

Applications: Dominion Purpose Academy

Implementation Budget Requested

\$134,250.00

Planning Budget Requested

\$1,215,750.00

Total Budget Requested

\$1,350,000.00

Planning Reimbursements

\$600.00

Implementation Reimbursements

\$0.00

Total Reimbursements

\$600.00

Remaining Budget

\$1,349,400.00

Profile

Dominion Purpose Academy

Changes Requested**Eligibility for CSP Subgrant**

New School

New School: Are you requesting an implementation grant?

Yes

New School: Are you requesting a pre-opening supplement?

Yes

Are you requesting a supplement?

Yes

New School: Are you requesting the rural/priority community supplement?

Yes

New School: Are you requesting the high school supplement?

No

Narrative

Provide responses in the text boxes provided. Attachments will not be accepted for this part of the application.

Please describe how the autonomy and flexibility granted to a charter school is consistent with the definition of a charter school in ESEA § 4310 (2).

The autonomy and flexibility granted to Dominion Purpose Academy (DPA) align with the definition of a charter school in ESEA § 4310(2) by enabling us to design and implement innovative educational approaches tailored to the needs of our community. This autonomy allows us to innovate across key areas of school operations, including our mission, instructional model, governance structure, and student experience, while remaining accountable for improving academic outcomes and fulfilling our performance goals.

Mission-Driven Innovation

Our mission, shaped by input from over 5,000 community members, focuses on empowering students to become confident thinkers who can learn

purposefully and solve complex problems. This mission reflects our community's urgent need for rigorous academics paired with a focus on relationships and relevance. As the first 4-8 charter school in Columbus, GA, we use our flexibility to design a model that directly addresses the unique challenges of our underserved population. In our first year, we will serve 120 students in grades 6 and 7. In our 2nd year we will serve 180 students in grades 6-8. We will add 60 students each year and will have 360 students at full capacity.

Instructional Model

At the heart of our innovative approach is the use of Design Thinking Service Learning as a school-wide instructional framework. This interdisciplinary and project-based methodology fosters critical thinking, creativity, and problem-solving skills. Our flexibility allows us to offer:

Literacy Focus: We have a school-wide focus on literacy. Given our current literacy scores, we must focus on literacy. We implemented block scheduling, a Humanities course (essentially two literacy courses), and an additional differentiated period that can focus on reading skills for students who need remediation.

Design Labs: Students collaborate on Purpose Projects to address real-world challenges, integrating core academic subjects with 21st-century skills alongside community facilitators.

Mandarin Chinese as a World Language: As the only school in the area offering Mandarin, we prepare students for global citizenship and enhanced cognitive development.

Differentiated Learning Block: This flexible period ensures students receive personalized academic support based on their individual needs, promoting equity and excellence. This differentiated learning block is based on skill and not grade level. We will use school-wide planning to support students' needs within the freedom of not using grade-bands rather skill-bands.

Flexible Fridays: We will implement Flexible Fridays where our students will work in Design Labs, have learning exhibitions (field trips), and school-wide events. Our teachers will engage in professional development and school-wide collaboration.

Data Driven: Our whole school model will focus on data. Students will be taught how to use data to design their learning experiences. Staff will use data to make all decisions for academics and operations.

Governance and Leadership

Charter school autonomy enables our diverse Board of Directors to focus on mission-aligned decision-making. Our board members bring expertise in education, community development, and service leadership, ensuring that DPA remains rooted in the principles of empathy, collaboration, and responsible decision-making. Their leadership guides our innovative curriculum, policies, and community partnerships. Our Board of Directors reflect the unique and diverse makeup of our students and families. We also will have a family advisory council and a student advisory council to include the thoughts of students and families in our school model.

Community-Centered Approach

Located in central Muscogee County, DPA's flexibility allows us to respond directly to the needs of a community facing significant socioeconomic and educational disparities. By tailoring our programs to address these challenges, we bridge the gap between underserved students and high-quality educational opportunities. Our innovative features include:

Morning Huddles: Combining social-emotional learning, affirmations, and mindfulness, these sessions promote a strong school culture and student well-being.

Restorative Practices: We prioritize relationship-building and conflict resolution over punitive measures, fostering a positive and inclusive school environment.

Accountability for Results

DPA's autonomy is balanced by a rigorous accountability framework. Our academic and non-academic goals ensure measurable outcomes:

Academic Goals: 90% of students will demonstrate growth in math and literacy as measured by NWEA MAP and Georgia Milestones assessments.

Non-Academic Goals: All students will engage in collaborative, interdisciplinary projects annually, and every classroom will participate in weekly Huddles to strengthen school culture. We will use infinite campus and in-house dashboards to store student data. Our Data Manager will be in charge of inputting data. Staff, students, and parents will engage with data for improvement.

Local Context Innovation

As the first charter school in Columbus, GA, we fill a critical gap in educational innovation. Our 4-8 grade model aligns with national best practices, such as those at The Ron Clark Academy and Wadsworth Magnet School. Unlike traditional schools in our area, DPA amplifies student and family voice through programs that prioritize choice, collaboration, and purpose-driven learning. Our leader also spent 2 months in residency at high

quality charter schools throughout the country. One example of the charter school is Bullis Charter School, one of the top California charter schools that use Design Thinking throughout the entire school. Our Founder synthesized this information and included the innovation into the Design for Dominion Purpose Academy.

Alignment with ESEA § 4310(2)

ESEA § 4310(2) defines a charter school as one that operates independently and implements innovative educational practices while being held accountable for improving student outcomes. DPA exemplifies this definition by leveraging its autonomy to:

- Design a school model that meets the unique needs of our community.
- Implement a rigorous and relevant curriculum that prepares students for the challenges of the future.
- Foster a culture of inclusion, innovation, and purpose.

Through our autonomy and flexibility, DPA will create a transformative educational experience for our students, ensuring they are well-equipped to contribute meaningfully to their community and beyond.

Please briefly describe how the applicant school/network will utilize CSP Subgrant funds and why these funds are necessary to meet the school's goals. Separate activities by Planning and Implementation subgrant periods.

We will use CSP subgrant funds to meet our goals of Dominion Purpose Academy. We plan to utilize these grants in the planning period and in the implementation period. Please see the differentiation below:

Planning Year January 2025-July 2025

We plan to utilize the Leader Stipend for school administration. Our Executive Director has not received any funding since August 2024 and although we know that we cannot provide pay from the CSP funds that far back, we will utilize the leader stipend to begin pay from the designated period for CSP funds during the planning period. We will also use this stipend to pay other school administrators during the planning period.

DPA's major efforts during our planning year encompasses marketing, recruitment, hiring, academic readiness, operations readiness, and facilities. Planning year funds will be allocated for these areas that will help us to have an on-time launch for the 2025-2026 school year.

Marketing

In order to recruit staff, students, and community partners we have to align our brand and focus on marketing through communications on our online voice. To build the DPA brand, DPA has engaged a communications team that will redesign the EVA website, develop compelling new videos for posting there and elsewhere, reenergized several social media channels, and create our press kit. We have a committee on our Board who creates policy for Communications and Culture and they will create the policies that the Communications team will work within. The DPAA communications team has begun to collaborate to launch a brand building campaign which includes traditional advertising channels such as radio and print advertisements, as well as digital marketing campaigns with Glassdoor, ZipRecruiter, Indeed, LinkedIn, Instagram, and Facebook.

Recruitment

Dominion Purpose Academy understands that delivering the proposed school model and forecasted budget is dependent on student enrollment. With planned milestones in place to ensure the school reaches target enrollment by May of 2024, DPA has a strategic roadmap for recruitment during the planning year. In line with student recruitment, to ensure we have fully hired staff serving grades 6 and 7, DPA will implement a candidate relationship management system, which will allow us to log and manage newly sourced leads and systematically conduct direct email, phone outreach and interviews with potential job candidates. During the planning year, these recruitment systems require initial funding.

Hiring

In order to reach our rigorous academic goals, DPA must hire essential staff during our planning year to launch our implementation year successfully. These hires are included in our year one budget (not supported by CSP) but would be beneficial to the implementation year if able to start a few months early. These hires are critical to support with summer teacher institute planning and implementation which is an integral part of our teaching and learning framework. Having this critical staff begin during the latter portion of the planning year creates the opportunity to begin the work together as a new team to chart the course forward for the implementation year which gives the school a greater advantage for a successful launch. Those hires include the 1) Executive Director who is responsible for overseeing the total school program and directly manages the Principal and Director of Operations 2) Principal who serves as the instructional leader who creates systems for accountability for teachers to collect and use data on student performance, plan and implements professional development and coaching and connects with families and the community 3) Director of Operations who is responsible for monitoring and managing the day-to-day operations and implementation of the school model towards the fulfillment of the school's mission; student data collection and reporting functions, fiscal management, student enrollment, federal program compliance and school culture 4) Office associate will coordinate major student/family-facing administrative duties, including student enrollment and admissions processes, student and family welcoming and onboarding, coordinating services, and compliance regarding services for students experiencing homelessness; They will ensure family engagement/family outreach, monitor daily attendance, ensuring that the school is on track for

daily attendance goals and hold community meetings creating a feeling of school wide joyfulness and belonging 5) Students Services Coordinator oversees all matters regarding special education, students with exceptionalities programming and holistic student development. These essential roles and functionalities are directly linked to the DPA difference, mission, and vision.

DPA Way Summer Institute

After staff are hired, they will be onboarded and attend a virtual and face-to-face "DPA WAY" Summer Institute. Successful implementation of the DPA' s unique program elements require commitment to ongoing professional development teachers and leaders. We also believe that teachers are the greatest intellectual assets in our schools. During the summer, DPA provides standards-based, job-embedded professional development through our academic partners, the Stanford d.school and curriculum-based training that prepares them to work collaboratively on curriculum, assessment, data driven instruction and school culture, as well as providing ongoing classroom support in the implementation of new skills so that our teachers and leaders feel confident and are more equipped with executing from day one. During the Planning Year, this Summer Institute requires initial funding.

Academic Readiness

The CSP Funds can help us ensure our academic readiness. We can pay for student information system (Infinite Campus) and train our staff on how to use it. We can also purchase equipment for our Design Labs and Science Labs. We plan to use the funds to also pay for Curriculum costs and manipulatives.

Operations Readiness

During the planning year our Director of Operations will work to create and codify systems of engagement throughout the total school program. They will work within the launch plan that we have already created to ensure that we are ready for an on-time launch and that all of the operational systems are ready to be communicated to students, staff, families, community partners, vendors, etc. They will work closely with the Executive Director and Principal to ensure readiness. This will include them working closely with vendors and training for onboarding software, purchase software, etc.

Facilities

When granted the CSP grant DPA will be able to support some of the work needed to get our facility up-to-code for students. It will also be helpful to pay rent during the period when students are not in the school so that the school can be ready to receive furniture, equipment, supplies, and everything needed for the school to be student ready.

Implementation Year July 2025- June 2026

DPA's major efforts during our implementation year encompasses marketing, academics, operations, community engagement and facilities. Planning year funds will be allocated for these areas that will help us to have an on-time launch for the 2025-2026 school year.

Marketing

Our efforts for the implementation year shifts from recruiting new students, staff, and partners to telling our story. We plan to tell our story in a persuasive way that will naturally recruit our new 60 students and 2 staff members. We will continue to analyze our Brand and work with marketing professions to solidify our communications.

Academic Foundation

The CSP Funds can help us ensure our academic foundation. After planning our academic readiness, we will focus our efforts on the phase 2 academics of creating classroom libraries with leveled books. We will use the data from our academic diagnostics to determine the leveled books that we'll need for our differentiated language and literacy skills-based period. In our planning period, we purchased manipulations for our academic readiness, now we can purchase manipulatives needed to provide a foundation in our innovative program. We will focus on our Design Thinking throughline, student engagement, and use of data.

Operations

During our implementation year, we will codify the systems, financial, and facilities management. We will review the launch plan and realign our goals. We will work with consultants through the GCSA's Charter Align Program to help with state and federal reporting.

Community Engagement

During the implementation period we will increase our partnerships with the communities as they work alongside our students as Design Lab Facilitators. We will also have a reputation in the community and will increase our community partners that work directly with our students and

indirectly with our school.

Facilities

During the implementation period, we will fund necessary items that are necessary for student safety.

Both the planning grant and the implementation grant funds are aligned to our strategic initiatives. Spending was spread across 5 different object classes in both grants: Instruction, Pupil Services, Improvement Instructional Services, School Administration, and Business Support Services. DPA is allocating all grant funds to students and teachers in the form of instructional materials, furniture, technology, and training related to curriculum. Additionally, all the Professional Services listed support teacher pedagogy and capacity for the planning or implementation year. Thus, we are investing in teachers, teacher capacity, and the advancement of our focus on academic achievement. For our contracted services, our expectation is that these providers are experts in their field and will be able to share best practices with the school to provide lasting infrastructure beyond the use of their services- in other words, Design Thinking training will equip our teachers through trainings that will last beyond the conclusion of professional development sessions. Supplies designates all start-up materials required to reach our school wide initiatives. Supplies are not consumables and have a useful life well beyond the year in which they are purchased such as tables and document cameras. We do understand that the continual year over year use of these materials will diminish their utility over time requiring both maintenance and replacement.

Please describe how the applicant school/network is responding to community need and will use effective parent, family, and community engagement strategies. Include information on the needs analysis the school completed and the results. Also, include a description of how the school is soliciting and considering input from parents and members of the community and how the school will use effective parent, family, and community engagement strategies.

Columbus, GA, is the hometown of our Founder, and this deep connection has guided our community engagement efforts. To date, we've engaged approximately 5,000 community members through nearly 400 surveys, 35 interest meetings, 6 house meetings, 10 church visits, 36 community events, and 15 DPA-sponsored initiatives.

Our initial outreach focused on the entire city as we are the first charter school in the city and needed everyone to know and understand what a charter school is. Our recent outreach has been focused on families with children in grades 5 and 6. We host monthly virtual school tours to share updates and have introduced "DPA App Days" to assist families with completing applications. Additionally, we are organizing connecting events for families who have applied to DPA, fostering early relationships.

Looking ahead, we've launched an Ambassador Program for applicant families, empowering them to take on leadership roles. These ambassadors help spread the word, host events, and shape the school's first-year design. We're also inviting community members to serve as facilitators in our Design Labs, bringing real-world expertise to guide students in creating solutions to local challenges. Furthermore, our advisory committee, composed of 20 community members, provides valuable insight and supports enrollment efforts.

Dominion Purpose Academy is deeply committed to meeting the needs of our community through effective engagement and collaboration, using Design Thinking + Service Learning as our guiding framework. The data from our community outreach noted a need for a school that focused on 21st Century Skills and allowed students deep opportunities for critical thinking, collaboration, and creativity.

Community Needs Analysis and Results

We conducted a comprehensive needs analysis that included student surveys, parent surveys, focus groups, and demographic studies and engaged with over 5000 stakeholders. This process revealed a demand for high-quality, personalized learning options that prepared students for high school and beyond, helped students to be prepared for high-waged careers and opportunities for social emotional learning that was embedded throughout the school day and helped students to collaborate with peers. Parents also expressed a strong desire for an education model that fosters creativity, critical thinking, and real-world problem-solving skills—key elements of our Design Thinking approach. Businesses also noted the need for employees who can think critically and collaborate with colleagues and managers. Although Muscogee County School District has a high graduation rate, the scores on the 2024 Georgia Milestones End-of-Course Assessment do not mirror these scores (Algebra I 33% proficient; American Literature 35% proficient; Biology 41% proficient; U.S. History 23% proficient). Business leaders mentioned that the content knowledge of recent graduates are lacking- given the scores on the Georgia Milestones there needs to be an overhaul of how student access information. 100% of students wanted fun learning and teachers who cared about them. We also took into account the context of Columbus, GA- with two of the poorest zip codes residing in the Muscogee County School District and a 22% poverty rate that is double the national average we knew that focusing on families with high poverty was dire. Columbus is also in the 9% of high crime rate cities in the nation. Our community needs and deserves Dominion Purpose Academy.

Soliciting and Considering Community Input

To ensure our school reflects the community's needs, we utilized Design Thinking's empathy phase to gather insights directly from families and stakeholders. Through public forums, interviews, and surveys, we identified pain points and aspirations within the community. For example, feedback from parents about the need for education that teaches their children fundamental skills to excel outside of the school building and

innovative learning environments led us to integrate hands-on, project-based learning activities rooted in Design Thinking. We also established a Community Advisory Board, including parents, educators, and local leaders, to co-design programs and ensure ongoing collaboration. For instance, community input has shaped the development of our Design Labs, where students can work on projects that address real-world challenges.

Parent, Family, and Community Engagement Strategies

Our engagement strategies are designed to foster strong partnerships and empower families to actively participate in the school community:

- Orientation and onboarding: Parents will participate in workshops introducing them to the principles of Design Thinking and how these will guide their child's learning journey. They will also have a "Day in the Life" of a DPA student so that they understand the differences in their traditional public school and our charter school. They will also learn ways to support their children's learning at home.
- Ongoing communication: We will use newsletters, a parent portal, and social media to share updates on student projects and school initiatives.
- Workshops and resources: Parents will be invited to attend Design Thinking workshops to better understand the process and how to support their children in applying it at home.
- Collaboration opportunities: Families will have opportunities to volunteer during Design Sprints, where they can work alongside students to brainstorm, prototype, and test solutions to challenges.
- Community partnerships: By partnering with local organizations and businesses, we will create opportunities for students to showcase their design projects and engage with real-world problem-solving.

Empowering Parents Through Design Thinking

We will provide parents with tools to become co-creators in their child's educational journey. They will have opportunities to serve on the Family School Advisory Board, join Student-Parent/Guardian-Teacher Design Teams, or participate in school-wide Design Jams to help shape programming and address school-wide challenges.

By integrating parent and community feedback into every phase of our planning and maintaining open lines of communication, we are building a school that reflects the aspirations and values of the families we serve. Our Design Thinking framework ensures that our approach is not only innovative but also deeply empathetic and responsive to the evolving needs of our community."

Please explain how the applicant school/network will demonstrate a growth mindset throughout the subgrant term.

As the first charter school in Muscogee County, we have had to use a growth mindset throughout this entire process. When we were denied by the District, we appealed to the state because we know that our school is needed and families deserve another option—especially given the experiences of families and the standardized test scores that average less than 30% for Math and ELA for grades 3-8. Our charter application was accepted by the SCSC after demonstrating a growth mindset. This experience helped us to learn the importance of having a growth mindset.

In the same way, we will continue to demonstrate a growth mindset throughout the subgrant term by prioritizing continuous improvement, innovation, and collaboration:

Continuous Improvement

At DPA we are committed to continuous improvement in the light of challenges. For example we had a facility selected and had a partnership created. We had to move to our second choice facility due to challenges beyond our control. In doing this, we had to use a growth mindset and knew that this change would allow us to focus on the needs of our family. As a team, we came together and begin working with the new landlords to create a space that would be feasible for Dominion Purpose Academy. We analyzed our experience with the first facility and made improvements as we moved forward. We are committed to continuous improvement as we learn more to provide an excellent education. Now that we have a clearer vision of the facility we can use this information to aid in recruiting students and staff.

Innovation

When we brought our Innovative model to Columbus, GA we had to have a growth mindset. There is no school that uses Design Thinking as a total school model or one that offers Mandarin in our community. We will establish a robust professional development plan to support staff growth and implement data-driven practices to inform instruction and operations. Our school will foster a culture of reflection by regularly soliciting feedback from stakeholders and adjusting strategies as needed. By celebrating effort and progress in both students and staff, we will model the resilience and adaptability that define a growth mindset. These approaches will ensure that we remain responsive to challenges and committed to excellence throughout the subgrant term.

Collaboration

We have been successful with working with our community and creating partnerships. We will continue this collaboration through the subgrant period as our partners will help us to have a growth mindset. When a challenge arises, we can collaborate with our partners. We also have had to partner with each other to draw on the strengths of one another. For example, one of our Board members is a Brand executive and works with companies around the world to support their marketing. He is collaborating with his team to refresh the DPA Way Brand. To date, there have been small wins and we continue to celebrate those wins. We will continue to work together to provide services that we need.

There is so much more we will encounter during the planning and implementation years, but our founding team is aligned on the notion that a growth mindset is a steadfast approach to achieving our pre-launch and year one school launch goals.

We are willing to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind. We are also willing to adhere to conditions of any subgrant awards and carry out the goals they set for the subgrant. We will also attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities. Completing this will also demonstrate our growth mindset throughout the subgrant term.

Please explain how the applicant school/network will commit to the CSP subgrant agreement and meet the requirements and objectives of the CSP subgrant. Identify the person(s) or position(s) who will be responsible for CSP subgrant activities, including reporting, procurement/purchasing, bookkeeping, accounting, and recordkeeping of expenditures.

As an independent LEA, Dominion Purpose Academy has total autonomy over the budget and expenditures. The Board of Directors is ultimately responsible for fiscal policy development, annual budget approval process, annual external auditing measures, and monthly financial accounting practices. The Board of Directors plans to contract the services of a Back Office Provider for accounting and bookkeeping services. This provider will work directly with the Executive Director, Principal, and Director of Operations, who is responsible for human resource management, administrative and logistical duties, vendor contracts, and school logistics. Within the board, the finance committee, which is chaired by the Treasurer, works closely with the Executive Director and Back Office Provider to deliver strong fiscal plans, thorough reviews of financials, and clear presentations of fiscal health to the board for monthly review. The finance committee also offers financial counsel, regarding major purchases, to the Executive Director for any contracts over \$25, 000. DPA has very stringent expectations for our treasure to ensure strong internal control.

The Dominion Purpose Academy Board of Directors voted to have Founder and Executive Director, Dr. LaTasha Adams be the responsible party for the CSP subgrant activities, including reporting, procurement/purchasing, booking, accounting, and record keeping of expenditures. Dr. Adams will work with the now contracted Director of Operations to divide the duties for this grant. We will also utilize the services of the newly formed Charter ALIGN Program formed by the Georgia Charter School Association and Kelly Cadman/Hive 180 Education to create systems for reporting, purchasing, accounting, record keeping etc.

The Finance Committee for the Board have created financial policies for federal funding including: Federal Grant Procurement Policies and Procedures, Federal Grant Administration Policies and Procedures, Federal Grant Expenditure Policies and Procedures, Federal Grant Fiscal Requirement Policies and Procedures . Our Executive Director will be governed by these polices as she manages all aspects of this grant. She is also prepared to attend all trainings and requirements for award managers.

As stewards of public funding, DPA is committed to ensuring segregation of duties and redundancies in oversight to guard against human error, and in the event of theft or financial mismanagement (though this is not expected). Separating duties and responsibilities creates an important system of checks and balances for organizations and increases the likelihood of catching errors and achieving healthy levels of accountability and internal controls. The Board of Directors will annually review, amend (as needed), and approve fiscal policies even with the federal grants and CSP specifically. Within these policies, a clear separation of duties is delineated.

The primary goal in this delineation is to ensure approval, accounting, and signatory practices are assigned to individuals within the organization. The Office Associate processes bills and invoices for the school and ensures each bill and invoice is received by the Director of Operations. The Director of Operations submits invoices and bills to the back-office provider who is responsible for bookkeeping and general accounting. The back-office-provider records, inputs, and codes all expenses into a chart of accounts. The back-office-provider also confirms the accuracy of all contracts and prepares checks for all expenses.

The Director of Operations brings all checks, ready for signature, to the Executive Director. The Executive Director is responsible for reviewing all bills and invoices prior to signing each check individually. Any check above \$1,500 requires more than one signature – preferably from the Board Treasurer. The exception to this double-signature rule is recurring payments (i.e., rent, payroll). The Director of Operations maintains copies of all financial documents in our office for referencing purposes in our annual internal and external audits.

On a monthly basis, the back-office-provider, Executive Director, and Director of Operations prepare financial statements for the board to review. This includes budget-actuals, cashflow, and three-month projections. Any budget variances greater than 10% are reviewed with additional scrutiny and require an explanation from the Executive Director and Director of Operations to the board of directors. The Finance Committee of the board is responsible for reviewing all these statements and supporting documents in the monthly Finance Committee meeting – and reports this information out to the board in the monthly board meeting. On an annual basis, the Board of Directors reviews, amends, and approves the budget and fiscal policies. The Back Office Provider works with the Treasurer, Director of Operations, and Executive Director to provide whatever documentation is needed for an annual internal and external audit, as well as responding swiftly and thoroughly to any findings or recommended policy changes in response to the annual audits.

Dominion Purpose Academy has the policies and procedures in place and is ready to receive the CSP subgrant to support our school's overall goals.

Please explain the applicant school/network's readiness for opening, replicating, or expanding. Briefly describe how the applicant school/network is assembling a team and ensuring the school is prepared.

Dominion Purpose Academy will launch in July 2025 and we are taking a phased approach to ensuring we are set to launch focusing on five aspects of our total school program: 1) Qualified Team Members 2) Enrollment 3) Hiring 4) Academics, and 5) Facilities. We have also established a

launch document that encompasses tasks and benchmarks associated with these buckets as well as the SCSC checklist.

Qualified Team Members:

Dominion Purpose Academy has qualified team members at both the governance and management level.

As far as Governance we have a diverse and effective group of Board members. We have a diversity in experience, age, gender (7 women and 3 men) socioeconomics, race (1 Hispanic, 2 White, 7 Black)-. Although we have a diverse board, they all share the mission of equity for all and passion for the need for DPA. We have had trainings with BES with the whole Board and with the Georgia Charter School Association for our Board Chair. These trainings are ongoing and will also include governance training that is required by the SCSC.

The current Board members are: 1) Rashunda Townsend-Finances 2) Gary Daniel-Technology/Operations 3) Elizabeth Keohane-Burbridge-Academics 4) Delecia Butts-Finances 5) Jose Quinones-Community Engagement 6) Shae Anderson-NonProfit Management 7) Keydra Oladapo-Academics 8) Wade Thompson-Communications 9) Alycia Vail-Law 10) Roshonda Sutton-Law

As far as Management, our Executive Director has been involved in several fellowships including: Georgia Incubator, New Leaders, BES, Z Combinator, and Camelback Ventures. She is a continuous learner who has also applied to the New Schools Venture Fund Fellowship and the Charter School Growth Fund Fellowship. She holds a Ph.D. in Curriculum and Instruction and a Non-Profit Management Certificate. She was the founding principal at an Atlanta-based Charter School. We have also identified a Principal (Former Assistant Principal and current teacher in Muscogee County Schools) and Director of Operations (former teacher in the Muscogee County Schools, nonprofit leader, and military veteran) who are now completing the hiring process. This school-based leadership team will work together to hire the rest of the school staff. The Board has already voted on the job descriptions for these roles and the next hiring phase will occur next month. We have a strategic plan for dates and overall school readiness that will guide our overall school launch.

ENROLLMENT

Dominion Purpose Academy understands that delivering the proposed school model and forecasted budget is dependent on student enrollment. 120 6th and 7th grade students in Year 1 is a feasible enrollment benchmark based on community engagement efforts and being the first free charter school in Muscogee County. With planned milestones in place to ensure the school reaches target enrollment by May of 2025, DPA has a strategic roadmap for recruitment during the planning year.

Using data on typical enrollment patterns and conversion rates, DPA has set the following goals for the 2025-2026 school year: for 120 students to attend, by July of 2025, at least 130 students need to be enrolled, from at least 260 student applications, through outreach (i.e., mailing, social media ads, community events, etc.) to at least 20,000 families with school-aged children. To achieve these ambitious goals, DPA has built a campaign across digital, in-person, and mail platforms that take families from awareness to interest to application to enrollment. The board will monitor progress toward enrollment goals monthly in quarters 1 and 2, and weekly in quarters 3 and 4. These recruitment efforts move strategically from building awareness to targeted engagement to application completion to building our learning community. Through these actions, those that have registered their children will feel connected to our staff and other families and be more likely to attend Dominion Purpose Academy.

Outreach Strategies: Dominion Purpose Academy's outreach campaign will continue to focus on the East and Southern portions of Columbus, GA with particular attention to neighborhoods and zip codes immediately surrounding the school facility. We have launched our marketing campaigns and community task force to ensure we are covering all basis to inform, empower and engage families to become a part of DPA's founding families.

FY25 QUARTER 2 (January-March):

Targeted social media ads to build interest and engage people in our enrollment process.

Information sessions to raise awareness about our school model.

Digital ads to parents of 5th and 6th graders within targeted attendance zones.

Email: Monthly mailing list with updates and enrollment information to all who have previously shown interest.

Mail: Direct mailers to households within targeted attendance zones.

In-Person: Handing out flyers and hosting information sessions at local community centers, and other local organizations.

January 31: Application window closes if more than 120 applications are submitted

February 8 : Hold lottery if more demand than seats available

Enrollment on a rolling basis

Ongoing monitoring of the application benchmarks to meeting enrollment target

(FY25 QUARTER 3 (April-June):

Enrollment on a rolling basis; Securing enrollment documents section A.

Information sessions to raise awareness about our school model.

Targeted social media to those most likely to enroll based on applications.

Targeted emails with updates and opportunities to spread the word to families that have already applied.

Mail: Direct mailers to families that have applied and been accepted for enrollment.

Call: Enrollment and waitlist (if needed) calls.

In-Person: Meet-and-greet for families that have applied to start building community and learn even more about the school.

Ongoing monitoring of the application benchmarks to meeting enrollment target

FY25 QUARTER 4 (July-September):

Targeted social media to families if stating number of seats remaining available.

Digital ads for enrolled families and separate ads if seats remain for a broader audience.

Emails to enrolled families to keep them engaged and separate emails to broader audience if seats remain.

Calls for enrolled families and separate calls as needed if seats remain.

In-Person: Family welcome and meet-and-greet events. Orientation for enrolled families. Information sessions for families still looking for a school home.

July 28– first day of school

HIRING

Recruitment and retention require a multi-dimensional approach that includes, but is not limited to wages. Research has shown that team members are looking for specific school characteristics, organizational conditions, and opportunities to learn that give them the confidence they need to do their job and to envision a future where they can thrive at work. To this end (and for many other positive associated outcomes) DPA focuses heavily on organizational conditions, professional learning opportunities, and school culture. DPA will provide team members the time, resources, functional teams, and professional development they need to thrive in school.

Recruitment Practices and Timeline

In year one, our recruitment strategy will include the following practices to ensure we will meet our hiring needs: Referrals from stakeholders, deep-dive partnerships with colleges and universities and mission-aligned organizations, specialized digital marketing, and brand building

Referrals: Referrals are the most important source of new teachers. The Executive Director, Principal, and community engagement task force will attend networking events and engage with education sector stakeholders to help drive referrals. We also have several unsolicited inquires that have come from referrals.

Partnerships with Colleges, Universities, and Mission-Aligned Organizations: DPA is working to build strong partnerships with teaching programs in Georgia including Columbus State University, Columbus Technical College, Miller-Motte College, Real Men Teach, and Teach For America. We also are working to partner directly with professors at these institutions who can refer teachers to DPA, and with partner search agencies for positions particularly difficult to source. Building strong networks and thought partnerships are essential elements of widespread, sophisticated talent recruiting for DPA.

Specialized Digital Marketing: DPA's digital strategies maximize sites like Facebook, LinkedIn, Instagram, and major candidate pooling platforms (ZipRecruiter, Indeed, Glassdoor, etc.) to attract team members to DPA. We are excited to work with a new marketing team to help with consistency on these platforms.

Brand Building: In order to continue to build the DPA brand, DPA's Board member who is a Brand executive to refresh and align our efforts. These efforts include a communications team that will redesign the DPA website, develop compelling new videos for posting there and elsewhere, reenergize several social media channels, and is working to extend our reach and enhance our press profile. The DPA communications team has begun to collaborate to launch a brand building campaign which includes traditional advertising channels such as radio and print advertisements, as well as digital marketing campaigns with Glassdoor, ZipRecruiter, Indeed, LinkedIn, Instagram, and Facebook. Additionally, our Enrollment Team is sponsoring events and facilitating information sessions for recruitment, and brand building purposes.

FY24 (October-December):

Information sessions to raise awareness about our school model.

Targeted social media ads to raise awareness about our school model (Facebook, Instagram, LinkedIn).

Digital ads to individuals with target age ranges and addresses within our attendance zone.

Email: Monthly mailing list updates to all who have previously shown interest in the school.

In-Person: Tabling at markets, festivals, and other community events.

Announce our application cycle and process for Director of Operations on website and social media.

Create staff hiring tracking tool

Launch Hiring Platform (Workable)

Begin collaboration with communications firm

Engage board members and Head School with Alumni connections to colleges and recruitment organizations (TFA and Real Men Teach)

FY25 (January-June):

Targeted social media ads to build interest and engage people in open positions.

Information sessions to raise awareness about our school model.

Digital ads to job boards and education sectors within targeted attendance zones.

Announce our application cycle and process for Operations of Director on website and social media.

Announce our application cycle and process for all other open positions on website and social media (February 15th).

Email: Monthly mailing list with hiring updates and information to all who have previously shown interest in posted vacancies.

Mail: Direct mailers to households within targeted attendance zones.

In-Person: Handing out flyers and hosting information sessions at local community centers, school fairs, and other local organizations.

Reach out to new hires on a rolling basis

Ensure HR process is completed and runs smoothly

Ongoing monitoring of the Hiring benchmarks to meeting recruitment target

**Teacher Summer Institute begins virtually in June and face-to-face on July 14, 2025.

Hiring Process

Dominion Purpose Academy will hire the most qualified staff to benefit students. DPA does not discriminate on the basis of race, color, religion, gender, sexual orientation, age, national origin, or disability. The hiring process at DPA ensures we have student-centered, inclusive, transparent, rigorous, and cultivating hiring practices. We already have Principal and Director of Operation applications. We are moving to the final step of hiring for these two positions. In early February, we plan to begin the hiring for our teachers.

Step 1 – Marketing: DPA includes a broad base of partners, online and social media advertising in our marketing strategy. DPA forms new and maintains existing partnerships with local colleges and to support hiring efforts and to create a robust pool of qualified candidates submitting applications.

Step 2 – Application & Resume Review: The Executive Director and direct supervisors of prospective candidates review resumes for all submissions for education and previous experience to determine if candidates are qualified to move forward based on previous teaching training and/or experience.

Step 3 – Performance Task: Candidates submit a video and artifact demonstrating the quality of their work and their communication skills. This submission will include any materials created in the process of creating this video artifact.

Step 4 – Phone Interview: The Hiring Team conducts a phone interview with all qualified candidates, to assess for things like mission fit, candidate interest in DPA model, and the responsibilities of the role in which they are interested.

Step 5 – In-Person Interview: Candidates participate in an in-person interview. This phase of the process will include a writing sample, teaching lesson with “students”, a simulated coaching session and a debrief of their observations of the school culture and climate.

Step 6 – Offer: The Principal will make a personal call to extend an offer to the prospective employee. DPA’s Director of Operations sends a formal offer letter and benefits information to the candidate for review.

Step 7 – Background Check: The Director of Operations coordinates background checks and fingerprinting to ensure full clearance prior to the start date for all prospective employees.

Staff Support: DPA staff will receive a variety of proven supports to ensure they reach their full potential and realize that they can be successful in their career as educators.

Certification: All staff who are not certified are supported towards earning certification within their first three years of employment at DPA. This support includes study materials and PTO for test days.

Coaching: All DPA instructional staff will have a coach. This person provides ongoing professional development through goal setting, reflection, co-planning, looking at student work, observation debriefs, and celebrations of progress. At a minimum, all teachers receive a weekly classroom observation and follow-up meeting from their instructional coach, grounded in student outcomes from student work. This is in alignment with the domains of TKES.

Materials: All staff receive the materials and equipment they need to do their work properly. Instructional staff receive research-based curriculum materials and instructional equipment to support the curriculum. DPA budgets money each year to outfit classrooms with the materials and equipment teachers need to do their work effectively.

Onboarding: All staff receive a robust onboarding experience that reviews important policies, procedures, and expectations of employment with DPA. Initial onboarding will occur during initial hiring and ongoing onboarding and training will continue throughout the year.

Planning: Instructional staff have two 45-minute prep periods Monday- Thursday and one 45-minute prep on Fridays for teacher planning and development meetings, 1:1 coaching and/or grade level team meetings. Grade Level Teams have a shared planning block to allow collaborative planning across contents twice per week (ELA and Math). Coaches have flexible schedules which allow them to facilitate these planning meetings to offer support, guidance, and ongoing development.

Summer Professional Development: All new staff will participate in virtual onboarding and community engagement in June. Their virtual onboarding will include benefits information and set the foundation for the "DPA Way" as set begin to set culture. In July, employees will have a two-week, face-to-face summer professional development sequence that includes a ribbon-cutting for the school.

ACADEMIC

Dominion Purpose Academy planning team has created our Scope and Sequence for classes along with an assessment calendar for each grade. Community engagement is core to our program and mission so we also planned experiences for students outside of the classroom to enhance what they are learning inside of the classroom. The Design Thinking Process and Design Thinking Exhibition that is included in our charter goals have been embedded into our academics. Teachers will be trained on Design Thinking and how to incorporate it into their classrooms. We have also tied Social Emotional Training and Morning Huddles (also another part of our charter contract) to enhance the students' educational experience. Finally, we are planning our family academic training program.

FACILITIES

Dominion Purpose Academy has a robust facilities team supported by Cameron Quick and Jeffrey Houser from GCSA's Facility Resource Center. They have provided insight regarding DPA's affordability model, site locations, and lease agreements. We have engaged with general contractors, engineers, and architects at the direction of the FRC. Also supporting the Dominion Purpose Academy facilities team is Chrissie Plock from Keller Williams Realty River Cities, real estate agent located in Columbus, GA. Stead Realty Group, LLC. and initial legal review. This team created a myriad of options for facilities and have chosen For All Nations Church.

The pre-existing church facility is located at 5051 Buena Vista Road, Columbus, GA 31907- For All Nations Church. The school has a defined attendance zone that will serve students residing in Muscogee County and the church's location is central to the city- supporting our desired service area. The lease of this facility allows for a rather easy conversion to be a school on the second floor of the building with plenty of land and space to support the school's natural growth in subsequent years.

Once school is open and students are enrolled, the school will then transition into phase II of development in January 2026. Phase II will utilize the empty acreage. We will design and plan a quick summer construction, if needed to accommodate the projected 60 additional students enrolled. After this space is created, we will continue our conversation on building a permanent home and make a decision about construction, lenders, etc. with the guidance of GCSA's Facility Resource Center.

Please describe how the applicant school/network will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse.

Dominion Purpose Academy (DPA) is deeply committed to establishing and maintaining a racially and socio-economically diverse student population and faculty, reflecting the changing demographics of Columbus, GA. Our school is intentionally located in central Muscogee County to provide equitable access to high-quality education for families across the region, especially those in underserved areas such as zip codes 31903 and 31901. These areas experience significant inequities in education, socioeconomic conditions, and community well-being. For example, the 2024 Georgia Milestones Math Assessment revealed a sharp disparity in math proficiency rates, with Baker Middle School (31903) reporting just 1.9% proficiency, compared to Rainey McCullers Middle School's 55% proficiency rate in a wealthier and whiter demographic.

To address these disparities, DPA is designed to be diverse by intent, not by chance. Our enrollment goals and policies are informed by the demographics of our attendance zone, ensuring a student population reflective of the community. For instance, if 50% of the attendance zone identifies as Black or African American, our enrollment goals will align accordingly. Additionally, we aim for at least 50% of our students to qualify for federal services (e.g., WIC, SNAP, TANF, or Free/Reduced Lunch) to ensure socioeconomic diversity. A weighted lottery system prioritizes

students eligible for federal assistance, helping us maintain a socioeconomically representative enrollment.

Holistic and Inclusive Approach to Equity

DPA's approach to equity and inclusion encompasses four key strategies:

1) Culturally Responsive Pedagogy:

We center our curriculum and instructional practices around students' lived experiences, ensuring their voices, backgrounds, and contexts are respected and celebrated. By amplifying diverse perspectives in classroom materials and activities, we create an environment where all students feel valued. We selected curriculum that is contextual and used with similar students based on edreports and interviews with schools who use the curriculum we've chosen.

2) Differentiated Learning:

To address significant skill gaps, as reflected in regional test scores, we incorporate a dedicated differentiation period into the school day. This period provides personalized support tailored to each student's unique academic needs, fostering measurable growth for all learners.

3) Wraparound Services:

Recognizing the broader challenges facing our students and families, DPA partners with local organizations to offer essential supports, including: Mental health resources to address trauma and emotional well-being.

Food assistance programs to combat food insecurity.

Workforce development and housing resources to empower families economically.

4) Parent University:

DPA empowers families by offering programming designed to enhance their educational engagement. This includes:

-GED and literacy classes for parents.

-Workshops on effective home-learning strategies.

-Sessions to navigate educational systems and advocate for their children.

Design Labs:

As a Design Thinking school, we provide hands-on, collaborative learning opportunities where students address real-world challenges. These experiences equip students with critical thinking and problem-solving skills while fostering collaboration across diverse backgrounds.

Collaborative Design and Community Engagement

From its inception, DPA has been designed alongside the community it serves, ensuring that the school reflects the needs, aspirations, and diversity of local families. This includes deliberate efforts to amplify the voices of historically marginalized groups, including families of students with special needs. Examples include:

A Board member with extensive experience developing curricula for prestigious private schools and amplifying diverse perspectives, ensuring students at DPA have access to similarly high-quality learning experiences.

Policies that cultivate the knowledge, skills, and dispositions of confident thinkers, regardless of their backgrounds or levels of readiness.

A school day intentionally structured to balance differentiated support with higher-order thinking opportunities in Design Labs.

Recruiting and Retaining Diverse Faculty and Staff

DPA recognizes the importance of a diverse faculty in fostering an inclusive and enriching learning environment. Our strategies include:

Partnering with organizations such as Real Men Teach to recruit and retain educators of color. This partnership has already attracted African American and Hispanic applicants to posted roles.

Leveraging the diverse networks of our Board members, who include individuals from underrepresented backgrounds such as first-generation college graduates, professionals who grew up in poverty, and African American and Hispanic leaders.

Embedding culturally responsive practices into hiring and onboarding processes to ensure our staff shares a commitment to equity and inclusion.

Measuring Progress

To monitor and evaluate our progress, DPA will use the Success Gaps Rubric (O'Hara, Munk, & Reynolds, 2021). This tool enables us to systematically assess our effectiveness in addressing equity, inclusion, and opportunity gaps. Data teams will conduct regular reviews, with formal evaluations in December and during summer programming. Findings from these evaluations will inform continuous improvements in our policies and practices.

Through intentional design, data-driven enrollment goals, and holistic support systems, Dominion Purpose Academy is building a school that prioritizes diversity, equity, and inclusion at every level. By partnering with the community and fostering collaboration among students, families, and

staff, DPA is creating a model of education that uplifts all students and equips them with the skills and confidence to thrive.

Provide details about how the applicant school/network will maintain financial sustainability after the end of the subgrant period.

Dominion Purpose Academy has built a conservative budget to demonstrate fiscal viability that is aligned to our school's mission, which includes:

MONTHLY AND ANNUAL CASH SURPLUSES. We will utilize startup funds to make major purchases in year zero and year one, allowing us to have an ending cash balance at the end of year one and two. We have budgeted intentionally to ensure our monthly and annual cash balances grow each year for contingencies and long-term planning.

ESTIMATED CONSERVATIVELY: We have secured quotes for services, facility, curriculum, assessments, professional development, etc. In circumstances when quotes were unavailable, we used operating budgets from various charter schools. We have accounted for increases each year for services and supplies increase in costs.

GROWTH: Our budget mirrors our slow growth model, with staff strategically added to support larger caseloads in Special Education, Enrichment, Teacher Assistant roles, and adding staff to support the development of Design Thinking + Service Learning.

Additionally, the DPA fund development approach includes a diverse array of strategies including, but not limited to, donations from board members- 100% of our Board Members have made an initial donation, corporations, individuals, foundations, funds from public grants, and private philanthropy.

YEAR 0 PLAN (2024-June 2025): All board members have already made a meaningful personal financial contribution to the school and they have committed to continue this each year of their term. The Executive Director, with the support of the board, has compiled a list of foundations, grants, corporations, incubators, seed funders, and individuals that are potential donors. The Executive Director, with the help of the board as needed, will apply for seed funding and grants for startup costs. The Executive Director, with the help of the board as needed, will reach out to corporations, individuals, and foundations to request in-kind donations for tangible goods (i.e. school furniture, uniforms, media, computers, etc.). BES has granted Dominion Purpose Academy \$115,000 of unrestricted funds for start-up costs in year 0. Camelback Ventures has granted DPA \$40,000 of unrestricted funds for start-up costs in year 0. The Executive Director will be in a Z Combinator Pitch Contest in mid-January, had applied to the Charter School Growth Fund, and the New Schools Venture Fund.

YEAR 1 PLAN (July 2025-June 2026): The board, in partnership with the Executive Director, will create a 12-month strategic plan for fundraising. This plan includes detailed goals, recommended sources of revenue to pursue, and clear delegation of roles and responsibilities along with timelines for the completion of each phase of fundraising. Within the plan, some key elements will include 100% board participation, at least one individual giving campaign in the fall (around Giving Tuesday), a grant application timeline and project plan, at least one fundraising event (i.e. Gala, 5K, Book Drive, etc.), plans to cultivate two or more new corporate/community sponsors, and ongoing in-kind donations.

PLAN BEYOND YEAR 1: At the end of Year 1, the board will make a set of recommended revisions to the Year 1 plan for subsequent years. The strategies that are most effective will continue and the strategies that yielded little impact for the effort required will be adjusted or discontinued. The basic process for each year will be like year 1, while the finer details may need to adjust as DPA continues to improve effectiveness and increase impact in this regard.

Lastly, strong fiscal oversight will be at the forefront of what the DPA Board focuses on. Annually, the Executive Director, Principal, Back Office Provider/CFO, and Director of School Operations prepare a budget that reflects the current priorities of the school. This budget is presented for review by the Board's finance committee. The finance committee presents a budget recommendation for review and approval by the full board – who has the opportunity for discussion, feedback, revision, and then approval. In this process, two public presentations of the budget allow for community feedback prior to full board vote. On a monthly basis, the Executive Director, Principal, Back Office Provider/CFO, and Director of School Operations work together to prepare budget and financial statements in alignment with fiscal policies and financial health goals. These statements are condensed into a presentation for the board each month as the primary driver of these conversations. Back Office Provider/CFO, with oversight from the finance committee, is responsible for ensuring compliance with generally accepted accounting principles, state and federal regulations, and provisions for charter schools within the state statutes to ensure and maintain financial sustainability.

After the subgrant is over, we will have a surplus of our cash-on-hand and will continue to be fiscally responsible and implement our fundraising plan.

Other Information - Uploads

Please provide the following documents/information by uploading them here.

Please upload the applicant school/network's recruitment and enrollment policy and procedures. If the school is proposing use of a weighted lottery, please include the weighted lottery policy. All weighted lottery policies must be approved by the SCSF and the U.S. Department of Education as a condition of any CSP Subgrant.

2024 Dominion Purpose Academy Lottery Policies & Procedures (1).pdf

If necessary, please upload a second document.

DPA_Recruitment Policy 2024_CSP.pdf

Please upload the applicant school's retention and discipline policy.

DPA_Retention and Discipline Policy 2024_CSP.pdf

Please upload how the applicant school has/will meet the educational needs of all students, including children with disabilities and English learners. For replication and expansion applicants, upload the percentage of students with disabilities and English learners who have been served over the last three (3) years by the applicant school.

DPA_Meeting Educational Needs of All Students 2024_CSP.pdf

Please upload the charter contract with the authorizer and/or other document that includes the performance measures agreed to by the authorizer and school.

FY25 Dominion Purpose Academy Charter Contract - signed (2).pdf

Please upload the applicant school's transportation plan.

2025 Transportation Plan_DPA.pdf

Relationship with CMO/EMO

Does the school have a relationship with CMO/EMO?

No

Priorities

Priorities Claimed

Location

Provide details of the location or proposed location of the applicant school.

Dominion Purpose Academy will be located within the attendance zone of the Muscogee County School District in Columbus, GA. Currently, there are no charter schools within 50 miles of the area. The map below shows the proximity to other charter schools.

Please upload a map showing proximity to other charter schools, evidence of a rural designation, and/or other evidence to meet the definition of a priority community as described in Definitions.

Georgia Charter School Locations from Columbus, GA.pdf

Assurances

The applicant charter school/network must agree to assurances related to the CSP SE Grant program and requirements set forth by the State Charter Schools Foundation of Georgia. The board chair must sign this document, and it should be uploaded below.

[Link to the Georgia CSP Subgrant Assurances](<https://drive.google.com/file/d/1MMz7OJ1UbTqfE6giNove2JBtWAdDqjD-/view?usp=sharing>)

File Upload: CSP Subgrant Assurances

CSP Assurances_DPA.pdf

Submission Date

01/08/2025

Applications: File Attachments

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File Upload: CSP Subgrant Assurances

CSP Assurances_DPA.pdf



Dominion Purpose Academy Enrollment Lottery Process

Policy and Procedures

Adopted October 24, 2024

Policy:

If the number of timely applicants received by Dominion Purpose Academy exceeds the capacity of a program, class, grade level or building, Dominion Purpose Academy shall ensure applicants that do not have an enrollment priority, or extra weights permitted by law, have an equal chance of being admitted through a lottery using a computer generated randomization method.

To participate in the lottery, a student's application must be received prior to the open enrollment application deadline as established by the school's Board. The lottery will take place in late February each year. The exact date will be posted on the school's website no later than one week before the BEGINNING of open enrollment. For transparency purposes, the public is welcome to attend the lottery. The lottery location and time will be posted on the school's website. The lottery results will be made available to the public following the lottery. An unbiased third party will certify the validity of the lottery.

Dominion Purpose Academy utilizes federally-approved enrollment preferences and a weighted lottery. See procedures and legal references for additional information.

The attendance zone for Dominion Purpose Academy is the Muscogee County School District.

Class size is at the discretion of the Executive Director and Principal, with Board approval, as long as within legal limits.

Residency requirements do not apply to children of governing board members, full-time teachers, professionals or other employees of Dominion Purpose Academy.

Definitions

Sibling by definition is a:

1. Biological (including ½ sibling)/adoptive sibling residing within the attendance Zone.
2. Stepsiblings residing in the same household.
3. Foster children residing within the same household.

Sibling notes:

- Stepsiblings living in different households are not considered for a sibling preference.
- An 8th grade student or alumnus of the school with a sibling applying for the following year



does not qualify as a sibling for entrance preference. Further, sibling preferences are only applicable for students who are eligible to enroll based on age.

- Same-grade siblings will be treated as one single applicant unit, rather than as multiple applicants. When that one applicant unit is drawn in the lottery, the same-grade siblings will be numerically ordered on the waiting list or conditionally accepted, dependent upon where in the lottery that applicant unit was drawn.
- Siblings of current students must submit an application to the school during the open enrollment period to be considered for admission.

Residency must be established as of the open enrollment deadline and proper proof of residency must be submitted with registration documents. NOTE: Residency must be with the primary or shared custodial parent(s) or legal guardian(s) -- not other relatives or friends. Residence must be student's primary home, not a rental property, place of business, etc.

Residency notes: Ownership of property/land with stated intent to build and use as primary residence is insufficient. Parents or guardians who live in a residence but do not own or lease the residence will be required to complete a notarized Affidavit of Residence. The parent/guardian and the adult owner/lessee of the residence will both be required to complete the form, attesting that the person does indeed reside there. The parent/guardian will also need to provide evidence that they do live at the specified residence, as detailed on the affidavit.

The information provided in the application must be accurate and align with the school's definitions of residency and sibling. Parents must ensure that all information provided is correct by the registration date. If parents have provided inaccurate information, the lottery results will not be altered to reflect correct, new information. Instead, the impacted student will be moved to the bottom of the waitlist in their respective grade-level.

Procedures:

During Open Enrollment

Applications will be collected primarily through an electronic application system. Applicants without the ability to create an online account should reach out to the Registrar or Executive Director for assistance in submitting their application. Paper applications will also be accepted

Upon a student's admission to Dominion Purpose Academy, if parents are unable to provide sufficient documentation verifying "economically disadvantaged" status, the student will be moved to the bottom of the waitlist. Further, if parents are unable to provide proof of residency for the address listed on the application when the student is offered a spot, the student will be moved to the bottom of the waitlist. The school may implement a process to double check applications for accuracy however, parents are ultimately responsible for completing accurate applications.

Preferences

Pursuant to O.C.G.A. 20-2-2066, and Dominion Purpose Academy charter contract, enrollment preferences will be given in the following order to: 1) **siblings of students enrolled in the school**



and 2) **students with a parent or guardian who is a member of the governing board or is a full-time teacher, professional, or other employee of Dominion Purpose Academy.**

Preference will be applied upon eligibility, according to the categories outlined above. This may result in updates to the order of the waitlist.

Dominion Purpose Academy is legally allowed to give students who are economically disadvantaged, as defined by law, additional weight in the lottery. To facilitate the weighted lottery, applicants can indicate their “economically disadvantaged” status on the lottery application and such status will be verified as part of the enrollment process. The weight for economically disadvantaged students will be calculated annually by the Dominion Purpose Academy Board of Directors. The Georgia Department of Education defines economically disadvantaged as a student whose family is below the poverty line, qualifies for free or reduced lunch, or whose family qualifies for federal benefits including SNAP, TANF, WIC, or Medicare.

Post Open Enrollment

Upon closing of each Open Enrollment period, if the number of qualified applications exceeds the number of available seats for any or all grade levels, a random selection (lottery) will be conducted.

Lottery Day

The school’s automated Lottery is designed to ensure all applicants are fairly placed on class lists using a random algorithm while taking into account preferences.

The order in which the grades will be drawn is determined by ordering the grades beginning with the grades for which the total # of applicants does not exceed the total number of available spots and ending with the grades for which the opposite is true. In other words, the grade with the smallest percentage when comparing number of spots available and number of applications received will be pulled first.

Drawing to Select Students:

- The random lottery to select students will be conducted, applying preferences to applicants as self identified during the application process.
- As each student is selected, that student’s sibling(s) will be added to the appropriate class list for that grade or any other grades. A sibling will be placed based on available space. If the class is at capacity, the sibling receives preference on the waiting list.
- Students will be selected and placed until all the seats at that grade level are filled. Once all seats are filled, all remaining names will be placed on the waiting list in the order in which they are selected.
- A student cannot lose his/her/their seat on the class list after it has been awarded, unless inaccurate information was provided during open enrollment to give the student preference or weight in the lottery.



- After all names have been drawn, waiting lists will be double checked to ensure sibling preferences were applied.

Applications Outside of Open Enrollment

Applications received after the Open Enrollment period will be placed at the end of the waiting list after the lottery has concluded, in the order in which they were received.

- If a class is not at capacity at the end of the lottery, additional students will be added as qualified applications are received, in the order they are received.
- If additional seats become available after the Lottery, they will be filled from the applicants, in order, on the waiting list.

Applications received outside of Open Enrollment are only valid through the school year of interest. New applications for the following year will need to be submitted for the next year's consideration. Applications for the following school year will need to be submitted at the next Open Enrollment period.

The wait list does not carry over from school year to school year. The wait list expires on the last day of the school year for the school year in which the lottery was held. For example, a lottery in February 2025 creates the roster for the 2025-2026 school year. This wait list is active until the last day of school of the 2025-2026 school year. As of the day after the last day of school, the new wait list from the most recent lottery is the only active wait list.

Post Lottery

Selected applicants will be notified via email. All applicants must return their Pre-Lottery Application and registration documents within 14 days after notification of admission. When selected from the waitlist, applicants must return their Pre-Lottery Application and registration documents within 7 days after notification of admission. Applicants will be contacted via email and phone. Failure to comply with this deadline will result in the student's admission slot being offered to another applicant.

All applicants who have been offered admission must return their Pre-Lottery Application and registration documents within 14 days after notification of admission. Failure to comply with this deadline will result in the student's admission slot being offered to another applicant from the wait list.

Selected applicants will be notified via email.

Registration Documentation – Proof of Qualification

1. Pre-Lottery Application



2. Original certified birth certificate
3. Parent/guardian photo identification - (Parent identification will be verified with the birth certificate). Proof of custody or guardianship will be required if not the birth parent.
4. Social Security card (Social Security card will be verified with the application) or waiver
5. Vision, Hearing, Dental, and Nutrition (Form 3300)
6. Immunization (Form 3231)
7. Parent's email address

Proof of Residency

- **Two documents** proving residency within the attendance zone - Proof of residency may be established with (1) a copy of the property deed, mortgage or a currently monthly mortgage statement, or a current, unexpired lease and (2) a current utility statement - gas, water or electric only.

Georgia Weighted Lottery Provisions

OCGA § 20-2-2066

Admission, enrollment, and withdrawal of students [new version adopted 2015]

(a) A local charter school shall enroll students in the following manner: (1)(A) A start-up charter school shall enroll any student who resides in the attendance zone specified in the charter and who submits a timely application as specified in the charter unless the number of applications exceeds the capacity of a program, class, grade level, or building. Except for educationally disadvantaged students who may be provided an increased chance of admission through a weighted lottery if permitted by the school's charter, all such applicants shall have an equal chance of being admitted through a random selection process unless otherwise prohibited by law; provided, however, that a start-up charter school may give enrollment preference to applicants in any one or more of the following categories in the order of priority specified in the charter: (i) A sibling of a student enrolled in the start-up charter school; (ii) A sibling of a student enrolled in another local school designated in the charter; (iii) A student whose parent or guardian is a member of the governing board of the start-up charter school or is a full-time teacher, professional, or other employee at the start-up charter school; (iv) Students matriculating from a local school designated in the charter; and (v) Children who matriculate from a pre-kindergarten program which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the school or programs which have established a partnership or cooperative efforts with the school.

OCGA § 20-2-2062 [new definition accompanying new legislation]

(4.1) "Educationally disadvantaged students" means all or a subset of the following: students who are economically disadvantaged, students with disabilities, limited English proficient students, neglected or delinquent students, and homeless students, as each such subset is defined by the State Board of Education in accordance with federal education guidelines and regulations.



2.

Georgia Department of Education website: How does a charter school lottery work?

Charter schools are required to conduct a lottery when there are more timely filed applications for admission than there are seats. The lottery must be by random selection and the results must be validated for accuracy. The results of the lottery must be made public.

3.

Charter Schools Program, Title V, Part B, Non-Regulatory Guidance, Department of Education, January 2014

E. Lottery, Recruitment, and Admissions

E-1. What is a lottery for purposes of the CSP?

A lottery is a random selection process by which applicants are admitted to the charter school. 20 U.S.C. 7221i(1)(H).

E-2. Under what circumstances must a charter school use a lottery?

A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. 20 U.S.C. 7221i(1)(H).

E-3. Are weighted lotteries permissible?

Weighted lotteries (i.e., lotteries that give additional weight to individual students who are identified as part of a specified set of students, but do not reserve or set aside seats for individual students or sets of students) are permitted only in certain circumstances.

First, weighted lotteries may be used when they are necessary to comply with title VI of the Civil Rights Act of 1964; title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973; title II of the Americans with Disabilities Act of 1990, as applicable; the equal protection clause of the Constitution; or applicable State law.

Second, a charter school may weight its lottery to give a slightly better chance for admission to students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions. For example, a charter school might provide each student seeking a transfer under title I with two or more chances to win the lottery, while all other students would have only one chance to win. 20 U.S.C. 7221i(1)(H).

Third, consistent with section 5204(a)(1) of the ESEA¹, a charter school may weight its lottery to give slightly better chances for admission to all or a subset of educationally disadvantaged students if State law permits the use of weighted lotteries in favor of such students. Permission could be



evidenced by the fact that weighted lotteries for such students are expressly permitted under the State charter school law, a State regulation, or a written State policy consistent with the State charter school law or regulation, or, in the absence of express authorization, confirmation from the State's Attorney General, in writing, that State law permits the use of weighted lotteries in favor of such students. Thus, if a State's charter school law permits charter schools to give additional weight to educationally disadvantaged students (or a subset thereof), a charter school in that State could weight its lottery in favor of such students or participate in a centralized lottery for multiple public schools that is weighted in favor of such students and remain eligible for CSP funding. For the purpose of this guidance, educationally disadvantaged students are students in the categories described in section 1115(b)(2) of the ESEA, which include students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students.

Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students. In addition, the Department strongly encourages charter schools that use weighted lotteries to do so as part of a broader strategy that includes fulfillment of their existing responsibilities related to outreach, recruitment, and retention for all students, including educationally disadvantaged students.

E-3a. May existing grantees weight, or allow charter schools in the State to weight, their lotteries under the circumstances described in E-3?

An existing grantee that wishes to use, or allow charter schools receiving CSP funds to use, weighted lotteries under the circumstances in E-3 must seek approval from the Department to do so by amending its grant application. Requests for approval to use weighted lotteries should be submitted to the Department and include the following:

¹ Section 5204(a)(1) of the ESEA is the provision of the CSP statute regarding selection criteria for State educational agencies that focuses on the contribution that the CSP will make to assisting educationally disadvantaged and other students in meeting State academic content and achievement standards.

1) Information concerning the circumstances in which a weighted lottery would be used, including the specific categories of students the weighted lottery would favor;

2) Evidence that –

a) When seeking approval to use weighted lotteries under the first circumstance in E-3, the use of weighted lotteries is necessary to comply with Federal or State law; or

b) When seeking approval to use weighted lotteries under the second or third circumstances in E-3, State law permits such use, which could be evidenced by the fact that weighted lotteries for such students are expressly permitted under the State charter school law, a State regulation, or a written State policy consistent with the State charter school law or regulation, or, in the absence of express authorization, confirmation from the State's Attorney General, in writing, that State law permits the use of weighted lotteries in favor of such students;



- 3) Information concerning the mechanisms that exist (if any) for an oversight entity (e.g., the SEA or an authorized public chartering agency) to review, approve, or monitor specific lottery practices, including establishment of weight amounts if applicable;
- 4) Information concerning how the use of a weighted lottery for a permitted purpose is within the scope and objectives of the approved project; and
- 5) Information concerning the amount or range of lottery weights that will be employed or permitted and the rationale for these weights.

An applicant for future CSP competitions that wishes to use a weighted lottery should provide the pertinent information about its proposed lottery in its grant application.

E-4. May a charter school exempt certain categories of applicants from the lottery and admit them automatically?

A charter school that is oversubscribed and, consequently, must use a lottery, generally must include in that lottery all eligible applicants for admission. A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply.

Specifically, the following categories of applicants may be exempted from the lottery on this basis:

- a) Students who are enrolled in a public school at the time it is converted into a public charter school;
- b) Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;
- c) Siblings of students already admitted to or attending the same charter school;
- d) Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and
- e) Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

When recruiting students, charter schools should target all segments of the parent community. A charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English language learners), religion, or sex, or against students with disabilities; in order to meet this goal, charter schools should consider additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs. Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the application closing date, the total



number of applicants exceeds the number of spaces available at the charter school. 20 U.S.C. 7221b(b)(3)(I) and 7221i(1)(E), (G), and (H).

E-5. May a charter school create separate lottery pools for girls and boys, in order to ensure that it has a reasonably equal gender balance?

No, a charter school receiving CSP funds must hold one lottery that provides qualified students with an equal opportunity to attend the school. Therefore, a charter school receiving funds under the program is precluded from holding separate lotteries for boys and girls. Nor may a school weight its lottery in favor of one gender over another. A school seeking to increase participation of one gender should do so by targeting additional recruitment efforts toward that gender. 20 U.S.C. 7221b(b)(3)(I) and 7221i(1)(H).

E-6. In addition to title V, part B, subpart 1 of the ESEA, what other statutory or regulatory authorities should a charter school receiving a CSP grant consider when developing its admissions policies? To be eligible for CSP start-up grants, a charter school's admissions practices must comply with applicable Federal and State laws. Exemptions from the lottery specified in E-4 above are permissible only to the extent that they are consistent with the State's charter school law, other applicable State laws, the school's charter, and any applicable title VI desegregation plans or court orders requiring desegregation. A charter school's admissions practices must also comply with part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, title VI of the Civil Rights Act of 1964; section 504 of the Rehabilitation Act of 1973; and title II of the Americans with Disabilities Act of 1990, as applicable. 20 U.S.C. 7221i(1)(E), (G), (H), and (K). See also A-3.

E-7. What are a charter school's responsibilities with regard to outreach and recruitment? Section 5203(b)(3)(I) of the ESEA requires charter school grant and subgrant recipients to inform students in the community about the charter school and to give each student "an equal opportunity to attend the charter school". Further, section 5203(b)(3)(E) of the ESEA requires charter schools receiving CSP grants or subgrants to involve parents and other members of the community in the planning, program design, and implementation of the charter school.

As noted in E-4 above, charter schools may not discriminate in recruiting. Charter schools should reach out broadly to the community, including to English language learners and students with disabilities.

Additionally, given the high mobility of children and families, schools that choose to exercise this option should ensure that families in the area, including those new to the area or that were not aware of the previous lottery are given the opportunity to apply for admission. Such admissions policies must meet the requirements of the CSP and might include holding a second lottery to fill vacancies created by normal attrition or the failure of early lottery winners to enroll in the charter school. 20 U.S.C. 7221b(b)(3)(E) and (b)(3)(I); and 7221i(1)(F) and (1)(H).





Dominion Purpose Academy Recruitment Policy 2024

The Recruitment Policy mirrors the mission of our school: *to help students cultivate the knowledge, skills, and dispositions of confident thinkers to learn on purpose through relationships, rigor, and relevance.*

Recruitment Policy

Mission-Driven Recruitment

Dominion Purpose Academy (DPA) is committed to enrolling a diverse, equitable, and inclusive student body reflective of our community's demographic and socioeconomic diversity. We aim to provide high-quality educational opportunities to all eligible students, with a focus on those in historically underserved areas.

Recruitment Objectives

1. **Access and Equity:** Ensure all students, regardless of race, ethnicity, socioeconomic status, or ability, have equal access to DPA.
2. **Community Representation:** Build a student population reflective of the community we serve, ensuring diversity by design.
3. **Transparency:** Maintain a clear and open enrollment process in compliance with state and federal laws.

Recruitment Strategies

1. **Community Outreach and Awareness:**
 - Partner with community organizations, faith-based groups, local businesses, and nonprofits to share information about DPA.
 - Host informational sessions, open houses, and virtual webinars in multiple community locations to reach families directly.
 - Distribute multilingual recruitment materials, including brochures, flyers, and social media campaigns, ensuring accessibility for non-English-speaking families.
 - Conduct outreach at local elementary schools to engage families of rising 4th-6th graders.



- Conduct outreach at local middle schools to engage families of rising 6th-8th graders
- 2. **Weighted Lottery System:**
 - To promote socioeconomic diversity, DPA will utilize a weighted lottery system. Families eligible for federal assistance programs such as WIC, SNAP, TANF, or Free and Reduced Lunch (FRL) will have increased odds of selection.
 - A weighted lottery system will also be used with siblings who already have a sibling enrolled at the school.
 - Children of employees of DPA will also be entered into a weighted lottery system.
- 3. **Targeted Efforts for Underserved Groups:**
 - Actively recruit students from neighborhoods with higher concentrations of poverty or limited access to high-quality educational options.
 - Collaborate with local community advocates and leaders to reach underrepresented populations.
 - Focus efforts on a 3 mile radius of the school locations.
- 4. **Special Education and English Language Learners (ELL):**
 - Ensure all marketing and communications emphasize that DPA welcomes and serves students with special education needs and English Language Learners.
 - Provide detailed information that DPA must provide support services by law during recruitment events.
- 5. **Family Ambassadors Program:**
 - Engage current students and families to share their experiences and build trust within the community.

Enrollment Timeline

1. **Application Period:** Applications will open in November and close at the end of January of each year.
2. **Lottery (if necessary):** A lottery will be held in February if applications exceed available seats.
3. **Notification and Acceptance:** Families will be notified of acceptance or waitlist status within 10 business days of the lottery.

Monitoring and Adjustment

DPA will review recruitment data annually to ensure our policies and practices effectively achieve our objectives. Adjustments will be made as needed to address barriers and improve outreach.

Non-Discrimination Statement



Dominion Purpose Academy does not discriminate based on race, color, religion, gender, sexual orientation, national origin, disability, or any other protected class.



Appendix A: Community Engagement Scripts

2024 Community Engagement Scripts

KEYWORDS TO USE:

Proposed, proposing, seeking input, community voice, specialized support, financial literacy, Design Thinking + Service Learning, innovation, critical thinking, communication skills.

Difference between charter schools, public schools, and private schools

- Charter schools are **publicly funded schools** that are operated **by private organizations or individuals**. They are given more autonomy and flexibility in terms of curriculum, staffing, and school structure in exchange for meeting specific academic goals and standards. **Charter schools are open to all students, and they do not charge tuition fees**. However, they may have **specific admission criteria or lotteries** due to limited seats available.
- Public schools are also publicly funded, but they **are operated by the government at the local, state, or federal level**. They are open to all students, and **they follow a set curriculum mandated by the state or federal government**. Public schools are not allowed to charge tuition fees and are required to follow certain regulations and standards.
- Private schools **are not publicly funded**, and they are usually operated by private organizations or individuals. They are allowed more autonomy in terms of curriculum, staffing, and school structure, and they may have a specific mission or religious affiliation. **Private schools can charge tuition fees and are not required to follow government-mandated curriculum or regulations**.

Overall, the main differences between charter, public, and private schools are the level of autonomy and flexibility they have, their funding models, and their admission policies. Each type of school has its own unique advantages and disadvantages, and parents and students should carefully consider their options before making a decision.

<u>So, where will you be located?</u>	<u>What makes your school unique?</u>	<u>What does your school value?</u>	<u>How can I or my student get involved right now?</u>
<u>Hesitant Parent</u>	<u>Intent to Enroll</u>	<u>Special Education</u>	<u>Key Design Elements</u>



START OF EVERY CONVERSATION

Founding Team Member: Hi there! My name is [Name], and I'm a founding team member for The Dominion Purpose Academy, an innovative school that offers students grades 4-8 an education that focuses on Design Thinking + Service Learning. I was wondering if you had a moment to talk about what we're creating with the community?

Parent/Caregiver: Sure, I'd like to hear more.

Founding Team Member: Welcome to The Dominion Purpose Academy, where we empower every child to take charge of their success! Our innovative approach includes project-based learning, personalized learning, and responsive practices, fostering a dynamic educational experience. Students at DPA create real-world projects such as phone apps, rockets, and businesses. With supportive educators and family partnerships, we redefine education to unleash brilliance and authorship. Students choose projects they're passionate about, making subjects like math and science relevant to real life. At DPA, we embrace mistakes, encourage creativity, and offer exciting opportunities like Design Thinking Makerspaces and exhibit night competitions. Our goal is to guide students in turning their big dreams and questions into tangible companies and careers.



So, where will you be located?

We have strong plans to fundraise and secure an appropriate, accessible campus to house Dominion Purpose Academy in Muscogee County.

Parent: Hey, I heard about this Dominion Purpose Academy idea you're working on. Sounds interesting, but I've got some concerns about facilities. What's the plan there?

Founding Team Member: I'm glad you're curious. Facilities are on our radar. If everything goes as planned, we're gearing up to fundraise and find a great spot for the academy in central Muscogee County.

Parent: Nice, but what about accessibility? It's gotta be easy for the kids to get there.

Founding Team Member: Absolutely, couldn't agree more. In our detailed charter petition, we have outlined contingency facilities and transportation options. We want to ensure that every student has access to the education we're offering.

Community Input

Founding Team Member: Absolutely! We facilitated 10 different focus groups, 20 different community events, over 350 1:1 calls and community members voiced a need for STREAM enrichment. What they said is they wanted schools to create a well-rounded and engaging learning experience. STREAM encourages students to explore and apply knowledge from various disciplines in a more holistic way, fostering creativity and problem-solving skills. So, we designed our interdisciplinary curriculum and hands-on projects and piloted it with 34 students this summer through our summer program. After that experience, families asked for college/career exposure, so we created school business partners and mentorships. Along with that understanding the gaps in entrepreneurial education solidified our pathway focus to unlock student potential as future leaders and owners.



What makes your school unique?

We aim to take a broad approach - nurturing critical thinking, communication, innovation and other real-world skills that prepare students for whichever college and career paths they choose, including but not limited to business ownership. We propose integrating this with core subjects like math, science etc.

Parent: I recently heard about plans for a new charter school called Dominion Purpose Academy. Can you tell me more about what makes your school unique?

Founding Team Member: Absolutely! We are so excited to reimagine education around empowering students to take ownership over their learning. Our model integrates project-based learning through Design Thinking and Service Leadership. Design Thinking provides a systematic way for students to think critically and solve problems..

Parent: Can you give some examples of what that looks like in action? How is it different from a typical school experience?

Founding Team Member: For instance, our sixth graders may design a mobile app, build robots to address environmental issues, or found pop-up shops to learn business fluency, all while meeting core ELA, math, social studies and science standards. Teachers become facilitators guiding customized inquiry.

Parent: So, students are really taking the lead on what and how they learn based on their own curiosity?

Founding Team Member: Yes exactly! There is so much more engagement when content connects to students' lives and purpose. They will accomplish this through our Design Labs where students research self-selected social issues for projects incorporating and connecting various subjects. They draft proposals persuading audiences through evidenced arguments, receiving peer feedback aligned to rubrics. We focus on nurturing creativity, critical thinking and problem solving. Our goal is to unlock their purpose that they can use in their everyday lives..

Parent: This sounds really incredible and student-empowering! Can my child apply now or get involved as you get established?

Founding Team Member: Yes, we are accepting applications now for the 2025-2026 school year for grades 6 and 7. If your child is currently in the 5th or 6th grade, you can apply now. Here is the QR code (Be sure to hand them the QR code)

Key Pieces



Parent: I see Dominion Purpose Academy is proposing a very unique model. Can you walk me through some of the key pieces of what makes your school different?

Founding Team Member: Absolutely! We want to create a truly world-class, real-world education for students. **A few standout elements:**

First, through projects tied to community issues and concerns, students direct their learning around their interests while building 21st century skills. Teachers facilitate as coaches or guides.

Second, our interdisciplinary Design Thinking model seamlessly integrates technology, engineering, arts, and more into core classes through hands-on, collaborative projects. This connects school to life.

Third, we personalize support around each child's needs and aspirations. Advisory groups, mentors, internships and the Power Hour, and other intentional opportunities nurture their path.

Finally, through our Family University parent workshops, we equip caregivers to actively assist their child's development and college and career plans. Research shows when parents thrive, kids achieve more.

The ultimate goal is graduates fully prepared to chart their own course and uplift communities using identities nurtured at DPA. It takes an entire supportive village embracing students inside and outside the classroom.

Parent: I appreciate you explaining the main elements that make your school model unique. As a parent, I want to understand how this would work for my child day-to-day.

Founding Team Member: That's an excellent question. At our core, we utilize hands-on, purpose-driven projects instead of traditional sit-and-listen lectures. For example, our sixth graders may design apps, build robots addressing environmental issues, or launch pop-up shops to teach business and finance skills.

Parent: Those projects do sound really engaging for students. But how do you ensure academic fundamentals aren't lost through focusing heavily on the entrepreneurial side?

Founding Team Member: Our interdisciplinary curriculum seamlessly meets english, math, science and social studies standards through those real-world projects. So, students gain literacy, numeracy, critical



thinking and problem-solving skills through hands-on application. Teachers facilitate connecting projects tightly to core learning goals.

Parent: Okay, that integration with core academics is really reassuring to me. And didn't you also mention personalized supports? How does that work?

Founding Team Member: Absolutely. Based on a child's individual needs and aspirations, we provide customized guidance from advisory, mentoring groups, and coaches to internships in an area of interest. This surrounds students with a village of support guiding their pathway. We also have a Power Hour that focuses on student needed skills. During this hour, students work on the skills they need support in and this is an individualized, differentiated hour.

Parent: The purpose-based and supportive environment sounds amazing. How can I stay involved to help this become a reality for students?

Founding Team Member: We welcome involvement and input from interested families like yourself in shaping this. We will be an open-enrollment, non-profit public charter school so no tuition fees. Families simply declare their intent to enroll and once our charter is approved by the district or state in the coming months; as a prospective founding family, you'd have priority before we open the broader application.

Key Instructional Elements

Parent: I see The Dominion Purpose Academy is proposing a very innovative instructional model. Can you give me examples of what that looks like on a daily basis?

Founding Team Member: Absolutely! Two core pieces that make our academic approach unique are equity-oriented project-based learning through Design Thinking, Servant Leadership and daily small group time called the Power Hour..

For instance, a 9-week module lets 6th graders immerse in an environmental justice topic. They'll conduct literary analysis about activism, use math and statistics to budget for a conservation nonprofit, and pitch environmental policy solutions to expert panels. This fuses ELA, math, science and social studies standards into an integrated study.

Parent: And the small group time? My child thrives in individualized settings.



Founding Team Member: Daily small group sessions allow fluid, personalized ability grouping with our specialists and mentors. Students get intensive literacy instruction, math re-teachings to address knowledge gaps, project mentoring, and SEL space to determine their needs and purpose..

Parent: This flexibility and attention to supporting each child holistically really resonates with my values... My child has struggled with large classroom sizes in the past. What support structures help make sure no student falls through the cracks?

Founding Team Member: That's an important priority for us as well. Alongside small group learning, our advisory model connects each student with a staff/faculty guide that monitors their goals and pathways. We also have daily intervention for re-teaching foundational skills as well as SEL development programming.

Parent: Managing differentiations across so many students seems like a heavy lift for teachers. What kind of professional development or systems help your staff?

Founding Team Member: Teacher collaboration and planning time is key, you're absolutely right. Our schedule aligns common planning periods by grade and subject. Our data protocols also train teacher teams in studying trends, root causes and responses. We invest heavily in summer training and ongoing support specifically around personalization. Culture building also ensures teacher voices shape school-wide solutions.

Parent: This all sounds incredible. It's reassuring how every component of the model and operations seems centered directly around supporting student journeys. How can I follow your progress?

Founding Team Member: We welcome involvement and input from interested families like yourself in shaping this. We will be an open-enrollment public charter school so no tuition fees. We are accepting applications for the 2025-2026 school year. We will have grades 6th and 7th. If your child is currently in grades 5th or 6th you can complete an application. (Be sure to give them the QR code). If your child is in a younger grade, you can join our interest list and we will keep you informed of the school's happenings and when you can apply (Let them sign up on the list)

Special Education:

Parent: As a parent of a child with special needs, I want to understand how your school will provide mandated services under IDEA and 504 plans.



Founding Team Member: Absolutely, serving all students inclusively and equitably is central to our mission. We have a comprehensive plan to identify needs early using MTSS tiers, convene IEP teams delivering personalized supports, integrate special ed within general classrooms, and employ certified staff plus any external services required.

Parent: Will there be options across the continuum from mainstream to dedicated SPED spaces based on fit for each child?

Founding Team Member: I deeply appreciate you inquiring into how we can best support students with special needs. In our first few years, we aim to take an intentional, phased approach to ensure we have the proper staffing, resources and environment to fulfill every child's potential.

While our vision is absolutely to build capacity for personalized education across all needs, we feel starting smaller will allow us to lay an inclusive foundation we can sustainably expand upon. So in our initial enrollment, we would invite interested families to have candid conversations with us around current capacity levels and how we can thoughtfully partner to uplift your child.

There may still be limitations in some specialty offerings or dedicated spaces as we solidify our model that are important to transparently discuss together. Our goal is that through open, ongoing communication and potentially getting innovative on accommodations, we can set students up to access meaningful opportunities. Please know that we wholeheartedly welcome diverse learners while responsibly growing our supportive infrastructure year by year.

Parent: And what about handling disputes or enrollment issues? Confidentiality and qualifications?

Founding Team Member: Our model has clear protocols around parental rights, safeguarding records, and hiring only properly certified staff. We facilitate open communication and provide full procedural safeguards.

Parent: This all sounds thorough and student-centered. I appreciate you walking through the key pieces! How can I follow up with other questions?

Founding Team Member: Please feel free to reach out to our Executive Director and Academic Committee Lead directly any time or attend our next community Q&A session...

What does your school value?



As a Founding Team member, I'm genuinely excited by what Dominion Purpose Academy aims to offer our community's youth. This school goes beyond teaching basic academics to truly empower students to find their voice, gain confidence, and take ownership of their learning. There's an emphasis on belonging to a supportive community focused on collective uplift, where classes integrate students' unique perspectives and purpose. Design Thinking + Servant Leadership in particular appealed to me in its goal to equip young people with the skills needed to solve community problems/issues. In the end, DPA values developing the whole child and nurturing unlimited potential. I sincerely believe this student-centered approach could be transformative for our children during these formative years.

Student Agency

Parent: I see the school has goals around Design Thinking projects. But how do you make learning centered around what each individual student needs?

Founding Team Member: Such a key question - elevating student voice and ownership in their education is core to our model! We implement tools like goal-setting, choice menus, one-on-one advising and milestone presentations to put students in the driver's seat.

For instance, our advisory structure has teachers mentor small groups of students to develop specific, measurable goals aligned to their passions and the broader curriculum. Students then take ownership over selecting differentiated tasks for a unit out of menus catering to different learning styles.

Parent: That flexibility sounds great. But how do you still ensure students master essential knowledge?

Founding Team Member: Absolutely, achieving standards mastery remains central even with student-driven learning. Students and teachers revisit personalized competency dashboards throughout each grading period to monitor progress, reflect on growth and set improvement targets across our graduate skills. Goal-setting and reflective conversations foster self-direction centered around mastery.

Presentations to peers, teachers and community partners also celebrate progress toward goals while getting constructive feedback as they develop projects. Centering student voice across these tools leads to deeper engagement and achievement.

Teacher Professional Development

Parent: This student-driven approach resonates with my values but feels like uncharted territory. How are teachers equipped to facilitate it? Does it raise the workload?



Founding Team Member: Our summer professional development and ongoing training focuses specifically on strategies for personalized learning facilitation. This includes how to support goal setting aligned to standards, use choice menus, implement projects tailored to interests, and guide reflection.

Teachers certainly take on a coaching role which involves recalibrating some practices. But it ultimately streamlines planning because lessons originate from the students themselves. Workload shifts from top-down standardized content delivery to shaping diverse projects.

Parent: And connecting youth passions with the curriculum seems like an equity issue too right? How does this model serve diverse learners?

Founding Team Member: You raise an excellent point! By honoring student voices and making our scholars partners in their own learning, research shows engagement and achievement gaps close across racial, socioeconomic and exceptional learning subgroups. Seeing your own culture, identity and community reflected in projects taught by faculty who mirror you also builds essential belonging to thrive. We value and implement culturally responsive teaching techniques to realize our empowerment goals for every child.

Smaller Class Sizes:

Parent: I noticed in your charter plans that you start with just 6th and 7th grade the first year. Why not offer more grades immediately if approved?

Founding Team Member: That's an excellent question! We intend to take a slow, steady approach to adding one grade per year rather than rapid expansion across multiple grades at once.

Parent: Can you explain the reasons that the gradual growth model makes sense?

Founding Team Member: Absolutely. Research shows prudent, grade-by-grade growth enables stability and sustainability that is best for long-term student success. When schools scale too quickly, things like developing curriculum, training teachers, funding adequate staffing, and establishing operations often suffer.

Parent: I see. So by starting small you're able to perfect everything at each grade level before moving to the next?



Founding Team Member: Precisely. Our team has extensive experience replicating high quality models through carefully sequenced expansion and improvement. It allows us to achieve proof of concept and maintain exceptional student outcomes over time.

Hesitant Parent:

- *I understand your support for the existing public school system. As we develop our plans for Dominion Purpose Academy charter school, we actually hope to support and enhance, not compete with, traditional schools. Our programming will help all students succeed. For example, we held a Milestones Meet-Up that help all families prepare for the Georgia Milestones Assessment.*
- *I understand your hesitancy about charter schools. To clarify, as a public charter school, Dominion Purpose Academy would be tuition-free, open to all students, and publicly funded like traditional schools. We would have more flexibility in our curriculum and operations to provide specialized entrepreneurial programming. Our teachers would be highly qualified and chosen based on their fit for our unique model. We welcome community voice and input as we develop our plans to submit for approval.*

Parent: I'll admit, while this project-based and community-based charter school sounds interesting, I have some hesitations...

Founding Team Member: Thanks for your honesty! We welcome any thoughtful questions or concerns as we work to realize this vision. What are your hesitations specifically?

Parent: I worry focusing so heavily on projects and technology may detract from fundamentals like reading, writing, and math skills. Is it still rigorous?

Founding Team Member: That's an excellent question. We integrate Design Thinking INTO core academic disciplines, meeting if not exceeding all state standards. Students gain fundamental literacy, critical thinking and problem solving abilities through real-world application.

Parent: I see, so they build those solid foundations while getting real-world exposure. But what about state tests, college readiness and credentials?

Founding Team Member: We provide extensive test prep and social-emotional coaching understanding assessments are gateways. We will work relentlessly to ensure our educators have experiences ensuring academic rigor AND relevance, backed by our model's results preparing entrepreneurial, change-making graduates fully prepared for higher education or careers.



Parent: Hearing you address my concerns directly with how it aligns to outcomes they'll need makes me feel much better. I really appreciate the thoughtful responses!

Hesitant About Charter Schools

Parent: I have some doubts about charter schools...aren't they more focused on profits than students?

Founding Team Member: I appreciate your concern. Dominion Purpose Academy is a non-profit public charter focused fully on student outcomes and community-informed programming. We aim to provide flexibility and innovation while remaining tuition-free and accessible to all students.

Parent: But don't charters lack resources and qualified teachers compared to traditional public schools?

Founding Team Member: We plan to fundraise extensively to support excellent teachers and special programming aligned to our unique model and mission. Teachers would undergo thorough vetting and professional development as well.

Parent: Hmm...well, I still feel hesitant but willing to learn more. How can I follow your progress?

Founding Team Member: Understood, we are happy you are willing to learn more. You can follow us on all major social media platforms, visit our website, and even sign your student up to attend the school.

Hesitant About Charter Funding

Parent: How can you sustain a charter school long term without relying too heavily on government sources?

Founding Team Member: Excellent point. As a public charter, we would receive the same per-pupil funding as district schools. But our 5 year budget plan includes varied streams - grants, community partnerships, individual donors - to fund specialized programming and operations without debt or profit motives.

Parent: But realistically, budgets often have shortfalls. What then? Who will bear the cost?

Founding Team Member: Maintaining conservative budgets with contingency plans is critical. We have planned for 85% enrollment, 65% and even 50% to make sure our model will still thrive. As a 501c3



non-profit, we aim for full transparency on use of public funds and any potential gaps, which leadership and community partners would collaborate to fill.



Appendix B: Community Outreach Street Team Guidance

WHY: Dominion Purpose Academy is building and scaling a next-generation charter model designed to deliver extraordinary academic outcomes for children as well as innovative, whole-child education. Community Outreach is a key method through which we inform families of these educational opportunities we offer and a way we build relationships with our local community. Community Outreach helps us reach our communities and educate them about all the opportunities DPA has to offer for their children.

AUDIENCE: All DPA staff, Outreach Team

Questions Answered:

- What is the goal of outreach in our communities?
- How do I engage people in the community while conducting outreach?
- What are the best practices for helping a family complete an application?
- What happens if I am in an unsafe situation?
- What materials do I need to successfully canvass?

Community Outreach Overview

The goal of all student and family outreach is to spread the word about DPA and the education we offer to as many families in our community as possible. Community Outreach leads us to inform the most vulnerable in our communities about the opportunities we offer. Community Outreach is one method to inform community members about DPA and involves approaching community members to talk about DPA, handing out informational materials about our programs, and helping families complete applications for the student lottery for the upcoming school year. The group of staff members participating in Community Outreach is referred to as the ‘Street Team’ or the ‘D Team.’

Engaging People During Community Outreach

We use several tactics to engage with community members while conducting outreach:

- At times, the Outreach Team will organize for a balloon twister to accompany those that are conducting outreach
- The Outreach team frequently provides prizes and toys such as balloons, bubbles, and stickers for Street Team members to hand out to children.
- Short questions and phrases can be used to grab the attention of passersby:
 - “Have you heard about Dominion Purpose Academy?”



- “Can I talk to you about a neighborhood school, Dominion Purpose Academy?”
- “We’re accepting applications for grades 6 through 7 grade!”
- “Are you looking for a great FREE middle school school?”

It is important to be friendly and let your passion for DPA show while talking with community members. Be sure to introduce yourself and explain your role at DPA before diving into other topics.

Helping a Family Complete an Application

Ultimately, the goal of Community Outreach is to encourage families to fill out an application to DPA. Encourage the family to fill out the application on the spot. The family you are engaging with does not have to fill out the application themselves, but they must sign the application.

<p>To encourage on-the-spot application completion, use phrases like:</p>	<ul style="list-style-type: none"> ● “It will only take 2 minutes!” ● “We’ve already received a lot of applications - apply today to make sure your application is in by the deadline!” ● “You’re not committing to come by filling out an application - you can apply and make a decision later, but applying today will reserve your spot in our lottery.”
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Once the application is complete, confirm all of been provided (all applications need to have a the below before letting the family walk away: working number provided)

- Handwriting is legible
- All sections are completed (front and back)
- Grade/age appropriate

To the extent possible, email addresses have

What to Take With You During Community Outreach

To successfully canvass, you will need materials to share with families. The Outreach Team prepares a set of materials prior to each shift and will inform Street Team participants of where to pick up materials. The packet of materials will include items such as:

- T-shirt, hat
- Clipboards
- Applications (in English and Spanish)



- Brochures (in English and Spanish)
- Contact Information Collection Sheet
- Pens, pencils, erasers
- Swag items and prizes
- Folders to collect completed applications

After each shift, all completed applications must be scanned and sent to enrollment2025@gmail.com within 24 hours (unless advised otherwise). All remaining materials must be returned to the location designated by the Outreach Manager.

Safety During Community Outreach

When conducting Community Outreach, safety is of the utmost importance. Be sure to:

- Stay in public areas.
- Be cautious when and where using your cell phone. Many safety incidents occur when people are walking down the street using their cell phone.
- Be alert and aware of your situation.
- Keep your belongings (laptop, wallet, etc.) securely inside your bag or pockets.
- Use best judgment to avoid situations and locations that feel unsafe - if your gut is telling you a situation is unsafe, follow your gut!

In the event that you find yourself in an uncomfortable or unsafe interaction:

1. Do not engage, except to clearly state, "I'm uncomfortable and would like to end this conversation now."
2. Move briskly away (e.g., go toward a more populated place, business, or police officer/station).
3. Call 911.
4. After calling 911 and securing your safety, call and/or text the designated contact in the street team email you received before your shift, and your manager, Operations Director, Managing Director of School, Network Operations Director, **and/or** CEO.
 - **Managers:** after ensuring safety, please call, text, and/or e-mail these other individuals to loop them in.
5. (Only if you feel safe enough to do so:) Take pictures/video. Take a good look at the person so you can give the police a detailed description.
6. When the police arrive:



- Describe what happened. Use specific language, and don't try to "put on a brave face." If you do not communicate to the police exactly why you felt threatened and scared (use those words) in specific terms, they will not take the incident as seriously as they ought.
 - Ask for an arrest.
 - File a police report.
 - Ask for a copy and or number of the police report.
 - Take down the names and badge numbers of the NYPD officers.
7. Email the report number to your manager, Operations Director, Managing Director of School, Network Operations Director, and CEO. We will always follow-up with the NYPD.

Talking Points During Community Outreach

The additional talking points below can be used to support your conversation with community members.

- We are accepting applications for students entering BLANK grades in the BLANK school year.
 - For SY 25-26: We are accepting applications for 6th and 7th grades
- We grow one grade per year and plan to eventually expand to serve 4th-8th
- We have online and paper applications. Both types are available in both English and Spanish.
- Our lottery will take place in February. You **must apply** before then to be entered into the lottery, however, we continue to accept applications throughout the year!
- Make sure to share the programs and aspects of DPA that families find most exciting and differentiates us from other schools:
 - Excellent academics
 - Individualized learning
 - Design-Lab (Innovation Culture)
 - Social-emotional learning
 - After-school programming Partners .
- If anyone asks a question that you do not know the answer to, do not make up the answer. Instead take down their contact information in the contact information sheet provided in your Street Team packet and note that the Outreach Team should make a follow up call.

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- If you haven't been given a specific outreach assignment, consider the following:
 - Look for locations with lots of foot traffic and families (grocery stores, libraries, parks)
 - Drop in on local businesses to ask them to put up a flyer



Dominion Purpose Academy Retention and Discipline Policy 2024

The Promotion, Placement, and Retention and Discipline Policies mirror the mission of our school: *to help students cultivate the knowledge, skills, and dispositions of confident thinkers to learn on purpose through relationships, rigor, and relevance.* Find those policies below:

Promotion, Placement, and Retention Policy

Dominion Purpose Academy (“DPA”) is a charter school that is provided under O.C.G.A. Section 20-2-2065 a waiver of certain requirements of Title 20 of the Official Code of Georgia, including but not limited to the requirements of O.C.G.A. Sections 20-2-282 through 285 regarding the retention and promotion of students. Consistent with the flexibility provided to DPA under O.C.G.A. Section 20-2-2065, DPA desires to establish an appropriate policy regarding the procedures for promotion, placement and retention of its students.

The retention, placement, or promotion of a student at DPA into a grade, class, or program shall be based on an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive the instruction and other services needed in order to succeed and progress to the next higher level of academic achievement, in a manner consistent with the policy set forth below.

Definition

Accelerated Instruction – challenging instructional activities that are intensely focused on student academic deficiencies in reading, mathematics, science and/or social studies. This accelerated instruction is designed to enable a student who has not achieved grade level, as



defined by the Accountability Division of the Georgia Department of Education, to meet grade level standards in a compacted period of time.

Additional Instruction – academic instruction, beyond regularly scheduled academic classes, that is designed to bring students not performing on grade level, as defined by the Accountability Division of the Georgia Department of Education, to grade level performance. It may include more instructional time allocated during the school day, instruction before or after the school day, Saturday instruction, and/or summer or other inter-session instruction.

Differentiated Instruction – instructional strategies designed to meet individual student learning needs.

Grade Level Achievement – standard of performance, as defined by the Accountability Division of the Georgia Department of Education, on the state adopted assessment(s).

Placement – the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.

Promotion – the assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.

Retention – the re-assignment of a student to the current grade level during the next school year.

State Adopted Assessment – an assessment in any subject required by the state of Georgia to be administered to students.

Requirements

1. Students shall be tested in accordance with requirements specified in State Board Rule 160-3-1.07 Testing Programs – Student Assessment.
2. The school principal or designee shall annually notify parent(s)/guardian(s) that promotion, placement, or retention of a student into a grade, class, or program will be based on the student's performance on the state adopted assessments, the academic



achievement of the student, and the DPA promotion, placement and retention criteria set forth in this policy.

3. Placement decisions will be made on an individual basis by the student's school principal based upon the criteria set forth in this policy. If a student is retained, written documentation of evidence supporting the decision will be on file in the student's permanent record.
4. The student's parent(s)/guardian(s) shall be notified of the promotion, placement or retention decision within ten (10) days after the decision has been made.
5. Students who spend more than one year in any grade will be provided accelerated instruction, additional instruction, or differentiated instruction.

Criteria

Grades 4 - 5

1. Readiness level as established by the results of the appropriate state adopted assessment(s) in the areas of reading, mathematics, science and/or social studies which are available at the time the retention, promotion or placement decision is being made
AND
2. Readiness level as indicated on the student report card AND
3. Readiness level as established by the results of any approved district reading, mathematics, science and/or social studies assessment(s) which are available at the time the retention, promotion or placement decision is being made AND
4. Teacher recommendation for promotion, placement or retention.
5. If any data point or criteria item are missing, the decision will be made using the data and items for review that are available



Grades 6 - 8

1. Grade level achievement as established by the results of the appropriate state adopted assessment(s) in the areas of reading, mathematics, science and/or social studies which are available at the time the retention, promotion or placement decision is being made
AND
2. Passing 3 of 4 core academic classes and 70% or more of all elective classes taken during the school year AND
3. Readiness level as established by the results of any approved district reading, mathematics, science and/or social studies assessment(s) which are available at the time the retention, promotion or placement decision is being made AND
4. Teacher recommendation for promotion, placement or retention.
5. If any data point or criteria item are missing, the decision will be made using the data and items for review that

Appeals

In the event a paren/guardian of a student in 4 through Grade 8 disagrees with a placement, promotion or retention decision by the student's school director (the "Placement Decision") and wishes to appeal such decision, the parent must notify the student's school director in writing of their appeal of the Placement Decision within ten (10) days of receiving written notice of the Placement Decision or all rights of appeal of the Placement Decision shall be waived and the Placement Decision shall be final.

In the event a timely appeal of a Placement Decision is made by a parent/guardian of a student, a Placement Review Team consisting of the parent(s) of the student, a counselor, and the school director or designee shall be convened to reconsider the Placement Decision of the



student. The Placement Review Team shall consider all the retention, placement and promotion criteria as set forth in this policy and such other relevant information as the parents and other members of the Placement Review Team wish to share with the Placement Review Team. The initial Placement Decision (regardless of whether the initial decision was a decision of placement, retention or promotion) shall not be changed by the Placement Review Team unless the Placement Review Team unanimously agrees to the change in placement, retention or promotion of the student. The decision of the Placement Review Team shall be given to the parents in writing within ten (10) days of the date of the decision of the Placement Review Team.

In the event any member of the Placement Review Team disagrees with the decision of the Placement Review Team and wishes to appeal such decision, the person desiring to appeal the decision of the Placement Review Team must notify the Executive Director in writing of their appeal of the decision of the Placement Review Team within ten (10) days of receiving written notice of the decision of the Placement Review Team or all rights of appeal of the decision of the Placement Review Team shall be waived and the decision of the Placement Review Team shall be final. The person submitting the appeal must submit a statement of all reasons and supporting documentation as to why they disagree with the decision of the Placement Review Team at the time of submitting their appeal of the decision of the Placement Review Team. The Executive Director (or designee appointed by the Executive Director) shall review the written documentation that is timely submitted by the person making the appeal along with records of the School relating to the decision of placement, promotion or retention without the requirement of any additional hearing or meeting. The Executive Director (or designee) shall issue a written



decision either affirming or modifying the placement, promotion or retention based upon their review of the record. The decision of the Executive Director (or designee) shall be final.

Compliance with Federal and other Laws

Notwithstanding anything to the contrary contained in policy, in compliance with the requirements of the Individuals with Disabilities Education Act (“IDEA”), and its implementing rules and regulations, all decisions regarding the provision of a free, appropriate, public education to students served under IDEA, including but not limited to decisions regarding placement, promotion and retention shall be made by the child’s IEP team in accordance with the provisions of IDEA, and the decision of the IEP team shall be final. Also notwithstanding anything to the contrary contained in policy, in the event a child is served under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and its implementing rules and regulations, if a parent disagrees with a promotion, placement or retention decision, the child’s Section 504 team shall convene to determine whether the District will be providing a free appropriate public education to the child as required by Section 504 if the promotion, placement or retention decision is implemented, and the Section 504 team may make such modifications to the promotion, placement or retention decision to the extent the Section 504 team determines that such changes to the promotion, placement or retention of the child are required in order to provide a free appropriate public education to the child pursuant to the requirements of Section 504. For purposes of this policy, the Section 504 team shall be the Placement Review Team for students served under Section 504, all decisions made by the Section 504 team shall be made in a manner consistent with Section 504, and the decision of the Section 504 team shall be final.



DPA chooses to exercise the flexibility given to it under O.C.G.A. Section 20-2-2065 with respect to promotion, retention and placement of its students to the greatest extent permitted by law and in accordance with the terms of this policy; however, to the extent that any laws, rules or regulations cannot be waived or are otherwise required by law to apply to DOA notwithstanding the flexibility give under O.C.G.A. Section 20-2-2065 or are applicable under DPA's Charter, Bylaws or other governing documents (collectively "Non-Waivable Laws and Rules"), all such Non-Waivable Laws and Rules shall be fully complied with by DPA, notwithstanding any other terms of this policy to the contrary.



Discipline Policy

STUDENT CODE OF CONDUCT: DPA will only accept behavior that is conducive to learning and aligns with our vision and mission. We will not accept any behavior that puts anyone in our community in danger or disrupts the learning environment. Our code of conduct will be included in our Student and Family Handbook (which will be distributed to families annually in their preferred home language) and will be consistent with the requirements of due process and with federal laws and regulations regarding students with disabilities. Our school uses Restorative Practices to create a culture within our school and to teach proper behavior. DPA will implement Community Circles to increase student agency and limit consequences that separate students from our school community as much as possible. We take into the developmental needs of middle school students including their maturity level. Community Circles will be used as a part of building community and school-wide culture. Community Circles are a time in the beginning of the school day that is similar to an advisory session where social emotional learning strategies and mindfulness will be discussed. We will design a behavior matrix that outlines progressive discipline responses for specific behaviors and complies with all state and federal law.

Our school community (including students, parents, community facilitators, and staff) will give feedback on the matrix during Summer Professional Development where we will evaluate data and reset for the next school year. When conducting a focus group with high school students in Columbus, GA one student stated, "I wish I had more say in how we get in trouble at school. Sometimes, teachers bother you for stupid reasons." The way that we incorporate student feedback into our school will prevent students feeling this way.

Our teachers will be trained in the behavior matrix and how we respond to student misconduct with respect, and confidentiality. As our teachers oversee the behavior of the students, they will be supported to respond to the complexity of issues without bias to decrease the potential of retaliation.



COMMUNITY INFRACTION: We will keep our community safe, welcoming, and orderly for all. If a student commits an infraction that harms them or others in the learning community, they will be immediately referred to the Administrative Team (Principal in Years 1-3 and the Director of Culture after Year 3) who will work within our value system to determine the best course of action from a student-centered approach. Students who have multiple infractions will be referred to our MTSS process to support students in reflecting on behavior, navigating emotional triggers, and restorative skill development.

SHORT-TERM SUSPENSION (10 days or less): Our school will limit suspensions as much as possible. If an infraction warrants a suspension and all the steps of the classroom progressive discipline model have been followed, the Administrative Team may use their discretion to issue a short-term suspension in alignment with the school's code of conduct and behavior matrix.

LONG-TERM SUSPENSION (more than 10 days): Long-term suspensions will only be used in the most serious cases and will follow the same procedures outlined in short-term suspensions.

EXPULSION: Dominion Purpose Academy will only expel students for those reasons legally required by Georgia law, in weapons or illegal substance cases. In accordance with our vision of cultivating confident thinkers, we will use every opportunity for student reflection and redirection without automatically moving to expulsion.

MANIFESTATION HEARINGS: if a student with an IEP or 504 plan has a long-term suspension (more than 10 days at once or cumulatively throughout the year), DPA will follow the manifestation meeting protocols as outlined by IDEA. The IEP Team, along with any other involved staff, will conduct the manifestation hearing. The team will convene to determine the answers to two questions: Was the behavior caused by or directly and substantially related to



the child's disability? Was the behavior a direct result of the school's failure to implement the child's IEP? If the behavior was a result of the student's disability or the school's failure to implement the IEP, no further disciplinary actions will be imposed upon the student. Furthermore, if the behavior is a result of the student's disability or the school's failure to implement the IEP, the school will revisit current interventions including: (1) review the student's Behavior Intervention Plan and (2) conduct a Functional Behavior Assessment, if needed.



Dominion Purpose Academy Meeting the Needs of All Students 2024

Dominion Purpose of Academy is committed to ensuring that all children receive an excellent education. We took into account the context of our community when co-designing our school. We know that most students are not achieving on grade level based on the 2024 Georgia Milestones Assessments. Students in Muscogee County School District. For this reason we have implemented the Multi-Tiered System of Support (MTSS) approach to the educational experience at our school. Most students at DPA will be served by Tier One. Tier two and three students will receive more support based on data. Within these tiers of support, we will also utilize a plan for children with disabilities, English learners, and gifted students.

Children with Disabilities

Evaluate and identify students with disabilities

Our enrollment process includes the initial identification of students with disabilities. As students enroll, we have a three-pronged approach to identify students with disabilities including our Registrar checking GUIDE to see if there are any IEP/504 plans in existence. Upon enrollment, an IEP or 504 meeting will be held within 5 days for students with pre-existing IEPs or 504 plans. Within two weeks of enrollment, an IEP meeting to facilitate IEP implementation and concise communication with families will be held.

Develop, review and revise IEPs

The LPT team will convene to discuss the evaluation results, MTSS data, and other anecdotal evidence to determine eligibility. Once eligibility is determined, an IEP is created within 30 days. Once the IEP has been created, accommodations and modifications are implemented. Review of IEP will be conducted annually.

Integrate special education into the general education program

DPA will employ a sufficient number of Special Education-certified teachers to ensure a continuum of services aligned to any accommodations and modifications outlined in each students' IEP or 504



plans. We will utilize the least restrictive environment to impact students' academic and social emotional learning.

Deliver special education and related services

We will ensure that certified and licensed professionals are delivering special education and related services as outlined in students' IEPs.

Ensure that the school facility meets the requirements of other related laws including the ADA; Our Operations Team will work to ensure the school facility meets the requirements of all laws including the Americans with Disabilities Act (ADA) and Section 504.

Ensure that the school facility meets the requirements of other related laws including the ADA

Our Operations Team will work to ensure the school facility meets the requirements of all laws including the Americans with Disabilities Act (ADA) and Section 504.

Address student discipline

All students with an IEP or 504 plan will adhere to the same processes outlined in DPA's school-wide discipline policy. Expulsions will only occur in cases of state or federal mandates involving weapons, illegal substances, or causing severe bodily harm. If a student with an IEP or 504 plan has a long-term suspension (more than 10 days at once or cumulatively throughout the year), DPA will follow the manifestation meeting protocols as outlined by IDEA. The IEP Team, along with any other involved staff, will conduct the manifestation determination review. The appeals process can also be implemented if the infraction is not a manifestation of the students' disability.

Handle programming disputes involving parents

When a parent/guardian is unsatisfied with the outcome of this process, they can engage in our grievance policy process which will be outlined in our student/family handbook and reviewed at Family Orientation.



Ensure confidentiality of special education records

Dominion Purpose Academy will meet all requirements outlined in the Family Education Rights and Privacy Act (FERPA) to protect the privacy and rights of students and families. All of our staff will receive annual FERPA training in summer training. Moreover, all Special Education records (as other school records) will be stored under lock and key, only accessible to the Principal and Director of Curriculum & Instruction. Additionally, the Principal and Dean of Curriculum & Instruction will engage in GaDOE confidentiality and student records training.

Ensure special education teachers have a bachelor's degree and are either certified in special education or hold a special education license

The job description that Dominion Purpose Academy will use for special education teachers will highlight that a bachelor's degree and special education certification or a special education license is required to apply for a special education position. Our Human Resources Coordinator will review the Employee Navigator application where all hiring paperwork is housed to determine if the applicant meets the requirements. They will also perform a crosscheck with the Georgia Professional Standards Commission to ensure that a valid certificate is on file.

Purchase any services from special education vendors

Based on area schools, 12% (Muscogee County - CCRPI) of DPA students are projected to receive special education services. Any student with an IEP or 504 plan will receive all appropriate services through Special Education-certified staff, general education teachers, and contracted vendors when needed. We will serve students on the full continuum of services required by mild, moderate, and severe disabilities. Students will be served through the least restrictive environment (LRE) possible, beginning with push-in services whenever appropriate for student needs.

Secure technical assistance and training.

Staff will receive technical assistance and training from the GaDOE and the authorizing authority. For state assessments, our leadership team and Special Education teachers will ensure accommodations and modifications for each student are provided in accordance with the IEP or 504 plans.



English Learners

Students who are English Learners (ELs) will receive a quality education that they can access. In accordance with GaDOE SBOE Rule 160-4-5-.02., DPA will identify children who are learning English and deliver programming to ensure they can access learning and meet academic goals. We anticipate that about 4% of students will qualify for EL services. We will hire an EL Specialist during our third year. Before then, our staff members who are certified in ESOL will support all teachers. For example, we would consider principal candidates who are fluent in Spanish and certified in ESOL.

Identification: When families complete their enrollment packet, they will receive a Home Language Survey to help determine if EL services are needed. The information from this survey will be kept in Infinite Campus so that it can be accessed by supporting staff. When families share that their child (1) best understands and speaks a language other than English (2) frequently speaks a language other than English (3) that the language the adults in the home frequently use when communicating with the child is other than English and/or (4) notes that their child received EL services in former schools, then the child will be assessed for English Language proficiency services. If a family does not make it evident that a student is in need of EL services, teachers' observations and review of student data will be used to identify the need for assessment. Any student who has been identified as potentially needing EL services will be assessed through the ACCESS for ELs 2.0 within two weeks of enrollment. We will contract with an external provider to conduct the assessment if we do not have qualified staff to administer the assessment (see Exhibit 22, line 88 for contracted services). DPA will also contract with translation service providers to provide translation services for our families if needed (see Exhibit 22, line 88) and no staff member or community volunteer's services can be utilized.

Academic Support: DPA will utilize the inclusion model to meet the educational needs of our ELs. With support from the Director of Curriculum and Instruction (DCI), the classroom teacher will be responsible for differentiating lessons to ensure that the needs of each child are met. The principal will serve in this role before the DCI is hired. For instance:

- The Additional Language and Literacy Block that is a daily block in our school-wide schedule will provide additional time for language development support for ELs based on their language



and literacy needs.

- Design Thinking helps ELs develop comprehension skills and new vocabulary in a real-world context by using tier 1, tier 2, and tier 3 vocabulary words.
- DPA is designed to provide students with differentiated instructional experiences. Students experience Design Labs in small groups where they need to access content-based academic vocabulary. EL students will experience this differentiation to help them access academic language in each of their classrooms even with the instruction being provided in English.

A student identified as EL will be provided with Sheltered English Immersion instruction – Sheltered Content Instruction and/or Direct ESL instruction, depending on the ACCESS data. The teacher will ensure that the language lessons provided to ELs are purposeful and support English language development. The MTSS process will be used to support Tier 2 and Tier 3 students who may need additional support. This support will be provided for all students including ELs.

Progress Monitoring: DPA will use the World-Class Instructional Design and Assessment (WIDA) suite as a tool to monitor the progress of our EL children and make necessary adjustments to support children based on the mandated ACCESS. During these meetings, the team reviews the data to monitor the progress of the child. If there is progress using the current strategies, the team can vote to continue, add more strategies, and/or move the child to the next level. If there is no progress, then the team will ask more questions to determine the lack of progress and create another plan that will be renewed and monitored.

Statewide Assessments: ELs will participate in the GMAS with appropriate accommodations in accordance with GaDOE guidance or participate in the Georgia Milestones Alternative Assessment depending on their ACCESS placement.

Exiting the Program: Upon obtaining language proficiency as determined by scores on the ACCESS 2.0 exam, the child will be exited from the EL program. Children who are exited from the EL program will be monitored for two years and provided with support should there be regression.



Gifted Learners

As referenced in our mission statement, rigor is one key design element of Dominion Purpose Academy. We will use research-based strategies with all students, including our identified and not-yet identified gifted and talented students, following the Georgia Board of Education Rule 160-4-2-.38. DPA's implementation of its gifted and talented program will align with the criteria as outlined in the Requirements of Gifted Education Program in Georgia for Charter Schools and Charter Systems Checklist.

IDENTIFICATION: If students score above the 90th percentile on NWEA MAP, the family will be notified for consent to implement the assessment process below, which will occur in November each year. Below is the process we will use to identify gifted students:

- Achievement: Score above the 90th percentile in both ELA and math on the NWEA MAP, the norm-referenced test used at Dominion Purpose Academy.
- Mental ability: Score at the 96th percentile on the composite or full-scale score of NWEA MAP, the norm-referenced test used at Dominion Purpose Academy.
- Creativity: Score at or above the 90th percentile on the total battery score of a norm-criterion referenced test of creative thinking (such as the Torrence Test of Creative Thinking).
- Motivation:
 - Score at or above the 90th percentile on a standardized motivational characteristics rating scale (such as the GRS S)
 - Score from a panel of qualified evaluators at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances
 - (For grades 6-8) have a two-year grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B.

Students could also be identified by referral. If referral occurs, then a committee would convene to review student data and work samples to determine if assessment noted above is warranted.



GIFTED PROGRAMMING: Based on the Muscogee County School District's current Gifted Population, 9% of Dominion Purpose Academy students are projected to receive gifted services. Because of our project-based approach, we will deliver gifted programming through extensions in core blocks by gifted-certified teachers in our Design Lab classes. In these courses, teachers will use depth of knowledge and higher order Bloom's taxonomy to ensure that gifted students are challenged. An example of this is providing design challenges that are tiered and self-directed. Regular classroom teachers will also work with gifted educators to provide documentation and data for gifted programming.

CHARTER FOR DOMINION PURPOSE ACADEMY

This charter for Dominion Purpose Academy (“Charter”) is entered into by and between Dominion Purpose Academy, Inc. (“Petitioner”) and the State Charter Schools Commission of Georgia (“SCSC”) (collectively referred to as “the parties”).

WHEREAS, the Petitioner submitted a petition proposing to establish a state charter school pursuant to O.C.G.A. § 20-2-2060 *et seq.*, the Charter Schools Act of 1998 (“Charter Schools Act”) and O.C.G.A. § 20-2-2084;

WHEREAS, the SCSC finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and O.C.G.A. § 20-2-2084 and further finds that the petition is in the public interest; and

WHEREAS, pursuant to Article 31 and Article 31A of Chapter 2 Title 20 of the Official Code of Georgia Annotated, the SCSC grants this Charter to permit Petitioner to operate Dominion Purpose Academy (“the Charter School”) in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Definitions. The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. Education Service Provider means a nonprofit or for-profit organization that contracts with charter schools to provide multiple educational, operational, or comprehensive management services, including, but not limited to, curriculum design, instructional resources, professional development, financial and operational management, facilities management, or any combination thereof.
 - b. Georgia Department of Education (GaDOE or Department) means the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - c. Governing Board means the governing board of the nonprofit organization for a state charter school and which is the same as the governing board of the state charter school which is involved in school-level governance of the state charter school.
 - d. Local Educational Agency (LEA) means a public authority legally constituted with Georgia for administrative control or direction of public elementary or secondary schools. The Charter School shall act as its own LEA pursuant to O.C.G.A. § 20-2-2090 and SBOE Rule 160-4-9.04, including but not limited to data reporting, student enrollment counting procedures, student achievement reporting, and funding allocations.
 - e. School Leader means the individual with the highest authority in school administration regardless of title.
 - f. State Board of Education (SBOE or State Board) means the constitutional authority which defines education policy for public K – 12 education agencies in Georgia.
2. Charter Term. The SCSC grants this Charter to Petitioner to operate the Charter School for a five-year term beginning on July 1, 2025 and expiring on June 30, 2030.

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3. Grade Range. The Charter School shall serve grades K-8. The Charter School's total enrollment shall be at least 102 students but shall not exceed 360 students at any point during the charter term.
4. Mission Statement. The Charter School's mission is to help students cultivate the knowledge, skills, and dispositions of confident thinkers to learn on purpose through relationships, rigor, and relevance.
5. School Educational Model and Instructional Days.
 - a. Essential and Innovative Features. The Charter School will implement Design Thinking school-wide in core and elective classes as it requires higher order thinking skills and a greater depth of knowledge while students are providing various solutions to real-world challenges. The Charter School will also leverage community partnerships to guide students in Design Labs that focus on creating Purpose Projects that allow students to become servant leaders within their community.
 - b. The Charter School shall deliver instruction to students at a brick-and-mortar location for the number of school days of education required by O.C.G.A. 20-2-168(c) and SBOE Rule 160-5-1-.02 unless the Charter School receives advanced written approval from the SCSC Executive Director to deliver instruction through an alternate model for a specified number of school days. The SCSC Executive Director has sole discretion to evaluate and determine whether to approve a request from the Charter School pursuant to this paragraph.
6. Open Enrollment and Admissions. The Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
 - a. Attendance Zone. Enrollment shall be open to any grade level eligible student who resides in the Muscogee County School District.
 - b. Application. Prospective students must submit an application to the Charter School by the deadline set by the Charter School to be eligible for enrollment. The Charter School shall require proof of residency in the Attendance Zone at the time of application or enrollment.

The application process must comply with O.C.G.A. § 20-2-2066 and SCSC Rule 691-2-.05. The application shall only request information to identify the student and determine the grade to which the student will be enrolled, including the student's name and grade as well as basic contact information for the parent, such as a telephone number and email address. The Charter School may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. The Charter School may gather other relevant information from students in compliance with applicable law after enrollment is determined.

- c. Random Lottery. If the number of timely applicants received by the Charter School exceeds the capacity of a program, class, grade level, or building, the Charter School shall ensure that such applicants have an equal chance of being admitted through a random selection process in accordance

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with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05. The Charter School shall not conduct more than one lottery per grade per admissions cycle.

- d. Statutory Enrollment Priorities. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05, the Charter School may give enrollment priority to the following categories of applicants and in the following priority:
 - i. A sibling of a student enrolled in the Charter School; and
 - ii. A student whose parent or guardian is a member of the governing board of the Charter School or is a full-time teacher, professional, or other employee at the Charter School.

- e. Outreach and Marketing. The Charter School shall utilize reasonable outreach and marketing measures to make all potential applicants aware of opportunities for enrollment at the Charter School, including, but not limited to, seeking the enrollment of a cross section of the school-age population throughout the attendance zone, consistent with the requirements of O.C.G.A. § 20-2-2066. The SCSC, upon a finding that the outreach and marketing measures taken by the Charter School are inconsistent with applicable law or the representations made by the Charter School in the Application and/or other representations or submissions to the SCSC, may require the Charter School to take further action, including but not limited to, requiring the Charter School to extend its enrollment period, delay or void its random lottery, and/or conduct further specified outreach and marketing steps.

- f. Weighted Lottery. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A), the Charter School may implement a weighted lottery. Prior to publishing its weighted lottery procedures or implementing the weighted lottery, the Charter School shall obtain written approval from SCSC staff of its weighted lottery procedures and the subset(s) of educationally disadvantaged students to which the weighted lottery will apply.
 - i. An increased chance of admission will be provided to at least one of the following subsets of educationally disadvantaged students with each subset as defined by the State Board in accordance with federal guidelines and regulations:
 - 1. Students who are economically disadvantaged;
 - 2. Student with disabilities;
 - 3. Limited English proficient students;
 - 4. Neglected or delinquent students; and
 - 5. Homeless students.
 - ii. To facilitate the weighted lottery, applicants may indicate their educationally disadvantaged status on the admissions application and the Charter School shall verify this status as part of the registration process.
 - iii. The Charter School shall make good faith efforts to confirm educationally disadvantaged status prior to the lottery, but shall not be required to re-administer the lottery or change a student's lottery status in the event any student's failure to provide appropriate documentation of such status results in a lower or higher percentage of educationally disadvantaged students being accepted into the Charter School.
 - iv. The weight shall be calculated annually with the formula $W = (PA - PE) / (E - PE)$, provided however, the weight shall be no less than 4:1.

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- v. The variables of the weighted lottery formula described above shall be defined as follows:
 - 1. “P” shall be equal to the percentage of educationally disadvantaged students in the prioritized subset within the local school system in which the Charter School is located as measured by the Governor’s Office of Student Achievement for the previous school year. In the event the percentage of educationally disadvantaged students in the local school system in which the Charter School is located is more than 50%, P shall not exceed 50%.
 - 2. “A” shall be equal to the total number of Kindergarten applications from all students.
 - 3. “E” shall be equal to the number of Kindergarten applications from students who qualify as educationally disadvantaged.
- vi. Upon the request of Petitioner after the second year of weighted lottery implementation, the SCSC agrees to review and consider revisions to this provision to confirm its efficacy based on the Petitioner’s current student enrollment.
- g. Use of Parental Agreements for Withdrawal or Reenrollment. The Charter School may adopt policies setting forth parental volunteer or service expectations and may require parent to sign an acknowledgement of those expectations. The Charter School may not withdraw, decline to reenroll, or otherwise discipline a student for a parent’s failure to meet such expectations. The Charter School may not communicate to a student or parent that it has the authority to withdraw, decline to reenroll, or otherwise discipline a student for a parent’s failure to meet volunteer or service expectations.
- h. Enrollment Opportunity. The Charter School shall also ensure open enrollment for each grade served for which space is available and shall not adopt any policy or practice that restricts enrollment to specific grade levels within the grade span served by the school or to a particular class of students served by the school. The Charter School must offer at least one annual enrollment opportunity for each grade served for which space is available.
- 7. Maximum Flexibility Allowed by Law. In exchange for the Charter School’s agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the SCSC grants the maximum flexibility allowed by law to the Charter School. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the SBOE, or the GaDOE. Notwithstanding this maximum flexibility, the Charter School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 16 below, and any rules, regulations, policies, or procedures established by the SCSC consistent with the Charter Schools Act.
- 8. Accreditation. Reserved.
- 9. Comprehensive Performance Framework and Performance Expectations.

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- a. Incorporation Into Charter Contract. The Comprehensive Performance Framework (CPF) adopted by the SCSC shall be incorporated into the Charter as Exhibit A. The CPF shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the CPF or this charter contract. The specific terms, forms and requirements of the CPF, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the SCSC and will be binding on the Charter School. Material amendments to the CPF shall require approval by the SCSC and shall be automatically incorporated into this Charter Contract upon SCSC approval without further amendment to the Charter Contract. If such modifications or amendments are required, including modifications to address amended laws, the SCSC will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the CPF.
- b. Monitoring and Reporting. In accordance with SCSC Rule 691-2-.03, the SCSC shall monitor the Charter School's progress in relation to the indicators, measures, metrics and targets set out in the CPF, as well as other applicable rules and laws. The SCSC shall publicly report the Charter School's achievement and compliance at least annually following the completion of the Charter School's first year of operation.
- c. Performance Expectations. **The Charter School's performance in relation to the indicators, measures, metrics and targets set forth in the CPF shall provide the basis upon which the SCSC will decide whether to renew the Charter School's Charter Contract at the end of the charter term. This section shall not preclude the SCSC from considering other relevant factors in making renewal decisions.**
- d. Mission-Specific Goals. The operational portion of the CPF incorporated as Exhibit A, holds the Charter School accountable for the following mission-specific goals, which may be amended through an administrative clarification:
 - i. In each year of the charter term, 100% of students will engage in at least one collaborative, Design thinking-based, interdisciplinary project.
 - ii. In each year of the charter term, 100% of classrooms will engage in a weekly "Huddle", a strategy for providing a strong, positive school culture.
- e. Performance Review Presentations. In the event that the Charter School fails to meet standards in accordance with the CPF, the Charter School may be required to provide additional information or documentation regarding its performance to the SCSC or make an annual, in-person report to the SCSC Board ("Performance Review Presentation"). At least one Charter School governing board member and one Charter School staff member must attend an Annual Performance Review Presentation. Additional information, documentation or presentations must be in the form and manner as requested by the SCSC.

10. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, the Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. §§ 20-14-30 through 41. The Charter School is further subject to all federal accountability requirements under the Elementary and Secondary Education Act, including its reauthorization as the

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Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement the federal law.

11. Annual Report. The Charter School shall submit an annual report by the deadline established by O.C.G.A. § 20-2-2067.1(c) of each year to the GaDOE and to the SCSC that complies with all requirements established by the GaDOE or applicable law.

12. Withdrawal Without Penalty. The Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students. The Charter School agrees that a student may withdraw without penalty from the Charter School at any time and enroll in another public school in the local school system in which such student resides.

13. State and Federally Mandated Educational Services.

- a. Students with Disabilities. The Charter School shall comply with all federal education laws and regulations applicable to students with disabilities, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
- b. English Language Learners. The Charter School shall comply with all applicable federal laws and regulations relating to the provision of education services to English Language Learners.
- c. Supplemental Education. The Charter School shall provide supplemental education services in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement federal law.
- d. Remediation. The Charter School shall provide remediation in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and provisions of state law or regulation that implement federal law.

14. Governance Structure.

- a. Governing Board. The Charter School shall utilize an autonomous governing body in the form of a governing board (Governing Board), which shall operate in accordance with its bylaws and which shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. The Governing Board shall exercise substantive control over such areas as personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations, which are listed by way of example and not by limitation.
- b. Function. It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the performance goals enumerated in Section 9 above, to ensure effective organizational planning, and to ensure financial stability of the Charter School.

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c. Public Meetings.

- i. Open Meetings Act. The Governing Board is subject to and shall comply with the Open Meetings Act, O.C.G.A. § 50-14-1 et seq., and any subsequent amendment thereof.
- ii. Regular Meetings. The Governing Board shall conduct regular meetings consistent with principles of transparency and avoid actual or apparent conflicts of interest in the governance of the Charter School. The Governing Board shall conduct no less than ten (10) regular meetings each state fiscal year.
- iii. Called Meetings with Less than 24 Hours' Notice. In addition to adhering to the specific notice requirements in the Open Meetings Act, if the Governing Board schedules a called meeting (i.e., a meeting that is not regularly scheduled) with less than twenty-four (24) hours' notice, the Governing Board shall also notify the SCSC Executive Director or his or her designee of the meeting via electronic mail or phone immediately after scheduling the called meeting.
- iv. The Governing Board shall not vote on any official business, policy or public matter by e-mail.

d. Public Records and Transparency. The Governing Board is subject to and shall comply with the Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. Pursuant to O.C.G.A. § 50-18-70(b)(2) the Governing Board shall ensure that all public records that are maintained or received by a private person or entity in the performance of a service or function for or on behalf of the Charter School are available to the public in the same manner and extent as records collected or maintained by the Charter School. The Governing Board shall maintain its adopted policies, budgets, meeting agendas and minutes, financial audits, and annual reports, and shall make such documents available for public inspection. Additionally, to promote transparency, the Charter School shall ensure that the following information, at a minimum, is easily accessible on the Charter School's website:

- i. Governing Board membership;
- ii. Governing Board meeting calendar;
- iii. Meeting agendas for upcoming Governing Board meetings;
- iv. Meeting minutes for past Governing Board meetings unless the Georgia Open Meetings Act limits their publication;
- v. Procedure for contacting School Leader;
- vi. Procedure for contacting the Governing Board;
- vii. Any admissions application utilized by the school;
- viii. Notification of enrollment and admission procedures required by SCSC Rule 691-2-.05, including the date, time, and location of any upcoming enrollment lottery;
- ix. Annual operating budget or summary thereof as required by O.C.G.A. § 20-2-167.1; and
- x. The Charter School's charter contract.

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- e. Communication with Stakeholders. The Charter School, including the Governing Board and School Leader, must communicate in a timely manner with stakeholders, including, but not limited to: the SCSC, families, students, and other government agencies. The Governing Board or School Leader must use all reasonable efforts to promptly and expeditiously respond to and address stakeholder communications, complaints, and requests for information received via the procedures listed in Paragraph 14(d).

- f. Governing Board Eligibility
 - i. Pursuant to O.C.G.A. § 20-2-2084(e), all members of the Governing Board shall be United States citizens, residents of Georgia, and shall not be employees of the Charter School.
 - ii. No person who has an immediate family member sitting on the Governing Board or serving as the Charter School's superintendent, Head of School, principal, assistant principal, or administrative staff can serve on the Governing Board unless the person discloses the conflict to the Governing Board in a writing wherein he or she agrees to recuse themselves from any discussion and/or Commission action regarding the immediate family member, and the Governing Board agrees to waiver of this provision in a public meeting. Immediate family member means a spouse, child, sibling, or parent or the spouse of a child, sibling or parent.

- g. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest and comply with the requirements of O.C.G.A. § 20-2-2084(e) and this Charter. Members of the Governing Board and all individuals employed at the Charter School shall abide by such conflicts of interest policy. Upon request, the Charter School shall provide conflict of interest forms to the SCSC demonstrating that governing board members are in compliance with the conflicts of interest policy.

- h. Public Status. Petitioner assures that the Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. Petitioner further assures that the Charter School shall not be home-based; however, this does not preclude the Charter School from using virtual-based instruction in a remote setting.

- i. Director Compensation. No member of the Governing Board shall receive compensation for his or her service on the Governing Board in excess of reasonable expenses incurred in connection with actual attendance at board meetings or with performance of duties associated therewith.

- j. Contractual Interference. No party to this Charter may interfere with the legal right(s) and/or obligation(s) of another party to execute the provisions of this Charter.

15. Fiscal Control.

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- a. Financial Reporting Requirements. The Charter School shall follow the financial requirements of the GaDOE's Financial Management for Georgia Local Units of Administration Manual for all funds received by the Charter School. This expressly includes, but is not limited to, developing and adhering to financial policies, preparing and adhering to operating budgets, accounting procedures, managing cash and investments, and segregation of duties and internal controls. The Charter School shall submit all information required by the State Accounting Office for inclusion in the State of Georgia Comprehensive Annual Financial Report.

- b. Annual Audit. The Charter School shall have an annual financial audit conducted by an independent certified public accountant licensed in the State of Georgia and submit its annual financial audit to the SCSC by November 1 each year or as otherwise required by applicable law. If the Charter School does not meet standards on the financial or operational sections of the CPF in the previous year, the SCSC may require the Charter School to utilize an independent certified public accountant selected by the SCSC to perform the subsequent year's annual audit.

- c. Financially At-Risk Schools.
 - i. If the Charter School does not meet standards on the financial section of the CPF and/or circumstances at the Charter School indicate that its ability to manage funds may be compromised, the Charter School may be designated as financially at-risk and require more frequent financial monitoring. The nature of the additional financial monitoring will be determined by the SCSC Executive Director or designee.
 - ii. If at any time during the charter term the SCSC determines that the Charter School has a negative cash balance or an unrestricted days cash of less than fifteen (15) days, the Charter School may be required to submit a financial risk-avoidance plan, monthly SCSC Fiscal Compliance Template reports and monthly bank statements from all banks utilized by the Charter School. Submission shall be in the form and manner specified by the SCSC Executive Director or designee.
 - iii. This subsection shall not be construed to limit any other SCSC authority to require the Charter School to submit additional financial reports unrelated to financial at-risk monitoring or deficit reduction.

- d. Chief Financial Officer. The Charter School shall designate a Chief Financial Officer. The Chief Financial Officer may be a contractor rather than a school employee; however, the SCSC will hold the Charter School accountable for all financial operations of the Charter School. The Chief Financial Officer shall possess the following minimum qualifications:
 - i. A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years' experience in a field related to business or finance; or

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- ii. Documented experience of ten (10) or more years in the field of business and financial management.

- e. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.

- f. Charter School Program Eligibility. In the event the Charter School seeks grant funds under the Federal Charter School Program, the Charter School must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.

- g. Insurance. Prior to opening, the Charter School shall secure adequate insurance coverage and the Charter School shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia.

- h. Surplus Funds. Under no circumstances shall any surplus funds be distributed to the Charter School's board member(s), educational service provider or educational management organization. This subsection shall be construed consistent with the provisions of O.C.G.A. § 20-2-167(a)(5).

- i. Responsibility for Debts. The Charter School is solely responsible for all debts incurred by the Charter School and its Governing Board. Except as agreed hereto, the SCSC shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services.

- j. Distribution of Funds and Assets. If the SCSC terminates the Charter or the Charter expires, the Governing Board shall conclude the business and affairs of the Charter School and cooperate with the SCSC to the extent necessary to provide an orderly return of the students to their local school. The Charter School shall remit any surplus or unencumbered funds derived from state or federal grants existing as of the effective date of termination or expiration, and any furniture, equipment or other assets purchased with state or federal grant funds, to the SCSC in the manner specified by SCSC within sixty (60) days of the closure date. The SCSC is not responsible for the Charter School's unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts as of the closure date.

- k. Preference in Contracting. The Charter school shall give preference in contracting and purchasing of services and materials to businesses identified in O.C.G.A. § 20-2-2084(d)(2).

- l. Acquiring Debt. The Charter School shall inform the SCSC Executive Director before acquiring debt with a repayment schedule that exceeds the length of the current charter term, including but not limited to: monies derived from loans from financial institutions or through the sale of bonds.

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- m. Inventory. The Charter School shall manage and maintain an inventory list of assets purchased with state funds as required by the SCSC.
16. Compliance with Other Laws, Rules, and Regulations. The Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia, and all applicable federal, state, and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including, but not limited to, the following provisions:
- a. Civil Rights, Insurance, Health, Safety, and Conflicting Interests. The Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
 - b. Asbestos Remediation. The Charter School shall comply with the terms of any applicable asbestos remediation plan.
 - c. Unlawful Conduct. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.
 - d. Student Conduct and Discipline. The Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
 - e. State Board of Education Rules. The Charter School shall operate in accordance with all SBOE Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
 - f. Prohibition on Discrimination. The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services, or any other characteristic protected by local, state, or federal law.
 - g. Reporting Requirements. The Charter School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320, and 20-2-740.
 - h. Tuition. The Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
 - i. Brief Period of Quiet Reflection. The Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.

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- j. Individual Graduation Plans. The Charter school shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.
 - k. Family Educational Rights and Privacy Act. The Charter School is subject to all provisions of the Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event the Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.
 - l. QBE Formula Earnings. The Charter School acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
 - m. School Nursing Program. The Charter School shall implement a nursing program in accordance with O.C.G.A. § 20-2-771.2.
 - n. Student Fees and Charges. The Charter School shall comply with SBOE Rule 160-5-1-.12 to preserve the rights of students regarding payments and fees.
17. SCSC Administrative Withhold: Pursuant to O.C.G.A. § 20-2-2089, the SCSC is authorized to withhold up to three (3) percent of the Charter School's funds received through O.C.G.A. § 20-2-2089(a)(1) for administering the duties required of the SCSC pursuant to O.C.G.A. § 20-2-2083.
- a. Return of SCSC Administrative Withhold Funds. Upon satisfaction of annually budgeted expenses, the SCSC may vote to return any surplus funds from its authorized administrative withhold to its Charter Schools on a pro rata basis. The SCSC does not guarantee any surplus of funds.
 - b. Restrictions on Returned SCSC Administrative Withhold Funds. Pursuant to a vote by the SCSC, the SCSC may place reasonable restrictions on any returned administrative withhold funds for reasons including, but not limited to, the failure to meet performance expectations based on the CPF and material breaches of its Charter Contract.
18. Education Service Providers. If the Charter School elects to contract or amend a contract with an Education Service Provider at any point during the term of the Charter, the Charter School shall seek and receive approval of the contract or amendment from the SCSC Executive Director prior to the execution of the contract or amendment.
19. Compliance with the Rules, Practices, Policies, and Procedures of the SCSC. The Charter School shall operate in accordance with SCSC rules, practices, policies, and procedures established under the authority granted by O.C.G.A. § 20-2-2080 *et seq.* This Charter is deemed automatically amended to reflect applicable changes or additions to SCSC rules, practices, policies, and procedures upon their effective date.

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20. Employment Matters. Individuals employed at the Charter School shall not be considered employees of the State Board, Department, or the SCSC.
- a. Criminal Record Checks. The Charter School shall adopt criminal record check procedures. The Charter School shall comply with all provisions of O.C.G.A. § 20-2-211.1 relating to fingerprint and criminal record checks for all prospective staff members or any individual that will have substantial contact with students prior to beginning work at the Charter School or having contact with students.
 - b. Clearance Certificates. The Charter School shall comply with O.C.G.A. § 20-2-211.1 which requires all teachers, school administrators, and other education personnel employed by a local unit of administration to hold a valid clearance certificate issued by the Georgia Professional Standards Commission (PSC).
 - c. Teachers' Retirement System. All qualified teachers at the Charter School shall be members of the Teachers Retirement System of Georgia ("TRS") and subject to its requirements. The Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements. For the purposes of this subsection, the term "teacher" shall have the definition provided in O.C.G.A. § 47-3-1.
 - d. Employment Preference. The Charter School shall comply with O.C.G.A. § 20-2-2084(d)(1) regarding employment preference. The Charter School shall maintain and provide the SCSC, upon request, documentation to support the Charter School's compliance with O.C.G.A. § 20-2-2084(d)(1), including but not limited to: all advertisements for open positions, resumes received by the Charter School and records of interviews conducted by the Charter School. The Charter School shall not use third-party contractors to circumvent the requirements of this subsection.
 - e. Performance Evaluation System. The Charter School shall utilize the performance evaluation system adopted by the State Board pursuant to O.C.G.A. § 20-2-210 for all personnel for which it is required by rule or law, including personnel employed by an educational management organization or other educational service provider. At least two individuals employed by the Charter School shall be credentialed to administer the teacher evaluation system. At least two (2) individuals employed by the Charter School or on the Charter School Governing Board shall be credentialed to administer the leader evaluation system. The Charter School may not delegate the evaluation of its School Leader to any individual or entity who is not a member of the Charter School Governing Board.
 - f. School Personnel. Teachers and other instructional staff and faculty must be employees of the Governing Board and may not be employed by an Educational Service Provider or other entity affiliated with an Educational Service Provider except as permitted by O.C.G.A. § 20-2-2084(h). The School Leader may be employed by an Educational Service Provider only if the Governing Board retains the authority to select and dismiss that individual from service at the Charter School. Non-instructional staff, such as the Chief Financial Officer, business manager, bookkeeper, and maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain responsible and accountable for all operations, compliance, and performance of any and all selected contractors. The Governing Board shall ensure that the School

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Leader establishes a regular and ongoing physical presence in the school that allows the individual to oversee daily operations.

21. Record Inspection. Subject to state and federal laws, the SBOE, the GaDOE and their agents, the SCSC and their agents and the State Auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School. Any records maintained by a vendor for the services it performs on behalf of the Charter School that relate to school-level operations (such as personnel and financial records) shall be available free of charge or fee for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this section.

22. Records. The Charter School shall adopt a records retention policy consistent with retention schedules published by Georgia Archives and comply with the requirements of SBOE Rule 160-5-1-.14 "Transfer of Student Records" and accompanying guidance.

23. Facilities. The Charter School shall comply with SCSC Rule 691-2-.06 State Charter School Sites and Facilities and the following requirements:
 - a. Facility Location.
 - i. During the Charter School's first operational year serving students, the Charter School shall locate its facility(ies) within a local board of education that denied the Charter School's concurrently submitted petition; and
 - ii. At least five miles from any operational state or local charter schools ("Priority Area") unless the Charter School receives written authorization from the SCSC Executive Director to locate outside a Priority Area.

 - b. Approval of Site and/or Facility. The Charter School shall adhere to the Georgia Department of Education (GaDOE)'s requirements or guidelines for site and facility approval, including but not limited to the GaDOE Guideline for Educational Facility Site Selection. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the site or facility selection and development process, the SCSC will continue to hold the Charter School accountable to the requirements in this Charter. The Charter School shall contact the GaDOE Facilities Services Division regarding the following:
 - i. Site Code. The Charter School shall contact the Facilities Services Division to obtain site approval as soon as practicable. Failure to provide at least a six (6) months' notice to the Facilities Services Division prior to student occupation of the site or facility may delay the date that students can start occupying the site or facility. Once site approval has been granted, the Facilities Services Division will issue the Charter School a site code.

Dominion Purpose Academy

- ii. Architectural Review. The Charter School shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter School during the charter term.
 - iii. School Code. The Charter School shall contact GaDOE and request a school code after securing both a site code and facility code. The Charter School shall obtain a school code prior to student occupation of the site or facility.
24. Transportation. To the extent the Charter School offers a transportation program for its students, the Charter School shall ensure that the program complies with all applicable laws governing transportation of students.
25. Food Services. To the extent the Charter School offers a food service program, the Charter School shall ensure that the program complies with all applicable laws governing food service for students.
26. Projected Enrollment. For the purpose of funding students enrolled in the Charter School each year the Charter School offers a new grade level, the Charter School may be required to provide the SCSC a projected student enrollment count that includes prospective student names, Georgia Testing Identifier (GTID), if available, and any other information as requested by the SCSC. The Charter School shall provide this information by the deadline established by the SCSC and in the form and manner as requested by the SCSC. The information provided by the Charter School pursuant to this section may be verified by the SCSC through an onsite visit or by other means.
27. Data Collections. The Charter School assumes sole responsibility for accurate and timely collection and transmission of required data submissions to the SCSC and other government agencies, including but not limited to: the GaDOE, the Georgia Professional Standards Commission, and the United States Department of Education. The Charter School shall utilize a Student Information System that is compatible with the system utilized by the GaDOE. Upon signature of the charter contract, the Charter School affirms its understanding that inaccurate or untimely data may have an adverse impact to the academic, financial and operational standing of the school and further affirms its understanding that the SCSC does not guarantee any opportunity or ability to correct any data reporting errors made by the Charter School.
28. Required Trainings.
- a. Data Collections Conference. The Charter School shall send at least one representative to the annual Data Collections Conference held by the GaDOE or by a third party on behalf of GaDOE each year of the Charter School's charter term.

Dominion Purpose Academy

- b. Federal Programs Conference. In each year the Charter School accepts federal funds from the United States Department of Education, the Charter School shall send at least one representative to the annual Federal Programs Conference held by the GaDOE.
- c. Governance Training. Each member of the Governing Board shall fulfill all training requirements required by rule and law, including the annual governance training obligation required by O.C.G.A. § 20-2-2084(f) and SCSC Rule 691-2-.03(4).
In the Charter School's year prior to opening for students, in any year in which the school voluntarily defers its opening, or in any year its opening is suspended by the SCSC, the Governing Board must receive governance training by the SCSC rather than an alternate provider approved by the SCSC.

29. Termination of Charter.

- a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068, any applicable rule of the State Board, or SCSC Rule 691-2-.04.
- b. Grounds for Termination. The Charter School acknowledges that this Charter may be terminated for any reason set forth in law or any applicable rule of the State Board or SCSC, including, but not limited to:
 - i. The Charter School's failure to comply with any material provision set forth in this Charter, provided that they shall be notified by certified mail and be given thirty (30) days from receipt of notice to cure the breach. The nature and outcome of the breach shall be memorialized and maintained by the SCSC in accordance with applicable record retention schedules;
 - ii. The Charter School's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - iii. The Charter School's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
 - iv. The Charter School's failure to meet generally accepted standards of fiscal management;
 - v. The Charter School's violation of applicable federal, state, or local laws, or court orders;
 - vi. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;

Dominion Purpose Academy

- vii. The Charter School's failure to comply with any provision of the Charter Schools Act; or
- viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger.

30. School Closure. In the event the school ceases operations, either through non-renewal, early termination, voluntary closure, or other means, the school must, at minimum, take the following actions:

- a. Student Transition Plan. The Charter School shall create a transition plan to facilitate its students' transition to other educational institutions. The transition plan shall outline various educational options available to students, including traditional public schools, locally approved charter schools, state charter schools, and private educational options. The transition plan shall include protocols to ensure the appropriate transfer of student records. The Charter School shall provide the transition plan to the SCSC and parents of enrolled students within fourteen (14) calendar days of its decision to cease operations or the SCSC's decision to terminate or non-renew the Charter School's charter contract;
- b. School Records. The Petitioner shall retain ownership, including all incumbent responsibilities of an operational state charter school, of all records for a period of one year from the later of the date the charter contract expired, the date the charter contract was terminated, or the date the state charter school ceased operations. Incumbent responsibilities include, but are not limited to, transferring student records to public or private schools, schools operated by the Department of Juvenile Justice, and the local school system or schools from which the records are requested. After the one-year period, the Petitioner shall transfer all records, including student records, to the SCSC in the format and manner specified by the SCSC;
- c. School Website. The Charter School shall maintain the website of the Charter School for a minimum of twelve (12) months from the date education operations cease. For the purposes of this section, education operations mean any period during which instruction is provided by the Charter School to enrolled students. At minimum, the website shall include contact information and instructions regarding requests for student and employee records;
- d. Notification. The Charter School shall make reasonable efforts to inform stakeholders of the school's closure, including the staff and parents, general public, appropriate local districts, and creditors;
- e. Closure Monitor. The SCSC Executive Director will appoint an individual to monitor the closure activities of Charter School ("Closure Monitor") within fourteen (14) calendar days of its decision to cease operations or the SCSC's decision to terminate or non-renew the school's charter contract. The SCSC shall be responsible for all costs and expenses of the Closure Monitor;

Dominion Purpose Academy

- f. Duties of Closure Monitor. The Charter School shall remain responsible for fulfilling all legal and contractual duties, including those arising from this Charter. The role of the Closure Monitor shall be to review the Charter School's actions to conclude its financial affairs, settlement of accounts, disposition of assets, return of surplus to the SCSC, and provision for maintaining student, employee, and school records in accordance with applicable retention schedules beyond the operation of the Charter School. The Closure Monitor shall notify the SCSC of any action taken by the Charter School that is inconsistent with the its legal or contractual obligations. The Charter School shall allow the Closure Monitor access to all records, reports, documents, and files pertaining to any activity or program of the Charter School;
- g. Closure Process. The Charter School shall align closure activities to the SCSC Closure Guide in a form and manner as requested by the SCSC to ensure orderly closure of the Charter School; and
- h. Surety. The Charter School shall maintain a surety bond throughout the entirety of its charter term and six months following the conclusion of the charter term to assure the faithful performance of the duties of the school and its employees, including the fulfillment of Charter School's obligations in closing the financial affairs in the event the school ceases operation. The bond shall be in an amount no less than \$100,000.00 to be payable to the State of Georgia through the State Charter Schools Commission. The bond shall be furnished by a company authorized to do business in Georgia. The provisions of this subsection shall not be interpreted to preclude Charter School from obtaining liability insurance coverage or surety or fidelity bonds in addition to or in excess of the requirements of this subsection.

31. Pre-Opening Suspension and Deferral.

- a. Demonstration of Adequate Preparation. The Charter School shall demonstrate its preparation for operations through the significant progress in completing the SCSC Pre-Opening Checklist in a form and manner as requested by the SCSC. If the Charter School fails to demonstrate significant progress in completing the SCSC Pre-Opening Checklist by the time in which the SCSC determines the school will be unable to meet its obligations under this Charter upon serving students, the SCSC Executive Director may suspend the opening of the Charter School until a time after the Charter School demonstrates its ability to meet its obligations under this Charter. The determination of the Charter School's significant progress in completing the SCSC Pre-Opening Checklist and the school's ability to meet its obligations under this Charter shall be in the sole discretion of the SCSC Executive Director.
- b. Violation of Law or Contract. In the event the Charter School fails to comply with applicable law or any material provision set forth in this Charter, including, but not limited to, facilities requirements outlined in Section 21, or enrollment requirements outlined in Sections 3, 6, and 24, the SCSC Executive Director may suspend the opening of the Charter School until a time after all requirements have been fulfilled by the Charter School as determined by the SCSC. The

Dominion Purpose Academy

determination of the Charter School's violation of applicable law or any material provision set forth in this Charter shall be in the sole discretion of the SCSC Executive Director.

- c. Deferral. The Charter School may defer the opening of the Charter School upon submitting such decision in writing to the SCSC.
- d. Any pre-opening suspension imposed or deferral accepted under this Section shall not result in an automatic extension of the charter term set forth above in Section 2.

32. Renewal, Non-Renewal, and Probationary Term.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying SCSC Rule. The parties recognize that the renewal process will commence prior to the conclusion of the final year of the charter term and, as a result, the SCSC renewal decision will likely not include student achievement and school operational data from the final year of the charter term.
- b. Non-Renewal. Any grounds for termination stated in Section 25b above also may be grounds for non-renewal. In addition, the SCSC may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies, and procedures promulgated in accordance with the Charter Schools Act or if the SCSC deems that the Charter School has not sufficiently increased student achievement or is no longer in the public interest notwithstanding the Charter School's performance on the SCSC Comprehensive Performance Framework.
- c. Probationary Term. In the event the SCSC determines that the Charter School has failed to comply with any provision of this Charter, the SCSC may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the SCSC.

33. Temporary Extension. At the discretion of the SCSC, this Charter may be extended for a grace period not exceeding sixty (60) days.

34. Amendments to the Charter. The terms of this Charter may be amended upon approval by the SCSC and a majority of the Governing Board of the Charter School. The Charter School shall submit a written request to amend the Charter to the SCSC in the form and manner required by the SCSC. Except as explicitly permitted in this Charter, no amendments are valid or effective unless in writing and signed by both parties.

Dominion Purpose Academy

35. Administrative Clarifications. Any clarification to a non-material term of this Charter, as determined by the SCSC, shall be submitted in writing to the SCSC for review. Any non-material term of this Charter may be clarified in writing by SCSC staff.
36. Indemnification.
- a. The Charter School agrees to indemnify, defend and hold harmless the GaDOE, the SCSC, and the State Board, their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the Charter School's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of Indemnitee owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the Charter School, their employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to their performance of this Charter regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.
 - b. The Charter School shall be excused from their indemnification obligations above: (a) If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of the Indemnitee seeking indemnification; or (b) If the Indemnitee fails to (i) provide written notice of the third party claim or suit within a reasonable time, (ii) cooperate with reasonable requests of the Charter School related to the indemnification; or (iii) assist the Charter School with the defense of such claim or suit.
 - c. The Charter School's obligations to indemnify any Indemnitee shall survive the completion, expiration, or termination of this Agreement for any reason.
37. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the State Board, Department, or SCSC except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the State Board, Department or SCSC to any third party.
38. Delegation. The Charter School acknowledges and agrees that the functions and powers provided for in this charter may be exercised only by the Charter School and may not be delegated to a third party without written agreement by the parties.

Dominion Purpose Academy

39. Assignment. This Charter shall not be assigned or transferred by the Charter School unless consented to in writing by the SCSC.
40. Third-Party Beneficiaries. There are no third-party beneficiaries to this Charter. The Charter School's staff, students, parents, or related organizations are not beneficiaries to this Charter.
41. Application of Amended Law. This Charter is subject to applicable federal and state laws, rules and regulations and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
42. Non-Waiver. Except as specifically provided for in a written waiver signed by the parties, failure by either party at any time to require performance or claim a breach of this Charter does not constitute a waiver or affect the party's right to require performance or claim a breach of this Charter.
43. Severability. If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
44. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*
45. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. §§ 20-2-2060 *et seq.* and §§ 20-2-2080 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton County.
46. Survival. Charter School will continue to be subject to the following obligations after this Charter terminates or expires: Paragraphs 15 ("Fiscal Control"), 21 ("Record Inspection"), 27 ("Data Collections"), 30 ("School Closure") and 36 ("Indemnification").
47. Entire Agreement. This Charter sets forth the entire agreement between the Petitioner, and the SCSC with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Petitioner and the SCSC are superseded by this Charter. The Charter shall not preclude the Charter School from entering into or maintaining any agreement with the Local Board provided no such agreement supersedes, overrides or conflicts with any provision of this Charter. The petition submitted to the SCSC serves only as the formal application for the Charter School and does not constitute a contract between the SCSC and the Petitioner. This Charter supersedes and overrides any provisions contained in the petition that conflict with this Charter.

Dominion Purpose Academy



10/06/2024

Michael Dudgeon (Oct 6, 2024 14:49 EDT)

Mike Dudgeon, Chairperson

(Date)

STATE CHARTER SCHOOLS COMMISSION OF GEORGIA



10/04/2024

Shae A. Anderson (Oct 4, 2024 16:45 EDT)

Shae Anderson, Governing Board President

(Date)

DOMINION PURPOSE ACADEMY, INC.

Exhibit A



COMPREHENSIVE PERFORMANCE FRAMEWORK
for State Charter School Evaluation

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Exhibit A

OVERVIEW:

Comprehensive Performance Framework for State Charter Schools

PURPOSE

Quality charter school authorizers establish standards for school performance that are clear, quantifiable, rigorous, and attainable. The SCSC Performance Framework includes academic, financial, and organizational performance measures that establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation.

The three areas of performance covered by the frameworks—academic achievement, financial management, and organizational compliance— correspond directly with the three components of a strong charter school application and are the three areas on which a charter school’s performance should be evaluated. In each of the three areas, the framework asks a fundamental question:

- Academic Performance: Is the charter school offering students a better educational opportunity than they would otherwise receive at the traditional local school?
- Financial Performance: Is the charter school fiscally viable and responsible?
- Organizational Performance: Is the organization effective, compliant, and well-run?

Exhibit A

SECTION I: ACADEMIC PERFORMANCE

FUNDAMENTAL QUESTION

Is the charter school offering students a better educational opportunity than they would otherwise receive at the traditional local school?

INDICATORS

To answer the above question, the SCSC uses performance metrics derived from:

- the [College and Career Readiness Performance Index \(CCRPI\)](#), the statewide accountability tool. The CCRPI includes a content mastery component that assesses student proficiency and a progress component that uses student growth percentiles to assess student growth, among other measures. And from,
- The [Value-Added Model](#), a statistical predictive measure that considers a student’s individual characteristics and the school’s student body makeup.

MEETING GOALS

A state charter school can meet annual SCSC academic accountability standards by outperforming its comparison zone, the school/districts from which its students are zoned to attend, in terms of student achievement or growth as measured by CCRPI Content Mastery, CCRPI Progress, CCRPI Grade Band Score, or Value-Added Model impact scores.

A state charter school only needs to outperform one of the comparison zones [schools or district(s)] on Indicator 1, Grade Band Measures, or one of the measures included in Indicator 2, Schoolwide Measures, not both, in order to receive an overall Meets designation for a given year.

SECTION I: OVERALL DETERMINATION OF COMPLIANCE

As measured by the indicators and measures set forth in this section, is the school meeting academic performance standards?

SCORING CATEGORIES:

Exceeds Standards	Outperforms its comparison zone by 10 or points
Meets Standards	Outperforms its comparison zone
Approaches Standards	Performs as well as its comparison zone
Does Not Meet Standards	Performs below its comparison zone

Exhibit A

INDICATOR PERFORMANCE

SECTION I, INDICATOR 1: GRADE BAND MEASURES

All state charter schools must demonstrate their ability to positively impact students' academic performance either through high levels of achievement or growth across all grade bands served.

<u>Measure</u>	<u>Designation Earned</u>	<u>Explanation</u>
CCRPI Content Mastery	i.e. MEETS	<p><i>Exceeds Standard:</i> The state charter school's score is 10 or more points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of the academic measures in all grade bands served.</p>
CCRPI Progress		<p><i>Meets Standard:</i> The state charter school's score is 1 to 9 points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of the academic measures in all grade bands served.</p>
CCRPI Grade Band		<p><i>Approaches Standard:</i> The state charter school' score is no more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of the academic measures in all grade bands served.</p>
Value-Added Model		<p><i>Does Not Meet Standard:</i> The state charter school's score is more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of academic measures in all grade bands served.</p>

Exhibit A

SECTION I, INDICATOR 2: SCHOOLWIDE MEASURES

All state charter schools must demonstrate their ability to positively impact students' academic performance either through high levels of achievement or growth across all students served.

<u>Measure</u>	<u>Designation Earned</u>	<u>Explanation</u>
<ul style="list-style-type: none"> CCRPI Content Mastery-Whole School Score 	i.e. MEETS	<p><i>Exceeds Standard:</i> The state charter school's score is 10 or more points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one of the schoolwide academic measures.</p>
<ul style="list-style-type: none"> CCRPI Progress-Whole School Score 		<p><i>Meets Standard:</i> The state charter school's score is 1 to 9 points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one of the schoolwide academic measures.</p>
<ul style="list-style-type: none"> CCRPI Grade Band-Whole School Score 		<p><i>Approaches Standard:</i> The state charter school's score is no more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any one of the schoolwide academic measures.</p> <p><i>Does Not Meet Standard:</i> The state charter school's score is more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any of the schoolwide academic measures.</p>

Exhibit A

CALCULATION METHODS

Score	Calculation Explained																								
District Comparison Zone Score	<p>This score is calculated based on the proportion of students the state charter school enrolls from each district served. If a school serves a single district, it is compared to that district's score because 100% of students enrolled in the state charter school are zoned to attend that district. However, if a state charter school serves multiple districts or has a statewide attendance zone, a weighted comparison score is generated based on the proportion of students the state charter school enrolls from each district. For instance, if a state charter school enrolls 80% of its students from District A and 20% from District B, then the comparison score will comprise 80% of District A's CCRPI score and 20% of District B's CCRPI score. The SCSC uses the GaDOE Data Collections Student Record report to determine district enrollment proportions.</p>																								
School Comparison Zone Score	<p>This score is calculated based on the proportion of students the state charter school enrolls from each local school attendance zone served. The student-level address element in the GaDOE Data Collections Student Record report is used to determine which school each student enrolled in a state charter school is zoned to attend [the school the student would attend if they were not enrolled in the charter school]. The SCSC weights those schools' CCRPI scores based on the proportion of students enrolled. This is the same process that is used to generate the District Comparison Zone Scores, just at the more granular, school level.</p>																								
Whole School Score	<p>This score is calculated based on the proportion of students the state charter school enrolls in each grade band served. For instance, if a state charter school serves grades K-8 and enrolls 60% of its students in the elementary grade band and 40% of its students in the middle-grade band, then the Whole School Score is 60% of the school's elementary school score plus 40% of the school's middle school score. The state charter school's score is then compared to the same weighting of the District Comparison Zone Score and the School Comparison Zone Score. For state charter schools that serve across grade bands, this measure seeks to determine whether, as a whole, the school is providing a better opportunity for most students. The SCSC uses the GaDOE Data Collections FTE-3 report to determine district enrollment proportions.</p>																								
CCPRI Grade Band Score	<p>This score is calculated using the CCRPI Scoring by Component data file published by GaDOE annually and by following the grade band score calculation methodology as described in the 2019 CCRPI Calculation Guide¹. Specifically, each CCRPI Component is weighted and combined into an overall score by grade band. The table below displays the weights by component and grade band.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Elementary</th> <th style="text-align: center;">Middle</th> <th style="text-align: center;">High</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Content Mastery</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: left;">Progress</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: left;">Closing Gaps</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td style="text-align: left;">Readiness</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td style="text-align: left;">Graduation Rate</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table>		Elementary	Middle	High	Content Mastery	30%	30%	30%	Progress	35%	35%	30%	Closing Gaps	15%	15%	10%	Readiness	20%	20%	15%	Graduation Rate	--	--	15%
	Elementary	Middle	High																						
Content Mastery	30%	30%	30%																						
Progress	35%	35%	30%																						
Closing Gaps	15%	15%	10%																						
Readiness	20%	20%	15%																						
Graduation Rate	--	--	15%																						

All scores are calculated to the nearest whole number.

¹ The 2018-2019 school year was the last year that GaDOE calculated overall school scores.

Exhibit A

SECTION II: FINANCIAL PERFORMANCE

FUNDAMENTAL QUESTION

Is the charter school fiscally viable and responsible?

INDICATORS

To answer whether the school is fiscally viable, the SCSC assesses a state charter school’s performance on both near-term financial health and long-term financial sustainability measures using data derived from each school’s independent financial audit. Near-term measures are designed to depict the school’s financial position and viability in the upcoming year. Sustainability measures are used to determine a charter school’s ability to cover long-term obligations and control costs effectively over time.

To answer whether the school is fiscally responsible, the SCSC assesses a state charter school’s performance on both fiscal management and oversight measures using data derived from annual monitoring practices and SCSC and GaDOE enrollment data collections. Fiscal management and oversight measures are used to evaluate a charter school’s ability to comply with relevant rules and laws, manage funds responsibly, and provide a more qualitative look at performance irrespective of near-term and long-term calculations.

MEETING GOALS

A state charter school can satisfy annual financial accountability requirements by earning at least 80 points across the near-term and sustainability measures and at least 80 points across the oversight and management measures. In other words, a state charter school must earn a “Meets Standards” designation on both Indicator 1 and Indicator 2 in order to receive an overall “Meets Financial Standards” designation for a given year. Indicators 1 and 2 are calculated separately, and both add up to 100 points independently.

If a school earns below 70 points (a Does Not Meet rating) on both Indicator 1 and Indicator 2, it will be designated as “Does Not Meet” financial standards. Any other combination of points/ratings will result in an “Approaches Standards” designation in the financial section of the CPF for the given year.

SECTION II: DETERMINATION OF COMPLIANCE

As measured by the indicators and measures set forth in this section, is the school meeting financial performance standards?

SCORING CATEGORIES:

Meets Standards	80-100 points
Approaches Standards	70-79 points
Does Not Meet Standards	0-69 points

Exhibit A

INDICATOR PERFORMANCE

SECTION II, INDICATOR 1: FISCAL VIABILITY

NEAR-TERM MEASURES	
<u>Measure 1a, Current Ratio (Working Capital Ratio): Current assets divided by current liabilities</u> Does the school have the ability to cover short-term financial obligations?	Points Available
<i>Meets Standard:</i>	15
<ul style="list-style-type: none"> Current Ratio is greater than 1.0 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Current Ratio is between 0.9 and 1.0 or equal to 1.0 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> Current Ratio is less than or equal to 0.9 	
<u>Measure 1b, Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)</u> Does the school maintain an appropriate balance of cash on hand?	Points Available
<i>Meets Standard:</i>	20
<ul style="list-style-type: none"> Days Cash is greater than 60 days 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Days Cash is between 15 and 60 days 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> Days Cash is less than 15 Days Cash 	
<u>Measure 1c, Annual Debt to Income : Total Annual Debt Payments (Debt Service) / Total Revenue</u> Does the school have enough income to cover short-term debt payments?	Points Available
<i>Meets Standard:</i>	20
<ul style="list-style-type: none"> Annual Debt to Income is below 5 percent 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Annual Debt to Income is between 5 and 15 percent 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> Annual Debt to Income is above 15 percent 	
<u>Measure 1d, Default</u> Is the school repaying debts in a timely manner?	Points Available
<i>Meets Standard:</i>	10
<ul style="list-style-type: none"> School is not in default of loan covenant(s) or delinquent with debt service payments nor does the school have any outstanding debt 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> School is in default of loan covenant(s), is delinquent with debt service payments or the school has any outstanding debt 	
SUSTAINABILITY MEASURES	
<u>Measure 1e, Efficiency Margin: (Change in Net Assets+Change in Pension Related Accts) divided by Total Revenues</u> Does the school manage costs appropriately?	Points Available
<i>Meets Standard:</i>	15
<ul style="list-style-type: none"> Aggregated Three-Year Efficiency Margin is greater than 0. 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent 	

Exhibit A

<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> • Aggregated Three-Year Efficiency Margin is less than -10 percent 	0
Measure 1f, Debt to Asset Ratio: $(\text{Total Liabilities} - \text{Deferred Pension Liability}) \div \text{Total Assets}$ Does the school maintain an appropriate balance between assets and liabilities over time?	Points Available
<i>Meets Standard:</i> <ul style="list-style-type: none"> • Debt to Asset Ratio is less than 95 percent 	20
<i>Approaches Standard:</i> <ul style="list-style-type: none"> • Debt to Asset Ratio is between 95 and 100 percent 	10
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> • Debt to Asset Ratio is greater than 100 percent 	0

Total Points Available—Indicator 1: 100 points

Exhibit A

SECTION II, INDICATOR 2: FISCAL MANAGEMENT & OVERSIGHT

<u>Measure 2a, Adherence to GAAP Standards</u> Is the school following Generally Accepted Accounting Principles (GAAP)?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit that includes: <ul style="list-style-type: none"> ○ An unqualified audit opinion; ○ An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; ○ An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; and ○ No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight. 	20
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit. 	0
<u>Measure 2b, Adherence to Federal Financial Requirements</u> Is the school following all applicable financial requirements when expending federal funds?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of the charter contract relating to proper internal controls, expenditures, inventory, drawdowns, and cost principles when expending federal funds, including but not limited to: <ul style="list-style-type: none"> ○ Proper segregation of duties; ○ Source documentation for expenditures paid with federal funds; ○ Complete and on-time submission of program budgets (Title I, IDEA, and grant budgets); and ○ Maintaining inventory controls and documentation in accordance with federal regulations for items purchased with federal funds. 	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to proper internal controls, expenditures, inventory, drawdowns, and cost principles when expending federal funds during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to proper internal controls, expenditures, inventory, drawdowns, and cost principles when expending federal funds. 	0
<u>Measure 2c, Adherence to the Local Units of Administration Manual</u> Is the school following the Local Units of Administration (LUA) Manual?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all material provisions of the LUA manual. 	15

Exhibit A

<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one material provision of the LUA manual during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with one or more material provisions of the LUA manual. 	0
<p><u>Measure 2d, Adherence to the School’s Own Financial Policies and Procedures</u> Is the school adhering to its own financial policies and procedures?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school adhered to its own financial policies and procedures approved by the school’s governing board and/or developed by school staff. 	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one of its own financial policies and/or procedures approved by the school’s governing board and/or developed by school staff, but the school adequately remedied its finding(s) and regained compliance. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one of its own financial policies and/or procedures approved by the school’s governing board and/or developed by school staff. 	0
<p><u>Measure 2e, Enrollment Variance: [Actual Enrollment during the October FTE Count (fiscal year x) – school enrollment projection (fiscal year X)] / school enrollment projection (fiscal year X)</u> Is the school able to project enrollment in a way that enables adequate budgeting?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> Enrollment Variance equals less than 3 percent 	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> Enrollment Variance is between 3 and 8 percent 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> Enrollment Variance is greater than 8 percent 	0
<p><u>Measure 2f, Timely Audit Submission</u> Does the school have the proper financial documentation to allow for a timely audit review and submission?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school submitted its financial audit on time, on or before November 1st. 	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school submitted its financial audit late, on or before December 1st. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school submitted its financial audit late, after December 1st. 	0

Total Points Available—Indicator 2: 100 points

Exhibit A

SECTION III: OPERATIONAL PERFORMANCE

FUNDAMENTAL QUESTION

Is the organization effective, compliant, and well-run?

INDICATORS

To answer the question above, the SCSC uses data from agency monitoring and other sources, as noted in the appendix of this document, to determine compliance with the indicators listed below.

- Educational Program Compliance
 - Governance, Ethics, and Transparency
 - Obligations to Students
 - Employer Obligations
 - School Environment
 - Additional and Continuing Obligations
-

MEETING GOALS

In any year of the charter term, a state charter school will be deemed operationally compliant if it adheres to the requirements of its charter contract, all applicable rules and laws as measured by the indicators listed above, thus earning a score of at least 80 in the Operations section of the CPF.

SECTION III: DETERMINATION OF COMPLIANCE

As measured by the indicators and measures set forth in this section, is the school meeting operational performance standards?

SCORING CATEGORIES:

Meets Standards	80-100 points
Approaches Standards	70-79 points
Does Not Meet Standards	0-69 points

Exhibit A

INDICATOR PERFORMANCE

SECTION III, INDICATOR 1: EDUCATIONAL PROGRAM COMPLIANCE

A charter school's overall purpose is to provide its students with a quality and innovative educational program. Schools must adhere to the educational program identified in its charter contract that was awarded on the basis of the program outlined in its petition.

Measure 1a, Essential or Innovative Features and Mission-Specific Goals	Points Available
Is the school implementing all essential or innovative features of its program as defined in its current charter contract, and is the school's curricular and educational program aligned with its stated mission as evidenced through the attainment of mission-specific goals?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> • The school has fully implemented all essential or innovative features of its education and operational program as defined in the charter contract in all material respects, and the school has met all mission-specific goals included in its charter contract (if applicable) 	4
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> • The school has at least fully implemented one essential or innovative features of its education and operational program as defined in the charter contract in all material respects or the school has met at least one mission-specific goal included in its charter contract (if applicable). 	2
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> • The school failed to fully implement any essential or innovative features of its education and operational program as defined in the charter contract in all material respects, and the school failed to meet any mission-specific goals included in its charter contract (if applicable). 	0
Measure 1b, State Education Requirements	Points Available
Is the school complying with applicable state education requirements?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> • The school complied with all applicable state laws, rules, regulations, provisions of its charter contract, and the school's own policies and procedures relating to state education requirements, including but not limited to: <ul style="list-style-type: none"> ○ Provided all state mandated programs; ○ Adhered to graduation requirements; ○ Implemented state-adopted content standards; and ○ Administered state assessments in the manner required by law and rule. 	4
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> • The school failed to comply with at least one applicable state law, rule, regulation, provision of the charter contract, or the school's own policies and procedures relating to state education requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> • The school failed to comply with at least one applicable state law, rule, regulation, provision of the charter contract, or the school's own policies and procedures relating to state education requirements. 	0
Measure 1c, Federal Education Requirements	Points Available
Is the school complying with applicable federal education requirements?	
<i>Meets Standard:</i>	4

Exhibit A

<ul style="list-style-type: none"> • The school complied with all applicable federal laws, rules, regulations, and the school’s own policies and procedures relating to federal education requirements, including but not limited to: <ul style="list-style-type: none"> ○ Federal assessment security and reporting of accountability requirements; and ○ Charter School Program grant, Title I, IV, and V requirements. ○ McKinney-Vento Homeless Assistance Act, Charter School Program grant, Title I, IV, and V requirements. 	
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable federal law, rule, regulation, provision of the charter contract, or the school’s own policies and procedures relating to federal education requirements. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with two or more applicable federal laws, rules, regulations, provisions of the charter contract, or the school’s own policies and procedures relating to federal education requirements. 	0
<p>Measure 1d, Data Reporting Is the school complying with all data and financial reporting requirements?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities, including but not limited to: <ul style="list-style-type: none"> ○ QBE/FTE Data Reporting; ○ Personnel Reporting; ○ Student Record Reporting; ○ CCRPI Data Reporting; ○ Consolidated LEA Implementation Plan (CLIP) for federal programs; ○ Special Education Data Reporting; ○ Required Data Surveys; ○ Complete and on-time submission of financial reports, such as its annual budgets, revised budgets, and/or DE 046, in the manner prescribed by GaDOE or the SCSC; ○ Timely periodic financial reports as required by the SCSC, GaDOE, or other state agencies; <p>On-time submission and completion of its annual independent audit by the deadline established by the SCSC.</p>	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with one applicable law, rule, regulation, or provision of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with two or more laws, rules, regulations, or provisions of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities. 	0

Total Points Available—Section III, Indicator 1: 17 points

Exhibit A

SECTION III, INDICATOR 2: GOVERNANCE, ETHICS, AND TRANSPARENCY

A charter school's governing board must provide adequate oversight of school management and operations to ensure that the school is fulfilling its duties to students, employees, parents, and the general public.

<u>Measure 2a, General Governance</u> Is the governing board complying with all applicable general governance requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to governance by its board, including but not limited to: <ul style="list-style-type: none"> ○ Board policies; ○ Board bylaws; ○ Code of ethics; ○ Conflicts of interest; ○ Board composition and/or membership laws and rules; and ○ Restrictions on compensation. 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its governing board during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its board. 	0
<u>Measure 2b, Open Governance</u> Is the governing board complying with all applicable open governance requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the Georgia Open Meetings Act and Open Records Act requirements. 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and Open Records Act requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and Open Records Act requirements. 	0
<u>Measure 2c, Governance Training</u> Is the governing board complying with all applicable governance training requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school took action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f). 	4

Exhibit A

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to take action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f). 	0
<p><u>Measure 2d, Transparent Governance and Communication with Stakeholders</u> Is the governing board operating transparently and effectively communicating with stakeholders?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders, including but not limited to: <ul style="list-style-type: none"> ○ Following provisions in SCSC rule 691-2-.03 regarding providing the public easy access to informational items on the school’s website; ○ Communicating school leadership and other major school changes in a timely and transparent matter; and ○ Appropriately and promptly responding to stakeholder complaints, questions, and concerns. 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders. 	0
<p><u>Measure 2e, Budget Approved in Accordance with State Law</u> Did the school approve its budget in accordance with state law?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school’s budget was approved in accordance with state law, including but not limited to performing the following items from O.C.G.A. § 20-2-167.1 related to the school’s budget approval: <ul style="list-style-type: none"> ○ Conducting two public meetings to provide an opportunity for public input on the proposed budget; ○ Advertising the two public meetings in the school’s legal organ; and ○ Making a summary of the proposed annual operating budget a publicly available area of the school’s website. 	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable state law requirement regarding the passage of the school’s annual budget. 	0

Total Points Available—Section III, Indicator 2: 20 points

Exhibit A

SECTION III, INDICATOR 3: OBLIGATIONS TO STUDENTS

Families entrust schools with the education and welfare of their children, and the school must afford those children the appropriate rights and care.

<u>Measure 3a, Rights of All Students</u>	Points Available
Is the school protecting the rights of all students?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to the rights of students, including but not limited to: <ul style="list-style-type: none"> ○ Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment); ○ The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law); ○ Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and ○ Conduct of discipline (discipline hearings and suspension and expulsion policies and practices). 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students. 	0
<u>Measure 3b, Rights of Students with Disabilities</u>	Points Available
Is the school protecting the rights of students with disabilities?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school complied with all applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: <ul style="list-style-type: none"> ○ Identification and referral of students who may have a disability; ○ Operational compliance regarding the academic program, assessments, and all other aspects of the school's program and responsibilities; ○ Discipline, including due process protections, manifestation determinations, and behavioral intervention plans; ○ Appropriately implementing student Individualized Education Programs and Section 504 plans; ○ Ensuring appropriate access to the school's facilities and programs to students and parents. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability during its SCSC onsite or desk monitoring visit but the school adequately remedied its finding(s) and regained compliance. 	3

Exhibit A

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability. 	0
<p>Measure 3c, Rights of Students who are English Learners (ELs) Is the school protecting the rights of English Learners (ELs)?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable provisions of Title III of the Every Student Succeeds Act (ESSA) and all applicable state and federal laws, rules, regulations, and provisions of its charter contract relating to EL requirements, including but not limited to: <ul style="list-style-type: none"> ○ Required policies related to the service of EL students; ○ Proper steps for identification of students in need of EL services; ○ Appropriate and equitable delivery of services to identified students; ○ Appropriate accommodations on assessments; ○ Exiting of students from EL services; and ○ Ongoing monitoring of exited students. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements. 	0

Total Points Available—Section III, Indicator 3: 18 points

Exhibit A

SECTION III, INDICATOR 4: EMPLOYER OBLIGATIONS

The school must respect its employees and ensure that they are duly qualified to further the education and welfare of students.

<u>Measure 4a, Employee Qualifications, Evaluations, and Criminal Records Checks</u> Is the school meeting teacher and other employee qualification and criminal background check requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to employee qualifications, employee evaluations, and criminal background checks, including but not limited to: <ul style="list-style-type: none"> ○ Title II, Part A requirements; ○ Implementation of the Teacher and Leader Keys Effectiveness Systems (TKES and LKES); ○ Ensuring staff have a proper background check or clearance certificate issued by the Georgia Professional Standards Commission. 	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to employee qualifications, employee evaluations, and criminal background checks requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to employee qualifications, employee evaluations, and criminal background checks requirements. 	0
<u>Measure 4b, Employee Rights</u> Is the school respecting employee rights?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to employment, including, but not limited to, professional qualifications, nepotism and conflict of interest policies, the Fair Labor Standards Act, the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. 	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment, including, but not limited to, professional qualifications, nepotism and conflict of interest policies, the Fair Labor Standards Act, the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.during its SCSC onsite or desk monitoring, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment, including, but not limited to, professional qualifications, nepotism and conflict of interest policies, the Fair Labor Standards Act, the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. 	0
<u>Measure 4c, Employee Civil Rights</u> Does the school adhere to applicable requirements to ensure the protection of employee civil rights?	Points Available

Exhibit A

<i>Meets Standard:</i> <ul style="list-style-type: none">The school complied with applicable notice, grievance procedure, and substantive requirements of federal and state laws, rules, or regulations prohibiting employment discrimination.	5
<i>Approaches Standard:</i> <ul style="list-style-type: none">The school failed to comply with at least one applicable law, rule, or regulation prohibiting employment discrimination, but the school adequately remedied its findings (s) and regained compliance.	2
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none">The school failed to comply with at least one applicable law, rule, or regulation prohibiting employment discrimination.	0

Total Points Available—Section III, Indicator 4: 15 points

Exhibit A

SECTION III, INDICATOR 5: SCHOOL ENVIRONMENT

A safe and healthy school environment is critical to creating a conducive learning environment and protecting the well-being of students and employees.

Measure 5a, Facility	Points Available
Is the school complying with facilities requirements?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to the school's facilities including but not limited to: <ul style="list-style-type: none"> ○ Fire inspections and related records; ○ Viable certificate of occupancy; ○ Documentation of requisite insurance coverage; ○ Approval from GaDOE regarding initial site selection and facility requirements; and ○ Subsequent reports and approvals related to facility agreements, changes, maintenance, modifications, and expansion, as required by law, SCSC and GaDOE rules, regulations, and policies. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to facility safety and the protection of student and employee health during its SCSC facility visit or policy, procedure, and practice review, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the school's facilities. 	0
Measure 5b, Health and Safety	Points Available
Is the school complying with health and safety requirements?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to safety and the protection of student and employee health, including, but not limited to: <ul style="list-style-type: none"> ○ School Health Nurse Program; ○ Conducting child abuse and neglect training; ○ Annual health assessments of students; ○ Diabetes Medical Management Plans; ○ Access to auto-injectable epinephrine and automated external defibrillators as appropriate; ○ Scoliosis screening; and ○ A physically safe and secure environment. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health. 	0

Exhibit A

Measure 5c, Information, Data, and Communication Is the school maintaining student and employee information and data securely and communicating with stakeholders appropriately?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, governing board policies, and SCSC directives relating to providing required federal notices and the handling of information and stakeholder communication, including but not limited to: <ul style="list-style-type: none"> ○ Giving appropriate notices and maintaining the security of providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; ○ Transferring of student records; and ○ Confidentiality of personnel records not subject to open records requirements. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to providing required federal notices and the handling of information and stakeholder communication during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to providing required federal notices and the handling of information and stakeholder communication. 	0

Total Points Available—Section III, Indicator 5: 18 points

Exhibit A

SECTION III, INDICATOR 6: ADDITIONAL AND CONTINUING OBLIGATIONS

A charter school must faithfully fulfill all its obligations and quickly remedy any instance of noncompliance.

Measure 6a, Additional Obligations Is the school complying with all other obligations?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all other legal, statutory, regulatory, or contractual requirements, including those contained in its charter contract, that are not otherwise explicitly addressed in these Operational Performance Standards, including but not limited to requirements from the following sources: <ul style="list-style-type: none"> ○ Revisions to state charter law; ○ Consent decrees; ○ Provisions of the National School Lunch Program, School Breakfast Program, and/or After-School Snack Program, including nutritional and reimbursement requirements thereof, if food service is provided; ○ School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines, if transportation is provided; ○ Intervention requirements by the authorizer; and ○ Requirements by other entities to which the charter school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.) 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards. 	0
Measure 6b, Continuing Obligations Is the school remedying noncompliance after proper notification?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school fulfilled the terms of a corrective action plan required because of the school's probationary status, and the SCSC determined that the conditions which precipitated the probation no longer exist and that no new conditions necessitate probationary status. 	6
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • Failure to adhere to probation requirements, including but not limited to failure to implement a corrective action plan; failure to implement a required corrective action plan timely; failure to produce interim reports in the form and at the time required by the SCSC, or failure to remediate conditions that precipitated the probationary status. 	0

Total Points Available—Section III, Indicator 6: 12 points

Exhibit A

DATA SOURCES COMPILED

Academic Performance:

Indicator	Data Source
Grade Band Scores	GaDOE: CCRPI Scoring by Component data file, CCRPI Calculation Guides, Student Record data file SCSC: Value- Added Impact report, Student Record data file
Schoolwide Scores	GaDOE: CCRPI Scoring by Component data file, CCRPI Calculation Guides, Student Record data file SCSC: Value- Added Impact report, Student Record data file

Financial Performance:

Indicators	Measures	Data Source
Fiscal Viability	Near-Term Measures	School Audit Report: Governmental Funds-Balance Sheet School Audit Report: Statement of Revenues, Expenditures, and Changes in Fund Balance School Audit Report: Notes
	Sustainability Measures	School Audit Report: Statement of Activities/Change in Net Position and Audit Notes School Audit Report: Statement of Net Position
Fiscal Management	Management and Oversight	SCSC Annual Enrollment Projection Form GaDOE: Data Collections, Student Enrollment by Grade Level GaDOE: Charter School Annual Report, SEA Program Monitoring, Financial Reports SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report

Operational Performance:

Indicator	Data Source
Educational Program Compliance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
Governance, Ethics and Transparency	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
Obligations to Students	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
Employer Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
School Environment	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report

Exhibit A

Additional and Continuing Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
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FY25 Dominion Purpose Academy Charter Contract

Final Audit Report

2024-10-06

Created:	2024-10-04
By:	Kiara Thompson ([REDACTED])
Status:	Signed
Transaction ID:	CBJCHBCAABAAv4V2uIlN3G92W5ANXSJ8oEDOTai4dLKT


"FY25 Dominion Purpose Academy Charter Contract" History


 Document created by Kiara Thompson ([REDACTED])
2024-10-04 - 1:57:30 PM GMT


 Document emailed to [REDACTED] for signature
2024-10-04 - 1:57:43 PM GMT


 Email viewed by [REDACTED]
2024-10-04 - 8:44:27 PM GMT


 Signer [REDACTED] entered name at signing as Shae A. Anderson
2024-10-04 - 8:45:31 PM GMT

 Document e-signed by Shae A. Anderson ([REDACTED])
Signature Date: 2024-10-04 - 8:45:33 PM GMT - Time Source: server

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 Agreement completed.
2024-10-06 - 6:49:41 PM GMT



Dominion Purpose Academy

Transportation Plan

2025-2026

Mission: *The mission of Dominion Purpose Academy is to help students cultivate the knowledge, skills, and dispositions of confident thinkers to learn on purpose through relationships, rigor, and relevance.*

In alignment with our mission to provide excellence throughout our school program, we will offer a transportation plan with a goal of 100% of our students, staff, family, and visitors coming and leaving school safely including: 1) Walking and Biking Programs 2) Public Transportation 3) Private Shuttle Services 4) Carpool Program 5) Parent Shuttle Rotations and 6) Digital Walking Tools.

Before implementing this plan, we will:

- Conduct a survey to understand families' transportation needs.
- Ensure safety policies are clear and adhered to.
- Test the plan with a pilot program before scaling

Below is a description of each aspect of the transportation plan:

Walking and Biking Programs

DPA staff in collaboration with parents/guardians will establish "walking school buses" or bike caravans with adult supervision. As a safety measure we will provide school staff and parent/guardian volunteers to serve as crossing guards. This program will promote community engagement and healthy living for families. We will implement this program Year 1.

Public Transportation

DPA will partner with the local public transit systems to provide family passes at a free or discounted rate. This will be a community benefit as more people will access the public transit system. This could also help the Metra System to revamp their routes if we have several families in the same area. This will also train students on using critical thinking skills. This is also



affordable and environmentally friendly. We will implement this service Year 1:
<https://www.columbusga.gov/metra/Riding-Metra/Fares-And-Passes>

Private Shuttle Services

DPA will contract with a local private shuttle service or van company. This will be a cost-sharing option for families as they pay the cost of the shuttle service. The benefit for this program is that professional drivers are available and a set schedule. This increases our community partnerships and will be implemented year one. We recognize that this may be a financial challenge to families, so supplements and grants for transportation will be beneficial. This will be implemented in Year 2. We may offer in Year 1 if families are interested after taking the transportation survey.

Carpool Program

DPA's carpool program will be parent-led. A carpool matching system for families that group students who live near each other will be utilized. The application CarPoolToSchool or a Google Form can be used to implement the program. The benefits of this are that it promotes community inside and outside of the school, reduces the number of vehicles on the road, and lowers transportation cost for families. The parent coordinator would need to provide coordination and clear communication. This will be implemented the second year as we scale.

Parent Shuttle Rotations

DPA's parent shuttle rotations will be parent-led as parents volunteer to drive a group of students on a rotational basis. Rotations can be assigned monthly. The benefit of this program is that it involves parents and provides a structured, predictable system. This system will require a high level of parental involvement and reliable schedules. This will be implemented the third year as we scale.

Digital Monitoring Tools

DPA will use digital monitoring tools. **SchoolDismissalManager** will help us to streamline and track student arrivals and departures. This enhances safety and communication. We also realize that we will have to train our families on how to use this tool.



Evaluation: Our Director of Operations will track the efficiency of our transportation/dismal plan and make adjustments based on the data.

School Locator

Search for address

31903

Within

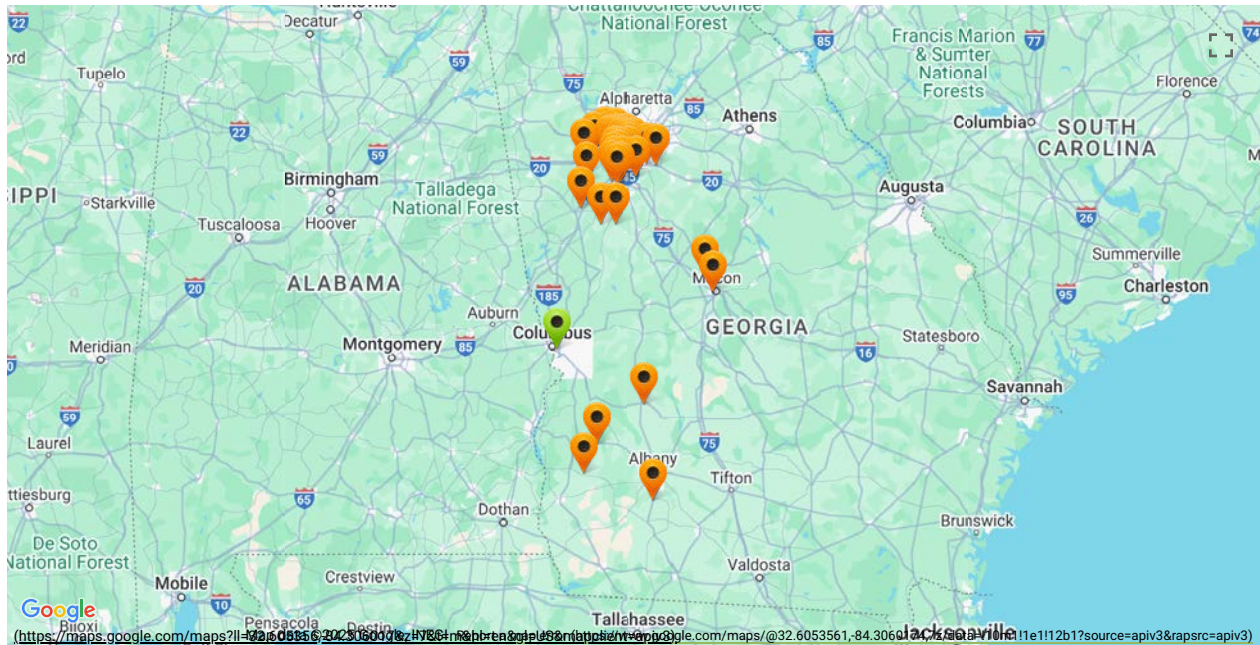
100 miles

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Furlow Charter School

49.6 miles

63 Valley Drive, Americus, GA 31709 United States (229) 931-8667

[More info \(https://gacharters.org/school/furlow-charter-school/\)](https://gacharters.org/school/furlow-charter-school/)

[Directions \(http://maps.google.com/maps?](http://maps.google.com/maps?saddr=31903&daddr=63%20Valley%20Drive%2C%20Americus%2C%20GA%2C%2031709%2C%20United%20States)

[saddr=31903&daddr=63%20Valley%20Drive%2C%20Americus%2C%20GA%2C%2031709%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=63%20Valley%20Drive%2C%20Americus%2C%20GA%2C%2031709%2C%20United%20States)

Southwest GA S.T.E.M. Charter School

49.7 miles

185 Pecan Street, Shellman, GA 39886 United States (229) 345-3033

[More info \(https://gacharters.org/school/southwest-ga-s-t-e-m-charter-school/\)](https://gacharters.org/school/southwest-ga-s-t-e-m-charter-school/)

[Directions \(http://maps.google.com/maps?](http://maps.google.com/maps?saddr=31903&daddr=185%20Pecan%20Street%2C%20Shellman%2C%20GA%2C%2039886%2C%20United%20States)

[saddr=31903&daddr=185%20Pecan%20Street%2C%20Shellman%2C%20GA%2C%2039886%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=185%20Pecan%20Street%2C%20Shellman%2C%20GA%2C%2039886%2C%20United%20States)

Pataula Charter Academy

61.1 miles

18637 Hartford Street, Edison, GA 39846 United States (229) 835-3322

[More info \(https://gacharters.org/school/pataula-charter-academy/\)](https://gacharters.org/school/pataula-charter-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=18637%20Hartford%20Street%2C%20Edison%2C%20GA%2C%2039846%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=18637%20Hartford%20Street%2C%20Edison%2C%20GA%2C%2039846%2C%20United%20States)

Coweta Charter Academy

63.8 miles

6675 East Highway 16, Senoia, GA 30276United States(770) 599-0228

[More info \(https://gacharters.org/school/coweta-charter-academy/\)](https://gacharters.org/school/coweta-charter-academy/)

[Email \(mailto:info@cowetacharter.org\)](mailto:info@cowetacharter.org)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=6675%20East%20Highway%2016%2C%20Senoia%2C%20GA%2C%2030276%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=6675%20East%20Highway%2016%2C%20Senoia%2C%20GA%2C%2030276%2C%20United%20States)

Liberty Tech Charter

66.3 miles

119 Price Road, Brooks, GA 30205United States(770) 461-0005

[More info \(https://gacharters.org/school/liberty-tech-charter/\)](https://gacharters.org/school/liberty-tech-charter/)

[Email \(mailto:info@libertytechcharter.org\)](mailto:info@libertytechcharter.org)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=119%20Price%20Road%2C%20Brooks%2C%20GA%2C%2030205%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=119%20Price%20Road%2C%20Brooks%2C%20GA%2C%2030205%2C%20United%20States)

Odyssey Charter School

68.7 miles

14 St. John Circle, Newnan, GA 30265United States(770) 251-6111

[More info \(https://gacharters.org/school/odyssey-charter-school/\)](https://gacharters.org/school/odyssey-charter-school/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=14%20St.%20John%20Circle%2C%20Newnan%2C%20GA%2C%2030265%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=14%20St.%20John%20Circle%2C%20Newnan%2C%20GA%2C%2030265%2C%20United%20States)

Academy for Classical Education

79.4 miles

5665 New Forsyth Rd, Macon, GA 31221United States(478) 238-5757

[More info \(https://gacharters.org/school/academy-for-classical-education/\)](https://gacharters.org/school/academy-for-classical-education/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=5665%20New%20Forsyth%20Rd%2C%20Macon%2C%20GA%2C%2031221%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=5665%20New%20Forsyth%20Rd%2C%20Macon%2C%20GA%2C%2031221%2C%20United%20States)

Cirrus Academy

79.9 miles

1870 Pio Nono Avenue, Macon, GA 31204United States(478) 250-1376

[More info \(https://gacharters.org/school/cirrus-academy/\)](https://gacharters.org/school/cirrus-academy/)

[Email \(mailto:enrollment@cirrusacademy.org\)](mailto:enrollment@cirrusacademy.org)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=1870%20Pio%20Nono%20Avenue%2C%20Macon%2C%20GA%2C%2031204%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=1870%20Pio%20Nono%20Avenue%2C%20Macon%2C%20GA%2C%2031204%2C%20United%20States)

Chattahoochee Hills Charter School

81.1 miles

9670 Rivertown Road, Chattahoochee Hills, GA 30213United States(678)

466-7300(678) 466-7305

[More info \(https://gacharters.org/school/chattahoochee-hills-charter-school/\)](https://gacharters.org/school/chattahoochee-hills-charter-school/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=9670%20Rivertown%20Road%2C%20Chattahoochee%20Hills%2C%20GA%2C%2030213%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=9670%20Rivertown%20Road%2C%20Chattahoochee%20Hills%2C%20GA%2C%2030213%2C%20United%20States)

Dubois Integrity Academy (5th)

84.4 miles

6712 West Fayetteville Road, Riverdale, GA 30296United States(770) 626-

3542

[More info \(https://gacharters.org/school/dubois-integrity-academy/\)](https://gacharters.org/school/dubois-integrity-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=6712%20West%20Fayetteville%20Road%2C%20Riverdale%2C%20GA%2C%2030296%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=6712%20West%20Fayetteville%20Road%2C%20Riverdale%2C%20GA%2C%2030296%2C%20United%20States)



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Hapeville Charter Career Academy

84.8 miles

6045 Buffington Road, Union City, GA 30349 United States (404) 766-0101

[More info \(https://gacharters.org/school/hapeville-charter-career-academy/\)](https://gacharters.org/school/hapeville-charter-career-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=6045%20Buffington%20Road%2C%20Union%20City%2C%20GA%2C%2030349%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=6045%20Buffington%20Road%2C%20Union%20City%2C%20GA%2C%2030349%2C%20United%20States)

Dubois Integrity Academy

85.5 miles

6479 Church Street, Riverdale, GA 30274 United States (770) 997-4860

[More info \(https://gacharters.org/school/dubois-integrity-academy/\)](https://gacharters.org/school/dubois-integrity-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=6479%20Church%20Street%2C%20Riverdale%2C%20GA%2C%2030274%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=6479%20Church%20Street%2C%20Riverdale%2C%20GA%2C%2030274%2C%20United%20States)

Baconton Community Charter School

86.2 miles

260 E. Walton Street, Baconton, GA 31716 United States (229) 787-9999

[More info \(https://gacharters.org/school/baconton-community-charter-school/\)](https://gacharters.org/school/baconton-community-charter-school/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=260%20E.%20Walton%20Street%2C%20Baconton%2C%20GA%2C%2031716%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=260%20E.%20Walton%20Street%2C%20Baconton%2C%20GA%2C%2031716%2C%20United%20States)

Skyview High School

86.8 miles

5134 Old National Hwy, College Park, GA 30349 United States (404) 418-8812

[More info \(https://gacharters.org/school/skyview-high-school/\)](https://gacharters.org/school/skyview-high-school/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=5134%20Old%20National%20Hwy%2C%20College%20Park%2C%20GA%2C%2030349%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=5134%20Old%20National%20Hwy%2C%20College%20Park%2C%20GA%2C%2030349%2C%20United%20States)

Georgia Cyber Academy

87.9 miles

503 Oak Place, Atlanta, GA 30349 United States (404) 334-4790 (404) 684-8816

[More info \(https://gacharters.org/school/georgia-cyber-academy/\)](https://gacharters.org/school/georgia-cyber-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=503%20Oak%20Place%2C%20Atlanta%2C%20GA%2C%2030349%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=503%20Oak%20Place%2C%20Atlanta%2C%20GA%2C%2030349%2C%20United%20States)

The Main Street Academy

88.4 miles

2861 Lakeshore Drive, College Park, GA 30337 United States (404) 768-0081

[More info \(https://gacharters.org/school/the-main-street-academy/\)](https://gacharters.org/school/the-main-street-academy/)

[Email \(mailto:info@tmsa.org\)](mailto:info@tmsa.org)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=2861%20Lakeshore%20Drive%2C%20College%20Park%2C%20GA%2C%2030337%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=2861%20Lakeshore%20Drive%2C%20College%20Park%2C%20GA%2C%2030337%2C%20United%20States)

Resurgence Hall

90.2 miles

1743 Hardin Avenue, College Park, GA 30337 United States (404) 549-9246

[More info \(https://gacharters.org/school/resurgence-hall/\)](https://gacharters.org/school/resurgence-hall/)

[Email \(mailto:tori.jackson.hines@resurgencehall.org\)](mailto:tori.jackson.hines@resurgencehall.org)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=1743%20Hardin%20Avenue%2C%20College%20Park%2C%20GA%2C%2030337%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=1743%20Hardin%20Avenue%2C%20College%20Park%2C%20GA%2C%2030337%2C%20United%20States)

Atlanta Unbound Academy

90.2 miles

1743 Hardin Ave, College Park, GA 30337 United States

[More info \(https://atlantaunboundacademy.org/\)](https://atlantaunboundacademy.org/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=1743%20Hardin%20Ave%2C%20College%20Park%2C%20GA%2C%2030337%2C%20United%20States%20\)](http://maps.google.com/maps?saddr=31903&daddr=1743%20Hardin%20Ave%2C%20College%20Park%2C%20GA%2C%2030337%2C%20United%20States%20)



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Utopian Academy for the Arts

90.3 miles

2750 Forest Parkway, Ellenwood, GA 30294United States(470) 446-1070(770) 231-2135

[More info \(https://gacharters.org/school/utopian-academy-for-the-arts/\)](https://gacharters.org/school/utopian-academy-for-the-arts/)

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[saddr=31903&daddr=2750%20Forest%20Parkway%2C%20Ellenwood%2C%20GA%2C%2030294%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=2750%20Forest%20Parkway%2C%20Ellenwood%2C%20GA%2C%2030294%2C%20United%20States)

The Rise Schools

90.8 miles

2626 Hogan Road, East Point, GA 30344(404) 669-8060

[More info \(https://gacharters.org/school/the-rise-schools/\)](https://gacharters.org/school/the-rise-schools/)

[Directions \(http://maps.google.com/maps?](http://maps.google.com/maps?saddr=31903&daddr=2626%20Hogan%20Road%2C%20East%20Point%2C%20GA%2C%2030344)

[saddr=31903&daddr=2626%20Hogan%20Road%2C%20East%20Point%2C%20GA%2C%2030344\)](http://maps.google.com/maps?saddr=31903&daddr=2626%20Hogan%20Road%2C%20East%20Point%2C%20GA%2C%2030344)

Resurgence Hall Middle Academy

91.2 miles

1706 E. Washington Road, College Park, GA 30344United States

[Directions \(http://maps.google.com/maps?](http://maps.google.com/maps?saddr=31903&daddr=1706%20E.%20Washington%20Road%2C%20College%20Park%2C%20GA%2C%2030344%2C%20United%20States)

[saddr=31903&daddr=1706%20E.%20Washington%20Road%2C%20College%20Park%2C%20GA%2C%2030344%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=1706%20E.%20Washington%20Road%2C%20College%20Park%2C%20GA%2C%2030344%2C%20United%20States)

Fulton Leadership Academy

91.3 miles

2575 Dodson Drive, East Point, GA 30344United States(404) 472-3529

[More info \(https://gacharters.org/school/fulton-leadership-academy/\)](https://gacharters.org/school/fulton-leadership-academy/)

[Directions \(http://maps.google.com/maps?](http://maps.google.com/maps?saddr=31903&daddr=2575%20Dodson%20Drive%2C%20East%20Point%2C%20GA%2C%2030344%2C%20United%20States)

[saddr=31903&daddr=2575%20Dodson%20Drive%2C%20East%20Point%2C%20GA%2C%2030344%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=2575%20Dodson%20Drive%2C%20East%20Point%2C%20GA%2C%2030344%2C%20United%20States)

KIPP South Fulton

91.5 miles

1286 E Washington Avenue, East Point, GA 30344United States(678) 278-0160

[More info \(https://gacharters.org/school/kipp-south-fulton/\)](https://gacharters.org/school/kipp-south-fulton/)

[Directions \(http://maps.google.com/maps?](http://maps.google.com/maps?saddr=31903&daddr=1286%20E%20Washington%20Avenue%2C%20East%20Point%2C%20GA%2C%2030344%2C%20United%20States)

[saddr=31903&daddr=1286%20E%20Washington%20Avenue%2C%20East%20Point%2C%20GA%2C%2030344%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=1286%20E%20Washington%20Avenue%2C%20East%20Point%2C%20GA%2C%2030344%2C%20United%20States)

Brighten Academy

91.6 miles

5897 Prestley Mill Rd., Douglasville, GA 30135United States(770) 615-3680

[More info \(https://gacharters.org/school/brighten-academy/\)](https://gacharters.org/school/brighten-academy/)

[Directions \(http://maps.google.com/maps?](http://maps.google.com/maps?saddr=31903&daddr=5897%20Prestley%20Mill%20Rd.%2C%20Douglasville%2C%20GA%2C%2030135%2C%20United%20States)

[saddr=31903&daddr=5897%20Prestley%20Mill%20Rd.%2C%20Douglasville%2C%20GA%2C%2030135%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=5897%20Prestley%20Mill%20Rd.%2C%20Douglasville%2C%20GA%2C%2030135%2C%20United%20States)

KIPP Vision - Primary School

93.6 miles

660 McWilliams Road, SE, Atlanta, GA 30315United States(404) 537-5252

[More info \(https://gacharters.org/school/kipp-vision-primary-school/\)](https://gacharters.org/school/kipp-vision-primary-school/)

[Directions \(http://maps.google.com/maps?](http://maps.google.com/maps?saddr=31903&daddr=660%20McWilliams%20Road%2C%20SE%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States)

[saddr=31903&daddr=660%20McWilliams%20Road%2C%20SE%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=660%20McWilliams%20Road%2C%20SE%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States)

KIPP Vision Academy

93.6 miles

660 McWilliams Road, SE, Atlanta, GA 30315United States(404) 537-5252

[More info \(https://gacharters.org/school/kipp-vision-academy/\)](https://gacharters.org/school/kipp-vision-academy/)

[Directions \(http://maps.google.com/maps?](http://maps.google.com/maps?saddr=31903&daddr=660%20McWilliams%20Road%2C%20SE%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States)

[saddr=31903&daddr=660%20McWilliams%20Road%2C%20SE%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=660%20McWilliams%20Road%2C%20SE%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States)

The Kindezi School West

95.3 miles

286 Wilson Mill Rd SW, Atlanta, GA 30331United States(404) 802-8251



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[More info \(https://gacharters.org/school/kindezi-school-west/\)](https://gacharters.org/school/kindezi-school-west/)

[Directions \(http://maps.google.com/maps?\)](http://maps.google.com/maps?)

<saddr=31903&daddr=286%20Wilson%20Mill%20Rd%20SW%2C%20Atlanta%2C%20GA%2C%2030331%2C%20United%20States>

D.E.L.T.A STEAM Academy

95.4 miles

7131 Mt Vernon Rd, Lithia Springs, GA 30122United States470-729-2692

[More info \(https://www.deltasteamacademy.org/\)](https://www.deltasteamacademy.org/)

[Email \(mailto:info@deltasteamacademy.org\)](mailto:info@deltasteamacademy.org)

[Directions \(http://maps.google.com/maps?\)](http://maps.google.com/maps?)

<saddr=31903&daddr=7131%20Mt%20Vernon%20Rd%2C%20Lithia%20Springs%2C%20GA%2C%2030122%2C%20United%20States>

Genesis Innovation Academy

95.6 miles

1049 Custer Ave SE, Atlanta, GA 30316United States(404) 990-3844

[More info \(https://gacharters.org/school/genesis-innovation-academy/\)](https://gacharters.org/school/genesis-innovation-academy/)

[Email \(mailto:info@giacademy.org\)](mailto:info@giacademy.org)

[Directions \(http://maps.google.com/maps?\)](http://maps.google.com/maps?)

<saddr=31903&daddr=1049%20Custer%20Ave%20SE%2C%20Atlanta%2C%20GA%2C%2030316%2C%20United%20States>

Atlanta SMART Academy

95.8 miles

2636 M.L.K. Jr Dr SW, Atlanta, GA 30311United States(706) 432-1773

[More info \(https://atlantasmartacademy.org/\)](https://atlantasmartacademy.org/)

[Email \(mailto:info@atlantasmartacademy.org\)](mailto:info@atlantasmartacademy.org)

[Directions \(http://maps.google.com/maps?\)](http://maps.google.com/maps?)

<saddr=31903&daddr=2636%20M.L.K.%20Jr%20Dr%20SW%2C%20Atlanta%2C%20GA%2C%2030311%2C%20United%20States>

KIPP STRIVE Academy

95.8 miles

1444 Lucile Ave SW, Atlanta, GA 30310United States(404) 753-1530

[More info \(https://gacharters.org/school/kipp-strive-academy/\)](https://gacharters.org/school/kipp-strive-academy/)

[Directions \(http://maps.google.com/maps?\)](http://maps.google.com/maps?)

<saddr=31903&daddr=1444%20Lucile%20Ave%20SW%2C%20Atlanta%2C%20GA%2C%2030310%2C%20United%20States>

KIPP STRIVE - Primary School

95.8 miles

1444 Lucile Ave SW, Atlanta, GA 30310United States(404) 585-4192(404)

585-4191

[More info \(https://gacharters.org/school/kipp-strive-primary-school/\)](https://gacharters.org/school/kipp-strive-primary-school/)

[Directions \(http://maps.google.com/maps?\)](http://maps.google.com/maps?)

<saddr=31903&daddr=1444%20Lucile%20Ave%20SW%2C%20Atlanta%2C%20GA%2C%2030310%2C%20United%20States>

Atlanta Heights Charter School

95.8 miles

3712 Martin Luther King Jr. Drive SW, Atlanta, GA 30331United States(404)

472-3003

[More info \(https://gacharters.org/school/atlanta-heights-charter-school/\)](https://gacharters.org/school/atlanta-heights-charter-school/)

[Directions \(http://maps.google.com/maps?\)](http://maps.google.com/maps?)

<saddr=31903&daddr=3712%20Martin%20Luther%20King%20Jr.%20Drive%20SW%2C%20Atlanta%2C%20GA%2C%2030331%2C%20United%20States>

SLAM Academy

96.2 miles

1150 Westview Dr. SW, Atlanta, GA 30310United States(470) 819-4992(678)

974-5645

[More info \(https://gacharters.org/school/slam-academy/\)](https://gacharters.org/school/slam-academy/)

[Directions \(http://maps.google.com/maps?\)](http://maps.google.com/maps?)

<saddr=31903&daddr=1150%20Westview%20Dr.%20SW%2C%20Atlanta%2C%20GA%2C%2030310%2C%20United%20States>



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KIPP Atlanta Collegiate Academy

96.4 miles

98 Anderson Ave. NW, Atlanta, GA 30314United States(404) 574-5126

[More info \(https://gacharters.org/school/kipp-atlanta-collegiate-academy/\)](https://gacharters.org/school/kipp-atlanta-collegiate-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=98%20Anderson%20Ave.%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=98%20Anderson%20Ave.%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States)

[saddr=31903&daddr=98%20Anderson%20Ave.%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States](http://maps.google.com/maps?saddr=31903&daddr=98%20Anderson%20Ave.%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States)

Atlanta Neighborhood Charter School, Elementary Campus

96.5 miles

688 Grant Street, Atlanta, GA 30315United States(404) 624-6226

[More info \(https://gacharters.org/school/atlanta-neighborhood-charter-school/\)](https://gacharters.org/school/atlanta-neighborhood-charter-school/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=688%20Grant%20Street%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=688%20Grant%20Street%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States)

[saddr=31903&daddr=688%20Grant%20Street%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States](http://maps.google.com/maps?saddr=31903&daddr=688%20Grant%20Street%2C%20Atlanta%2C%20GA%2C%2030315%2C%20United%20States)

Atlanta Neighborhood Charter School, Middle Campus

96.7 miles

820 Essie Avenue, Atlanta, GA 30316United States(678) 904-0051

[More info \(https://gacharters.org/school/atlanta-neighborhood-charter-school/\)](https://gacharters.org/school/atlanta-neighborhood-charter-school/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=820%20Essie%20Avenue%2C%20Atlanta%2C%20GA%2C%2030316%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=820%20Essie%20Avenue%2C%20Atlanta%2C%20GA%2C%2030316%2C%20United%20States)

[saddr=31903&daddr=820%20Essie%20Avenue%2C%20Atlanta%2C%20GA%2C%2030316%2C%20United%20States](http://maps.google.com/maps?saddr=31903&daddr=820%20Essie%20Avenue%2C%20Atlanta%2C%20GA%2C%2030316%2C%20United%20States)

Wesley International Academy

97.1 miles

211 Memorial Dr. SE, Atlanta, GA 30312United States(678) 904-9137(678)

666-1357

[More info \(https://gacharters.org/school/wesley-international-academy/\)](https://gacharters.org/school/wesley-international-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=211%20Memorial%20Dr.%20SE%2C%20Atlanta%2C%20GA%2C%2030312%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=211%20Memorial%20Dr.%20SE%2C%20Atlanta%2C%20GA%2C%2030312%2C%20United%20States)

[saddr=31903&daddr=211%20Memorial%20Dr.%20SE%2C%20Atlanta%2C%20GA%2C%2030312%2C%20United%20States](http://maps.google.com/maps?saddr=31903&daddr=211%20Memorial%20Dr.%20SE%2C%20Atlanta%2C%20GA%2C%2030312%2C%20United%20States)

KIPP Soul Primary School

97.1 miles

1890 Detroit Avenue NW , Atlanta, GA 30314United States(678) 921-3914

[More info \(https://gacharters.org/school/kipp-soul-primary-school/\)](https://gacharters.org/school/kipp-soul-primary-school/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=1890%20Detroit%20Avenue%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=1890%20Detroit%20Avenue%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States)

[saddr=31903&daddr=1890%20Detroit%20Avenue%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States](http://maps.google.com/maps?saddr=31903&daddr=1890%20Detroit%20Avenue%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States)

KIPP WAYS - Primary School

97.5 miles

350 Temple Street, NW, Atlanta, GA 30314United States(404) 475-1941

[More info \(https://gacharters.org/school/kipp-ways-primary-school/\)](https://gacharters.org/school/kipp-ways-primary-school/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=350%20Temple%20Street%2C%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=350%20Temple%20Street%2C%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States)

[saddr=31903&daddr=350%20Temple%20Street%2C%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States](http://maps.google.com/maps?saddr=31903&daddr=350%20Temple%20Street%2C%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States)

KIPP WAYS

97.5 miles

350 Temple Street, NW, Atlanta, GA 30314United States(404) 475-1941

[More info \(https://gacharters.org/school/kipp-ways/\)](https://gacharters.org/school/kipp-ways/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=350%20Temple%20Street%2C%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=350%20Temple%20Street%2C%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States)

[saddr=31903&daddr=350%20Temple%20Street%2C%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States](http://maps.google.com/maps?saddr=31903&daddr=350%20Temple%20Street%2C%20NW%2C%20Atlanta%2C%20GA%2C%2030314%2C%20United%20States)

DeKalb Brilliance Academy

98.1 miles

2575 Snapfinger Road, Suite A, Decatur, GA 30034United States

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=2575%20Snapfinger%20Road%2C%20Suite%20A%2C%20Decatur%2C%20GA%2C%2030034%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=2575%20Snapfinger%20Road%2C%20Suite%20A%2C%20Decatur%2C%20GA%2C%2030034%2C%20United%20States)

[saddr=31903&daddr=2575%20Snapfinger%20Road%2C%20Suite%20A%2C%20Decatur%2C%20GA%2C%2030034%2C%20United%20States](http://maps.google.com/maps?saddr=31903&daddr=2575%20Snapfinger%20Road%2C%20Suite%20A%2C%20Decatur%2C%20GA%2C%2030034%2C%20United%20States)



Ivy Preparatory Academy for Girls at Kirkwood

98.2 miles

1807 Memorial Drive, Atlanta, GA 30317United States(404) 622-2727

[More info \(https://gacharters.org/school/ivy-preparatory-academy-for-girls-at-kirkwood/\)](https://gacharters.org/school/ivy-preparatory-academy-for-girls-at-kirkwood/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=1807%20Memorial%20Drive%2C%20Atlanta%2C%20GA%2C%2030317%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=1807%20Memorial%20Drive%2C%20Atlanta%2C%20GA%2C%2030317%2C%20United%20States)

Drew Junior Academy

98.2 miles

300 East Lake Blvd, Atlanta, GA 30317United States(470) 355-1200

[More info \(https://gacharters.org/school/drew-junior-academy/\)](https://gacharters.org/school/drew-junior-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=300%20East%20Lake%20Blvd%2C%20Atlanta%2C%20GA%2C%2030317%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=300%20East%20Lake%20Blvd%2C%20Atlanta%2C%20GA%2C%2030317%2C%20United%20States)

Drew Charter, Senior Academy

98.3 miles

300 East Lake Blvd, Atlanta, GA 30317United States(470) 355-1200

[More info \(https://gacharters.org/school/drew-senior-academy/\)](https://gacharters.org/school/drew-senior-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=300%20East%20Lake%20Blvd%2C%20Atlanta%2C%20GA%2C%2030317%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=300%20East%20Lake%20Blvd%2C%20Atlanta%2C%20GA%2C%2030317%2C%20United%20States)

Centennial Academy

98.3 miles

531 Luckie Street, Atlanta, GA 30313United States(404) 802-8550

[More info \(https://gacharters.org/school/centennial-arts-academy/\)](https://gacharters.org/school/centennial-arts-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=531%20Luckie%20Street%2C%20Atlanta%2C%20GA%2C%2030313%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=531%20Luckie%20Street%2C%20Atlanta%2C%20GA%2C%2030313%2C%20United%20States)

Drew Charter School, Elementary

98.4 miles

301 East Lake Blvd, Atlanta, GA 30317United States(470) 355-1200(404) 687-0480

[More info \(https://gacharters.org/school/drew-charter-school/\)](https://gacharters.org/school/drew-charter-school/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=301%20East%20Lake%20Blvd%2C%20Atlanta%2C%20GA%2C%2030317%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=301%20East%20Lake%20Blvd%2C%20Atlanta%2C%20GA%2C%2030317%2C%20United%20States)

The Kindezi School at Old Fourth Ward

98.6 miles

386 Pine Street NE, Atlanta, GA 30308United States(404) 719-4005

[More info \(https://gacharters.org/school/the-kindezi-school-at-old-fourth-ward/\)](https://gacharters.org/school/the-kindezi-school-at-old-fourth-ward/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=386%20Pine%20Street%20NE%2C%20Atlanta%2C%20GA%2C%2030308%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=386%20Pine%20Street%20NE%2C%20Atlanta%2C%20GA%2C%2030308%2C%20United%20States)

Amana Academy West

99.1 miles

5540 N Allen Rd SE, Mableton, GA 30126United States

[Directions \(http://maps.google.com/maps?Directions\)](http://maps.google.com/maps?Directions)

[More info \(https://gacharters.org/school/amana-academy-west/\)](https://gacharters.org/school/amana-academy-west/)

Westside Atlanta Charter School

99.4 miles

2250 Perry Boulevard, Atlanta, GA 30318United States(404) 802-1350

[More info \(https://gacharters.org/school/westside-atlanta-charter-school/\)](https://gacharters.org/school/westside-atlanta-charter-school/)

[Directions \(http://maps.google.com/maps?Directions\)](http://maps.google.com/maps?Directions)



Leadership Preparatory Academy

99.8 miles

6400 Woodrow Rd, Lithonia, GA 30038United States(678) 526-2589(678)
526-2581

[More info \(https://gacharters.org/school/leadership-preparatory-academy/\)](https://gacharters.org/school/leadership-preparatory-academy/)

[Directions \(http://maps.google.com/maps?saddr=31903&daddr=6400%20Woodrow%20Rd%2C%20Lithonia%2C%20GA%2C%2030038%2C%20United%20States\)](http://maps.google.com/maps?saddr=31903&daddr=6400%20Woodrow%20Rd%2C%20Lithonia%2C%20GA%2C%2030038%2C%20United%20States)

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(http://
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locato


(http://
mini=t
locato



CSP SE Subgrant Application Assurances

All CSP Subgrant Applicants must agree to the requirements and conditions the subgrant and CSP program. **The Board Chair should initial each statement below and sign and date at the conclusion of the document.** A final grant application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances for the federal Charter School Program Grant.

1. [REDACTED] Application grant contact (charter school authorized representative) possesses the legal authority to apply for this grant on behalf of the school. If the grant contact is not the chair of the governing body (due to conflict of interest), a resolution or motion has been adopted by the applicant's governing body directing and authorizing the grant contact the delegated responsibility to act on their behalf to submit this application, including all understanding and assurances of certifications contained herein, to execute the grant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body's authorized official for the grant program. The grant contact has no conflict of interest with any party (employee, management organization, contractor, vendor, etc.) that has a financial interest in the grant award.
2. [REDACTED] The applicant school certifies that they understand an approved charter application and a signed charter contract are required to be eligible for an award.
3. [REDACTED] Applicant school agrees to annually provide the U.S. Secretary of Education and the State Charter Schools Foundation of Georgia such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).
4. [REDACTED] Applicant school agrees to participate in all CSP Subgrantee data reporting and evaluation activities as requested or required by the U.S. Department of Education, the State Charter Schools Foundation of Georgia, State Charter Schools Commission of Georgia, and Georgia Department of Education, including on-site and desktop monitoring conducted by the SCSF or SCSC, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period. Audits must also be submitted to the authorizer for review.
5. [REDACTED] The applicant school assures that they have provided their authorizer with "adequate and timely notice" of this grant application (as required by ESEA §4310 (6)(B)).
6. [REDACTED] The applicant school per ESEA §4303 (f)(1)(C)(i)(II), certifies that the Charter Contract from the authorizer articulates that student achievement and growth, as measured by the state's School Performance Framework, is one of the most important factors for renewal or revocation of the school's charter contract, and that the authorizer reserves the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school, or if not included agree to amend the Charter Contract accordingly to include these before award monies are distributed. The applicant

school will provide a copy of the charter contract, and the State Charter Schools Foundation of Georgia will review the contract to ensure that student achievement is one of the most important factors for renewal or revocation of the charter.

7. [REDACTED] The applicant school certifies that it will maintain a high degree of autonomy, consistent with the charter contract and the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), including the school's autonomy over budget, operations, and personnel decisions, and that they have sought, or will seek, all the appropriate automatic and non automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.
8. [REDACTED] The applicant school shall include important information on the website of the school, as required by ESEA § 4303 (f)(2)(G), to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to also provide annual performance, including the State Report card, and enrollment data for the student body and subgroups of students on its website.

Board Chair Signature

[REDACTED]

Date:

12/30/24

Name:

Rashunck Townsend

Charter School/Network:

Dominion Purpose Academy

Profiles: Dominion Purpose Academy

Applicant Information

Please provide the following information about the applicant charter school/network.

Name of Charter School/Network

Dominion Purpose Academy

School Identifier (NCES ID), if known

Authorizer

State Charter Schools Commission of Georgia (SCSC)

Authorization Date

09/01/2024

Eligibility for CSP Subgrant

New School

Proof of Approved Expansion (expansion applicants only)

School Opening Date/Date of Expansion

07/28/2025

Name of Nonprofit Entity

Dominion Purpose Academy, Inc.

Name of LEA

Dominion Purpose Academy, Inc.

LEA Identifier (NCES District ID), if known

Applicant Street Address

2829 White Chapel Dr.

Applicant City

Columbus

Applicant State

Georgia

Applicant Zip Code

31,907

Applicant County

Muscogee

Proposed Location of New/Replicated School or Expansion Site

Proposed Street Address

5051 Buena Vista Rd.

Proposed Applicant City

Columbus

Proposed Applicant State

Georgia

Proposed Applicant Zip Code

31,907

Proposed Applicant County

Muscogee

School/Network Website

www.dominionpurposeacademy.org

Management Organization Type

Freestanding

Virtual Status

Not virtual

Grant Contact

LaTasha Adams

Contact Title

Executive Director

Contact Email Address

[REDACTED]

Contact Phone Number

[REDACTED]

What school year will the school first enroll students? For expansion, what school year did the school first enroll students?

2025-2026

Grades Offered during Grant Term (36 months from date of application)

4th, 6th, 7th, 8th

Projected Number of Students for First Three Years of Operation/Expansion (by year)

For each year, note the projected number of students for this new school, replication, or as a result of the expansion (only the additional students from an expansion).

Year 1

120

Year 2

180

Year 3

240

Does/will the school use a weighted lottery?

Yes

Are current governing board members listed on the school's website? If no, provide an attachment with a list of board members.

Yes

Has the applicant school notified the charter school authorizer of intent to apply for this CSP subgrant?

Yes

Please upload a copy of the letter of intent to authorizer that the applicant is applying for a CSP SE subgrant.

CSP Subgrant Application Notification_Dominion Purpose Academy (1).pdf

User Login

[REDACTED]

Profiles: File Attachments

Please upload a copy of the letter of intent to authorizer that the applicant is applying for a CSP SE subgrant.

CSP Subgrant Application Notification_Dominion Purpose Academy (1).pdf



December 12, 2024

State Charter Schools Commission of Georgia
2 Martin Luther King Jr. Dr. SE
1356 Twin Towers East
Atlanta, GA 30334

Re: CSP Subgrant Application

This letter serves as notification to our authorizer that Dominion Purpose Academy will apply to the CSP Subgrant. Please let us know if there are any questions about this notification.

Best regards,

Dr. LaTasha Adams

Dr. LaTasha Adams
Executive Director
Dominion Purpose Academy
www.dominionpurposeacademy.org

External Evaluator Review: [REDACTED] | 2025-01-28

Name	Attachments
[REDACTED] 2025-01-28	No
[REDACTED] 2025-01-27	No
[REDACTED] 2025-01-23	No

Review Completed Date

01/28/2025

Application

Dominion Purpose Academy

Reviewer

[REDACTED]

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

30

Comments - Responsiveness to community need (optional)

The applicant completed a comprehensive needs analysis within the community (student surveys, parental engagement, demographic studies, assessment review, and information from business leaders in the area).

Growth mindset

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's growth mindset? Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.

10

Comments - Growth mindset (optional)

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

10

Comments - Commitment (optional)

The applicant's finance committee has created a system for checks and balances to ensure proper oversight and use of subgrant funds.

Readiness

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's readiness? Applicants must demonstrate their readiness to plan for and carry out the opening of a new charter school, replication of an existing charter school, or expansion of an existing charter school. For new schools, the evaluation team will seek evidence of adequate planning and qualified team members to carry out the academic model approved in the charter and sound operations. For replications and expansions, the evaluation team will review current and historical academic and operational performance, eligibility for expansion or replication, and mitigating factors.

10

Comments - Readiness (optional)

Racial and Socio-economic Diversity

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's racial and socio-economic diversity? All applicants must explain how they will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse. If an applicant is proposing a location in a segregated/isolated community and/or offers a culturally responsive educational model, this requirement may be waived at the discretion of the Selection Committee.

10

Comments - Racial and Socio-economic Diversity (optional)

The applicant provides sufficient evidence to support their ability to recruit and maintain a racially and socio-economically diverse student body, staff and board members.

Budget Quality & Financial Sustainability

Please evaluate the budget on a scale of 1 to 30. Applicants should present a complete grant budget that adheres to the allowable cost guide and meets the objectives of the CSP SE Grant. Reviewers will look for adequate rationale in the budget narrative for each budget category and sufficient detail to demonstrate that the applicant has a realistic plan for utilizing subgrant funds within the grant period. Applicants should demonstrate a plan for maintaining financial sustainability after the end of the subgrant period.

30

Comments - Budget Quality & Financial Sustainability (optional)

The applicant provides adequate rationale in the budget narrative. The applicant's narrative speaks to fiscal conservation and utilization of funds to purchase major items and ensure a cash flow surplus with contingencies for long-term growth. Additionally, the budget application provides details for the specific use of subgrant funds.

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

No

Comments - Bonus Points (optional)

I did not see evidence of collaboration with a local public school or district.

Score Before Bonus Points

100

Total Score

110

Comments - Overall (required)

Overall, the applicant presents a strong application. Willingness to have continuous engagement with stakeholders, transparency, and technical assistance to foster strong collaboration are some key elements presented.

External Evaluator Review: [REDACTED] | 2025-01-27

Review Completed Date

01/27/2025

Application

Dominion Purpose Academy

Reviewer

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

27

Comments - Responsiveness to community need (optional)

The applicant has engaged with over 5000 community members while also launching an ambassador program to host events and spread the word of the new option for parents. The demographic projections of the school was not mentioned.

Growth mindset

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's growth mindset? Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.

8

Comments - Growth mindset (optional)

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

9

Comments - Commitment (optional)

Readiness

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's readiness? Applicants must demonstrate their readiness to plan for and carry out the opening of a new charter school, replication of an existing charter school, or expansion of an existing charter school. For new schools, the evaluation team will seek evidence of adequate planning and qualified team members to carry out the academic model approved in the charter and sound operations. For replications and expansions, the evaluation team will review current and historical academic and operational performance, eligibility for expansion or replication, and mitigating factors.

8

Comments - Readiness (optional)

Racial and Socio-economic Diversity

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's racial and socio-economic diversity? All applicants must explain how they will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse. If an applicant is proposing a location in a segregated/isolated community and/or offers a culturally responsive educational model, this requirement may be waived at the discretion of the Selection Committee.

9

Comments - Racial and Socio-economic Diversity (optional)

Budget Quality & Financial Sustainability

Please evaluate the budget on a scale of 1 to 30. Applicants should present a complete grant budget that adheres to the allowable cost guide and meets the objectives of the CSP SE Grant. Reviewers will look for adequate rationale in the budget narrative for each budget category and sufficient detail to demonstrate that the applicant has a realistic plan for utilizing subgrant funds within the grant period. Applicants should demonstrate a plan for maintaining financial sustainability after the end of the subgrant period.

23

Comments - Budget Quality & Financial Sustainability (optional)

A fundraising plan is mentioned to maintain fiscal responsibilities after the grant,

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

No

Comments - Bonus Points (optional)

Score Before Bonus Points

84

Total Score

94

Comments - Overall (required)

The application is both thorough and reflective of a strong commitment to community engagement, innovation, and inclusivity in the development of the proposed school.

Community Engagement and Support

The applicant has demonstrated a robust effort to build public support for the school through a variety of meetings, surveys, and community events. Engaging with over 5,000 stakeholders showcases an impressive level of outreach and collaboration. The formation of a community advisory board is a significant step in ensuring ongoing feedback and maintaining transparency throughout the school's development. Furthermore, the inclusion of parent workshops is a valuable addition, as it promotes the school's approach to learning and strengthens the partnership between families and the school.

Prioritization of Innovation and Reflection

The applicant's emphasis on prioritizing innovation and learning from mistakes during the planning process is commendable. This mindset reflects adaptability and a willingness to evolve based on experience, which are essential qualities for long-term success. Leveraging the strengths of board members to enhance the school's design further underscores the thoughtful and collaborative approach of the leadership team.

Recruitment and Staffing

The proposal outlines a solid plan for recruiting students, including clear and strategic outreach efforts. Additionally, the applicant has provided a thorough plan for hiring quality staff, ensuring alignment with the school's academic model and vision. The mention of culturally responsive techniques for hiring and onboarding is a significant strength, as it demonstrates a commitment to inclusivity and equity in staffing practices.

Leadership Experience

The school's Executive Director and principal have comparable and relevant experiences to effectively implement the academic model. Their expertise provides confidence in their ability to lead the school toward its goals. However, while the board's diversity in ethnicity is noted and appreciated, the application does not provide specific information regarding the board members' experience in their roles. Clarifying the professional qualifications and relevant expertise of board members would strengthen the proposal and offer greater assurance of the board's capacity to support the school's success.

Alignment with Regional Demographics

The regional location of the school is well-aligned with the targeted socioeconomic and ethnic demographics, ensuring the school will serve the community it is designed to support. This alignment demonstrates thoughtful planning and an understanding of the local context.

Recommendations for Improvement:

Implementation of Parent Engagement Strategies: While parent workshops (parent University) are a strong component, outlining specific examples or outcomes for workshops would further emphasize their effectiveness in promoting the school's learning approach and building trust within the community.

External Evaluator Review: [REDACTED] | 2025-01-23

Review Completed Date

01/23/2025

Application

Dominion Purpose Academy

Reviewer

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

27

Comments - Responsiveness to community need (optional)

The applicant provided a clear description of community engagement in the creating the charter school plan and for future engagement of families through the Design Thinking model and innovation such as offering Mandarin language classes, as well as benefit to the Columbus community through meeting the needs of future employers. Evidence of demand for the target grade band was not clear for enrollment projections, but a strategic roadmap towards enrollment is in place. Parent, family and community engagement is addressed through concrete strategy.

Growth mindset

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's growth mindset? Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.

10

Comments - Growth mindset (optional)

The applicant provides examples of challenges that had to be overcome and community partnerships that allowed for growth. They state willingness to have open transparent relationship with SCSF and to participate in technical assistance.

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

10

Comments - Commitment (optional)

The application outlines staff and board roles including team member qualifications and has financial policies in place including separation of duties, internal controls, and board committee review. The applicant states that they have the ability to successfully manage CSP subgrant funds.

Readiness

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's readiness? Applicants must demonstrate their readiness to plan for and carry out the opening of a new charter school, replication of an existing charter school, or expansion of an existing charter school. For new schools, the evaluation team will seek evidence of adequate planning and qualified team members to carry out the academic model approved in the charter and sound operations. For replications and expansions, the evaluation team will review current and historical academic and operational performance, eligibility for expansion or replication, and mitigating factors.

10

Comments - Readiness (optional)

Team member qualifications and hiring plan is included. A clear and detailed plan was included for hiring staff, enrollment outreach, academics, and facilities.

Racial and Socio-economic Diversity

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's racial and socio-economic diversity? All applicants must explain how they will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse. If an applicant is proposing a location in a segregated/isolated community and/or offers a culturally responsive educational model, this requirement may be waived at the discretion of the Selection Committee.

10

Comments - Racial and Socio-economic Diversity (optional)

Enrollment goals are informed by the demographics of the attendance zone. The approach includes interventions for students and parents as well as wrap-around services with an emphasis on recruiting and retaining diverse faculty and staff. Academic progress will be measured using a tool focused on equity and opportunity gaps.

Budget Quality & Financial Sustainability

Please evaluate the budget on a scale of 1 to 30. Applicants should present a complete grant budget that adheres to the allowable cost guide and meets the objectives of the CSP SE Grant. Reviewers will look for adequate rationale in the budget narrative for each budget category and sufficient detail to demonstrate that the applicant has a realistic plan for utilizing subgrant funds within the grant period. Applicants should demonstrate a plan for maintaining financial sustainability after the end of the subgrant period.

30

Comments - Budget Quality & Financial Sustainability (optional)

The administration has a fundraising plan in place including an individual giving campaign, grants, corporate sponsorship and events. Budget line items all seemed to fit within allowable expense guidelines. There were a few minor errors: "software instruction" listed on budget as \$30,000 but as \$10,000 on narrative. There is a typo on narrative "Association fees" at \$70 but \$750 in narrative and description. The \$50,000 "Planning Renovations/Facility Improvements" line item amount is not included in the budget narrative.

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

Comments - Bonus Points (optional)

Score Before Bonus Points

97

Total Score

107

Comments - Overall (required)

The applicant has described the community need and has a well-developed plan to respond to that community need through a Design Thinking approach to both academics and community engagement. They seem to have qualified staff in place and state collaboration with SCSF. The budget outlined included allowable costs for the CSP grant.