government about community concerns and issues.

CS5 The student will practice leadership through service learning using a variety of approaches.

- a. Recognize that community needs can be more important than individual benefits.
- b. Develop an action plan to implement service learning projects.
- c. Illustrate altruistic behavior.
- d. Examine the idea that good leaders receive intrinsic reward by volunteering for community service.
- e. Integrate technology to support service learning projects.

As students matriculate from kindergarten through the eighth grade, they will be able to articulate, differentiate, and use key leadership concepts that include, but are not limited to, the following: authority, charisma, charismatic leadership, dependability, discipline, excellence, fairness, followership, hero, functional leadership, justice, management, perseverance, purposefulness, responsibility, self-awareness, self-discipline, self-reliance, servant leadership, situational leadership, transformational leadership, trustworthiness, truthfulness, and vision. LPA students will actively serve in various leadership roles, demonstrate the characteristics of effective leaders, and determine which situations require which leadership skills.

STEM Education. LPA's STEM Education is also integrated into the core curriculum, which is based on CCGPS and GPS, through *Project Lead the Way* (PLTW) to engage students in open-ended problem solving projects. PLTW is a nationally recognized STEM Education program to help students develop the skills and competencies necessary to succeed in the new global economy. See Appendix 1E – PLTW Agreement and Appendix 2 – Curriculum for a detailed description of the PLTW Frameworks. LPA understands that jobs in STEM fields will grow 17 percent by 2018. This is nearly double the growth for non-STEM fields (U.S. Department of Commerce). By 2018, the United States will have more than 1.2 million unfilled STEM jobs because there will not be enough qualified workers to fill them. STEM is where jobs are today and where the job growth will be in the future.

PLTW will help prepare students for college and career by providing them with opportunities to apply what they know, identify problems, find unique solutions, and lead their own learning, rather than be passive recipients of information in a question-and-answer, right-or-wrong teaching and learning environment. Students investigate topics that include aerodynamics and astronautics, biological engineering and sustainability, and digital electronics and engage in activities such as:

- Interact with STEM professionals (in support of classroom instruction)
- Tour STEM businesses/industries
- STEM career days
- University partnerships
- Math and science challenge competitions
- STEM camps

With PLTW, teachers will use STEM best practices that focus on students solving real world problems via STEM applications. Students will maintain individual online portfolios that demonstrate their skills acquisition and knowledge base via collections of personal work. Teachers incorporate a culminating project for the year that integrates all the STEM content areas. LPA has taken this exceptional approach to combining its core curriculum content courses with STEM Education using PLTW. This innovative approach to STEM Education is designed to capitalize on the success of:

- *Saturday Science Academy (SSA)*, a nationally recognized science enrichment program developed by Dr. Melvin Webb, Professor Emeritus at Clark Atlanta University (CAU). Students attended a 10-week long program each semester where they engaged in hands-on science activities that were taught by subject matter experts (SMEs) from various STEM disciplines. These SMEs included: engineers, computer scientist, mathematician, journalist, and a chef. The goal of the program was to expose students to various science disciplines in a fun and engaging teaching and learning environment that was interactive and interdisciplinary in nature.

Example of an Activity: The chemistry of making a waffle. Students selected and measured the ingredients for mixing waffle batter (flour, eggs, oil, baking soda, etc.). Then, with appropriate adult supervision, students cooked the waffles in a few short minutes. The Chef explained to students that most people do not regard cooking as a chemical process, but cooking relies on the various interactions of the chemicals contained in the ingredients used to make the waffle.

The Chef reviewed the basic chemistry of some of the most common ingredients used in cooking, which the students themselves had just used for making the waffles. The Chef explained that flour is high in gluten (protein) and is the substance that gives the waffle its fine texture; oil acts as a softener and prevents air bubbles from escaping the batter and it also gives the waffle a soft texture; similarly, the eggs retained air bubbles and also acted as a binder to keep the ingredients together. The Chef concluded the “experiment” with a discussion of how the smell and deliciousness of a waffle were made by the different chemicals in the ingredients as well as the physical changes of the ingredients.

Students observed, experimented, and learned first-hand about the chemistry of cooking. They used many of the skills learned during the school day, such as measurements (math); and recording the process and observations (writing) in their science journals.

- *Pi Day* which was observed at the School (March 14) as part of a world-wide celebration of Pi (Greek letter π). It is a symbol used in mathematics to represent a constant—the ratio between the circumference of a circle to its diameter. Parents joined their students to celebrate Pi Day by: seeing who could memorize the most digits in Pi; having Pi snacks like cupcakes, cookies, and pies; making Pi posters; whacking around round objects (all types of balls); and, measuring circular objects in their classrooms and discussing the importance of correct measurements with their teachers.

- Georgia STEM Day (May 9) was a school-wide day to raise awareness of STEM and celebrate and engage in activities involving science, technology, engineering and mathematics. Parents joined students and guest STEM speakers and teachers for an exciting day of fun STEM activities and ideas. Middle school students mentored the elementary students and demonstrated hands-on experiments, for example, discovering and learning about chemical reactions by observing what happens when water or vinegar is mixed with salt, sugar, baking soda and corn starch.

LPA integrates technology across the curriculum because the School understands that technology continues to change the way we learn, teach and communicate. Consequently, LPA takes a proactive and intentional approach to integrating grade level appropriate technology skills into daily instructional activities in the following three ways: (1) teaching about technology; (2) teaching with technology; and, (3) helping students apply technology to real life situations. Technology integration is aligned to the International Society for Technology in Education (ISTE) 2014 Standards for Students to support student achievement (see Figure 8: ISTE Students Standards).

Students use technology-based tools to express their ideas more clearly; access information; and collaborate with other students on projects. Technology is also used to assist students with visualizing abstract concepts, participate in rigorous simulations, gather data, analyze and manipulate data, compose music, create art as well as their individual online portfolios. Teachers and students will be comfortable using technology in the classroom.

Technology will not replace teachers, nor will it diminish their importance, but rather complement and allow quality teachers the ability to create new and exciting opportunities for student learning and opportunities for real-time assessments. As students begin to use the technological resources to manage their learning, the role of the teacher will transform from lecturer to facilitator, freeing the teacher from the role of purveyor of facts and allowing the teacher to encourage the students to use the technology as a tool for problem solving and decision making (Hopson, M., Simms, R., Knezek, G. 2002)¹⁸.

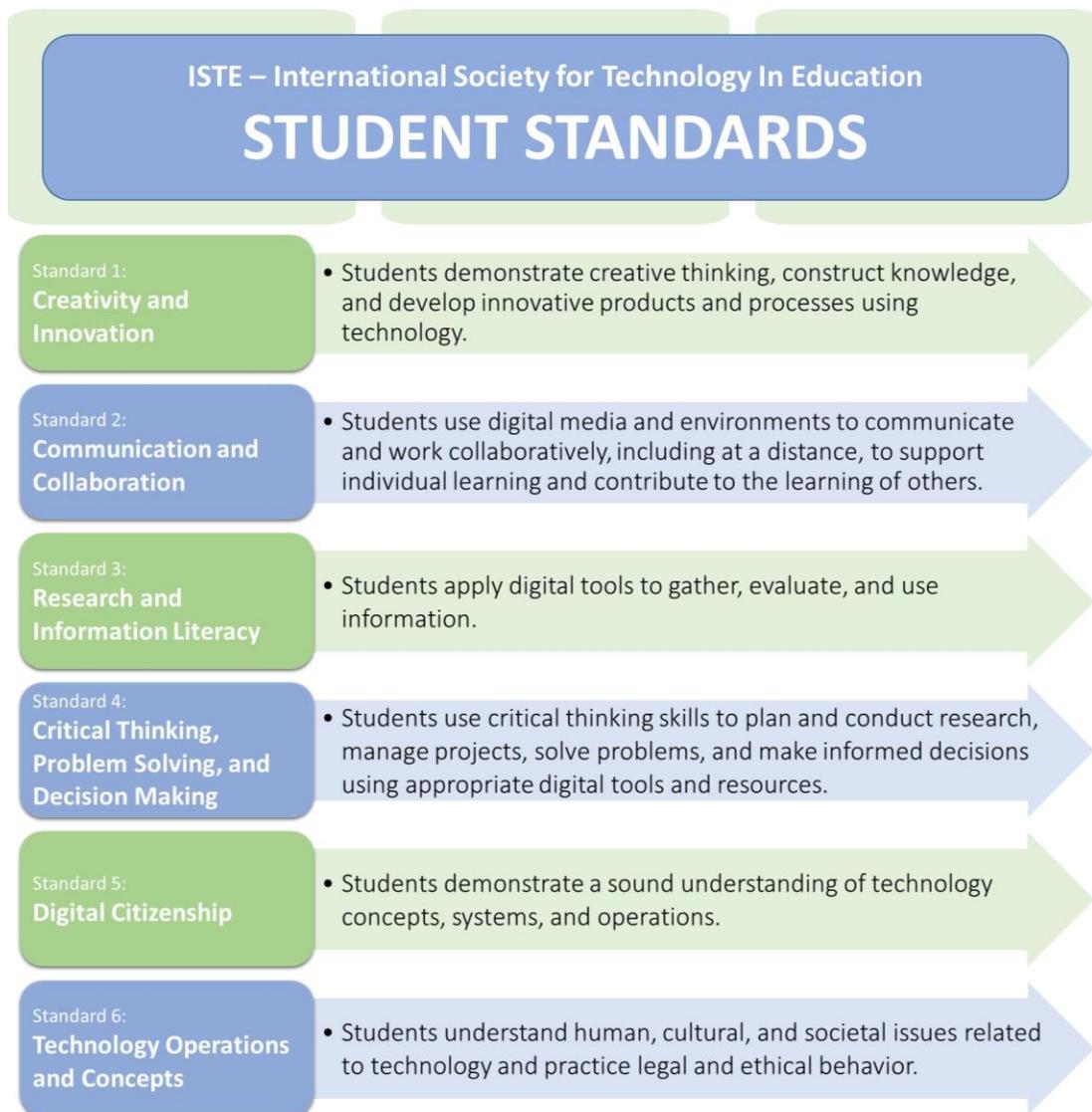
LPA will incorporate a number of blended learning strategies to complement and support classroom instruction. Sameer Babu (2009) defines blended learning¹⁹ as the integration of live classroom activities, including face-to-face instruction, with online learning and instruction. Teachers will use technology to create activities that will allow for more authentic learning in the classroom (Deade and Korte, 2007)²⁰. These blended learning opportunities will be designed to capitalize on students' interests and build on what they already know so students are engaged in the practice of leadership, STEM and core learning.

Additionally, through video conferencing technology, students will have the opportunity to observe cutting-edge scientific experiments, and analyze and interpret data for themselves. Through this process, students will begin to deal with incomplete information, identify patterns, and draw conclusions and, sometimes, observe that there may not be a single right answer to a problem. According to Deade and Korte, the greater exposure students have to authentic disciplinary communities, the better prepared they will be "to deal with ambiguity" and put into practice the kind of higher order analysis and complex communication that will be required of them as professionals.

¹⁸ Hopson, M., Simms, R., and Knezek, G. (2002). *Effects of a technology enriched learning environment on student development of higher order thinking skills*. Journal of Research on Computing in Education.

¹⁹ Babu M.S. (2009). *One plus two is not always three: A look into the merits of Blended Learning*. Maitrey College, University of New Delhi.

²⁰ Deade, C., Korte S., Nelson, R., Valdez, G., and Ward, D. J. (2005). *Transforming Learning for the 21st Century: An Economic Imperative*. Naperville, IL: Learning Point Associates.



*Figure 8: ISTE Students Standards
(Formerly NETS – National Education Technology Standards)*

Students will use technology tools to express their ideas more clearly; to access information; and to help them to collaborate with other students on projects. Technology will also be used to assist students with visualizing abstract concepts, participate in rigorous simulations, gather data, analyze and manipulate data, compose music, create art; and create online portfolios of their work. Technology integration in the classroom has been occurring gradually and is based on the Technology Integration Model developed at the Florida Center for Instructional Technology.

Table 3: Levels of Technology Integration in Classrooms
 Florida Center for Instructional Technology

Technology Integration Model	LEVELS OF TECHNOLOGY INTEGRATION				
	Entry. The teacher uses technology to deliver curriculum content to students.	Adoption. The teacher directs students in the conventional use of tool-based software.	Adaptation. The teacher encourages adaptation of tool-based software by allowing students to select a tool and modify its use to accomplish a task.	Infusion. The teacher creates a learning environment that infuses the power of technology tools throughout the day across subject areas.	Transformation. The teacher creates a rich learning environment in which students regularly engage in activities that would have been impossible to achieve without technology.
Characteristics of the Learning Environment					
Active. Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Students use technology for drill and practice and computer based learning.	Students begin to utilize technology tools to create products, e.g., using word processor to create a report.	Students have opportunities to select and modify technology tools to accomplish specific purposes, e.g., using colored cells on a spreadsheet to plan a garden.	Throughout the school day, students are empowered to select appropriate technology tools and actively apply them to the tasks at hand.	Given ongoing access to online resources, students actively select and pursue topics beyond the limitation of even the best school library.
Collaborative. Students use technology to collaborate with others rather than working individually at all times.	Students primarily work alone when using technology.	Students have opportunities to use collaborative tools such as email, in conventional ways.	Students have opportunities to select and modify technology tools to facilitate collaborative work.	Throughout the school day and across subject areas, students use technology tools to facilitate collaborative learning.	Technology enables students to collaborate with peers and experts irrespective of time zone or physical distances.
Constructive. Students use technology to build understanding rather than simple receive information.	Technology is used to deliver information to students.	Students begin to use constructive tools such as graphic organizers to build upon prior knowledge and construct meaning.	Students have opportunities to select and modify technology tools to assist them in the construction of understanding.	Students use technology to make connections and construction understanding across disciplines and throughout the day.	Students use technology to construct, share, and publish knowledge to a worldwide audience.
Authentic. Students use technology tools to solve real-world problems meaningful to them rather than working on artificial assignments.	Students use technology to complete assigned activities that are generally unrelated to real-world problems.	Students have opportunities to apply technology tools to some content-specific activities that are based on real-world problems.	Students have opportunities to select and modify technology tools to solve problems based on real-world issues.	Students select appropriate technology tools to complete authentic tasks across disciplines.	By means of technology tools, students participate in outside-of-school projects and problem-solving activities that have meaning for the students and the community.
Goal Directed. Students use technology to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Students receive directions, guidance, and feedback from technology, rather than using technology tools to set goals, plan activities, monitor progress, or self-evaluate.	From time to time, students have the opportunities to use technology to either plan, monitor, or evaluate an activity.	Students have opportunities to select and modify the use to technology tools to facility goal-setting, planning, monitoring, and evaluating specific activities.	Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.	Students engage in ongoing metacognitive activities at a level that would be unattainable without the support of technology tools.

College and Career Early Awareness Program: All classrooms begin the day with Morning Meetings. Research related to morning meetings demonstrates significant and wide-ranging support for them. The notion of morning meetings originated from the Responsive Classroom approach to teaching and learning (Kriete, 2002). According to the Morning Meeting book, written by Roxanne Kriete, there are five main benefits of Morning Meeting that leads to a Responsive Classroom²¹:

1. Morning Meeting sets the tone for respectful learning and establishes a climate of trust
2. The tone and climate of Morning Meeting extend beyond the Meeting
3. Morning Meeting motivates children by addressing two human needs: the need to feel a sense of significance and belonging and the need to have fun
4. The repetition of many ordinary moments of respectful interaction in Morning Meeting enables some extraordinary moments
5. Morning Meeting merges social, emotional, and intellectual learning

The Morning Meeting consist of greeting, sharing, group activity, and news/announcements. During the sharing and group activity part of the Morning Meeting, teachers will incorporate the character development studies as well as early college and career awareness to support the development of 21st Century scholars and leaders. At LPA, becoming college and career ready begins the moment students enter the School. The foundation for becoming college and career ready begins with the development each student's ILP. For example, all middle school students are registered in GAcollge411 (www.GAcollge411.org). During connections classes, students are required to record their activities, towards meeting their ILP college and career ready goals, in their GAcollge411 account.

LPA will continue to incorporate activities inside and outside the classroom that emphasizes and reinforces the college and career ready culture at the School. At the elementary level, these activities include, but are not limited to, the following:

- Classrooms named after national colleges and universities
- Teacher's post: I graduated from _____, ask me about it!
- Students are informed of high school graduation year (addressed in Morning Meeting)
- Local college/university tours for first generation college students
- College Application Week poster/door decorating contest
- College T-Shirt Day
- College Activity/Coloring Books
- Career Day (community support)
- Academic Summer Camps Scholarships
- Distinguished Gentleman's Club/Leading Ladies Club
- Career Lessons (Cluster and Interest Inventories addressed in Morning Meeting)

²¹ Kriete, R. *The Morning Meeting Book*. Northeast Foundation for Children, (2014). Turner Falls, MA.

Similarly, at the middle school, these activities include, but are not limited to, the following:

- Teacher’s post: I graduated from _____, ask me about it!
- Local college/university tours for first generation college students
- Career Fair (brochure completion)
- GAcollge411 Interest inventories
- College recruiters meet with students
- Drop-out prevention activities, e.g., State Farm Choice Bus
- College Application Week poster/door decorating contest
- Annual “Success By Design” week
- College For Every Student early awareness seminar (students and parents)
- Assist students with scholarships applications to Summer Enrichment at colleges/universities
- Career Lessons/Inventories (addressed in Morning Meeting)

Additionally, during the Morning Meeting students will receive checklists by grade level to help them with making the connection between their school activities and college and career readiness. See Appendix 1D: College and Career Ready Checklist by Grade Level.

LPA has a strong character development component and effective peer leadership/decision-making process, which are imperatives for students and staff within the Leadership Curriculum. The Leadership Curriculum goes beyond the monthly focus of a character trait identified by Character Education. The Core Values of LPA are interwoven in the Leadership Curriculum. They are introduced and taught during the Morning Meeting. Throughout the year, students have opportunities to model, practice and reinforce these values: respect, kindness, pride, citizenship, scholarship, responsibility, and service.

While DCSD schools have a character studies component, LPA’s integrates its character development studies into all aspects of students’ lives. Other character traits that students develop related to the Leadership Curriculum include: authority, charisma, charismatic leadership, dependability, discipline, excellence, fairness, followership, hero, functional leadership, justice, management, perseverance, purposefulness, responsibility, self-awareness, self-discipline, self-reliance, servant leadership, situational leadership, transformational leadership, trustworthiness, truthfulness, and vision.

Question 6: A full and complete curriculum, aligned, for all grade levels to be served during the proposed charter term is required to be submitted as an Appendix item. This information must be aligned with Common Core and Common Core Georgia Performance Standards (where applicable).

Full and Complete Curriculum. See Appendix 2: Curriculum.

Question 7: Class Sizes. Please describe your intended class sizes, including the minimum and maximum number of students. Be sure to explain the source of any additional funding necessary if the class sizes are smaller than those set forth in the SBOE Class Size Rule 160-5-1-.08.

Class Sizes. The teacher-to-student ratio maintained at LPA will be greater than or equal to the funding class size ratio stated in Class Size Rule 160-5-1-.08. The current teacher-to-student ratio is 1:20, except

for kindergarten where each class also has a paraprofessional. LPA’s teacher-to-student ratio is less than the state’s maximum class size due to the size of the School. LPA’s intent is to provide individualized attention to students to meet their academic and social development needs.

Grade/Subject	Funding Class Size	Max Individual Class Size
Regular Kindergarten	15	18
Regular Kindergarten with paraprofessional	15	20
Regular Grades 1 – 3, w/ or w/o paraprofessional	17	21
Grades 4-5; English, math, science, social studies	17	21
Grades 6-8; English, math, science, social studies	23	28
Grades 6-8; Middle school +/- all academic classes as defined in Rule 160-4-2-.05 Middle School Program Criteria	23	28
Fine Arts K-3	N/A	33
Fine Arts and Foreign Language instructional programs Grades 4-5	N/A	33
Fine Arts and Foreign Language instructional programs Grades 6-8	N/A	33
Grades 4-8 All others (see exceptions)	23	33
Special Education	Collaborative Model	
Gifted	Resource and Cluster	

Question 8: Gifted and Talented Students. Describe methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. Include any diagnostic methods or instruments that will be used to identify and assess those students.

Gifted and Talented Students. LPA is committed to meeting and exceeding the needs of all of our gifted and talented students by providing a rigorous educational program that enriches, extends, and accelerates learning for the gifted students in their areas of strength. LPA will identify students who are eligible for gifted educational services following the eligibility requirements guidance for Gifted Education Services (O.C.G.A. § 160-4-2-.38) used by DCSD. This will provide teachers with a framework for: (i) identifying, referring and assessing students for gifted instruction; (ii) designing and delivering gifted instruction; (iii) program administration and teacher professional development; and (iv) program evaluation.

The identification of gifted learners will begin with a screening process where a student is nominated by a staff member or by a parent/community member. During the screening process, the School’s A&AT will collect data from a variety of sources to support the student’s nomination. The data gathered will be comprehensive in order to represent a complete profile of the student’s present level of educational performance and to show a pattern of performance over time. Data may come from the sources listed below:

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE DETERMINATION*:

1. <i>Ability and Assessment Test Scores</i>	<ul style="list-style-type: none">• Benchmark assessments• Curricular based assessments
2. <i>Group and Individual Achievement Scores</i>	<ul style="list-style-type: none">• Wechsler Individual Achievement Test• Woodcock-Johnson Test of Individual Achievement• Terra Nova/Iowa Test of Basic Skills
3. <i>Current Grades</i>	<ul style="list-style-type: none">• Report Cards• Classroom Performance• Student Portfolio
4. <i>Instructional Levels</i>	<ul style="list-style-type: none">• Iowa Acceleration Scale• Purdue Academic Rate Scale for Science• Out of Level Testing
5. <i>Aptitudes, Interests and Specialized Skills</i>	<ul style="list-style-type: none">• Renzulli/Hartman Scale• Fisher Comprehensive Giftedness Scale• Learning Styles Inventory• Creative Thinking Assessment

*These assessments consider students who might be coming from out of state, district, private or home school.

To be eligible for gifted services, students must qualify in three of the following four areas of the screening assessment:

1. *Mental Ability* – Minimum score of 96th percentile (or higher) in at least one sub-test area
2. *Achievement* – Minimum score of 90th percentile (or higher) on the total reading, total math, or complete composite
3. *Creativity* – Minimum score of 90th percentile (or higher) on an assessment for creativity
4. *Motivation* – Minimum of 90th percentile (or higher) on an assessment for motivation (Grades K-8) or GPA of at least 3.5 on 4.0 scale, using the average of core grades over the last two years.

This information will also form the basis for each student's individualized gifted education plan and will also include their areas of strengths. The A&AT's will have meetings throughout the school year to review student profiles to determine if they meet the eligibility criteria of the state's Gifted Education program. All eligibility decisions are made by the A&AT. LPA's goal is to provide a developmentally appropriate curriculum that is consistent with gifted students' learning rates and abilities in all subject areas. The instructional program for gifted students will implement research-based programs to:

- Maximize each student's educational potential
- Make appropriate course and grade accommodations
- Modify and supplement curriculum based on the student's needs
- Welcome, support and give necessary attention to each student

There are unlimited educational options that may be chosen to fit a gifted learner's individual abilities. However, providing goals that apply to all areas of the curriculum for all types of gifted learners at all stages of development is impossible. Therefore, the curriculum at LPA will be differentiated in content, pacing, and expectation of student achievement.

A variety of instructional models will be used to meet the educational, social, and emotional needs of gifted and talented students. The entire curriculum will be challenging and differentiated to the degree that it is clearly not appropriate for the more typical students at that grade level. Teachers will help each student utilize his or her own giftedness and will provide resources and enhanced learning opportunities daily.

The School will provide the support services needed to ensure that students benefits from access to the gifted program and may include, but are not limited to, the following: technology education; counseling and guidance; research-based teaching strategies and collaboration between gifted and regular education teachers. LPA will employ the following research-based strategies, among others, to engage gifted/talented and/or academically advanced students:

- Content-based acceleration, which provides students with advanced content, skills, or understanding before the expected age or grade level. Students may typically remain with peers but will receive higher than grade-level instruction via differentiation and blended learning
- Use vertical enrichment activities, which are assignments that go above and beyond what is covered in the regular classroom
- Create independent project opportunities to extend thinking beyond the scope of the curriculum. This time can be used to help advanced students develop their creativity by allowing them to explore a special area of interest related to the topic being studied
- Involve gifted and high achieving students in mentoring younger students in order to build confidence, encourage productivity, and increase ownership of learning (for self and others) within the LPA community
- Incorporate Multiple Intelligences (Gardner, 2006)²² into classroom activities. Multiple intelligences include linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical, interpersonal, and intra-personal intelligences
- Set up learning centers in classrooms so that students can work at their own speed
- Create increased opportunity to implement critical thinking skills
- Project-based learning for Science and Social Studies under an engaged learning model will help provide enrichment opportunities for academically talented children by providing them opportunities to create and investigate

Assessment procedures will include rubrics, pretests, student portfolios and post-assessments.

New Students: Students new to LPA may be evaluated for gifted program eligibility if the following documents are provided: (i) gifted program eligibility report/satisfactory gifted program continuation report from the transferring school; (ii) National Standardized Required Test Scores – these scores may only be used to determine eligibility for gifted program evaluation and may not be used to determine gifted program eligibility; and (iii) teacher or parent recommendation based on current academic performance evaluated over a sufficient observation period. Students from an out-of-state school, private or home school must complete all tests required by the state and local systems to determine gifted program eligibility once enrolled in the School.

²² Gardner, H. *Multiple Intelligences: New Horizons*, (2006). New York City, NY: Basic Books.

Reciprocity: Reciprocity will be granted to students whose households include a member of the United States uniform services according to laws O.C.G.A. 20-2-2140 through 20-2-2180. If a student in a gifted program is transferring to LPA he or she will automatically become part of the School's gifted program. A student already participating in a gifted program in another Georgia school system will be eligible to participate in LPA's gifted program, pending receipt of a gifted eligibility report confirming gifted services.

Continuation Policy: All identified gifted students are given a continuation policy form that must be reviewed and signed by the parent and the student. All gifted students must maintain a minimum 80% or higher in the gifted class and regular classes.

Support for Gifted Students: Students who meet all but one of the requirements for gifted instruction will be invited to participate in the High Potentials class. These students meet before the start of the instructional day two times per week and are taught by a certified gifted teacher. The teacher designs lessons based on the National Gifted Education Standards. Students who are in probation in the Gifted Program are also supported in the High Potentials class and will receive instruction from the High Potentials class teacher.

The A&AT monitors all gifted students to ensure that they remain on track; if it is determined that any gifted student is at-risk of entering into probation, they are immediately referred to the High Potentials teachers. The High Potentials teacher will determine where the deficit is and provides recommendations on how to bridge the gap. The High Potentials teacher may provide appropriate intervention, such as: organization and executive function skills development; and studying and note-taking strategies.

Probation Policy: If students receiving gifted services fail to maintain a minimum of 80% or higher in the gifted class and regular classes, the student will be placed on probation for a period of one semester.

Question 9: List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered.

Extracurricular Activities. LPA believes strongly in student leadership and will provide multiple opportunities for students to take ownership in school activities each day. Each student will have the chance to explore his or her interests and talents through robust and wide-ranging extracurricular activities. LPA will give students access to high-quality arts, athletic and academic enrichment opportunities outside of their academic schedule. The growing body of activities will expose our students to a broad range of experiences and leadership opportunities and will deepen their connection to academic achievement, skills and creativity.

Extracurricular activities in which students may participate will include, but will not be limited to, the following activities: spelling contests, social studies and science fairs, chorus, Girl and Boy Scouts organizations, participation in student and class leadership councils, service learning opportunities (such as environmental awareness, community clean-up campaigns, visiting nursing and retirement homes, participating in Hands-On Atlanta projects), developing email or web pen pals with students around the globe, and other student-generated ideas. Students and parents will help to determine the kinds of extracurricular activities that are provided. These activities are free to students; however, affiliate organization may require a fee for participation.

LPA will provide extended learning time for students through Saturday School. Research suggests that for students to be successful academically, what happens outside of the regular school day can be as important as what happens during the school day. High quality extended learning opportunities (ELOs)

have a main academic focus, and the goals, outcomes, and methods of academic instruction are directly related to and aligned with what happens during the day (Huang, Marshall and Perez, 2005)²³. Students are provided more opportunities to learn through the following programs:

Table 4: LPA Partial List of Extracurricular Activities

GRADE LEVEL	EXTRACURRICULAR ACTIVITY	DURATION
Grades K-3	Student Council Reach Out and Read Open Library Grandparent Reading Program Spelling Bee Social Studies/Science Fairs Boy Scouts and Girls Scouts of America	Year-long Month of February Quarterly
Grades 4-5	Student Council Student Morning Social Skills Announcements Boy Scouts and Girls Scouts of America Black History Quiz Bowl Math Olympiad Chess Stonecrest Library Reach Out and Read	Year-long Month of February Quarterly
Grade 6	Student Council Student Morning Social Skills Announcements Boy Scouts and Girls Scouts of America Black History Quiz Bowl Math Olympiad Chess Stonecrest Library Reach Out and Read	Year-long Month of February Quarterly
Grade 7	Student Council Student Morning Social Skills Announcements Boy Scouts and Girls Scouts of America Black History Quiz Bowl Math Olympiad Chess Stonecrest Library Reach Out and Read	Year-long Month of February Quarterly
Grade 8	Student Council Student Morning Social Skills Announcements Black History Quiz Bowl Pep Squad Young Men of LPA Math Olympiad Chess Stonecrest Library Reach Out and Read	Year-long Month of February Quarterly

²³ Huang, D., Sung Kim, K., Marshall, A., and Perez, P. (2005). *Keeping kids in school: An LA's BEST example. A study examining the long term impact of LA's BEST on students' dropout rates*. University of CA, Los Angeles.

Saturday Scholars, an extended learning opportunity, offered through the Title I program, is open to all students and will provide extra support to help students to be successful academically. This ELO will enable students to further explore areas of interest that cannot be accommodated in the regular school day. Effective research-based instructional strategies will be employed that include:

- Research-based, differentiated instruction
- Varied instructional strategies: print, audio, hands-on and enrichment activities
- Flexible grouping of students
- Small-group and individualized instruction
- Smaller class sizes – spend more one-on-one time with the students
- Teacher-led, direct instruction as necessary
- Well-structured activities and lessons aligned to the School’s curriculum
- Engaging enrichment activities in the core academic subjects

A summer STEM camp including robotics, web-design, and math challenge may be available for selected students. Students and parents will help determine additional extra-curricular activities.

Question 10: Please list and describe the partnerships the school has developed to offer extracurricular activities (ex: chorus, band, sports, clubs, art, etc.). This information should explain who the partner organization is, at which location the activity will be offered, and any charges associated with providing these activities. Please provide copies of contracts or correspondence setting forth the terms of the partnership.

List and Describe The Partnerships. See Appendix 8 for Letters of Support.

Partner	Description	Site	Cost/Fee
Young Men of Leadership Preparatory Academy (YMLPA)	Mentoring program for boys	LPA	Nominal fee of \$20 per year by parents*
RUTH4Kids	Mentoring program for girls (grades 4-8)	LPA	No cost
Honors Chorus	Choir Director leads students in grades 3-8 in choral music practice and development after school in preparation for performances in the Metro Atlanta	LPA	No cost

* Scholarships available through the PTO.

Question 11: High School Graduation Requirements. Describe all course offerings and credits/units that will satisfy the high school graduation requirements. The completion credentials to be awarded must also be described

High School Graduation Requirements. NA

IV. STATE AND FEDERALLY MANDATED SERVICES

Question 12: Describe methods, strategies and/or programs for meeting the needs of students with special needs and disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.

Special Education. LPA shall continue to comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act, revised 2004 (“IDEA 2004”). The facilities to be used by LPA shall be accessible for all students with disabilities and shall provide students with disabilities equal access to all aspects of the educational program.

Further, LPA will comply with all state and federal laws related to the provision of special education instruction and related services. The School shall not discriminate against any student with a disability in the admissions process or any other aspect of School operations. Additionally, the School will ensure that appropriate accommodations and equipment are provided to eligible students. IDEA 2004 requires that all individuals, ages 3–21, in public and private schools, who may need special education and related services, shall be identified, evaluated and served. In accordance with these requirements, LPA will identify, evaluate and serve eligible enrolled students.

LPA has implemented the GaDOE’s Student Achievement Pyramid of Intervention in the general education classroom to align appropriate assessment with purposeful instruction for all students. Some classrooms may have an additional teacher to provide direct instructional services to support students in the classroom. LPA has a Student Support Team (SST) in accordance with State guidelines and DeKalb County Board of Education policies. The School will also utilize all DCSD SST Forms when working with students. When a student goes through the SST process and fails to make adequate academic progress after the implementation of Tiers 1, 2 and 3 interventions and instruction, the student will be referred for Special Education testing (Tier 4). The student’s parents or guardians and other adults who may be effective in working with the student will continue to be involved in the assessment and identification process for Special Education services. All staff members, inclusive of contractors, who may provide services to students identified as special needs will be certified as special education teachers or professionals.

Incoming students with an IEP will have their IEP reviewed within 30 days to determine how best to meet their needs. After the review, including observation of the student in the LPA environment, the IEP may be modified in order to provide appropriate interventions and supports based upon state and federal guidelines. Similarly, all incoming students who may need special education services will be evaluated in a timely manner to determine appropriate staffing. All students will be provided with a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Parents/guardians will participate in this process and have all rights consistent with IDEA 2004. The process used to appropriately place students who are eligible for Special Education services is as follows:

- A meeting of the A&AT is called to determine a student’s eligibility
- If the student is eligible for services, an IEP meeting is held and the IEP is developed
- At least once a year, but more often if necessary, the IEP is reviewed and updated to reflect interventions and supports that meet the student’s current needs
- At least every three years a re-evaluation meeting is held to determine if continuation of Special Education Services is required

- If required, the re-evaluation may consist of a complete psychological-education evaluation
- If continued services are required, the IEP is updated and the student continues to receive special education services
- If the re-evaluation determines that the student no longer requires special education services, he or she is dismissed from Special Education

Once a student's IEP is established, LPA will provide the appropriate interventions and supports both directly and under contract with outside providers, or arrange for the provision of said services with assistance from DCSD. LPA works specifically under the DCSD Charter Guidelines for Special Education and Wrap-Around Services. LPA takes responsibility for the delivery of special education services by working with its Special Education and classroom teachers to integrate all IEP interventions and supports into the general education classroom. All special education interventions and supports will be delivered in the timeline outlined in the IEP and a co-teaching model will be used to provide direct instructional services and support to students with disabilities in the general education classroom. All transition and assistive technology needs, as identified in the IEP, will be provided to students.

LPA will employ highly qualified special education teachers to ensure compliance with IDEA 2004 Rules and Regulations. LPA will also contract for services with related personnel, including school psychologists, school social workers, and other personnel who meet the required regulations from the DCSD. The forms utilized in the identification and placement for special education students will be the forms authorized by the DCSD that are available on "TieNet." LPA will utilize the TieNet system to record all required Special Education information.

LPA shall comply with the treatment of Special Education records pursuant with all procedures and guidelines in the Federal Regulations for IDEA 2004 including, but not limited to: access rights, record of access, records on more than one person, list of types and locations of educational records, fees, amendment of records at parents' request, opportunity for a hearing to challenge records hearing results in finding of violation, finding of no confidentiality safeguards, and destruction of information.

Teachers, social workers, parents, licensed physicians, registered nurses, or representatives of related agencies may refer a student suspected of having a disability. IDEA (2004) identifies certain categories under which a student may become eligible for services. These disabilities are defined as: Autism spectrum disorder, deaf-blind, deaf/hard of hearing, emotional and behavioral disorder, intellectual disability (mild, moderate, severe, profound), orthopedic impairment, other health impairment, significant developmental delay, specific learning disability, speech-language impairment, traumatic brain injury, visual impairment. When a referral is received, LPA will notify the parents in writing and must receive parental consent to conduct an evaluation.

LPA will follow all procedures that are outlined in the DCSD document "Your Rights as Parents Regarding Special Education" (Revised 2007). LPA will follow the mandated procedures relating to parental consent for initial evaluation. Parental consent must be received prior to initiating the evaluation process. Parents/guardians will be kept informed throughout the process and will be invited to attend any meetings concerning their students. Parents/guardians will have the right to refuse evaluation and placement in any program. When there is a difference of opinion related to any part of the referral/placement process, all efforts will be made to reach a satisfactory agreement regarding an arrangement that will benefit the student.

Additionally, LPA shall develop a Section 504 support team in accordance with state guidelines and DeKalb County Board of Education policies. The School will utilize DCSD 504 Forms when working

with students. The School's staff will: (i) be trained to handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and DeKalb County Board of Education policies including the DCSD's Student Code of Conduct; and (ii) participate in workshops, in-service and/or trainings offered by the District. Through regular reporting and coordination of services with DCSD, the School will notify the DCSD's Director of Charter Schools of any complaints made by a parent/guardian or student concerning Section 504 and/or IDEA 2004, furnish a copy of the complaint, and cooperate fully with the DCSD on any investigation, defense and resolution of such complaint.

All special education students will receive instruction based on the core curriculum and will have the same opportunity, as other neuro-typical students, to participate in all extended learning activities which include, but are not limited, to the following: early morning tutorials, after school tutorials, Saturday programs, and web-based activities. The A&AT will intentionally monitor Special Education students to ensure they are accessing curricula content that improves their skills. In the event that they are at-risk of not accessing curricula content, the A&AT will convene an IEP/BIP/504 meeting, within 14 days, to development a plan or action.

Question 13: Describe the methods and strategies by which the school will serve English Language Learners (ELLs), including:

Educational Services for English Language Learners. LPA expects to have a small number of students who speak a language other than English enrolled at the School. The School believes that having fluency in multiple languages, including English, is critical to 21st Century success. The English Language Learners (ELLs) program shall ensure that every student assessed as an ELL masters written and spoken English. We encourage families to assist students with retaining and building fluency and literacy in their home language as well.

LPA administers the Home Language Survey upon a student's initial enrollment at the School. All students indicating that their home language is one other than English will be screened using the W-APT to determine which services will be most appropriate for them. LPA will make every effort to employ a teacher who has an ESOL endorsement. Additionally, ELLs will be assessed annually using the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) to evaluate their proficiency in the following areas of English: listening, speaking, reading and writing abilities. The assessment will be given at least annually between July 1 and September 30 until each student is designated as English proficient. The School will use multiple criteria for determining whether to reclassify a student as English proficient and include the following: (i) assessment results from ACCESS for ELLs (ii) staff determination that the student is able to access curricula in English at or above native English speakers, (iii) school and teachers evaluations/assessments that demonstrate that the student has mastered grade level standards; and (iv) parental opinion and consultation.

ELLs will have full access to the School's educational program and will receive most of their English Language Development (ELD) program throughout the school day. ELLs will have ELD goals, activities and lessons integrated into their overall academic learning. LPA will have trained staff to ensure that ELLs are meeting their ELD goals, achieving mastery of standards, and are able to fully access core courses content. With the appropriate help and support provided as needed, ELLs at LPA will be expected to meet state standards in all academic and non-academic areas of the program.

Each classroom will be designed for differentiated instruction and to facilitate a number of instructional methods including project based learning. The physical setting and layout of classrooms will provide for as much flexibility as possible by devoting areas within the classroom for individual, small, and large group purposes. Instructional methods and materials allow students to work concretely with many concepts (especially geometry, arithmetic, and geography) while acquiring the English vocabulary to

communicate those concepts. The on-going collaboration between students and their teachers offers almost continuous opportunities to hear and speak English. The non-competitive school environment and low student-teacher ratio support the ELLs in trying to communicate in a new language. In addition, the School understands that effective English Language Development requires:

- Systematic and explicit instruction in ELD standards specific to the student's English proficiency level and based on results of diagnostic assessments.
- Sheltered English Instruction Strategies used throughout the entire program such as: low affective filter, contextual clues, multisensory experiences, use of visuals and examples, frequent comprehension checks, use of informal formative assessments, use of multiple summative assessments, appropriate lesson design with scaffolding, vocabulary emphasis, pre and post reading/writing tests, grouping, modeling, tapping prior knowledge, pacing, and content-driven assignments.
- Opportunities to practice and use the English language in authentic and challenging tasks, wherein students get the opportunity to apply and practice their ELD lessons using Academic English and doing rigorous work.

ELLs who do not make the minimum expected growth of one level per year on the ACCESS will be referred to the SST process. Language development will be tracked and monitored. ELLs will have access to the same interventions described above for all other students. ELLs will have fair and equal access to all extracurricular activities at LPA. Students not making adequate progress on their individualized ELD goals will receive the appropriate Tier 1, 2, 3 or 4 interventions. The School will meet all applicable legal requirements for ELLs related to annual notification to parents, student identification, placement, program options, reclassification of fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School will implement policies to assure proper placement, evaluation and communication regarding ELLs and the rights of students and parents.

All ELLs will receive instruction based on the core curriculum and will have the same opportunity as all other students to participate in all extended learning activities which include, but are not limited, to the following: early morning tutorials, after school tutorials, Saturday programs, and web-based activities. The A&AT will intentionally monitor ELLs to ensure they are accessing curricula content that improves their skills. In the event that they are at-risk of not accessing curricula content, the A&AT will convene a meeting within 14 days of discovery to develop a plan of action.

Question 14: Include a provision in the petition stating that the charter school will comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA.

Charter School Compliance. LPA will continue to comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA, revised 2004.

DCSD Charters are required to do the following:

- Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies and use DCSD forms for SST.
- Establish a Section 504 team in accordance with state guidelines and local school board policies and use DCSD forms for Section 504.

- Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies including the Code of Student Conduct.
- Participate in workshops, in-service and/or trainings offered by DCSD for persons serving as SST/Section 504 chairpersons and Exceptional Children staff.
- Comply with Section 504 by providing the appropriate accommodations and equipment.
- Immediately notify the DCSD Director of Charter Schools upon receipt of a complaint made by a parent/guardian or student concerning Section 504 and/or Individuals with Disabilities in Education Act, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.
- Hire or contract certified special education teachers to provide services to eligible students.

The DCSD will:

- Provide professional development training for the SST.
- Provide professional development training for the Section 504 team.
- As appropriate, provide technical/consultative assistance when requested by the charter school.
- Conduct Compliance Reviews of all charter schools to ensure that students with disabilities are provided a free and appropriate public education.

Question 15: Supplemental Education Services. Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind.

Supplemental Education Services. LPA shall follow all district, state, and federal guidelines regarding the provision of Supplemental Education Services when required to provide these services. The AA&T uses a variety of data sources to identify students in need of remedial instruction. Some of the data sources include past performance on the CRCT tests, ASSESS tests, ITBS test, STAR Reading and STAR Math, and other benchmark assessments. Students who are identified as needing additional support attend tutorial sessions at the beginning of the school day, after school and on Saturdays. LPA uses Scholastic's research based program After the School Bell to provide targeted support to students. An individual learning plan (ILP) is developed for each student and monitored by the homeroom teacher. Parents are provided with updates during the issuance of students' progress reports. The ILP is modified as students' progress through the plan.

Question 16: Remediation Services. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction. These services should be provided pursuant to SBOE Rule 160-4-5-.01 and NCLB.

Remediation Services. Remediation Education Services are required to be provided pursuant to SBOE rule 160-4-5-.01 for students in grades 6 – 12. Remedial Education Services will be provided if:

- The student has been through the formal SST process as specified in Rule 160-4-2-.32 and the SST has documented evidence to support the placement in remedial education
- The student is receiving services under Part A of Chapter 1 of Title 1 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001
- The student has failed either a language arts or a mathematics course in grades 6-8
- The student has been recommended by the teacher who has documented any of the following student information: (i) Low performance in reading; (ii) Low performance in mathematics; and (ii) Inability to verbally express ideas or to write or dictate a meaningful sentence
- Current standardized test information in the student file indicates the student has a score at or below the 25th percentile in reading, writing, or mathematics
- For participation in middle school remediation programs, the most recent Criterion Referenced Competency Tests (CRCT) scores indicate the student has a score in the “Does Not Meet” category in reading, or English/language arts, or mathematics. In future years, the Georgia Milestone Assessment System (GMAS) will be used to determine eligibility

Student remediation may be accomplished through additional instructional time in identified academic area(s) of need, by any or all of the following methods (based upon the availability of funding): assigning a teacher to provide support to a targeted group of students reducing class size to provide intensive instruction and remediation, providing before and/or after school tutorial assistance, and/or assigning specific on-line instruction to remediate the identified areas.

V. PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

Question 17: Please list and describe in detail specific performance-based goals and measurable objectives related to state and federal assessment standards.

Performance Based Goals and Objectives. The overarching educational goals for which LPA will be held accountable center on leadership development, character building, and academic proficiency. While the concept and understandings of leading and leadership differ widely, we define leader, taken from the work of Howard Gardner, simply as, “one who influences the thoughts, feelings, and behaviors of others.” The leadership concepts, understandings, and experience opportunities in the four areas of: Self Knowledge, Knowledge of Others, Knowledge of Leadership Skills, Knowledge of Contexts and Situations are embedded within CCGPS and GPS core content courses in all grades.

LPA’s goals consist of critical components of the School’s mission and organization that relate to students, staff, parents, demonstration of leadership proficiencies, and demonstration of achievement of skills in reading, writing, math, science, and social studies state assessments.

Academic Goals:

Goal 1. LPA will meet all targets required by the CCRPI and Beating the Odds goals, as defined by Georgia state requirements and the State’s waiver for No Child Left Behind. This goal will be subject to any amendment, waiver or reauthorization thereof during the term of the charter.

Measure 1: During each year of the charter term, LPA will meet or exceed all State Performance Targets and all other statewide accountability measures as established by the Georgia Department of Education for all content areas of the Georgia Milestone Assessment System.

Measure 2: During each year of the charter term, using the baseline data/test scores of the Georgia Milestone Assessment System from the 2014-2015 school year, LPA will increase the percentage of students who exceed the standards in each content area of the assessment by 2%.

Measure 3: Teachers employed at LPA will have at least one endorsement in Reading or Mathematics.

Measure 4: 100% of the teachers employed at LPA will obtain Gifted Certification by the third year of the renewal charter term.

Goal 2: LPA will demonstrate proficiency and improvement on national norm referenced assessments.

Measure 1: From baseline data gathered from norm referenced tests administered during the 2014-2015 school year, LPA will increase the percentage of students who score at or above the 50th percentile by 2% each year of the charter.

Goal 3: In each year of the charter 100% of the students in grades K-8 will complete an electronic Leadership Portfolio that will document satisfactory completion of at least 80% of the objectives of the Leadership Curriculum for their specific grade level. In each year of the

charter, students will improve their satisfactory completion rate by at least 3%, or until they have demonstrated mastery of the objectives (i.e., reached a rate of 90% or more).

Measure 1: In each year of the charter 100% of students will complete personal inventories of interests, skills, and leadership potential.

Measure 2: In each year of the charter, at least 85% of students will participate in at least one leadership activity at school, at home, or in the community each semester. By the final year of the charter at least 97% of students will participate in at least one leadership activity at school, at home, or in the community.

Measure 3: In each year of the charter 100% of students will partner with parents and teachers to set individual learning goals for each core curricular area as documented in their Individualized Learning Plan: ELA/reading, mathematics, social studies, and science.

Goal 4: LPA will implement programs and procedures that will lead to state STEM Certification by year 3 of the renewal term of the charter.

Measure 1: Teachers employed at LPA will participate in ongoing STEM professional development. Evidence of implementation will be reflected in classroom instruction and lesson plans.

Measure 2: 100% of LPA students will participate in STEM enrichment activities during the school day and in STEM related activities outside of the school day. Students will provide evidence of their participation in STEM-related extra-curricular activities on their Individual Learning Plan.

Organizational Goals

Goal 5: LPA shall be economically sustainable.

Measure 1: Each year, LPA will operate in a fiscally sound manner as measured by an annual audit conducted by an external auditing firm.

Measure 2: The actual and proposed budgets developed at LPA will demonstrate an effective allocation of all resources.

Measure 3: The five year cash flow projection sheets will demonstrate that LPA maintains adequate reserves.

Measure 4: LPA will meet Generally Accepted Accounting Practices as demonstrated by internal and external, annual audit reports.

Goal 6: LPA shall ensure that all Governance Board Members receive effective training.

Measure 1: All Governance Board Members will participate in at least 20 hours of training annually.

Measure 2: All Governance Board Members will sign a Code of Ethics at the beginning of each academic year.

Goal 7: LPA promotes a positive school experience that engages students, parents and teachers.

Measure 1: Each year, at least 90% of the students will indicate that they are at least “satisfied” with the overall school experience as measured by an annual survey.

Measure 2: Each year, at least 90% of parents will indicate that they are at least “satisfied” with the overall quality of their child’s education as measured by an annual survey.

Measure 3: Each year, at least 90% of the teachers will indicate that they are at least “satisfied” with the overall quality of their job as measured by an annual survey.

VI. DESCRIPTION OF ASSESSMENT METHODS

Question 18: Student Performance Data, Measures of Student Improvement, Monitoring, and Assessment Calendar. Charter Schools are mandated by Georgia statute to participate in the administration of state assessments. DeKalb County may require assessments beyond those required by the state. Materials for these assessments are provided by the state. Materials for DCSD Required Assessments, are provided by the District.

- a. What assessments will the School administer to obtain student performance data for each student?

Classroom, district and state assessment are administered to provide a process to verify student proficiency in CCGPS and GPS. LPA will utilize a variety of assessment types and techniques to measure students' progress towards state standards.

School-wide Assessments – LPA will administer the STAR Reading and STAR Math as its universal screener and progress monitoring tool. The purpose of the STAR assessments is to provide information to teachers about student growth and achievement. The STAR assessments provide estimates of students' skills and comparisons of students' abilities to national norms. Each is intended to aid with developing student instruction by providing feedback about student, classroom, and grade level progress. The data gathered from the STAR assessments will assist teachers in determining the instructional level that students are performing on and it will provide teachers with suggested instructional strategies to assist in planning for instruction. The STAR assessments will be used to monitor student growth throughout the year and will be administered three times each year: fall, winter, and spring.

In addition to the STAR assessments, LPA will use the ACUITY Assessment system in grades 3-8. The ACUITY benchmark assessment system is a unique integration of assessments, reports, and instructional resources that will help teachers gauge student performance and deliver targeted classroom instruction. The data collected from these systems will be imported into each student's ILP and used throughout the year to track progress and in teacher/parent/student conferences.

District and State-Based Assessments – All DCSD and state-mandated tests and assessments will be used to obtain academic performance data for each student. The Georgia Milestone Assessment System (GMAS), Iowa Test of Basic Skills (ITBS), Georgia Kindergarten Inventory of Developing Skills (GKIDS), Cognitive Abilities Test (CogAT), and the Georgia Writing Assessment (GWA) will be used each year to measure the percentage of students' meeting grade level expectations in Reading, English Language Arts, Mathematics, Science and Social Studies.

These assessments will be administered according to the published testing calendar for DCSD. The ITBS and CogAT will be utilized contingent upon funding availability. The ACCESS test in Reading, Writing, Speaking and Listening will be administered to English Language Learners (ELL) in each grade level. The Georgia Alternate Assessments (GAA) in Reading, English, Mathematics, Science, and Social Studies will be administered to appropriate Special Education students in grades K-8.

Classroom-Based Assessments – These assessments are curriculum based and provide teachers and specialists with immediate feedback regarding the level of students' understanding and their progress toward goals. Classroom-based assessments include a variety of measures (formal and informal) such as unit tests, chapter tests, performance tasks, products, portfolios, written work, rubrics and observation checklists.

b. Describe how the school will obtain baseline achievement data.

During the first few weeks of school, the A&AT will administer a series of the benchmark assessments using the STAR and ACUITY assessments, plus teacher observations for all students with respect to core subjects as well as students' social/emotional well-being to establish current levels of achievement. Student achievement data will also be reviewed (where available) through the State's Longitudinal Data System (LDS) and from standardized test results administered at private schools to document student achievement. The results from these assessments will serve as the School's baseline student achievement data which will be used to determine students' strengths and weaknesses in reading and mathematics.

It will also be used to: communicate expectations for learning to students, teachers and families; determine whether the student can perform the learning objective under naturally occurring situations and if so, to what extent; determine student grouping and placement for instruction; determine what content needs to be taught (inform overall instructional plan); inform the development of each students' ILP goals and objectives; monitor and measure student progress; predict subsequent student performance; and serve as the basis for measuring the attainment of the academic goals and objectives stated in the charter petition. The A&AT will provide the results of the baseline assessments to the DCSD no later than November 15 of each school year.

c. Describe how the school will benchmark student growth.

To monitor student growth throughout the year as well as identify specific areas in which individual students might need intervention, the A&AT will administer the STAR benchmark assessments three times per year – fall, winter and spring. The data revealed in the Student Growth Percentile (SGP) after each assessment period will provide teachers with a snapshot of whether their students' academic progress is more or less than what was expected during a specific period of time. In other words, teachers will be able to determine how students performed over time relative to their peers (for example, How has Johnny improved?) versus just knowing the traditional point-in-time achievement data (for example, Johnny scored at the "Meets Standards" for reading).

The individual SGP reports will be used at the grade level team meetings to discuss: (i) whether students grew more or less than academically when compared to similar students; (ii) whether students are growing as much in math as in reading; (iii) whether students showed as much growth this year as they did compared to last year; (iv) what levels of growth is necessary for students to reach or exceed proficiency; and (v) did students grow sufficiently towards meeting state standards and college and career ready goals. These discussions help teachers to better focus on instruction and support the use of student data for individualize instructional planning and progress monitoring for specific students. Additionally, the STAR Reading Assessment will incorporate Lexile Measures to determine students' reading ability.

As a result, teachers will have a clear understanding of which CCGPS and GPS standards students have mastered and will be able to plan appropriate intervention and acceleration as needed. Results from the STAR assessments administered in the spring will give teachers a picture of each student's overall growth from the beginning of the school year to the end. LPA will also administer pre- and post-assessments for DCSD-developed Student Learning Objectives (SLOs) for non-tested subjects.

d. Describe plans to formally and informally assess student performance in the core academic areas.

James Popham (2011)²⁴ states the case for formative assessments that gathers evidence in a variety of ways moving from “traditional written tests to a wide range of informal assessment procedures.” Students at LPA will be assessed in the required areas of English Language Arts/Reading, Mathematics, Social Studies, and Science on a regular basis. Assessments will consist of diagnostic, formative, and summative assessments. These assessments may be both formal and informal to gauge student performance in core academic areas. However, the most powerful assessment a teacher uses are his or her own informal and ongoing assessments.

Diagnostic pre-tests (formative assessments) will be administered in the core content areas, i.e., Reading/English Language Arts, Mathematics, Social studies, and Science and will be used to measure the preparedness of students in the subject area and to provide guidance in selecting instructional strategies and activities for units of study, project based learning, and the subject area in general. Students will be expected to utilize previous knowledge to predict rational answers to the pre-test questions. Post-tests (summative assessments) will be administered at the end of units of study to assess student learning outcomes. With post-tests, students will be expected to answer more questions correctly based on an increase in knowledge and understanding. The pre/post-test assessment design will be a valuable diagnostic tool for more effective teaching and will measure the amount of learning a student has acquired in a specific subject.

Informal assessments identify the strengths and needs of individual students without regard to grade or age norms and can easily be done without interfering with instructional time. Teachers use a combination of structured and unstructured informal assessments to complement and balance the formal assessments. Sponge activities, choral responses, exit tickets, and individual student responses via Activotes will occur on a daily basis to track the on-going progress of students and to give the teacher an opportunity to check for understanding and to adjust the lesson accordingly in order to provide support for student learning.

Unstructured informal assessments such as teacher observations, checklists, and portfolios, journaling, work sampling, parent/guardian consultations, logs, games, writing samples, storytelling, and brainstorming will be used to inform instruction. Structured informal assessments may include: student checklists for each subject area, social-emotional skills inventory checklist, structured student interviews, work sampling, cloze tests to check reading comprehension, student self-reporting questionnaires, and miscue analysis to check reading fluency.

To ensure fidelity with all of the assessments, teachers and staff will receive ongoing professional development to prepare them to administer assessments, build their knowledge base, and acquire the skills necessary to analyze student data to make informed instructional decisions. The use of student achievement information derived from the various assessments will always connect to the overall school goals and center on developing academically, socially, emotionally, and intellectually prepared students.

e. Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.

LPA has developed an A&AT to monitor the administration of appropriate assessments to measure students' academic growth and mastery of standards against benchmarks. The A&AT is comprised of the Academic Coach, the Chief Learning Officer, Chief Academic Officer, and selected classroom and gifted teachers. They will administer and collect student achievement data for review and analysis to gain a

²⁴ Popham, James. (2011). *Transformative Assessment in Action: An Inside Look at Applying the Process*. Alexandria, VA: ASCD.

broader, deeper perspective of student knowledge and skills levels. The A&AT will also review student portfolios, teacher observations, parent/guardian consultations, student journaling, student checklists for each subject area, social-emotional skills inventory checklist, work sampling, etc. All these sources of information will yield a comprehensive quantitative and qualitative data profile for each student.

Research tells us that many schools experience disconnectedness between collecting and analyzing student data and responding to what the data is saying. The A&AT aims to bridge this gap and its student achievement data analysis will not only determine how much each student knows but will demonstrate the nature of his or her knowledge and understanding as well as identify patterns of strengths and needs in order to help each student learn. To this end, the A&AT will assist teachers in the understanding and use of data to inform instruction to assure: individual student achievement, instructional support for teachers, and the ongoing review of student's learning to diagnose their educational strengths and needs.

The A&AT works with teachers to implement the School's data driven instruction process to make teaching more systematic and effective and develop instructional plans based on assessment information relevant to the desired learning outcomes for students. Within this process, teachers will learn to analyze achievement test results and other types of data to make decisions to improve student success. Given the importance of re-teaching and differentiation strategies, members of A&AT will be trained in the use of a variety of assessment tools and will serve as instructional coaches to assist teachers in using data to inform instruction. Annually, the A&AT will determine appropriate training and support for teachers for improving their knowledge and skills in data analysis and interpretation.

The A&AT works with teachers to address the needs of individual students by examining student work and assessments and assisting with the development of re-teaching strategies for gifted and struggling students to meet learning expectations set in the CCGPS and GPS. Student assessments are used to determine their present levels of achievement, improve classroom instruction, improve the overall school program and determine intervention and acceleration strategies for individual students or groups of students. The A&AT disaggregates the data collected from the STAR, ACUITY and summative assessments to determine students' grade level progress toward meeting state standards.

Teachers meet by grade levels and departments to review students' ILPs monthly. Students who have been determined to be most at risk (Tiers 2 and 3) are monitored more frequently with appropriate intervention to address weaknesses. Using each student's ILP, teachers will have current performance assessment data and will be able to make appropriate adjustments in the instructional program. The teachers in their professional learning communities will be guided by a member of the A&AT to make appropriate adjustments in their instructional program to ensure student growth and content mastery.

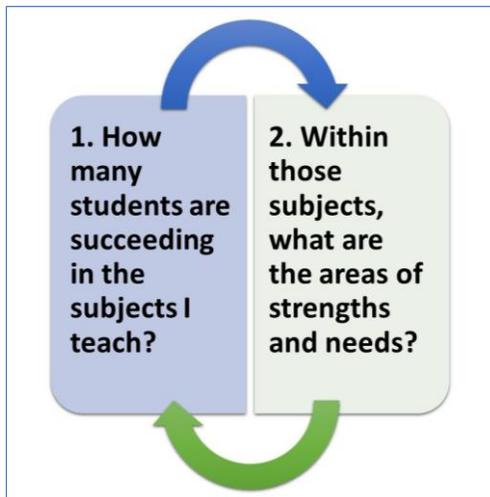
LPA recognizes the importance of parental involvement in student academic achievement and will provide parents/guardians with a bi-weekly record of progress for each student through the push notification element of the Infinite Campus system. If a student is having difficulty meeting achievement goals, their ILP will be revised to provide that student with additional instructional time through one of the many safety nets offered at LPA. Parents may schedule teacher conferences to discuss student progress as needed.

- f. Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.

Research has shown that using student achievement data to make instructional decisions can lead to improved student performance. LPA provides supports that foster a data-driven culture, strengthen collaborative professional learning, help teacher teams analyze student work, and use achievement data

analysis to improve instruction. As a result, teachers collaborate regularly to plan and implement standards-based lessons.

For each of the nine-weeks marking period, teachers use interim assessments to adjust instruction to meet both the enrichment needs of high-achieving students and the intervention needs of struggling students. The A&AT always asks the following question of teachers, “Which data, well analyzed, can help improve teaching and learning?” because teachers’ use of data has the most direct impact on student performance; and, it also give the team answers to two key questions: (1) How many students are succeeding in the subjects I teach? (2) Within those subjects what are the areas of strengths and needs?



The answers to these two questions then sets the stage for targeted, collaborative efforts among and between teachers, coaches, and members of the A&AT. The answer to question 1 allows the A&AT and teachers to set annual improvement goals, e.g., increasing the percentage of 5th graders passing the writing assessment from 78% in 2011 to 83% in 2012.

After setting the goal(s) related to question 1, the A&AT and the teachers can now turn to the second question. Once the A&AT has identified the areas of strengths and needs, they will begin the real work of instructional improvement, which entails participating in a collaborative effort to share, produce, test, and refine lessons and strategies targeted to the areas of need, where the most effective instruction will make the greatest difference for students.

Guided by the A&AT, teachers use assessment results and student work samples to identify and address learning difficulties and academic needs. Teachers regularly incorporate information from multiple data sources to better understand and appropriately adjust their classroom practices to meet the unique needs of individual students. In conjunction with the A&AT, teachers identify instructional supports that provide a scaffold to strengthen students’ skill progression and bring them closer to proficiency.

Teachers meet weekly to analyze, interpret, and use student assessment data to adjust instruction and plan lessons. A member of the A&AT will participate in teacher planning meetings and observe classroom instruction to assess the effectiveness of the instructional strategies determined from data analysis and will provide feedback for improvement. Frequent monitoring of formal and informal assessments will be used to address students’ specific learning needs. The A&AT will take care to balance its data analysis efforts and keep its primary purpose on: improving instruction to achieve greater student success. On a regular basis, teachers will share the testing results with students individually and collectively and teach students how to examine their own data and to set learning goals each nine-week period.

The A&AT will be responsible for updating the data room that houses the School’s charter performance goals and objectives as well as all student assessment and achievement data. The data room will contain school-wide performance data from past CRCTs, ITBS, and STAR and ACUITY assessments. A drill down of this data will yield information that will be used to ensure sustained academic achievement for all students. Each teacher will maintain a Data Dashboard (see Appendix 1C: Student Data Dashboard) through LPA’s internal Wiggio Group that displays performance indicators for each student with a quantitative analysis of what standards each student is achieving. The Data Dashboard will allow for a quick overview of student progress and the support provided for each student’s success. The A&AT will also be responsible for monitoring each teacher’s Student Data Dashboard.

- g. Provide a statement that the charter school will administer all state assessments in accordance with the DCSD testing

calendar.

LPA will administer all state assessments in accordance with the DCSD testing calendar. See Appendix 1B: School Annual Calendar.

- h. Charter schools, at their own expense, may implement additional assessments. If students will participate in charter initiated assessment programs, please describe these programs in detail.

LPA does not plan to initiate or implement any additional norm-referenced tests or summative assessment tests beyond the requirements of the DCSD and the GaDOE.

Question 19: Required Accountability Provisions and Assessment Guidelines.

- a. Describe how the charter school shall comply with the accountability provisions of O.C.G.A. §20-14-30 through §20-14-41 and federal accountability requirements.

The School shall comply with the accountability provisions of O.C.G.A. §20-14-30 through §20-14-41 and federal accountability requirements and the Governance Board shall cause the School to prepare an Annual School-wide Accountability Report for stakeholder dissemination. LPA believes that the School must set standards and goals for students according to the charter, measure students' progress towards those goals, and report its results publicly in order for said transparency to be possible and meaningful. The School will follow national best practices for creating its accountability plan to crystallize the process, thus laying the foundation for the renewal of the charter. The proposed sections of the School's accountability report may include information on: student performance, charter goals and objectives, operations, and continuous improvement.

- b. Describe how the charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment.

LPA staff will continue to attend all DCSD and GaDOE trainings (webinars, workshops, etc.) related to understanding and implementing the guidelines and procedures related to assessments as outlined in the State Assessment Handbook and the State Accommodations Manual as well as any other state and local guidance training on assessments. Trained school staff will keep all training and guidance materials current and will train, at least, two other staff members to ensure that someone is always available to carry out, in a timely fashion, all necessary policies and procedures related to mandatory student assessment.

- c. Describe how staff from the charter school will attend required test administration training held by DCSD

The School shall continue to follow DCSD's assessment calendar and the School's Academic Coach will coordinate all tests with DCSD for each school year during the term of the charter. The Chief Academic Officer will ensure that the School complies with all testing standards and requirements of the GaDOE as outlined in the Georgia Student Assessment Program Student Assessment Handbook and disseminate said information to all faculty and staff who are required to attend test administration training held by DCSD.

VII. DESCRIPTION OF SCHOOL OPERATIONS

Question 20: Attendance Zone. Please describe or provide a map which indicates your targeted attendance zone.

Attendance Zone. LPA is located in Lithonia, Georgia, and is part of the DCSD. The School's attendance zone is the entire DeKalb County area, established pursuant to O.C.G.A. §20-2-2062.

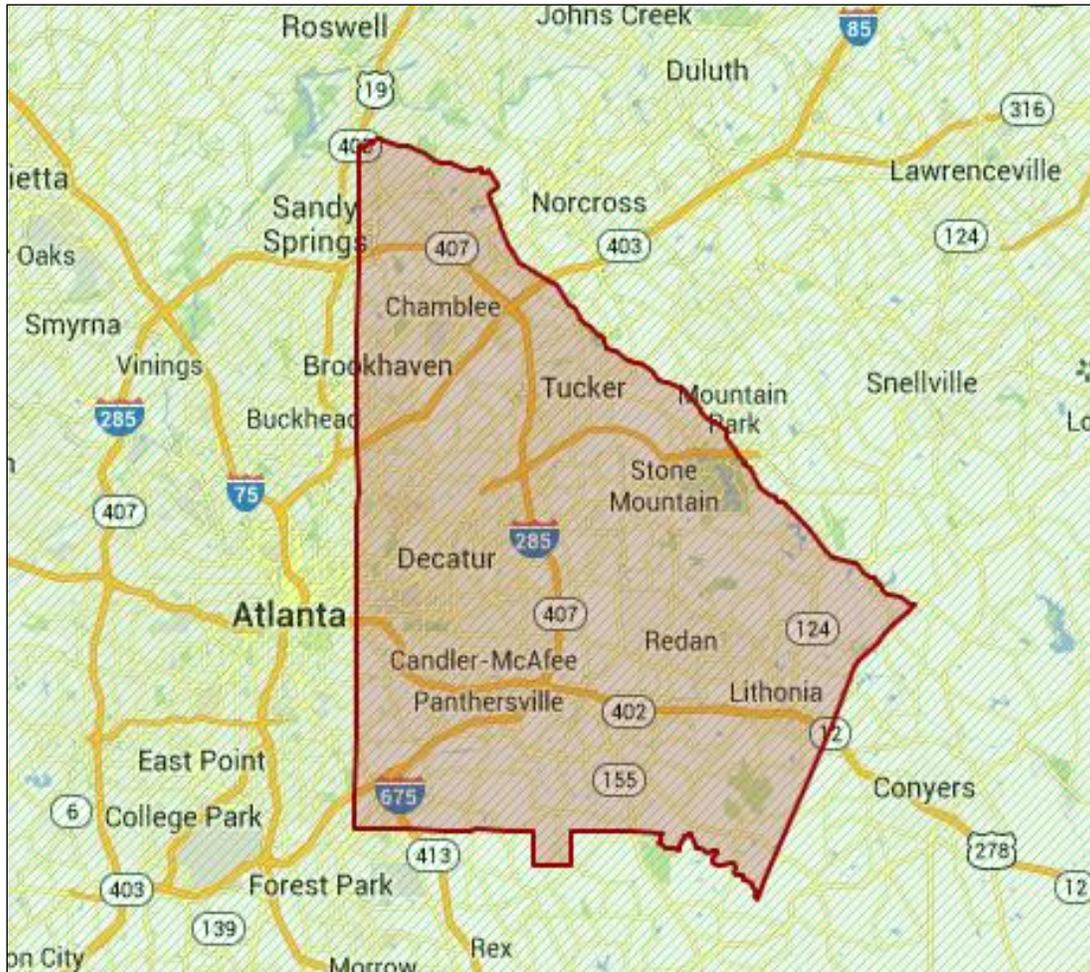


Figure 9: School Attendance Zone – DeKalb County, GA

Question 21: School Calendar and Schedule.

- a. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.

Appendix 1B: School's Annual Calendar

Appendix 1A: School's Daily Schedule

- b. Provide a statement that the charter school may not open except at the beginning of each school year. The petition may provide that the charter school may start out the school year at an earlier or later date than other public schools in the DeKalb County School System. However, the charter school's school year must begin no more than two weeks before or two weeks after the beginning of the DeKalb County School District's school year.

LPA may not open the School except at the beginning of each school year. However, as provided for in the statement above, the School shall begin one week prior to the start of the DCSD's school calendar. Students attending LPA will attend school for a total of 185 days and teachers will have a contract for 195 days.

Question 22: Admissions, Enrollment and Withdrawal

- a. Please include an enrollment application in the appendix.

Appendix 3A: Student Registration Form

Appendix 3B: Enrollment Application Packet

- b. Describe application and enrollment periods and procedures.

LPA utilizes the enrollment priorities pursuant to O.C.G.A § 20-2- 2066(a)(1). Enrollment preference will be given to applicants in order of priority: (i) a sibling of a student enrolled in the School; (ii) a sibling enrolled in another local school designated in the charter; (iii) a student whose parent or guardian is a member of the Governance Board of the charter school or is a full-time teacher, professional or other employee at the charter school; and (iv) a student matriculating from a local school designated in the charter. LPA conducts school-wide re-enrollment for each school year. The following is a step by step description of LPA's student registration and enrollment process:

- School-wide re-enrollment is held from February to March. During this time, the School will also accept enrollment applications from students in order of the enrollment preferences listed above.
- At the close of the re-enrollment process, the School will verify that all information provided is accurate and confirm each student's enrollment within seven days.
- The School then determines the number of unfilled seats it has open in each grade and announces open enrollment for those seats. Open enrollment occurs during the first two weeks of April and is open to all residents of DeKalb County, including students on the waiting list.
- At the close of the open enrollment period:
 - The School will verify each student's registration information and determine the number of students registered at each grade level within seven days of the close of open enrollment.
 - If there are more student registrations than open seats in any grade level, then the School will hold a lottery for those open seats.
- If a lottery is not held, then the students whose registration information has been verified will be invited to complete an enrollment application and turn it in to the School within two weeks. Following this two-week period, the School will accept applications for open seats on a first-come, first-serve basis until all seats are filled. After all seats are filled, a new waiting list will be created.
- If a lottery is held, then the students selected in the lottery who do not complete their enrollment application within a two week period after their selection will forfeit their seat, and the students on the wait list will be invited to submit an enrollment application.

- Students will be considered enrolled at the School upon receipt of the enrollment application with all supporting documents. The School will provide confirmation to students and their families, including an electronic copy of the charter agreement.

The following documents are required along with the completed enrollment application for students to enroll at the School: official birth certificate; proof of residence of parent or legal guardian; child's immunization records and health screening (Forms 3231 and 3300); child's records from previous school (report card, school withdrawal form, discipline record); proof of legal guardianship; home language survey; and IEP (for students with disabilities only). The child's social security number on the enrollment application is optional.

- c. Describe procedures for situations if student applications for admissions exceed available space, including the following:
 - i. The precise manner in which the lottery will be conducted and by whom
 - ii. Measures to ensure that the admissions process adheres to legal requirements; and
 - iii. The procedures for wait-listing students who are not included in the first round of lottery offers.

For any grade level that has more confirmed registrations than available seats, a lottery has to be held so that each child will have an equal opportunity of being picked to attend the School. The lottery will be held no later than April 30. After the lottery is held for available seats, each additional name drawn in the lottery system will be assigned, per grade level, to an ordered waiting list. If a student from the lottery results list does not enroll (within the time allowed) or chooses not to attend the School, the first person on the ordered waiting list will be given the opportunity to register. The waiting list will be in effect for that school year only. The School's registration, admission and lottery policies and procedures will be written and disseminated to all school and community stakeholders. If the School did not receive more confirmed registrations than available seats, then registration will continue on a first-come, first-serve basis until enrollment capacity is reached. At that time, a waiting list will be started by grade level and will be in effect for that school year only.

- d. Describe the procedures for student withdrawal or transfer.

A parent, guardian, grandparent, or other person having control or charge of a child has the authority to withdraw a child from school in compliance with O.C.G.A. § 20-2-780. Such individuals who desire to withdraw or transfer their child from LPA may do so at any time, without penalty, by completing a Student Withdrawal Form at the school, in accordance with SBOE Policy 160-5-1-.28. Additionally, and as required by SBOE Policy 160-5-1-.28, when a parent, guardian, or other person withdraws a student, the School shall provide proof of the student's enrollment in another school, other LEA, private school, or home study program in order to code the reason for withdrawal.

This process will be followed to document both the withdrawal and the reason for the withdrawal. The School will follow the student withdrawal guidelines of SBOE Policy 160-5-1-.28 for individual situations contained therein. The School will complete the withdrawal process using Infinite Campus and, within 24 hours, provide to the parents/guardians with the necessary documents for registering or transferring their child to another school. Parents/guardians will also be invited to complete a Parent Satisfaction Exit Survey (see Appendix 3C). The feedback from the survey maybe be used to improve programs at the School.

- e. Please include the school's admissions policy for potential students that is equitable, non-discriminatory, and will ensure that the student populations will reflect community demographics.

It is the School's policy that no person be denied admission to the School or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity, shall not be abridged or impaired because of a person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).

Question 23: Recruitment and Diversity. Provide an outreach plan, including strategies for publicizing and recruiting prospective students that is equitable, nondiscriminatory, and will help ensure that the student population will reflect the demographics of the community you intend to serve.

Recruitment and Diversity. Our goal is to recruit and enroll students at the School who reflect the broad range of ethnic and socio-economic diversity that make up DeKalb County as well as provide authentic opportunities for families to become truly involved in the School so it forms a stable part of community. The School's student recruitment efforts will be implemented throughout DeKalb County with an emphasis in Lithonia and the surrounding communities of Stone Mountain and Decatur. The School's community outreach plan will include student recruitment strategies for reaching out to families to share information about the School, the Leadership Curriculum, STEM Education, and the enrollment process. The outreach plan activities include, but are not limited to, the following:

- Hosting community meet and greets to provide parents with more in-depth information about the School, especially in high poverty, high-need communities
- Focused calling and texting campaigns to inform harder to reach families throughout DeKalb County
- Social media campaigns targeted to community stakeholders
- Forming partnerships with community-based organizations, pre-school programs, libraries, churches and houses of worship, youth organizations, etc. to disseminate information throughout DeKalb County
- Advertisement in community publications and local media outlets throughout DeKalb County
- Providing communication materials to DeKalb County School District to include in the District's School Choice publications
- Posting and distributing flyers in high-visibility areas throughout DeKalb County
- Reaching out to community businesses to promote awareness of the School
- Reaching out to post-secondary institutions to promote awareness of the School
- Hosting information tables at local community events
- Providing information on the School's website

- Hosting information nights for prospective parents several times during the school year
- Meeting with parents/guardians and other community stakeholders one-on-one at planned school visits scheduled throughout the school year

Question 24: General Provisions Regarding Student Discipline. Please state whether or not the school intends to adopt the DeKalb County School District's Student Code of Conduct as the school's discipline policy.

- a. Provide the school's student discipline policies and procedures, setting forth student due process procedures for all disciplinary action, not just for the most serious forms of discipline such as out-of-school suspension and expulsion, in a Code of Conduct, as an Appendix item.

As required by the DCSD, the School has adopted its Student Code of Conduct and follows the rules and procedures Governance student discipline and dismissal therein, where applicable. Since LPA does not provide bus transportation, the rules regarding bus safety will not apply except when on field trips. The School will comply with all federal and state rules regarding student due process. The Student Code of Conduct will be posted on the School's website and copies will be made available to parents who do not have access to the Internet.

At LPA, discipline is defined as actions that teachers, administrators, support staff, and parents employ to teach students the essential skills necessary for academic and social success. The School will ensure a positive school culture and the dissemination of the Student Code of Conduct to express that the school community has rules and regulations and the individuals who enjoy those rights and privileges must also accept the corresponding responsibilities including respect for, and compliance with, school rules.

The School will also use Positive Behavioral Interventions and Supports (PBIS), which aligns to and reinforces the School's Leadership Curriculum and character development studies. Teachers and staff are currently being trained in PBIS, which emphasizes a school-wide system of supports that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create a safe and positive school environment. PBIS recognizes that effective school discipline is anchored in meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. PBIS involves ongoing monitoring of discipline data to ensure discipline practices are implemented in a consistent, fair and non-discriminatory manner.

The Student Code of Conduct provides a consistent set of expectations for student behavior, reinforces positive behavior and provides students with opportunities to develop appropriate social skills, outlines the interventions and consequences for students who engage in inappropriate behavior, explains the rights of students with disabilities including procedural protections when disciplinary action is taken, and describes the rights and responsibilities of all members of the school community. The Student Code of Conduct applies to actions of the students at school, at school-sponsored and school-related activities, school-sponsored travel, and for school-related misconduct. The Code of Conduct is intended to outline a range of appropriate response for inappropriate behaviors and does not attempt to specifically address every possible infraction. However, it is important to note the following:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments
- A parent's refusal to appropriately support their child's education cannot be considered misconduct on the part of the child

- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law

The Student Handbook will address dress code expectations, the use of electronic devices, bullying, cyber-bullying, intimidation and harassment, acceptable use policy for Internet and school technology resources, attendance expectations, medication policy, visitors on campus, search and seizure, classifying discipline infractions, corrective strategies, alternatives to suspension or expulsion, suspension, expulsion, appeals processes, alternative programs, and discipline for students with disabilities. As required by DCSD, the School will report daily attendance and discipline incidents using Infinite Campus.

Appendix 12A: Student Code of Conduct

Appendix 4A: Student Handbook

- b. If the school intends to require a uniform, the dress code policy should also be included.

Appendix 4B: Student Dress Code Policy

Question 25: Discipline Provisions and Students with Disabilities. Provide a description of how the charter school will meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons.

Discipline Provisions and Students with Disabilities. The Individuals with Disabilities Education Act (IDEA, 2004) mandates that each child with a disability is entitled to a Free Appropriate Public Education (FAPE), including educational services, related services, and transition services. LPA will follow the IDEA and the accompanying federal and state regulations with respect to discipline for students with disabilities. When a student with a disability is facing suspension or removal for more than 10 consecutive or cumulative days throughout the school year, the School will put measures in place to assure that the student has continued access to the general curriculum and educational opportunities.

LPA's IEP Team will also work with parents/guardians to determine if the action will cause a change in placement by conducting a Manifestation Determination Review (MDR). If the behavior was determined to be a manifestation of the student's disability, the IEP Team and the child's parents/guardians may either modify the current IEP/BIP or agree to a change of placement. If the behavior was determined not to be a manifestation of the child's disability, then disciplinary procedures applicable to students without disabilities may be applied to the student.

LPA's appeal process will provide students and their families, who feel that the intervention or consequence taken is unwarranted or excessive, with the right to ask the CLO to review the matter and to reconsider the decision. In the event that the parent/guardian wishes to appeal the CLO's decision to suspend a student or refer a student for expulsion, they must appeal in writing and send any additional evidence not available at the time of the decision to the School's Governance Board. The Governance Board will convene an independent review panel of three to five individuals to review the case to ensure that there were no factual errors in the CLO's decision to suspend/expel the student, the student was charged with the appropriate Act of Misconduct, and the length of the suspension/expulsion was commensurate with the student's misconduct. The decision of the review panel regarding the appeal shall be the final decision of the School and a copy of the decision shall be sent to all involved parties.

LPA's Student Handbook will detail the procedures for filing an appeal with LPA as well as LPA's procedures for responding to an appeal filed with them. This policy will be in writing and shall be disseminated to all LPA community members and made available upon request. Parents/guardians assume the responsibility for providing a suitable education for the student during the expulsion period. During the expulsion period, the student may be eligible for placement in an alternative education program appropriate for permanently expelled students or a strict discipline academy. Before the student is allowed to return to LPA, the CLO and the Chief Academic Officer will gather and review all appropriate information, including any information the child's parents or guardians may wish to provide, and make a placement determination, inclusive of academic intervention strategies.

Question 26: Grievance Policy. Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. The grievance policy should clearly articulate how individuals may present grievances, how those grievances will be reviewed, and who will undertake the task to review grievances, as well as the time frame for disposing of a grievance.

Staff. It is the policy of the LPA Governance Board that all certified and non-certified employees shall have the right to present and resolve complaints relating to certain matters affecting the employment relationship at the lowest organizational level possible. LPA encourages all employees to resolve complaints informally in a spirit of collegiality whenever possible. This policy is available when such efforts do not succeed or when, for any other reason, the employee desires to utilize the procedures in this policy. The CEO of the School is responsible for developing the procedures necessary for executing the policy for all staff of LPA. Further the Complaint or Grievance must be submitted in writing to the immediate supervisor of the staff member. This policy will be discussed at the beginning of each and every school year and procedures will be included in the staff handbook. See Appendix 12C for the Compliant and Grievance Procedure, including Forms for staff and timeframe for resolution of grievances.

Parents and Students. LPA's grievance procedure for students and parents allows for complaints and concerns to be addressed by phone call or a conference with the teacher. For those complaints and concerns that cannot be resolved with the teacher, the Governance Board has adopted a standard complaint resolution procedure. Additionally, LPA has a communications policy that includes the positive promotion of an environment of involvement and support for the School and its educational mission and goals. See Appendix 12C for Student and Parent Complaint Procedure and Forms and timeframe for resolution of grievances.

Public Communication Policy. LPA's Governance Board wishes to promote a positive environment in the School with an awareness of, involvement in, and support for the School and its educational mission and vision among all of its stakeholders. The Governance Board believes that a strong communications program is essential to increasing understanding of, commitment to, and advocacy for the School and its mission and goals. The Governance Board's policy is committed to: (1) keeping staff and other key stakeholders of the school informed; and (2) soliciting the input of parents, students, staff and others on programs, basic issues through appropriate channels (such as PTO, advisory council, and other community forums). LPA will provide information about the School through various channels such as newsletters, website, parent-engagement sessions, parent orientations, parent-teacher conferences, weekly news blasts, community newspapers, and community forums. The School's CEO will develop procedures for stakeholders, including parents and students to express their concerns and issues. This will be provided on the school's website, in the Student Handbook, available on-site at the school, and will be communicated annually, at the beginning of the school year (see Appendix 12C).

Question 27: Personnel. Describe a plan for organization and management of faculty, instructional staff, and other employees of the charter school. Please include a copy of the faculty handbook in the Appendix.

Personnel. The overall goal for the organization and management of staff is to provide employees with a work climate that nurtures, values, and acknowledges success. LPA's staffing plan ensures that the School has sufficient administrations, teachers, and staff with the right skills and experience to ensure successful teaching and learning (see Appendix 5A: School Organization Chart). The School emphasizes a work climate where teaching and learning is thoughtfully planned, regularly discussed, and all employees understand how their work contributes to the overall success of the School.

The major components of the School's staffing plan are: (i) a listing of all the positions required for operating the School along with job descriptions—roles and responsibilities, certifications, and knowledge, skills and competencies required; (ii) an outline of the professional development plan for all staff detailing training needs and timeline to ensure the necessary skills for each staff member; (iii) a description of the staff recruitment and hiring plan plus the School's organization chart and outside consultants that support School operations; and (iv) new employee induction/orientation including forms, policies and procedures, and expectations. The School climate also emphasizes the development of work plans and setting goals for all staff in collaboration with the Leadership Team (Chief Executive Officer, CLO, and the Chief Academic Officer) that offers opportunities for regular and frequent two-way feedback. The CLO evaluates staff using GaDOE's Teacher Keys Effectiveness System (TKES) (see Appendix 5B: Faculty and Staff Handbook).

Question 28: Staff Qualifications, Recruitment and Hiring Practices and Procedures, and Compensation.

- a. Describe the school's employment policies and procedures, including the proposed staff qualifications, employee recruitment procedures, hiring practices, and compensation.

One of LPA's strategic goals is to "Recruit and Retain Top Talent." The School recruits for open positions by hosting its own Job Fairs, posting positions on Teach Georgia, Georgia Charter School Association and postings in the local newspaper. The School also sends job announcements to local colleges and universities. In addition, The School participates in regional college recruitment fairs.

LPA will continue to adhere to the following employment practices:

- Comply with all policies and applicable federal and state laws concerning employee welfare, safety and health issues, including the requirement of federal law for a drug free workplace.
- All employees will be fingerprinted and will pass a pre-employment background check.
- LPA will hire a diverse and highly qualified faculty and staff, who will be recruited from a variety of sources.
- All professional staff will be interviewed by the CLO and at the CLO's discretion, a team composed of parents, teachers, and Board members. Paraprofessionals will be interviewed by the CLO and other persons designated by the CLO.

Definition of Terms:

- *Full-time employee:* Any employee working 30 hours or more per week on a permanent basis. This refers to personnel who are hired on an hourly basis and not staff who are employed on an annual basis.

- *Full-time status:* Achieved when an employee has worked 30 hours or more per week for 30 calendar days in any position(s). This refers to personnel who are hired on an hourly basis and not staff who are employed on an annual basis.
- *Hourly employee:* Any employee whose pay rate is based on an hourly rate.
- *Salaried employee:* Any employee whose pay rate is based on an annual rate.
- *Paid vacation days:* Will be determined by the School schedule. All employees will be entitled to paid vacation days.
- *Personal Days:* Each full-time salaried employee will accumulate leave at the rate of 1.25 days per month, which may be used for personal or sick leave. This leave may also be used for family leave and bereavement leave. Personnel called to active military duty will be able to return to a similar position at the termination of their military duty. Personnel may not accumulate more than 190 days over the course of their career.
- *Termination:* The Governance Board of LPA, upon recommendation from the Chief Executive Officer (CEO) of the School, will hire or terminate all personnel.
- *Personnel Records:* LPA shall comply with all policies and regulations, and applicable federal and state laws, concerning the maintenance and disclosure of employee records. The School shall maintain a confidential personnel file for each employee, which will contain evaluation information as well as any other employment-related documents or correspondence. All documents placed in the personnel file will have been signed by all concerned parties.

GAPSC certification will be required of all certified staff. All administrators will be certified by the GAPSC. The Special Education Specialist and Counselor will hold applicable certifications. The Library/Media specialist will have the appropriate training required for this position. Middle grade teachers of specific subject areas will be required to pass the GACE® in their subject area to ensure that they are qualified to teach in the specific area of specialization. LPA will require that all administrators, counselors and any other faculty who are required to hold state certification (Special Education Specialist, Gifted Teacher), be certified and hold a valid professional certificate issued by the Georgia Professional Standards Commission. LPA will make every effort to employ teachers who hold GAPSC certification.

All teachers will be highly qualified and placed in an in-field assignment 100% of the day, for which they have demonstrated subject area competency. Paraprofessionals will be required to hold a highly qualified certificate issued by the Georgia Professional Standards Commission. LPA will submit certified personnel information (CPI) to the DeKalb County School's Division of Human Resources no later than October 1, March 1, and July 1 and any other times requested by Human Resources personnel. LPA is committed to recruiting and retaining top talent. Teachers will be hired who have the training, skills, experience, and expertise in their subject areas to be able to provide instruction and support to students. All teachers will possess at least a BS or BA degree from an accredited institution. Teachers will have teaching experience, or experience and/or training in other professions that will be applicable to teaching at the School. LPA will make every effort to seek teachers who have additional endorsements in Reading, Math, Gifted and/or Science.

LPA will evaluate each teacher's resume, professional certificates and college transcripts to ensure that they are highly qualified as defined by the Georgia Professional Standards Commission (GAPSC). Each year during pre-planning, all staff members will participate in professional development regarding implementation of the Leadership Curriculum, effective teaching strategies to support a student-centered

teaching and learning environment, and policies and procedures that govern LPA. Professional development will occur throughout the school year and specific assistance will be given to teachers who demonstrate a need in a specific area.

- b. Job descriptions are a required Appendix item.

Appendix 5D: Job Descriptions

- c. Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.

LPA will use the state salary schedule to compensate its teachers.

- d. Indicate if substitute teachers will be utilized, for which positions, and at what rate of pay.

LPA will maintain a roster of substitute teachers who possess at a minimum two years of college and have passed a background check to work at the School. Substitute teachers will be paid at a rate of \$80.00 per day. Long term Substitute Teachers who have a college degree will be utilized in the event a teacher is absent from the classroom for more than ten days. The rate of pay for a long term substitute is \$110.00 per day beginning on the eleventh day of the assignment. Substitute teachers will replace classroom teachers who are absent for professional development, health or other reasons as approved by the CLO.

- e. A salary schedule for all certified employees is required

Appendix 5C: State Salary Schedule

- f. For Conversion Charters: How will the charter adhere to current DCSD policies, procedures and standards in all areas regarding the status of district employees to include treatment, qualifications/credentials, placement, compensation, and evaluations?

NA

Question 29: If certification by the Georgia Professional Standards Commission (GAPSC) is not required, please provide a description of the training and experience that will be required, including how the school will determine whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by No Child Left Behind (NCLB). If the teacher is required to be highly qualified under No Child Left Behind, please describe how the school will ensure the teachers meet the definition of "highly qualified."

Certification by the Georgia Professional Standards Commission (GAPSC). Due to the unique focus of the School's curriculum, which stresses leadership as an active, participatory skill, there are many professionals who can provide excellent training in this area who may not have a teaching certification. LPA shall have the flexibility to utilize these individuals to enhance the educational experience of students and staff. The Official Code of Georgia referring to Charter Schools (O.C.G.A. §20-2-2060-2071) does not require that teachers in charter schools hold GAPSC certification and the Charter School policies of the DCSS (IBB) do not have this requirement either.

To assess if a teacher hired at LPA without GAPSC Certification has the demonstrated competency in the subject areas(s) in which he/she will teach, the School will review college and university transcripts and previous employment will be assessed to determine its relevance to the teaching field. Applicants must have a PSC accepted college degree, with an appropriate GPA. They will be required to pass the Georgia Basic Skills Assessment (GACE ® Basic Skills) and as appropriate the Georgia Required Subject Content Assessment (GACE®). Teachers hired at LPA who are not highly qualified will be placed on a professional development plan that will address the area in which they need to become highly qualified in and will have one year to complete the plan. This has been acknowledged by the GAPSC and LPA will use the Georgia Charter Schools Association's Teacher Alternative Preparation Program (TAPP), which allows well-qualified individuals to teach while they are obtaining certification.

LPA will submit certified personnel information (CPI) to the DCSD's Human Resources Department no later than October 1, May 1 and July 1 and other times upon request by Human Resources personnel. While the School will make every effort to hire all certified personnel, there are many persons who have the training and experience to provide excellent instruction who do not hold professional teacher certification. To date, 100% of teachers at the School are deemed highly qualified.

Question 30: Background Checks. Describe the charter school's procedures to ensure compliance with the requirement that all staff members and governance board members are subject to fingerprinting and background checks.

Background Checks. All staff members will be subject to fingerprinting and comprehensive background checks. Prior to employment individuals shall report to the DeKalb County Department of Public Safety to be fingerprinted and shall submit to background checks conducted by companies certified as reliable by Consumer Reports and included local and national databases. LPA will assume the cost of any fingerprinting.

Question 31: Employee Evaluation. Provide the methods of employee evaluations that will be utilized.

Employee Evaluation. Teachers will be evaluated using the TKES evaluation system. The CLO and members of the instructional Leadership Team will be evaluated using LKES. All staff members who will be evaluating personnel will be trained and credentialed. All classified employees shall be evaluated two (2) times each year. Each employee shall receive a copy of the evaluation document and an explanation of the evaluation process within thirty (30) days of beginning employment or at the start of each school year. The immediate supervisor to the employee shall be responsible for completing the evaluation and having a conference with the employee regarding the evaluation. Any employee whose performance is not satisfactory at any point will work with the supervisor to develop an individual corrective action plan. All employees shall have the right to appeal his/her evaluation and the employee's summative evaluations shall be kept in the employee's personnel file.

Question 32: State Health Benefit Plan Participation. State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. § 20-2-880 and O.C.G.A. § 20-2-910.

State Health Benefit Plan Participation. LPA will participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. §§ 20-2-880 and 20-2-910.

Questions 33: Transportation. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school.

Transportation. In the case of school-approved field trips, the School will contract with DCSD or a DCSD approved third-party vendor for transportation services that is in compliance with all state laws and regulations for transportation services. However, bus transportation to and from school will not be provided and parents/guardians will be advised of such during enrollment. The School will work with the PTO to facilitate carpools, share-a-ride, designate central student pick-up locations, and facilitate pick-ups for students who are not able to participate in car pools. By making these options available, students who are interested in attending the charter school will have several opportunities for transportation

Question 34: Food Service. State whether the charter school will provide food services (including participation in the National School Lunch Program).

- a. If food services will be provided, please describe this program briefly.

LPA provides meals services to all students in attendance. The School participates in the Federal School Nutrition Program and adheres to the rules and regulations outlined in procedures of the Food and Nutrition Service of the USDA. The food is prepared offsite in accordance with state mandated nutrition guidelines in a health department approved facility. The Nutrition Director works with the food service provider to ensure that state mandated nutritional guidelines are observed. All students are given the opportunity to apply for free and reduced priced meals. The Nutrition Director distributes applications to all parents at the start of each school year. The Nutrition Director along with the classroom teacher monitors the application process, and ensures that all returned applications are submitted to the DCSD for approval. This position is funded through the Federal School Nutrition Program.

- b. If food services will not be provided, please indicate your plans for providing for student lunches. This plan should include information on whether the food will be prepared on-site or off-site and the anticipated cost to students and other significant elements of the food service program should be provided.

N/A

VIII. FACILITIES

Question 35: Location of New or Existing Facilities and Building Modifications

- a. Describe the school facilities to be used and their location(s). Please state whether the building is new or existing.
 - i. Please indicate if the identified site will accommodate the school through the initial charter term and at full capacity. If the school will not start at full capacity, describe how the school will accommodate growth over an initial five-year term of the school.

LPA is operated out of the East and West Education Buildings of the New Birth Missionary Baptist Church, which is located at: 6400 Woodrow Road, Lithonia, Georgia 30038. This is an existing facility and it is being used through the term of the charter and will continue to be used for the renewal term of the charter. The School facilities are located in separate buildings distinct from the main sanctuary of the church. The growth plan for the renewal term of the charter up to full enrollment is as follows:

Table 5: Proposed Student Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	70	76	80	80	80
1st Grade	70	76	80	80	80
2nd Grade	70	75	80	80	80
3rd Grade	70	75	80	80	80
4th Grade	70	75	80	80	80
5th Grade	70	75	80	80	80
6th Grade	70	76	80	80	80
7th Grade	70	76	80	80	80
8th Grade	70	76	80	80	80
TOTAL	630	680	720	720	720

- ii. If applicable, include written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.

NA

- b. How does this facility meet the required space needed for the proposed school?

The East and West Education Buildings’ layout contains classrooms and other academic support spaces plus administrative office space. The instructional classroom size exceeds the state minimum for classroom size. Overall, the facility is ideal for LPA’s K-8 program with boys and girls restrooms, adequate common areas with lockers, sufficient gathering spaces—auditorium, cafeteria and dining hall, gymnasium, and media center. These spaces, by square feet, are listed below and will continue to be utilized during the renewal charter period. Additionally, the facility is in compliance with all applicable zoning and building codes and meets the requirements of the Americans with Disabilities Act (ADA), as amended.

- 14,768 SF of classroom space

- 7,497 SF of auditorium, office and meeting space
- 6,474 SF of additional classroom space and a science lab
- 5,760 SF of gymnasium space

We expect that this space utilization plan will accommodate LPA’s growth and expected full enrollment of 720 students by year three of the charter renewal term (see Appendix 6A: School Building Floor Plans).

- c. Describe the quantity and types of rooms (i.e. classrooms, administrative offices, program specific space (science labs, art workshops, etc.), media center, meeting space, and/or kitchen facility.)

Description of Room	Quantity
Classrooms	Elementary: 24; Middle: 12
Science Lab	1
Administrative Offices (Leadership Team)	3
Conference Room	1

- d. Describe any pending modifications necessary for utilizing the space for educational purposes. (Building plans must be approved by the DeKalb County School’s Facilities department.)

No modifications are necessary for utilizing the space for educational purposes.

- i. If applicable, please include a narrative of plans to remodel or renovate the facility in order to comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how these modifications will be financed and the anticipated completion date for each major phase of renovation.

NA

- e. For any proposed facility owned, operated, or to be leased from a religious entity, include evidence of how there would be clear separation of church and state for the operation of a public school.

The church building has a separate entrance from the School that is clearly marked and identified. There are no religious symbols, pictures or statues in the school building, classrooms, and common areas used by students. The church does not conduct any of its programs in the school building during school hours and it does not share employees or programs with the School. No members of the Governance Board are directly affiliated with the church and only a very small percent of church members’ children attend the School. All marketing materials for the School clearly state that the charter school is neither operated by nor affiliated with the church.

- i. If the charter intends to lease or contract with a church or other religious organization, please attach the questionnaire, entitled "Building Lease with Religious Organization Form," regarding this arrangement.

Appendix 7A: Building Lease with Religious Organization Form

- f. Any rehabilitation work necessary for this site to meet building codes applicable to schools must be completed before the start of the school year and must include: i. The scope of the work to be completed and proposed funding mechanism to cover these costs; ii. The person(s) who will manage the project and their qualifications; and iii. A project timeline.

N/A

Question 36: School Site Selection Form. If applicable, schools must submit a School Site Selection Form for Site and Facility Approval for a site or facility not owned by the DeKalb Board of Education. This also includes completion of a "Phase I Environmental Site Assessment." Place these items in the Appendix.

Appendix 6B: School Site Selection Form

Question 37: Documentation of Ownership/Lease Agreements and Occupancy. Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).

Appendix 7B: Facility Lease Agreement

Question 38: Certificate of Occupancy. Attach a copy of Certificate of Occupancy. Please provide a Certificate of Occupancy, or a timeline detailing the latest possible date by which the Certificate of Occupancy will be obtained prior to students occupying the proposed facility.

Appendix 6C: Certificate of Occupancy

Question 39: Safety and Health Requirements.

- a. Provide a statement acknowledging that as an independent charter school, the charter school must develop and submit a school safety plan in compliance with OCGA §20-2-1185, Safe School Plan, to the Georgia Emergency Management Agency (GEMA) and the District, for approval, by a specified date.

LPA acknowledges that as an independent charter school, it will develop and submit a School Safety Plan in compliance with OCGA §20-2-1185, Safe School Plan, to the Georgia Emergency Management Agency (GEMA) and the District, for approval, no later than 30 days prior to the start of the school year. The School Safety Plan is developed with input from students and their families, teachers, community leaders, and district staff in consultation with the fire marshal, police chief, and other emergency management agencies. The School Safety Plan includes thoughtful and practical strategies for: preventing the growing incidence of violence in schools, responding effectively to such incidents, and for providing a safe and secure learning environment for all students, teachers, other school personnel, and visitors. The School Safety Plan is reviewed and revised annually. At the beginning of each year, students are instructed on the different response strategies within the School Safety Plan and the school community will be prepared and practiced in responding to various threats.

- b. Provide the school's emergency/safety plan in the Appendix.

Appendix 7C: School Safety Plan

- c. Describe how all local and state policies related to health and safety will be met.

LPA will continue to work with the DeKalb County Health Department to ensure that all mandated screenings (hearing and vision tests) are completed for all enrolled students, manage the school-based medication administration program, assure that all students' immunization records on-file are current, develop and disseminate health promotion materials, and evaluate and monitor the School's health services. The School's health-related policies ensure that: (i) students have proper immunizations and documents; (ii) students needing medication administered are provided with a medication administration form; (iii) automated external defibrillator (AED) are available and staff has been trained on how to use the device, additionally, all staff are encouraged to have cardio-pulmonary resuscitation (CPR) training in the event that the AED malfunctions; and (iv) staff are trained on reporting violent or disruptive incidents and reporting child abuse.

The School will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal Americans with Disabilities (ADA) access requirements and other applicable local, state, and federal fire, health and structural safety requirements and laws. The School will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The School will maintain a Certificate of Occupancy from the required government agency.

The School will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101. The School is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights, insurance, the protection of physical health and safety of school students, employees and visitors, conflicting interest transactions, and the prevention of unlawful conduct.

IX. PARENT AND COMMUNITY INVOLVEMENT

Question 40: Involvement in Developing the Petition. Describe how parents, community members, and other interested parties contributed to the development of the petition and how they will be involved in the school.

Involvement in Development the Petition. Since the inception of LPA, the School has hosted community meetings, focus groups, and one-on-one meetings to obtain stakeholder perspectives on the public education needs within the community. Parents/guardians have also shared their thoughts on how the Leadership Curriculum could impact their child’s academic development. This process has been invaluable and the input from all stakeholders has been used to inform the development and implementation of the school. Throughout the development of the renewal petition, beginning in January 2014, parents/guardians and community stakeholder meetings and focus groups were held to discuss and obtain input on many topics which included, but were not limited to, the following:

1. *Curriculum design* discussions were centered on the development and implementation of a rigorous and high quality curriculum. Parents/guardians and community stakeholders offered their views and were able to ask questions. The School obtained buy-in for the academic design as well as commitment from parents/guardians to support their child both at home and in school.
2. *School Governance* conversations were more of a teaching experience at first to help parents/guardians learn more about the Governance Board’s management and oversight responsibility for the School and how it ensures that the mission of the School is being implemented. Parents/guardians and community stakeholders were made aware of all the opportunities they have to participate in school governance.
3. *School Advisory Council Development* talks focused on how to build capacity within the group to carry out the work and responsibility of the council, that is, the on-the-ground collaboration among parents, teachers, administrators, and community business partners to review school policy and make recommendations to the Chief Learning Officer and Governance Board for improving the School.
4. *Marketing and Enrollment* chats engaged parents/guardians directly in community outreach efforts where they were able to share their experiences and involvement at the school with potential students and their families. Parents/guardians are looking at ways, through the PTO, to formalize this experience into a “transition-in” and “transition-out” process each year.
5. *Facilities* dialogs spotlighted the trends related to the School’s growth since inception and what that means for the School long term as it relates to facilities. Experts in school design, real estate, and financing were invited to speak with parents/guardians and community stakeholders. They shared information on the design and development process for building a school, the financial and legal requirements for funding the school building; and local knowledge about the real estate market in the county.

Appendix 8: School and Community Support documentation.

Question 41: Continuing Involvement of Parents and the Community.

- a. Community and parental involvement are keys to charter school success. Describe in detail the community support for this school and the need for this particular school in the community it will serve. Support may be evidenced through additional documentation.

Leadership Preparatory Academy recognizes the importance of community and parental involvement in the success of a charter school. Since its inception, parents and members of the Lithonia community have embraced the vision and mission of this school. Members of the community show their support and desire to be a partner in education by volunteering at our school level events i.e. Olympic Day, 5K Run, Hands on LPA day. Leadership Preparatory Academy provides students in DeKalb County a unique opportunity to be matriculate in a program that offers a rigorous curriculum and develops their leadership skills. The ever growing waiting list each year is evident that LPA is a choice for many parents in the community. Each year, LPA canvas the neighborhood as a part of our recruitment plan. Every family attends LPA appreciate the smaller class sizes and the personalized level of instruction that their child provides.

The feedback that we receive from parents and community members is essential to the ongoing success of LPA. Each year we schedule quarterly community forums to facilitate a two way conversation with our stakeholders. Evaluations from these forums indicate that stakeholders are committed to the preservation of this school. LPA has observed in uptick in external volunteers after our community forums. Most of these new volunteers do not have students at LPA. This type of outreach ensures that we remain connected to the community and that the community stays connected to us. Appendix 8 contains a petition of support from parents and community members.

Parents/guardians will continue to be part of the governance and decision-making process at the School through many opportunities that include, but are not limited, to the following:

- Serving as a member of the School Advisory Council or on one of its committees
- Serving as a member of the Governance Board or on one of its committees or taskforces
- Participate and assist with procuring speakers for afterschool clubs and programs in support of students' leadership skills development
- Participate and assist with procuring speakers for school related programs, for example, Writers Club and the Scholastic Book Fair
- Serving as a member of the PTO executive board or one of its committees
- School related committees defined by the CLO and set each year based on the needs of the school

Parents/guardians and community stakeholders will continue to actively participate in the School and they will also continue to use the National Network of Partnership Schools (NNPS) Model developed at John Hopkins University. The NNPS model helps to organize and sustain excellent research-based and goal-oriented programs of school, family and community.

The parent and community engagement plan is utilized to develop the School's Parent Involvement Plan. The essential elements of the model are:

- (i) *Action Team for Partnerships:*
To organize and sustain the program with the aim to create a welcoming school environment and engage families and the community in ways that support student achievement and success.
- (ii) *Framework of Six Types of Involvement:*
Parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.
- (iii) *One-Year Action Plan for Partnerships:*
Organized by type of involvement and focuses on the activities for each of the Six Types of Involvement.
- (iv) *Program Evaluation:*
Includes evaluations to assist the School with documenting progress, program strengths and weaknesses, and improvements for the following year's plan.

Table 6: NNPS Six Types of Parent Involvement

Keys To Successful Partnerships: SIX TYPES OF INVOLVEMENT	
	PARENTING – assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.
	COMMUNICATING – conduct effective communications from school-to-home and from home-to-school about school programs and student progress.
	VOLUNTEERING – organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.
	LEARNING AT HOME – involve families with their children on homework and other curriculum-related activities and decisions.
	DECISION MAKING – include families as participants in school decisions, and develop parent leaders and representatives.
	COLLABORATING WITH THE COMMUNITY – coordinate resources/services from the community for families/students/school, and provide services to the community.

- b. As part of your evidence of community engagement, you must provide a letter or a petition signed by parents/guardians of school-age children eligible to attend the charter that demonstrates that they would consider enrolling their child in the proposed school. These items may be placed in the Appendix.

- c. Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.

LPA recognizes the importance of having partners to support the School. The Governance Board, PTO, parents, faculty and staff solicit support from various organizations to provide in kind donations to support programs and services to students. As an example of this type of solicitation, the Centers for Disease Control donated over \$45,000 worth of technology and office supplies to our students in the 2013 school year. We have hired a part time Director of Development to write grants and seek additional partners to assist in continuing to bring the vision of LPA to fruition.

- d. Provide a list of organizations that have committed to partner with your school and the potential nature of the partnerships. Provide evidence of support from the partners in the Appendix.

The following is a list of current partners:

Partner	Description
Young Men of Leadership Preparatory Academy (YMLPA)	Mentoring program for boys
RUTH4Kids	Mentoring program for girls (grades 4-8)
Honors Chorus	Choir Director leads students in grades 3-8 in choral music practice and development after school in preparation for performances in the Metro Atlanta
Irvin & Associates	Leadership and character development through selected themes from "Fat Albert and the Cosby Kids." This is a national program that is being piloted at LPA and will be rolled out nationally in 2016-17 school year.
Infinity Global	Community Service Learning Projects
Fresh Treats	BETA Club sponsor
Sizemore Architects	Facility Development

See Appendix 8 for Partnership Support Letters.

X. DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

Question 42: Fiscal Plans. Describe the School's plans for fiscal management; and specify how the School will manage budgets and expenditures.

Fiscal Plans. The Governance Board shall be accountable for the fiscal management and oversight of the School's resources. The Governance Board recognizes the importance of excellent fiscal management and oversight in managing public resources to achieve the mission and vision of the School. The Governance Board will be vigilant in fulfilling its responsibilities to see that funds are used wisely to achieve the purpose for which they are allocated. LPA's fiscal management plan seeks to achieve the following:

1. Engage in thorough advance planning to develop the budget and guide expenditures to achieve the greatest educational returns and the greatest contributions to the educational program. The Governance Board will also ensure that educational programs are reviewed on an ongoing basis.
2. Establish levels of funding which shall provide a high quality education for all students at the School and use the best available techniques and processes for budget development and management.
3. Ensure that timely and appropriate information and financial reports are provided to the Governance Board and all staff with fiscal management responsibilities in accordance with the Governance Board's Financial Management policy.
4. Establish and implement efficient procedures for accounting, internal controls, audit, risk management, investing, purchasing delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.
5. Ensure compliance with DCSD and GaDOE fiscal requirements and the timely reporting of appropriate financial information to DCSD, GaDOE, and to other entities as required by law.

The School has the responsibility to establish and maintain an adequate system of internal controls in accordance with the Governance Board's Financial Management Policy. The Governance Board expects the School to put in place an internal control system with policies and procedures necessary to provide reasonable assurance that practices result in effective and efficient operations, reliable financial reporting, and compliance with applicable laws and regulations. The office of the CFO has the primary responsibility for internal controls, financial reporting, and compliance with applicable laws, rules and regulations. The external auditor is responsible for examining the adequacy of all internal controls related to finance and compliance and for reporting any weaknesses to the Governance Board.

The Chief Executive Officer (CEO) shall be responsible for preparing and presenting to the Governance Board for adoption, the annual school budget. The Governance Board expects that the CEO shall work closely with other members of the Leadership Team, the Chief Financial Officer (CFO) and the Finance Committee to assess the needs of the School and develop the School's annual operating budget accordingly.

In the event that it becomes necessary for the CEO to expend an amount greater than what was budgeted for a specific purpose, the Governance Board authorizes such expenditures up to the maximum amount listed in the Governance Board's Financial Management Policy. Any such expenditures shall be reported to the Governance Board at its next regularly scheduled meeting. In no circumstance shall the total amount spent exceed the line amount of the approved budget without prior authorization from the Governance Board.

Checks drawn on the general operating account or any special account will require the signature of the CEO and either the Governance Board's treasurer or board chairperson, who are authorized to sign only after approval of the annual operating budget by the Governance Board. All Governance Board members and School staff with fiscal responsibilities shall be bonded in accordance with the requirements set forth by the DCSD. It is the practice that employees who assist or administer any student activity account shall be bonded. Additionally, all invoices presented for payment must be accompanied with supporting documentation and approved for payment by both the CLO and the CEO.

The School shall maintain an inventory of all fixed assets in accordance with the Governance Board's Financial Management Policy. Fixed assets at this time include furniture and equipment. All qualifying assets shall be evaluated annually to reflect either an increase or decrease in total value. The Chief Executive Officer will be responsible for managing the School's fixed assets and managing the fixed assets inventory.

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The acquisition of supplies, equipment, and services shall be under the supervision of the CEO responsible for all phases of purchasing in accordance with the Governance Board's Financial Management Policy. The primary guideline Governance this responsibility are that all purchases fall within the framework of the Governance Board approved annual operating budget and be consistent with the instructional program goals of the School.

The procurement process for the acquisition of supplies, equipment, and services is done through a Request for Proposal (RFP) process in accordance to the Financial Management Policies of the Governance Board. Awards for supplies and equipment shall be made on the basis of the lowest price among responsible proposals and awards for services shall be made on the basis of best value. Through the office of the CEO, the specification for the RFP is developed and advertised; questions are received and site visits (as necessary) are completed; proposals are received and opened; an administrative review is conducted and the most responsible offer from the proposal submissions is determined; responsiveness and responsibility of the apparent low bidder is verified and the award is made. When necessary, Governance Board's approval is obtained and the contract is issued.

All wages earned by employees will be paid through the office of the CFO. Payroll procedures are contingent on accurate accounting of hours worked. The process for this is established by the CEO and implemented by administrative staff under the direction of the CLO. Compensation records shall be kept through the office of the CFO and reflect an accurate history of the compensation and related benefits paid to each employee. The School pays salaries on a regular schedule throughout the School year. There will be no salary advances. Salary deductions are allowed within the limits of the accounting system and all such deductions, other than those required by the federal and state laws, will be deducted only upon written approval of the employee.

The Governance Board shall ensure that the books and accounts of the School are audited annually and meets the audit procedures prescribed by the Governmental Accounting Standards Board (GASB). The Governance Board contracts with Bennett and Moody CPAs, a certified and licensed public accounting firm in the State of Georgia to conduct its annual audit in accordance with the Governance Board's Financial Management Policy.

Question 43: Budget and Cash Flow Spreadsheet. Please use the spreadsheets provided by GADOE, which list detailed budget information projecting revenues and expenditures for the first five years of the proposed charter term. If any sources of revenue appearing in the spreadsheets are anticipated to come from private sources, documentation of such revenues must be included along with the petition. Include a budget that complies with §20-2-171.

Budget and Cash Flow Spreadsheet.

Appendix 9A: School Operating Budget and Cash Flow Projections

Appendix 9B: Budget Assumptions and Budget Narrative

Question 44: Chief Financial Officer. Identify the School's Chief Financial Officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles.

Chief Financial Officer. The School's Chief Financial Officer (CFO) holds all appropriate credentials required by the State Board of Education rule 160-4-9-.04 (see Appendix 9C: CFO Resume).

Question 45: Student Recruitment.

- a. Provide a description of the method used to recruit the number of anticipated students at the School and a statement setting forth the School's plan for maintaining and/or increasing attendance.

LPA's goal is to recruit and enroll students at the School who reflect the broad range of ethnic and socio-economic diversity that make up DeKalb County. The School's student recruitment efforts will be implemented throughout DeKalb County with an emphasis in Lithonia and the surrounding communities of Stone Mountain and Decatur. The outreach plan activities include, but are not limited to, the following: hosting community meet and greets; social media, calling and texting campaigns; partnerships with community-based organizations; DCSD's School Choice publications; advertisement in community publications and local media channels; posting and distribution flyers; reaching out to community businesses to promote awareness of the School; reaching out to post-secondary institutes to promote awareness of the School; hosting information tables at local community events; the School's website; hosting information nights for prospective parents; and, meet with parents or guardians and other community stakeholders throughout the school year.

The School will work with students and their families to maintain and increase student attendance. In order to maintain and increase LPA's student attendance rate, the A&AT will monitor the following: the number of students arriving late for class; and the number of students who miss five or more days each semester. The School will ensure that parents are made aware of the importance of School attendance (part of the College and Career Performance Index), arriving on-time, and the resources and supports to get students to school. Finally, the School will reward students who achieve perfect attendance (no absences) or near perfect attendance (two absences).

- b. Describe the manner in which the School's enrollment count will be determined for the purposes of calculating charter School funding, pursuant to O.C.G.A. § 20-2-2068.1 (c) or O.C.G.A. § 20-2-2090 (d), as appropriate.

In accordance with the Charter School Act O.C.G.A. 20-2-2068.1(c), the student count for each year of operation shall initially be determined using an estimated student count based on confirmed enrollment of students at the beginning of the school year. After the first 100 days of operation, the School will revise its student count to be equal to the actual average daily attendance or the adjusted average daily attendance of the School. FTE's by program will be adjusted at the October FTE count. Payments from state and local earnings will be paid monthly beginning July 1st through June 30th of each year. Projected expenditures will be adjusted based on actual instructional needs.

Question 46: Provide a statement stating that the petitioner acknowledges that, if approved by both the DeKalb and State Board of Education, the charter School will begin to receive state and local funding from the DeKalb County School District on July 31st of the

academic year the School begins operations.

Petitioner Acknowledgement. LPA acknowledges that if approved by the DeKalb and State Boards of Education, the School will begin to receive state and local funding from DCSD on July 31st of each academic year for the renewal term of its charter.

Question 47: Identify the representatives of the School who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds. The DCSD required bond amount is \$1 million.

Financial Management of the Charter. The Governance Board will be responsible for the management and oversight of the financial management of the School. The Leadership Team at the School will be jointly responsible for the day-to-day financial management of the School. Team members include: Chief Executive Officer, CLO, and the Chief Academic Officer. Except as may otherwise be provided, the School has obtained and will maintain Crime and Fidelity insurance in the amount of \$1,000,000 per loss subject (maximum deductible of \$10,000 per occurrence) covering employee theft and dishonesty, forgery or alteration, theft of money and securities, robbery or safe burglary, computer fraud, and money orders and counterfeit currency.

Question 48: Other Sources of Funding, Grants, and Fundraising Charter Schools are encouraged to submit grant applications to federal, state, and local government agencies. In addition, charter Schools may receive funds from private sources such as corporations, individuals, foundations, and philanthropic groups. The charter School shall be solely responsible for the use and accountability of any federal, state, private or local grants. In addition, the charter School shall be solely responsible for the repayment of any loans or demands for the repayment of grant funds obtained by the School.

- a. Please describe in detail the School's plans for securing other sources of funding. This plan should demonstrate financial independence from the School district by using state and local funds and a feasible plan to supplement those funds with other funding sources on a yearly basis as required.

LPA has procured the services of a part time Director of Development who investigates grants from foundations and gifts from individuals that support charter schools. The Development Director works with the Governance Board's Development Committee to create the School's Fund Raising Plan. The part-time Director of Development will work with business leaders, parent volunteers, staff, and community leaders to implement the School's Fund Raising Plan:

- Establish short-term and long-term goals for LPA's annual fund raising program
- Develop comprehensive job responsibilities for key members of parents, staff, business, and community which streamline the task of implementing the annual fund, and guarantees that assignments are not duplicated or overlooked
- Devise a twelve month plan for the annual fund, with detailed schedules and deadlines for each component of the program
- Identify appropriate audiences and develop a strategy to approach each audience
- Determine what mix of techniques would be appropriate, i.e., direct mail, phone- a-thons, personal solicitation, special events, etc.
- Draft annual materials including the text for all letters, brochures for inserts which may be desired, response devices and report forms

- b. Describe any planned fundraising efforts and who will lead and coordinate these efforts. Because there is no guarantee that these funds will be awarded, you must describe how your School would remain solvent if you do not receive these funds.

The Development Director is developing a condensed plan to attract Annual Fund support for LPA from the Board, faculty/staff, current parents, and foundations. The plan will be implemented in the second half of the 2014-15 school year. The tentative primary financial goal will be to raise \$25,000 to \$50,000 by the end of the school year. The School is currently operating at a surplus based on FTE revenues.

- c. Independent private funding sources that have been secured must be evidenced through a letter of intent, commitment letters, and/or loan agreements from the funder. This may be included as an Appendix item.

The School has not secured any significant funding from private sources that would individually amount to more than \$1,500. However, the Director of Development is currently working on potential funding and partnership development lists that include but are not limited to the following:

- ***Potential Funding Sources***
 - The AFLAC Foundation
 - The Community Foundation of Greater Atlanta
 - The James M. Cox Foundation
 - Georgia Power Foundation
 - The Marcus Foundation
 - Wayne Rollins Foundation
 - The Tull Charitable Foundation
 - Turner Foundation
 - Robert W. Woodruff Foundation

- ***Potential Partnership Development Organizations***
 - Center for Education Integrating Science, Mathematics and Computing (CEISMC) Mentoring program to recruit GA Tech students with strong science, mathematics and computing background to work in our classrooms to enrich students' educational experiences and their Middle School Outreach program.
 - Society of Women Engineers (SWE) to visit our classrooms to give presentations about engineering.
 - Organization of Black Aerospace Professional (OBAP) to visit our school to give presentations about careers aviation and aerospace engineering.
 - South Eastern Consortium of Minority Engineers (SECME) to provide teacher professional development to gain a deeper understanding of the sciences, mathematics, and technology to deliver engaging instruction, demonstrating its relevance to careers.

- d. If any, provide evidence of your organization's federal tax-exempt status in the Appendix.

Appendix 11B: Federal Tax Exempt Status

XL DESCRIPTION OF GOVERNANCE STRUCTURE

Question 49: Governance Boards or School Councils. Please disclose how the School will be governed by stating whether the School will utilize a Governance board or a local School council as provided for in O.C.G.A. § 20-2-85.

Governance Boards or School Councils. LPA is governed by a Governance Board of Directors (see Appendix 13A: Governance Board’s Organization Chart) and, at the School level, a School Advisory Council (SAC) that is modeled after Local School Council. The SAC is designed to assist the CLO and meets for the purpose of planning site-based decisions in accordance with the policies of Governance Board, DCSD, DeKalb County Board of Education, and administrative policies and procedures of the School. Both the Governance Board and the SAC will be subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq. Meetings of both the Governance Board and the SAC will be advertised in advance and will be open to the public.

Question 50: Board Control and Management. Please state that the Governance board shall be subject to the control and management of the local board and subject to the provisions of O.C.G.A. §§ 50- 14-1 et seq. and 50-18-70 et seq.

Board Control and Management. The Governance Board is responsible for the management and oversight of the School’s affairs in accordance with the mission and vision of the School. Its duties shall include establishing the strategic direction of the School; developing and adopting policies that guide decision making in the School; securing funding for the implementation of the strategic plans and operations of the School; and, monitoring the implementation of all board-approved plans and policies. LPA acknowledges that the Governance Board shall be subject to the control and management of the local School board and subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq. (see Appendix 13B: GaDOE Governance Matrix for Charter School).

Question 51: Governance Board Roles, Functions and Composition. Describe in detail the following:

- The Governance Board’s function, duties, and composition (the minimum number of board members required by DeKalb County School District is five).

The Governance Board shall be responsible for hiring, supervising, evaluating, and terminating the CEO/CLO and CAO. The Governance Board shall have a written job description for each position so that roles, responsibilities, and expectations are clearly defined and understood by all parties. The Governance Board shall also establish clear definitions for the Governance Board–Chief Executive Officer relationship, for example:

CHIEF EXECUTIVE OFFICER	GOVERNANCE BOARD OF DIRECTORS
• Prepares the School’s annual budget	• Approves the School’s annual budget
• Oversees preparation of periodic financial reports	• Reviews periodic financial reports
• Implements proper financial controls	• Ensures proper internal controls are in place

The Governance Board shall be composed of community stakeholders with expertise in finance, legal, education, human resource management, board governance, real estate, and other areas of expertise required for the management and oversight of the School’s affairs in accordance with the mission and vision of the School. The number of board members shall be between five and nine based on the organization’s Bylaws. Board members will also represent the School in the community and solicit their support to achieve the School’s goals. Their general responsibilities shall include, but not limited to:

- *Ambassadorship.* Promote the School’s mission, generating goodwill for the organization, and encouraging support for staff and volunteers; make introductions to potential donors, foundations, and other supporters; and enhance the School’s public standing.
- *Fiscal.* Adopt and maintain a balanced budget; review revenues and expenses on a monthly basis to ensure adequate resources to run the daily operations of the School; strengthen the School’s financial base by participating in and contributing to its annual fund, up to their ability, and other development efforts; and, participate in strategic planning for the School.
- *Legal.* Maintain accountability and act on behalf of the School and its interests, putting aside personal concerns, affiliations, or constituencies; and develop and adopt policies to ensure that the School is organized and administered in a manner that is in compliance with all applicable federal, state, and local laws to ensure its legal and ethical integrity.
- *Staffing.* Hire and supervise the School’s Leadership Team and review their performance based on goals agreed to between the Governance Board and the members of the Leadership Team; ensure succession planning to facilitate a strong transition should there be a sudden or unanticipated departure of any of the members of the Leadership Team; and, utilize board members’ expertise to assist with determining, monitoring, and strengthening the School’s programs and services.
- *Committee Structure.* Ensure effective organization and provide a flexible, streamlined board structure consisting of essential standing committees and task forces. Standing committees shall include but is not limited to: executive; governance; finance; teaching and learning; and development (fund raising). This structure allows the Governance Board to complete its management and oversight responsibilities and promptly respond to changing circumstances and match committees to goals set in the School’s strategic plan.
- *Responsibilities of Board Members:* (i) attend 75% of board meetings annually; (ii) make a personal financial contribution, up to their ability, to the organization ensuring that the board achieves 100% participation; and, (iii) serve on at least one committee.
- How will the Governance board’s role uphold the School’s mission and vision? Please provide specific examples.

The Governance Board upholds the School’s mission and vision by promoting the scholastic and personal (social-emotional) development of students as 21st Century scholars and leaders. Furthermore, the Governance Board will continue to uphold the mission and vision of the School through visible leadership and stewardship of the School’s resources by: communicating the mission and vision of the School to the community; recruiting and mentoring Governance Board members to ensure shared values; holding the School’s Leadership Team accountable for achieving the mission and vision of the School; and, participating in fundraising and other community events on behalf of the School.

- How will the Governance board evaluate the principal’s performance? This should include the assessment tool that will be used to determine effectiveness.

The Governance Board is responsible for the management and oversight of the affairs of the School, which includes the hiring, supervising, supporting, and evaluating of the CEO/CLO and CAO. The responsibility for evaluating the School’s CEO/CLO and CAO shall rest with the Governance Board’s Executive Committee.

The Executive Committee shall use GaDOE’s Leader Keys Effectiveness System (LKES) to evaluate the CLO. The infographic below summarizes LKES from which a Leadership Effectiveness Measure (LEM) score is generated for the CLO by GaDOE.

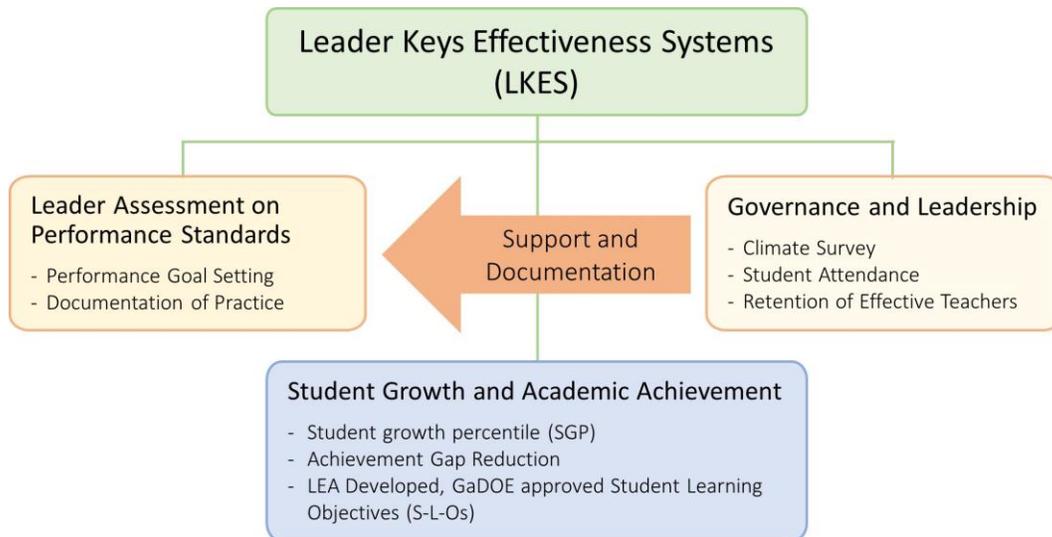


Figure 10: Georgia Department of Education Leader Keys Effective Systems (LKES)

The LAPS contains the major responsibilities of the CLO, which are:

1. **Instructional Leadership** - fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to School improvement.
2. **School Climate** - promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe School climate for all stakeholders.
3. **Planning and Assessment** - effectively gathers, analyzes, and uses a variety of data to drive planning and decision-making consistent with established guidelines, policies, and procedures.
4. **Organizational Management** - fosters the success of all students by supporting, managing, and overseeing the School’s organization, operation, and use of resources.
5. **Human Resource Management** - fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.
6. **Teacher/Staff Evaluation** - fairly and consistently evaluates School personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.
7. **Professionalism** - fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
8. **Communication and Community Relations** - fosters the success of all students by communicating and collaborating effectively with stakeholders.

The steps for evaluating the CLO's performance, based on the above standards, include performance goal setting and identifying documents of practice. The Executive Committee and the CLO shall set two goals at the beginning of the School year (pre-conference) based on the needs of the School and the professional needs of the CLO. The School Improvement Plan and the results from the CLO Self-Assessment shall be used to develop these goals.

The CLO and the Executive Committee shall identify appropriate sources of documentation that will be used to determine if these goals were successfully attained. The Executive Committee shall review multiple sources of data before evaluating the leader on the standards. The Executive Committee's evaluation shall be based on the totality of evidence and consistency in practice, both for the formative assessment in January/February and prior to the summative assessment in April/May. For example, the Climate Survey is completed by all certified and classified staff members and will be used to inform the summative assessment as well as act as a point of reflection for the CLO, generate goals for continuous improvement, and provide feedback for professional development.

The Executive Committee will ensure that the CLO participates in ongoing professional development to: validate teaching and learning as the central activities of the School; engage with staff and teachers to improve leadership skills; collaborate with staff to achieve organizational goals while still meeting the needs of individual staff members; use data and information in planning and decision making for continuous improvement; model effective teaching and learning processes; and, find opportunities to work, discuss, and solve problems with staff.

- How will the Governance board ensure effective organizational planning and financial stability? Please provide specific examples.

The hallmark of the Governance Board's leadership, first and foremost, has been the establishment and communication of the School's mission and vision. LPA's mission is to develop scholars through a rigorous academic program that engages all stakeholders by maximizing students' potential to lead in the 21st Century; and its vision is to become the highest performing charter school in the nation that produces well rounded leaders for the 21st Century.

The Governance Board shall develop the School's strategic plan which establishes the strategic priorities for the School with realistic goals and objectives for the term of the charter consistent with the established mission and vision. The plan will also have progress measurement indicators to measure accomplishments and make informed changes. The Governance Board and Leadership Team shall facilitate and work to establish among all stakeholders, a shared understanding and commitment to the future vision, goals and objectives, and the path to get there.

Annually, the Governance Board will review and assess the organization's structure and infrastructure with a focus on student academic achievement goals; people (roles, relationships, competencies, etc.); key operations systems and processes; information technology; facilities; and other critical resources. The review shall be completed using organization reports, structured interviews, surveys, and documents review, etc. The Governance Board will also conduct a board self-assessment or "check-up" to ensure a healthy and energized board. This annual review will yield functional organizational charts with near- and long-term recommendations to address gaps and take advantage of opportunities towards accomplishing the School's mission.

The Governance Board acknowledges that nonprofit organizations, in general, face a myriad of challenges in establishing and maintaining financial stability and LPA is no exception. In the face of reduced funding from the state and local School district year-over-year, LPA's first line of defense has

been the creation of a reserve account that holds a percentage of FTE revenues annually (Appendix 10: 2013 Audit Report). The School shall develop and review its fundraising plans annually to ensure organizational financial stability through the continued establishment and development of additional streams of revenues from government and foundation grants, private donors, corporate gifts and partnerships, and its annual fund.

Additionally, the Governance Board will lead, direct and coordinate its financial management and oversight responsibilities, which are to: approve the organization's annual operating budget; select and oversee the organization's independent auditors; ensure the quality and integrity of the organization's financial statements and reporting process; ensure the performance of the organization's accounting systems, fiscal controls and risk management practices, and tax and regulatory compliance; ensure compliance with the organization's code of ethics and conflict of interest policy; oversee all funding and debt instruments of the organization; and oversee the investment of the organization's idle funds.

- How and when will Governance board members be selected?

LPA's Governance Board is an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality and effectiveness of the School. As representatives of the school community at-large, the Governance Board is the primary force pressing the organization to the realization of its mission. As a result, the Governance Committee is continuously recruiting community leaders and business professionals to serve on the Governance Board and its various committees and task forces.

The Governance Committee follows best practices in recruiting individuals with knowledge and expertise in finance, legal, human resources, education, board development, marketing and other areas, as needed, to carry out its management and oversight responsibilities of the School's affairs, in accordance with the mission and vision of the School. The Governance Committee recognizes that the work of building a great board involves more than simply getting an individual to fill a seat. Through very intentional planning, the Governance Committee aims to develop and maintain an effective board that is committed to the mission of the School, brings expertise in key areas of School operations, and represents diverse viewpoints.

The Governance Committee shall implement BoardSource's Nine Steps to Finding, Recruiting, and Engaging Nonprofit Board Members (2nd Edition). This very intentional planning process guards against the sudden loss of a founder or key board member, so that the School is not caught off-guard and continuity in School management and oversight is ensured.

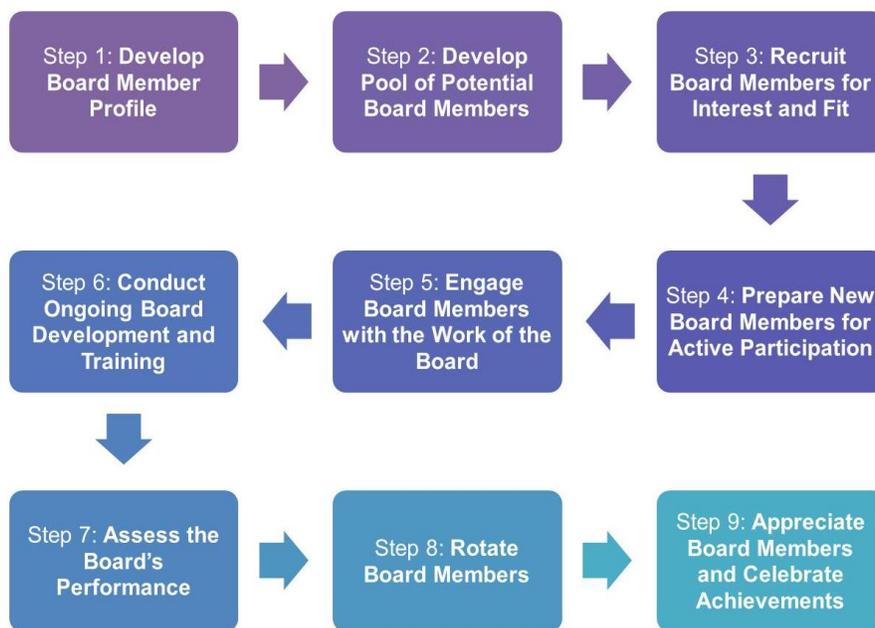


Figure 11: BoardSource's Nine Steps to Finding, Recruiting, and Engaging Nonprofit Board Members

The Governance Committee's board building cycle emphasizes the importance of board governance and uses this process to build and maintain an effective board in fulfillment of the Governance Board's management and oversight responsibilities to the School.

- How long will each Governance board member serve?

The term of office for each board member shall be three years. The Founding Board implemented staggered terms for the initial Governance Board. Board members were divided into three classes to ensure appropriate succession and continuity in subsequent years. Class 1 served a one-year term; Class 2 served a two-year term; and Class 3 served a three-year term. Following the end of these initial terms, board members are eligible to serve one additional 3-year term. Board members may serve up to two consecutive three-year terms of service as stated in the organization's Bylaws.

- How will the Governance board ensure that current and future members avoid conflicts of interests?

The Governance Board has several means of ensuring that current and future board members avoid conflicts of interests. Firstly, the Bylaws of the organization (Appendix 11C: Bylaws) in Article VIII: Self-Dealing Transactions (revised and approved: February 17, 2014) describes the procedures for board members to follow to protect the organization's best interest when entering into a transaction or arrangement that might also benefit the private interest of a Director, Officer or employee or marital relation of a Director, Officer or employee.

Secondly, the Governance Board has approved a Conflict of Interest Policy (Appendix 11D: Conflict of Interest Policy) that provides more details related to Article VIII: Self-Dealing Transaction of the organization's Bylaws (approved February 17, 2014). The purpose of the Conflict Of Interest Policy is to protect LPA's tax-exempt status and is meant to supplement, not replace, any applicable state and federal laws Governance conflict of interests applicable to nonprofit and charitable organizations.

Thirdly, all Governance Board members are required to disclose any actual or possible conflict of interest and sign the DCSD Conflict of Interest Form (Appendix 13C: Governance Board Members' Conflict of Interest Forms) and the Code of Ethics Oath, annually. All Governance Board members receive training on the Code of Ethics (Appendix 12B: DCSD Code of Ethics) and Conflict of Interest policy that includes: procedures related to duty to disclose, determining whether a conflict of interest exists, procedures for addressing conflict of interest, violations of the conflict of interest policy; records of proceedings, compensation, annual statements, and periodic reviews.

- How will Governance board members be trained? How Often?

New board members will be assigned a veteran board member as a mentor, and shall plan school visits with the CLO to learn more about the School's instructional program, strengths and needs. There will be board member orientation annually. The Governance Committee will organize board training in the form of in-person and online seminars. Following board orientation, the Governance Board will participate in monthly and quarterly workshops, based on board member needs, which may include but is not limited to: fund raising, CLO evaluation, communication, finance and operations oversight, conducting meetings and Georgia's Sunshine laws, etc. The Governance Board will complete annually: strategic planning, board self-assessment, and committee structure review. Board members will also have the opportunity to attend the Georgia or National Charter Schools Annual Conference.

- How will Governance board members be removed from office, if necessary?

The manner and conditions under which Governance Board members may be removed from office are stated in the organization's Bylaws (Appendix 11C: Bylaws). Board members may be removed with or without cause by a vote of a majority of the board members then in office. The Governance Committee will monitor board member participation and expectations and make recommendations from time to time to remove members of the board if they fail to fulfill their responsibilities. For example, inconsistently attending board meetings, failing to participate in a committee of the board, or engaging in dysfunctional and disruptive behavior may be causes for removal. Additionally, if board members engage in activities unbecoming, they will be subject to the procedures and remedies of the DCSD's Code of Ethics (see Appendix 12C: Code of Ethics).

- Provide a brief plan for continuous governance training, recruitment and retention of high quality Governance board members?

New board members will be assigned a veteran board member as a mentor, and shall plan School visits with the CLO to learn more about the School's instructional program, strengths and needs. To maintain a strong foundation on which to build and sustain the Governance Board, orientation and ongoing board training and development shall be necessary. Board members will also have the opportunity to attend the Georgia or National Charter Schools Annual Conference.

Prior to the start of each School year (July 1), board members will participate in board orientation to communicate updates for the upcoming School year related to: the mission/vision, core values, charter petition goals and objectives, and strategic plan goals and objectives; roles and responsibilities of the Governance Board and its members; best practices for board service related to legal compliance, financial accountability, staff management, communication and advocacy; the school design, instructional program, and student achievement; the Governance Board Digital Handbook; and the financial management practices implemented at the School. Following board orientation, the Governance Board

will participate in monthly and quarterly workshops, based on the board member needs, which may include but is not limited to: fundraising, CLO evaluation, communication, finance and operations oversight, conducting meetings and Georgia’s Sunshine laws, etc.

Additionally, on an annual basis, the board shall: (i) participate in strategic planning review and update to keep board members focused on the goals of the Charter Petition by finding creative and innovative ways to achieve them; (ii) complete a board self-assessment or “check-up” so the board can reflect and determine its overall effectiveness and measure its progress towards achieving the goals in its strategic plan; and, (iii) complete a review of its committee structure to ensure that the work for the coming year is aligned to the goals of strategic plan.

- Briefly explain the recruitment plan of new members if vacancies occur.

The manner and conditions under which Governance Board members may be recruited if vacancies occur are stated in the organization’s Bylaws. A vacancy shall be declared, by a majority vote of the Directors, in any seat on the Board upon the death or resignation of the occupant thereof, or upon the disability of any occupant rendering him or her incapable of participating in the management and affairs of the corporation. Vacancies on the Governance Board, including those resulting from an increase in the number of Directors to serve on the Governance Board, shall be filled by majority vote of the attendees of the remaining members of the Governance Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. Replacement board members shall be recruited from the membership of the committees of the Board as well as from the professional networks of board members, the Leadership Team, and key stakeholders.

Question 52: Parent and Community Involvement on the Governance Board.

- a. How will parents, community members, or other interested parties be involved in the charter School’s Governance board?

Parents and community members will continue to be involved with LPA after the charter renewal approval by the State Board of Education. Parents and community members may serve directly on the Governance Board and on any of its various committees and task forces, which may include, but is not limited to: governance committee, finance committee, development committee, teaching and learning committee, strategic planning task force, facilities task force, and technology task force.

- b. How will the School promote parental and staff involvement in School governance?

Education is a shared responsibility where parents and staff are key stakeholders and their involvement enriches the teaching and learning environment and directly contributes to student achievement. The Governance Board promotes a healthy partnership with parents and staff by:

- Making sure the School is accessible and welcoming to parents as well as professional and collegial for staff;
- Making sure that parents and staff have open access to relevant information about the School’s policies, programs, and services; and
- Encouraging meaningful opportunities for input into decision-making at the School and at the Governance board level.

LPA strives to maintain a welcoming teaching and learning environment for parents and to make it easier for all parents to participate in their child's education through the implementation of the National Network of Partnership Schools model. Research shows that when schools are successful in engaging parents, there is a strong and positive connection to improved student achievement. Examples of parent and staff involvement in governance include, but are not limited to, the following: serving on the Parent Advisory Council and its committees; serving on the Governance Board and its committees and task forces; and participating in surveys and various School meetings.

c. How will the School communicate with students' families?

Communication is at the heart of education and is a dynamic part of student success in the teaching and learning environment; and this type of student success is built on effective two-way communication on all levels of engagement at the School. Accordingly, LPA's family involvement policy, anchored in the Title I Parent Compact, is focused on improving student achievement and in engaging students and families in developing specific knowledge and skills related to teaching and learning. Generally, school-to-home communication is about programs, student progress, and academic achievement, which include, but is not limited, to the following:

- *Beginning of the year parent communication* includes a letter of introduction introducing the teaching team and welcoming families back to school; and meet the Teacher/Orientation to share information on curriculum, schedule, goals and expectations.
- *Parent communication throughout the year* in the form of weekly updates, monthly newsletter, updates on the School's website, social media to share student successes, and conferences, notes or calls to home to share positive and not-so-good news.
- *End of the year parent communication* includes conferences to share observations along with student samples and suggestions for home activities to support students' growth and development; and thank you notes to families letting them know that the teaching team enjoyed the opportunity to learn and grow with their children.

Question 53: Certificate of Incorporation. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b) (4). (Conversion Charter Schools do not need to provide certificates of incorporation; however, the by-laws used by the Governance board are still required).

Appendix 11A: Certificate of Incorporation

Question 54: Bylaws. In the appendix, please provide the proposed charter School's bylaws, pursuant to § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.) Bylaws must reflect the charter School's mission and non-profit status and should include:

Appendix 11C: Bylaws

Question 55: Conflict of Interest. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding Governance board members must be disclosed.

Appendix 13C: Governance Board Members' Conflict of Interest Forms

Question 56: Board Member Resumes. Provide a brief description for each Governance board member that explains what role they will play on Governance Board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix.

The following is a brief biography of current Governance Board members:

Lonnie D. Hall, Founder, Chief Executive Officer and Ex-officio Board Member

Expertise: Real Estate, Human Resources, Business

Committee/Task Force: Facilities, Technology

Lonnie has over thirty-five years of experience in real estate and business. He's an expert in property management, site surveys, appraisals, commercial leasing, marketing, and operations management. He's a skilled team-builder and motivator, and has a reputation for outstanding customer service and communication skills. He's been a Sunday School teacher, a Boy Scout Leader, and a member of the Fayetteville (N.C.) State University Board of Directors. A graduate of the University of North Carolina, Chapel Hill, and Lonnie is a veteran of the U.S. Armed Forces (Air Force Reserve). He has extensive experience in OSHA compliance, government procedures and regulations, and anything related to insurance, permits, licenses and tax issues regarding business and real estate. He's a member of the National Association of Realtors, and holds certifications in real estate brokerage and real estate appraisal.

Donna Ray Hill, Ed.D.

Expertise: Educational Leadership, Communication, Human Resources

Committee/Task Force: Board Vice-Chair, Governance Committee Chair, Executive Committee

Ray has over twenty years of experience in education, with fifteen years of experience in educational leadership and administration. He's been involved in public education in Georgia since graduating from Florida A&M (1992) with a B.S. in Music Education. He received both his M.A. (1995) and his Ed. D. (2002) in Educational Leadership from Clark Atlanta University. He's an experienced transformational leader with a long history of success in quality instruction and curriculum design/development with a proven record of success in rural, suburban and urban school settings. He's a creative problem-solver with the ability to manage conflict, improve morale, and exceed standard academic goals. He's a member of the Georgia Association of Educational Leaders (GAEL), the Professional Association of Georgia Educators (PAGE), the Georgia Association for Supervision and Curriculum Development, the National Association for Supervision and Curriculum Development (ASCD), the National Staff Development Council (NSDC), and the National Association of Secondary Black Educators (NASBE).

B. Thassanee Gutter-Parker, J.D.

Expertise: Business and Law

Committee/Task Force: Chairperson and Executive Committee

Mrs. Gutter-Parker has close to twenty years of experience as an attorney, specializing in real estate and personal injury litigation. She's a double graduate of The University of Wisconsin-Madison, where she earned both her Bachelor of Arts and Juris Doctorate degrees. She's a member of the American Bar Association, the National Bar Association, The Gwinnett County Bar Association, the Georgia Association of Women Lawyers, and the Georgia Association of Black Women Attorneys. She's worked as a lawyer for independent firms and insurance companies, and currently maintains her own practice in Metro Atlanta.

Donald E. Mason, Jr. Ed.D.**Expertise:** Educational Leadership, School Turnaround, Instructional Design**Committee/Task Force:** Chair of Teaching and Learning Committee, and Governance Committee

Donald is a high-performance school principal with nearly twenty years of experience in education. He's a passionate and positive educator and administrator with a proven ability to move schools forward by significantly improving student performance and creating solid and sustainable community partnerships that impact overall student achievement. He's capable of leading School employees to a higher level of productivity and increasing student accomplishments while simultaneously promoting a positive school culture that embraces life-long learning. Donald has both B.A. and M.A. degrees in English from North Carolina Central University, as well as Ed.S. and Ed.D. degrees from The University of Alabama. He's experienced in instructional design, formative and summative assessment, and data disaggregation. Donald has stellar interpersonal skills and is well-versed in managing and resolving conflict between individuals from different backgrounds and cultures.

Donrich L. Young**Expertise:** Financial Investigation, Auditing, and Compliance**Committee/Task Force:** Treasurer, Finance Committee Chair, Communications Committee

Donrich has over a decade of experience in criminal and financial investigation, with extensive knowledge in the areas of bank fraud, money laundering, mortgage fraud, contract fraud, equity skimming, public corruption, and narcotics trafficking. After graduating with a B.S. in Political Science from Lincoln University in Oxford, PA, Donrich went to work for the Federal Aviation Administration as an Air Marshall, while simultaneously pursuing a Master's Degree in Organizational Management from the University of Phoenix in Pittsburg, PA, which he obtained in 2003. After his work with the FAA, Donrich took a position as a Special Agent with the Department of Housing and Urban Development (HUD), where he was successful in prosecuting large-scale narcotics trafficking operations in public housing facilities in Western Pennsylvania. Following his tenure with HUD, Donrich continued his work as a Special Agent and criminal investigator with The Nuclear Regulatory Commission (NRC) and the Federal Deposit and Insurance Corporation (FDIC), all while maintaining a faculty position as an Adjunct Professor of Criminal Justice for Westwood College, one of the nation's leading online universities.

Wanda Dennis Hugget, Ph.D.**Expertise:** Clinical Psychology**Committee/Task Force:** Parent Engagement Committee Chair, Teaching and Learning

Wanda has 15 years of experience as a clinical psychologist, with expertise across a broad range of specialties, including personal motivation, life coaching, PTSD, crisis intervention, evidence-based psychotherapy, family counseling, group therapy, juvenile intervention, child therapy, and stress reduction. She's a graduate of Clark Atlanta University (BA 1992) and Saint Louis University (MS 1997 and PhD 1999) and a state licensed psychologist in both Georgia and Michigan. In addition to her private and clinical practice as a therapist, she's been involved in education for close to twenty years, first as a charter school consultant and then as a psychology instructor at Saint Louis University. For the past 13 years, Wanda has served as a consultant and instructor for the National Football League's Conduct Management Program, where she conducted seminars, workshops, and individual therapy sessions with players and player's families on topics such as stress management, domestic violence, emotional intelligence, and impulse control. Wanda is an active member of the American Psychological Association and the Detroit Chapter of the Association of Black Psychologists, and has published several scholarly articles in the field of psychology.

Illya Eliphis Davis, Ph.D.**Expertise:** Higher Education, Cultural Studies**Committee/Task Force:** Teaching and Learning Committee

Illya has 20 years of experience in education, and close to ten years of experience as a university professor of Religion, Political Science, and Philosophy. A graduate of Morehouse College in Atlanta, GA, and Harvard Divinity School in Boston, MA, he has dedicated his life to the study of the human condition, with a focus on African-American issues related to questions of identity, leadership, and practical ethics in a modern cultural context. He's published papers on prominent African Americans such as Benjamin E. Mays, and lectured on a wide range of contemporary and historical figures such as Martin Luther King, Jr., Cornel West, John Dewey, and Aristotle. He's active in the Atlanta area African-American leadership community, and is currently a faculty member at Clark Atlanta University.

Wanda S. Gilliard, Ed.D.**Expertise:** Leadership Development, Administration**Committee/Task Force:** Teaching and Learning Committee

Wanda has over 30 years of experience in education, with 24 years in DeKalb County Public Schools. Her career path demonstrates a commitment to teaching and education that's hard to match. After graduating from Benedict College in Columbia, South Carolina, with a B.S. in Science, she joined the Peace Corps Teacher Corps and taught math to high School students in Ghana, West Africa. From there, Wanda became a middle School teacher in Houston, Texas, where she stayed and taught for ten years while earning her Master's Degree in Education from Texas Southern University. In 1990, she landed at Cedar Grove High School here in DeKalb County, Georgia where she stayed until 2009. At Cedar Grove, Wanda taught math (Algebra through Pre-Calculus). From Cedar Grove, she moved to an administrative position—Assistant Principal—at Shamrock Middle School, and has since served as a Principal, a Principal on Special Assignment, a Director of Curriculum Reform, and Executive Director for Curriculum, a Senior Executive for Curriculum and Instruction, and finally as an Associate Superintendent for Curriculum and Instruction. During her time in Atlanta, Wanda also earned her Doctorate in Education from Clark Atlanta University (1998), where she currently sits on the faculty of the School of Education.

Lisa Patrice Haygood**Expertise:** Business, Information Technology**Committee/Taskforce:** Secretary, Communications Committee Chair, Executive Committee Member, Parent Engagement Committee Member

Lisa has almost 20 years professional experience in computer information technology. After graduating from Clark Atlanta University with a B.S. in Computer Science (1990) and an M.S. in Computer Information Systems (1995), Lisa went to work as a programmer for IBM, where she is still currently employed. For IBM, Lisa has done everything from troubleshooting end-user data issues, to managing large regional accounts for companies like Lexmark, ITS, and Michelin, to overseeing a team of up to thirty IBM contractors. In 2009, Lisa became the Program Manager for the Georgia Technical Authority's (GTA) Chargeback Program, and in 2010, she became the primary liaison between IBM and GTA. As the Account Interface Manager for IBM and GTA, Lisa is responsible for business controls compliance, audits, contract deliverables, risk/issues management, on-boarding/off-boarding, and third party contract management.

Philana Swann**Expertise:** Administration, Employee Services, Payroll and Records Management, Logistics**Committee/Taskforce:** Finance Committee, Parent Engagement Committee

Philana has over 15 years of professional experience in office management. After graduating from Savannah State University in 1997, she worked for ten years as an administrator for BellSouth, where she managed communication and logistics for multiple large accounts. As a team leader, she managed customer relations, coordinated telephone services, and maintained spreadsheet data to insure accuracy and availability for the production of statistical reports, reviews, and analyses. In 2009, Philana took a position at the CDC's Budget Branch of Financial Management Procedures. At the CDC, Philana manages and analyzes data that is focused on administrative and procedural activities relating to time and attendance procedures and delegations of authority tracking. She tracks and documents budgeting data from FMO Scorecard, manages personnel documents, performance plans, documentation records, security clearances, ID badges, recommendations for cash awards, and telecommute requests. She has an extensive working knowledge of Federal HHS and CDC Policies and Procedures. In 2010, Philana earned her MBA with a concentration in Health Services from Strayer University.

Appendix 13D: Governance Board Members' Resumes

Question 57: Grievances and Conflict Resolution between Parties.

- a. What will the Governance board's role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group.

Teacher: The Governance Board will follow the procedure as outlined in the Complaint and Grievance Procedure for Staff ~ Leadership Preparatory Academy/ For Certified Employees. Their role is ultimately to hear the next level of the grievance/complaint and to ensure that due process was followed and that all evidence was presented, make a fair assessment and present a decision. See Appendix: 12C Complaint and Grievance Procedure for Staff ~ Leadership Preparatory Academy/ For Certified Employees.

Parents: The Governance Board will follow the procedure as outlined in the Student and Parent Complaint Procedure. Their role is ultimately to insure that the parents have followed the process of starting their conversation with the classroom teacher and then working their way up through the system to the CEO prior to coming to the Governance Board. They want to make certain that the parents voice was heard and that due process was followed on the part of staff and that the parents are clear about the resources that are available to them for resolution and that the lines of communication have been open throughout the process between home and school prior to their feeling the need to seek out Governance Board attention to their complaint. It is important to the Governance Board that the parents of LPA feel heard, feel that their students are in a place where attention is focused on student success and that the parents are a part of the "team."

Students: The Governance Board will follow the procedure as outlined in the Student and Parent Complaint Procedure. Their role is ultimately to ensure that "due process" has been followed in any complaint/grievance areas involving the students; that parents have followed the processes identified for resolving the issues presented to them. Ultimately, the Governance Board will send the decision back to the school leadership to implement their decision and let the student and the parent know of their decision in a written communication through the CEO. See Appendix 12C Student and Parent Complaint Procedure.

Community Concerns (including Parents): When community members address the Governance Board during their Board meetings, they have an opportunity to speak directly to them and share their concerns and/or issues. They sign their names to a list and a response to questions asked or concerns raised is sent to them at a later date.

- b. Describe the plan or method that the charter School's Governance board will utilize for resolving conflicts with the DeKalb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.

LPA acknowledges that the Governance Board shall be subject to the control and management of the local school board and subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq. For any disputes arising between the DCSD and the Governance Board, the following procedures will be adhered to: (1) Any and all disputes between the charter school and DCSD will first be expressed in writing by the complaining party within 30 days of the incident; (2) written complaints initiated by DCSD shall be addressed to the board; (3) written complaints initiated by the board shall be addressed to the superintendent; (4) the board shall respond in writing to any DCSD written complaints within 10 business days from the date of receipt of the complaint; (5) the DCSD shall respond in writing to any board written complaints within 10 business days from the date of receipt of the complaint; (6) if necessary, the board members and the superintendent shall meet to resolve the complaint; and (7) in the event that the complaint cannot be resolved then the parties will, upon mutual consent, engage in binding arbitration.

- c. Describe the method that the Governance board plans to utilize for resolving internal conflicts.

The Governance Board shall follow the DeKalb County Board of Education Code of Ethics for resolving internal conflicts. A Governance Board member who believes in good faith that another Governance Board member has violated any of the Governance Board's policies and procedures shall ask, by written request, the board chair to convene an executive session of the Governance Board. Upon such a request, the board chair shall convene an executive session to discuss or deliberate upon the possible disciplinary action of a Governance Board member. At least ten calendar days' notice of the executive session shall be provided to all Governance Board members. If no charges are to be brought and no hearing is to be held, the matter shall proceed no further.

Any vote to charge a Governance Board member with a violation of the Governance Board's policies and procedures shall be taken in an open meeting and shall require the vote of a majority of the Governance Board members present, provided a quorum is present. The Governance Board member or members suspected of the violation shall not be permitted to vote on the matter.

If charges are brought against a Governance Board member, the Governance Board shall conduct a hearing on the charges. At least thirty calendar days' notice of the date, time, and place of the hearing shall be provided to all Governance Board members. The accused Governance Board member's notice shall be sent by certified mail to the address listed with LPA and by electronic means. The accused Governance Board member shall be entitled to be represented by counsel at his/her own expense.

The parties by agreement may stipulate that some disinterested member of the State Bar of Georgia shall decide all questions of evidence and other legal issues arising in the hearing. At the hearing, both the Governance Board and the accused may call and cross-examine witnesses. The burden of proof shall be on the Governance Board to establish the alleged violation by a preponderance of the evidence. The hearing shall be open to the public while the Governance Board is receiving evidence or hearing argument.

If the accused Governance Board member is found to have committed the alleged violation, the Governance Board shall be authorized to take any or all of the following actions:

- Censure or reprimand the Governance Board member
- Disavow the improper acts or statements of the Governance Board member
- Require a public apology by the Governance Board member
- Initiate a civil action to recover the value of anything received by the Governance Board member in violation of the Governance Board's policies and procedures
- If warranted by the evidence and findings, report the matter to law enforcement authorities for possible consideration of criminal charges against the Governance Board member

A vote by a majority of the Governance Board members conducting the hearing shall be required to find that the accused Governance Board member committed the alleged violation and to impose sanctions. The Governance Board member or members charged with a violation shall not be permitted to vote on the matter. Any vote on the matter shall be taken in public.

Question 58: Business Arrangements or Partnerships with Existing Schools, Educational Programs, or Non-Profit Entities.

- a. List any proposed business arrangements or partnerships with existing Schools, educational programs, businesses, or nonprofit organizations.

See Appendix 8. The list of partners is constantly being updated and additional potential partners are being contacted and we are awaiting responses.

- b. Contact information for a representative of each business and/or partnership listed should be provided.

See Appendix 8.

- c. Disclose any potential conflicts of interest within each arrangement or partnership.

None identified as this time.

- d. Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.

See Appendix 8.

Question 59: Contracts with Charter Management Organization (CMOs) or Education Management Organizations (EMOs). Is the School utilizing the services of a charter management organization or educational management organization? If yes, please answer the following questions.

NA

XII. OTHER ADDITIONAL DCSD REQUIREMENTS AND REQUIRED ATTACHMENTS/APPENDIXES

Question 60: Legal Counsel.

- a. Provide information on the school's legal representation or counsel.

The Governance Board anticipates that it shall require legal services with respect to such issues that include, but is not limited to, the following: student relations, employee relations, contract negotiations, and compliance with state and federal laws, regulations and policies. The Governance Board has legal counsel on retainer to address any situation that may arise during the term of the Charter. In addition, the Governance Board has allocated specific funds in the operating budget for the purpose of paying such fees for legal services rendered and has retained the services of:

Robert L. Fortson, Counsel
McGuireWoods LLP
1230 Peachtree Street, N.E, Suite 2100
Atlanta, GA 30309-3534
Tel: (404) 443-5812 | Email: rfortson@mwellc.com

- b. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?

The Governance Board and the School's Leadership Team will assure that the School is in compliance with all federal, state, and local laws with respect to public school education, charter school law, corporations and not-for-profits, tax exempt organizations, employment, and all related areas. Both the Governance Board and the School shall adopt and enforce a business ethics and legal compliance policy that governs the performance of their duties and shall conduct of the School's business in accordance with the highest ethical and legal standards.

- c. Please confirm whether this organization or individual has reviewed the DCSD charter petitioner guidelines and petition documents to be submitted.

Legal counsel for the Governance Board has reviewed the DCSD charter petitioner guidelines and petition document to be submitted.

Question 61: Indemnification and Insurance Requirements.

- a. Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof. Information on insurance coverage and amounts are required in the following areas: (i) General Liability; (ii) Errors or Omissions; (iii) Property/Lease Insurance; (iv) Auto Liability; (v) Worker's Compensation; and, (vi) Theft.

LPA shall obtain insurance for the School in the following areas:

- ***Errors and Omissions*** – except as may otherwise be provided, the School shall obtain and maintain Educators Professional Liability Insurance (errors and omissions) in the amount of \$1,000,000 per wrongful act and \$3,000,000 in the annual aggregate per insured for all wrongful acts.

- **General Liability** – except as may otherwise be provided, the School shall obtain and maintain insurance with min. limits of \$1,000,000 per occurrence with an annual aggregate of \$2,000,000.
 - **Property/Lease Insurance** – except as may otherwise be provided, the School shall obtain and maintain sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by the School. The actual amount will be determined annually, if applicable.
 - **Auto Liability** – except as may otherwise be provided, the School shall obtain and maintain business auto insurance to cover any vehicles (owned, leased, or hired) used by the school staff in performance of their school work. The actual amount will be determined annually, if applicable.
 - **Workers Compensation** – except as may otherwise be provided, the School shall obtain and maintain workers compensation insurance in the amount of the statutory limits established by the Georgia Assembly.
 - **Theft** – except as may otherwise be provided, the School shall obtain and maintain Crime and Fidelity insurance in the amount of \$1,000,000 per lost subject (maximum deductible of \$10,000 per occurrence) covering employee theft and dishonesty, forgery or alteration, theft of money and securities, robbery or safe burglary, computer fraud, and money orders and counterfeit currency.
- b. In the petition, please provide the following statement: “Each insurance policy required by the DeKalb County Board of Education for <<charter school>> shall contain the statement ‘The DeKalb County Board of Education is included as an additional insured.’”

Each insurance policy that LPA is required to obtain and maintain by the DeKalb County Board of Education shall contain the following statement, “The DeKalb County Board of Education is included as an additional insured.”

- c. In the petition, please provide the following statement: “<< charter school>> shall hold harmless and indemnify DeKalb County School District, the Board of Education, its members, officers and employees for every liability, claim or demand upon the charter school; and <<charter school>> agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school’s activities.

“Leadership Preparatory Academy shall hold harmless and indemnify DeKalb County School District, the Board of Education, its members, officers and employees for every liability, claim or demand upon the charter school; and the Leadership Preparatory Academy agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school’s activities.”

- d. Copies of the school's insurance policies should be included as an Appendix item. If insurance policies do not exist, please provide the following statement: “Copies of each policy shall be provided to the DCSD Charter School Office prior to the opening of the school.” Please list the date by which evidence of insurance will be submitted.

Appendix 14B: Copies of Required Insurance Policies

- e. In the appendix, please complete and attach the insurance/indemnification form on pages 43-44. Include the name of the school where applicable. This provision must be signed by an authorized representative of the proposed charter.

Appendix 14A: Insurance/Indemnification Form

Question 62: Required Appendixes and Statements in the Appendixes and Any Other Relevant Materials.

All Appendixes with requested and supporting information related to the charter renewal petition application are listed following the Table of Contents.

Question 63: DCSD Assurances and Required Statements. Charter School Petitioners are required to copy the statements below, as written, and insert into the charter petition as the last pages of the main section of the charter petition. Please check to ensure each statement is entered into the petition and initial by each statement in [blue ink](#).

Appendix 15: Assurances and Required Statements