Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

New Charter School Application

For Schools Seeking Initial Approval from Both a Local Board of Education and the State Board of Education

July 2016

SCHOOL NAME

OMEGA ACADEMY: THE BRADDY FOUNDATION, INC.

SCHOOL CONTACT ADDRESS

3406 REX RD, REX, GA 30273

CHARTER APPLICATION COVER PAGES

Check One: x New Start-Up ___New Conversion

Name of Charter School OMEGA ACADEMY: THE BRADDY FOUNDATION, INC.

Name of the Georgia nonprofit corporation that will hold the charter if granted:

_____

Local school system(s) in which charter school will be physically located: 3406 REX RD

REX, GA 30273

Contact Information for the Governing Board Chair

Contact Person: LAMAR HARRIS , CHAIRMAN
Name Title

Contact Address: 4041 SMITHFIELD TRAIL, ELLENWOOD, GA 30294

Telephone Number: 678-427-4758

Fax Number: _____

E-mail Address: lamar_harris2001@gmail.com

Contact Information for the Person Filling out this Application

Contact Person: C. HARRISON BRADDY, CHARTER LIASION
Name Title

Contact Address: 125 HWY 138, RIVERDALE, GA 30274

Telephone Number: (770) 742-0265

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E-mail Address: chbraddy@edsystem.org

APPLICATION CONTENTS

Identify the appropriate page number in the application or appendix where the following information is located:

ACADEMIC PROGRAM

1. Page 4 and Exhibit 10 Describe the focus of the curriculum (including if it incorporates STEM, STEAM, International Baccalaureate, or any other such branded program). Include as Exhibit 9 a copy of a sample scope and sequence for a proposed course/grade level.

2. Page 5 Describe the instructional methods that will be implemented, including innovative, distinctive, or unique instructional techniques or educational programs (e.g., project-based learning).
   - Why are these innovations appropriate for this population/school?
   - Explain how these innovations will increase student achievement.

3. Page 15 Describe the anticipated student-to-teacher ratios and the reasoning for choosing these ratios.

4. Page 16 Describe how the charter school intends to meet the needs of students identified as gifted and talented. Include in your description any diagnostic methods or instruments that will be used to identify and assess these students.

5. Page __ *For High Schools only:*
   - Describe how the school will determine whether a student has satisfied the requirements for high school graduation, including earning credits or units and awarding completion credentials.
   - Describe how the school will meet college and career ready obligations, including how the school will incorporate dual enrollment, Move on When Ready, and AP classes.

STATE- AND FEDERALLY-MANDATED SERVICES

6. Page 19 For students with disabilities, describe how the charter school will provide state - and federally mandated services under both the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. Reciting the requirements of law and rule is insufficient. Your description should include the school's specific plans to:
   - Evaluate and identify students with disabilities;
   - Develop, review, and revise Individualized Education Programs (IEPs);
   - Integrate special education into the general education program;
   - Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;
   - Address student discipline;
   - Handle programming disputes involving parents;
   - Ensure confidentiality of special education records;
   - Purchase services from special education vendors or contract with your local district to provide a continuum of special education services and how this arrangement will work; and

- Secure technical assistance and training.

7. Page 26 For English Learners (ELs), describe how the charter school will provide state- and federally mandated services. Reciting the requirements of law and rule is insufficient. Please include in your description any diagnostic methods or instruments that will be used to identify and assess those students, as well as the instructional program that will be provided to ELs.

8. Page 27 Describe the methods, strategies, and/or programs the charter school will use to provide remediation for students at risk for academic failure.

ASSESSMENT METHODS

9. Page 31 Explain how the school will obtain individual student baseline achievement data, continue monitoring growth, and use that data to continuously inform and improve instruction (including formative assessments).

10. Page 34 Explain how the charter school will work with the local school system to participate in statewide assessments.

ACADEMIC GOALS AND OBJECTIVES

11. Page 34 Locally approved charter schools are required to exceed both the state and local district's CCRPI averages and to Beat the Odds. (For more information on these two measures, please go here *CCRPI and BTO*.) In addition to these measures, what goals will the school use to hold itself academically accountable?

    - Indicate the expected rate of student performance growth in each year of the proposed charter term that demonstrates the rigor expected from charter schools. Each year of student growth will be measured against the baseline data obtained during the first year of the charter term.
    - You are urged to include cohort measures that show the progress over time of a single cohort of students.
    - You are also urged to include national norm-referenced test results among your performance measures (e.g., NWEA's MAP and/or ITBS).
    - At a minimum, goals should be (1) aligned with Georgia Standards of Excellent (the SBOE-approved curriculum standards); (2) measurable on at least an annual basis; (3) attainable; and (4) reflective of the mission set forth in the petition. Schools should consider goals regarding student growth including low-performing or educationally disadvantaged populations.
    - Each year a charter school operates, it is expected to out-perform the state and the district.

State CCRPI			District CCRPI			Projected CCRPI				
Elem.	Middle	High	Elem.	Middle	High	Year 1	Year 2	Year 3	Year 4	Year 5
77.1	72.1		79.0	73.2		75	78	81	84	87

If your school plans on utilizing additional academic goals, please use the chart below.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Academic Goal #1: *OMEGA ACADEMY will maintain or exceed the average of their Clayton County School District subgroup peers on the state directed ELA and Math portions of the current Georgia education standards assessment, Georgia Milestones Assessment.*						
Measure 1: *During each year of the charter term, the percentage of students who meet or exceed standards on each content area of the GA MILESTONES will meet or exceed the State or Local district average of the same subgroups and CCRPI scores, whichever is higher, by at least 3% in all subjects at all grade levels (ELA).*	GA Milestones Reading	75%	78%	81%	84%	87%
Measure 2: *During each year of the charter term, the percentage of students who meet or exceed standards on each content area of the GA MILESTONES will meet or exceed the State or Local district average of the same subgroups and CCRPI scores, whichever is higher, by at least 3% in all subjects at all grade levels (MATH).*	GA Milestones Math	75%	78%	81%	84%	87%
Academic Goal #2: *OMEGA ACADEMY students will demonstrate proficiency and improvement on a nationally norm-referenced assessment annually.*						
Measure 1: *The percentage of students who meet or exceed their annual RIT growth targets on the NWEA MAP will meet or exceed the national average of the same subgroups.*	MAP	80%	80%	85%	85%	90%
Measure 2: *During each year of the charter term, 90% or higher of K-5 students will meet or exceed benchmark goals on a progress monitoring tool (such as AIMSWeb).*	AIMSWeb	90%	90%	90%	90%	90%

SCHOOL GOVERNANCE

12. Page 37 Describe the governing board's composition. Your description should:

- Identify each member of the governing board;*
- Identify the skill sets to be represented by the governing board (e.g., business, finance, legal);
- Explain how board members are representative of the school and the community, and how parents and community members will be involved in the governing board;

- Describe your plans to ensure that the charter school maintains a diverse board (in all respects) with broad skill sets;
- Describe (and attach as Exhibit 2) how and when board members will be selected, and how long each member will serve;
- Explain how and why board members may be removed from office;
- If the board utilizes a subcommittee structure, describe this structure and identify the subcommittees; and
- Describe (and attach as Exhibits 3 and 4) how current and future governing board members will avoid conflicts of interests.

13. Page 46 Describe the governing board's functions, duties, and role in each of the following areas:
    - Curriculum and school operations (including policies, legal compliance);
    - Establishing and monitoring the achievement of school improvement goals;
    - Personnel decisions (primarily school leader selection, evaluation, and termination); and
    - Budget (including fundraising and resource allocation).
14. Page 47 and Exhibit 2 By-Laws section 3.10.8 Describe how current and future governing board members will comply with open meetings and records laws.
15. Page 48 How will the board comply with board training requirements? Include in this plan areas of focus that are specific to the board and school. Attach as Exhibit 5 a copy of the board's Governance Training Plan.
16. Page 48 How will the charter school's governing board work collaboratively with the local school district and Board of Education?
17. Page 46 Describe (and attach as Exhibit 6) what decisions the board will make and what decisions the school administration make. Describe how board members will stay out of daily management issues.

*Note: *Members of the local board of education and the superintendent of the local school system are prohibited from serving on the charter school's governing board, unless otherwise stipulated by the Department. The charter school principal may serve only as an* ex officio *member of the governing board. Additionally, no one on the school's payroll or contracted for services may serve on the school's governing board.*

ORGANIZATIONAL GOALS, PLANS, AND WAIVERS

18. Page 48 Although standard organizational goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself organizationally at the end of its first charter term. Goals should include areas such as governing board training; student and teacher recruitment/retention; school climate; student discipline; and student, parent, and teacher satisfaction. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: *The Charter School shall ensure all Governing Board Members receive effective training as required by O.C.G.A 20-2-2072.*						

Measure 1: *All Governing Board members shall participate in initial training and annual training thereafter.*	Attendance Signature Log	100%	100%	100%	100%	100%
Measure 2: *All Governing Board members shall participate in monthly board meetings and one in the summer months.*	Attendance at Board Meeting	90%	95%	100%	100%	100%
Organizational Goal #2: *For the charter school to facilitate stakeholders' input and confirm satisfaction from a range of stakeholders, the school will distribute an annual survey by the end of each school year to acquire feedback. The survey will include the following rating options: very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. OMEGA ACADEMY will acquire an average rating of at least "satisfied" by a minimum of 90% responding parents/guardians and 80% of the school students and staff.*						
Measure 1: *Stakeholders will complete an annual satisfaction survey with at least a 75% overall satisfaction score.*	Stakeholders Survey	75%	80%	80%	85%	85%
Measure 2: *OMEGA ACADEMY will retain at least 80% of students from year-to-year*	Annual Enrollment	80%	80%	80%	85%	85%
Measure 3: *Teacher retention rates will be at least 85% as measured by the retention of teachers who are offered a contract for the next academic year.*	Annual Contract Offered Each Year	85%	85%	85%	85%	90%
Organizational Goal #3: *95% of students will perform at least 10-20 annual hours of community service related to serving the local community, to be completed through service learning projects during the school year in each grade.*						
Measure 1: *95% of students in K-5 will complete at least 10 hours of community service.*	Community Service Certification Logs	95%	95%	95%	95%	100%
Measure 2: *95% of students in 6-8 will complete at least 20 hours of community service.*	Community Service Certification Logs	96%	95%	95%	95%	100%
Measure 3: *95% of students in 9-12 will complete at least 20 hours of community service.*	Community Service Certification Logs	NA	95%	95%	95%	100%

19. Page 51 Describe any organizational innovations that will be implemented during the proposed charter term.
    - Why are these innovations appropriate for this unique school?
    - Explain how these innovations will increase organizational effectiveness.

FISCAL FEASIBILITY AND CONTROLS

Please note that the base per-pupil funding amount identified in the locally-approved budget template included in your Charter Application Packet will be included in your charter contract. Your local school system's approval of the base per-pupil funding in your budget is based upon the school system's good-faith estimate of the base per-pupil amount at which it will fund the charter school as long as the school system receives the state and local revenues upon which the approved school budget is based.

20. Page 54 Will the charter school utilize the local school board for fiscal management or other services? If yes, describe the level of autonomy the school will have over budgets and expenditures and/or any other area(s) for which the school has contracted with the local board to provide services.

21. Page 57 Identify the school's chief financial officer (CFO). Describe (and attach as Exhibit 23) a résumé illustrating how the CFO's credentials comply with SBOE Rule 160-4-9-.05.

22. Page 58 and Exhibit 22 the budget which reflects current cash on hand (fundraising efforts). Describe how the school will fund planning and start-up operations prior to receiving state and local funding, including legal setup, facility identification, initial staffing, etc.

23. Page 58 Describe the school's plans for securing other sources of funding, including funding from individuals, corporations, foundations, or any other source.

24. Page 55 The appropriate segregation of duties is often a problem when starting a charter school due to limited personnel. Describe the steps the school will take to ensure the appropriate segregation of duties to establish proper internal controls, including compliance with O.C.G.A. § 20-2-2074 which states that the CFO cannot also serve as CEO or in any other position at the school.

FINANCIAL SUSTAINABILITY

25. Page 52 Although standard financial goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself financially at the end of the initial charter term. Goals should emphasize fiscal health and sustainability. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Financial Goal #1: *The school will continuously cover short-term financial obligations.*						
Measure 1: *The school's working capital ratio (current assets/current liabilities) will be greater than 1.*	Annual Financial Statements	>1.1	>1.1	>1.1	>1.1	>1.1
Measure 2: *The school will maintain at least 45 days' worth of cash on hand.*	Bank Statements	45	45	45	60	60
Measure 3: *The school's enrollment variance will not be greater than 8%.*	Student Enrollment Data	8%	8%	8%	8%	8%
Financial Goal #2: *The school will cover long term obligations and control cost.*						
Measure 1: *The school's debt-to-asset ratio will be less than 25%.*	Annual Financial Statements	<25%	<25%	<25%	<25%	<25%
Measure 2: *Purchase school building to meet demands from enrollment growth.*	Copy of Purchase Agreement	–	–	–	–	–

Financial Goal #3: *The School will establish fundraising goals of $50K*						
Measure 1: *The School will increase funding levels each year by 1%*	Annual Financial Statements	1%	2%	3%	4%	5%
Measure 2: *Write in*						
Measure 3: *Write in*						

*We do not expect to vary from our year-by-year forecast of enrollment by 8% for existing grades. The expectation is that we will add an additional grade level each year, which accounts for the increase.

26. Page 58 Describe any financial innovations that will be implemented during the proposed charter term.
    - Why are these innovations appropriate for this unique school?
    - Explain how these innovations will increase financial effectiveness.

SCHOOL OPERATIONS

27. Page 59 What is the charter school's attendance zone?

28. Page 59 List the local schools that will feed into the charter school. Please also list the schools into which the charter school's students will feed.

29. Page 61 What are the racial and socioeconomic demographics for the school's proposed attendance zone?

For the following questions, please note that "enrollment priorities," "admission," and "registration" are different concepts. To avoid confusion, the Department defines these concepts as follows:

- *"Enrollment Priorities" describes those students granted priority pursuant to O.C.G.A. § 20-2-2066(a)(1);*
- *"Application" describes pre-lottery processes and forms; and*
- *"Registration" describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.*

30. Page 59 Please check any of the following enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1) that will apply to the school. Indicate in the rightmost column the rank order in which they will be applied. If the school will not utilize a particular enrollment priority, please insert "N/A" in the first and the last columns for that priority.

Check any applicable enrollment priorities	**O.C.G.A. § 20-2-2066(a)(1) Enrollment Priorities**	**Ranking**
X	A sibling of a student enrolled in the charter school.	1
NA	A sibling of a student enrolled in another local school designated in the charter contract (school name:).	NA
X	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.	2
NA	Students matriculating from a local school designated in the charter contract (school name:).	NA

NA	Children who matriculate from a pre-kindergarten program (program name:) 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.	NA

31. Page 59 Explain the rules and procedures that will govern student application and registration in the school. In your explanation:

    - State whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students as defined in State Board Rule 160-4-9-.04(o) and pursuant to O.C.G.A. § 20-2-2066(a)(1), State Board Rule 160-4-9-.05(2)(g), and Department guidance. If yes, indicate in the rightmost column the rank order in which they will be applied. If the school will NOT utilize a weighted lottery or a particular category, please insert "N/A" in the first and the last columns for that category.

Check any applicable categories	O.C.G.A. § 20-2-2066(a)(1) Weighted Lottery Categories	Weight Given
NA	Economically disadvantaged students	NA
NA	Students with disabilities	NA
NA	Migrant students	NA
NA	Limited English proficient students	NA
NA	Neglected or delinquent students	NA
NA	Homeless students	NA

    - Attach as Exhibit 7 a copy of the proposed admissions application that demonstrates the application conforms to the requirements of rule and law, including the open enrollment requirement.
    - Attach as Exhibit 8 a copy of the policy setting annual enrollment, re-enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency* in its procedures.

      Note: Complete transparency should include, at a minimum, publishing the lottery date, time, place, and procedures at least two weeks in advance on (for example) the school's website and in printed forms shared with students or available at the school.

32. Page 61 Describe the steps the school will take to recruit students who are representative of the racial and socioeconomic diversity in the attendance zone for the charter school.

33. Page 61 How will the school maintain/increase its student enrollment during the charter term?

34. Page 62 Briefly describe (and attach as Exhibit 12) information regarding the program – e.g., PBIS – that your school will use. If you will not use PBIS, please explain why the program you have chosen was selected instead.

35. Page 62 Briefly describe (and attach a copy of as Exhibits 11 and 12) the rules and procedures concerning student discipline and expulsion, including code of conduct and due process procedures.

36. Page Exhibit 13 Briefly describe (and attach a copy of as Exhibit 13) the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints.

37. Page 64 Briefly describe (and attach a copy of as Exhibit 14) the school's employment procedures and policies.

38. Page 65 Briefly describe (and attach a copy of as Exhibit 15) the school's insurance coverage, including the terms, conditions, and coverage amounts.

39. Page 65 Briefly describe how the governing board has taken students' transportation needs into consideration. What transportation services will be provided for students?

CONTRACTS WITH CHARTER PARTNERS/EDUCATION SERVICE PROVIDERS

40. Page N/A Identify your ESP or charter partner(s) and explain how this arrangement will be in the best educational and financial interests of the charter school.

41. Page N/A Describe the decision-making process and due diligence exercised by the founding/governing board in choosing to contract with the ESP. Include in your description:

    - Other ESPs or charter partners that were considered and the reason(s) why this ESP or partner was selected above all others;
    - The history of the selected ESP or charter partner, including academic results, closures, non-renewals, and separations; and
    - How the contract was negotiated, including the management fee(s).

42. Page N/A Briefly describe the range of services the ESP or charter partner will provide for the charter school.

43. Page N/A Explain how the governing board will maintain its fiduciary responsibilities as a charter holder including monitoring and assessing the performance of the ESP or charter partner.

44. Attach a copy of your signed ESP contract as Exhibit 16. N/A

FACILITIES

A charter school's facility is a significant part of implementation. Without a proper facility, the charter school will not be viable. Best practice states that a school's facility costs should not exceed 15% of its total expenditures. In addition, please be aware that all facilities must be approved by the Department's Facilities Services Unit – more information regarding this step can be found on the GaDOE website: Facilities Process Webinar. For this reason, it is imperative that the charter school does not commit to a facility before it has been approved. We encourage new schools that are planning construction or major renovations prior to student admission to consider a planning year to safely complete the construction process. We also strongly encourage obtaining Memorandums of Understanding (MOU) for at least two facility options while charter and facility approval is pending.

1. Page 66 Describe the school facility that the charter school proposes to use. Include in your description:
    - The location of the facility;
    - Whether the facility is new or existing; and
    - Whether the facility requires any renovations for utilizing the space for educational purposes. If yes, describe the extent of the renovations and the source of funding to pay for the renovations.

2. Does the charter school have an MOU for the purchase or lease of the facility, pending charter and facility approval?
    - _____ Yes, we have a MOU and it is provided as Exhibit 19.*
    - __X__ No, we do not have a MOU. **Omega Academy Board representatives are working with the Stella Realty Group and will have a MOU executed by 2/1/2021. Additionally Omega Academy executed a letter of understanding with Highmark School Development, LLC regarding the development of a public charter school facility.**

    **Note: The MOU should include the total proposed facility cost. It should also set forth any material terms that will be reflected in a lease, such as the lease term.*

3. Does the charter school have a lease for an approved facility?
    - _____ Yes, we have a lease and it is provided as Exhibit 19.
    - __X__ No, we do not have a lease, but plan to submit one to the Department by **3/1/2021**.

4. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?
    - _____ Yes, we have a CO and it is provided as Exhibit 20.
    - __X__ No, we do not have a CO, but plan to submit one to the Department by **4/1/2021***

    **Note: Schools must obtain a CO no later than 45 days before the start of the charter term on July 1.*

5. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility?
    - _____ Yes, we have an emergency safety plan and it is provided as Exhibit 21.
    - __X__ No, we do not have an emergency safety plan, but plan to submit one to the Georgia Emergency Management Agency in accordance with O. C. G. A. sec. 20-2-1185 by **5/3/2021***

    **Note: Schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.*

EXHIBITS

The following Exhibits are required to complete your Charter School Application Package. Please tab the Exhibits to match the item numbers below. Exhibits should be as limited in size as possible.

1. Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State. Please note that all charter school contracts – including those of start-up and renewal conversion charter schools – must be held by a Georgia nonprofit corporation.
2. Attach a copy of the by-laws for the nonprofit corporation.
3. Attach a copy of the governing board's Conflict of Interest Policy.
4. Attach a copy of the governing board's Conflict of Interest Form.
5. Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website.
6. Attach a completed Locally-Approved Charter School Partners Roles and Responsibilities chart. This chart shows the balance of authority between the charter school's board and management, as well as the required independence of the charter school from the district.
7. Attach a copy of any admissions (pre-lottery) application the charter school proposes to use. Pursuant to O.C.G.A. § 20-2-2066 and SBOE Rule 160-4-9-.05, the admissions application must conform to the open enrollment requirement. Therefore, admissions applications should be limited to a student's name, contact information, home address for the purpose of verifying the student's residence within the school's attendance zone, grade level, and information required for any enrollment preference, such as identifying a sibling already enrolled at the charter school. If the charter school proposes to utilize a weighted lottery for educationally disadvantaged students, the admissions application may also include questions tailored to the subgroup(s) the school will offer an increased chance of admission according to the weighted lottery guidance available on GaDOE's website.
8. Attach a copy of the policy setting annual enrollment, re-enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency in its procedures.
9. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.
10. Attach a copy of a sample scope and sequence for a proposed course/grade level.
11. Attach a copy of the charter school's Student Code of Conduct.
12. Attach a copy of the charter school's Student Discipline Policy and Procedures, including any Positive Behavior and Intervention Supports (PBIS).
13. Attach a copy of the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints. If this included in another response, please indicate that.
14. Attach a copy of the charter school's Employee Policies and Procedures.
15. Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts.
16. Attach a copy of any intended education service provider contracts or arrangements for the provision of education management or support services, including with any EMO, CMO, ESO, etc. Such contracts shall describe the specific services for which the contracting organization is responsible. Such contracts

should clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school. Such contracts must also include the fee structure.

17. Attach a copy of any agreements with your local school district or Board of Education.
18. Attach a copy of any Letters of Intent and/or agreements detailing any proposed partnerships, including agreements with other local schools/systems for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.
19. Attach a copy of any MOU/lease/proof of ownership for a proposed facility.
20. Attach a copy of the school's Certificate of Occupancy.
21. Attach a copy of the facility's Emergency Safety Plan.
22. Complete and attach the start-up budget template located on the Charter Schools Division's website. Please note that the budget template includes:
    - A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation based on 100% of the projected students enrollment;
    - An alternative monthly cash flow projection detailing revenues and expenditures for the first two (2) years of operation with the assumption of one-half (1/2) of the projected student enrollment; and
    - A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for each of the five (5) years of the initial charter term.
    - Back-up documentation proving the legal reality of additional sources of revenue included in the budget template, including any funds other than state and local funding, including bank statements and/or signed grant award letters.
23. Attach the résumé for the charter school's Chief Financial Officer.
24. Attach the charter school's signed Assurances Form (see below).
25. Attach the charter school's signed and notarized Affidavit (see below).
26. Attach the charter school's signed Local Board of Education Resolution approving the charter school's application.
27. Attach the charter school's signed Governing Board Resolution approving the charter school's application. This will serve as the formal petition to the SBOE.
28. For conversion schools only, attach the charter school's Confirmation of Teacher and Parent Vote.

CHARTER APPLICATION

EXECUTIVE SUMMARY

Name of Charter School: **Omega Academy**

Opening Date: **8/9/2022** Proposed Charter Term Length: **5 Years**

Grade range at the end of Year 5: **6-8**

What grades will the school enroll in its first year of operation? **8-5**

Expected enrollment in the first year of the charter term: **456**

Expected enrollment at the end of Year 5: **744**

This application was approved by _____Local Board of Education on _____, 202__.

For each year of the proposed charter term, indicate the number of students the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							152	152	152					456
Year 2							176	176	176					528
Year 3							200	200	200					600
Year 4							224	224	224					672
Year 5							248	248	248					744

Omega Academy will open starting with grades 6-8. Omega While the charter has no plans to grow by grade level. Omega has conservative enrollment projections and plans to gradually increase its projected student enrollment each year.

MISSION

The mission of Omega Academy is to provide students an environment of self-discovery with an emphasis on science, technology, engineering, the arts, and mathematics yielding a personalized educational experience meeting the needs of the whole child.

Omega believes that it is the individual and collective responsibility of our community to discover, nurture, and encourage the development of the gifts and talents of children. Stakeholders of

Omega thought it would be best to use a STEAM-based focus for the school's curriculum because it has proven itself to be an evidence-based, interdisciplinary model that engages pupils in critical thinking and problem solving. STEAM is a defining feature for Omega as it encourages creativity, is relevant in our current society, and will best help students make quality contributions to the global ecosystem. The implementation of this approach will allow Omega to produce a comprehensive educational program that equally emphasizes academic and creative excellence so to help every child exceed world-class standards, both academically and professionally.

This STEAM-related curriculum will also be complimented by courses that enrich student development. Omega believes that students should be able to see how what they learn in the classroom is transferrable to the real-world setting. Thus, the school will also offer a core STEAM curriculum with entrepreneurship integration throughout, while implementing a strategic model for addressing school climate through social emotional learning, cognitive-behavioral restructuring, and holistic behavioral health. To this regard, every student will have an individual resiliency plan accompanied by a biopsychosocial that will address the child's strengths, needs, abilities, and preferences. At Omega, parental training is vital in producing an environment conducive for high student performance and achievement.

ACADEMIC PROGRAM

OMEGA ACADEMY needs flexibility to create and support a schedule that enables teacher collaboration to achieve our curriculum and mission. Omega will provide weekly staff development and Omega's Circle. This crucial time will be needed to plan, develop curriculum, discuss student issues, and conference with or support families. OMEGA ACADEMY will foster a spirit of academic, leadership and citizenship mindedness at its core. Our school will strive for a diverse student body and teaching staff with the belief that students learn and thrive best in diverse environments that are academically and socially enriching. As such, we will seek the autonomy to hire staff that fits our program. Through a strong partnership with the Clayton County School District (CCPS) and a learning environment that is

based on the practices of the Effective Schools, OMEGA ACADEMY will provide a unique, innovative school model for students throughout CCPS that includes, but not limited to the following innovations: 1. low student-teacher ratio, 2. student-driven content used to reach standards' mastery, 3. core pillar of value for leadership, character building and community service, 4. Expeditionary/investigative approach to learning and extending ideas, 5. Data-driven flexible grouping in all coursework and content areas, 6. Technology-based textbooks that provide students and teachers extensive access to the most current multimedia resources, learning materials, and lexiled readings (in lieu of traditional textbooks), 7. Project-based and PITSCO STEAM approaches to instruction and assessment, 8. Daily physical activity, and 9. Increased instructional time in literacy and mathematics. We will give constant attention to refining curriculum and instruction, using student data to make instructional changes. We will seek teachers who thrive in an environment that is student focused, culturally responsive and academically and socially enriching.

ORGANIZATIONAL STRUCTURE

OMEGA ACADEMY's governance will be led by the same effective vision that drove the founding members to create a free, public K-8th grade charter school with high academic achievement, student, caring teachers and parental involvement with a STRONG theme and emphasis on Behavioral Health and Wellness. OMEGA ACADEMY does not currently plan to develop a partnership with an educational management organization at this current time, however, should be a time when such services are needed. Omega will work with the CCPD to obtain such insight and approval. The Governing Board members were carefully selected for their passion and focus on the school's mission as well as their expertise relevant to education. Cultural learning, characterization, and leadership will be at the core of the Board's mission throughout the school. Our organizational structure reflects a principal, assistant principal, and a chief financial officer. The Governing Board will be responsible along with the principal, assistant principal, and chief financial officer for ensuring that the mission of OMEGA

ACADEMY is met financial, operational, and administratively for the school's academic and operational functions. The Board will work closely with the school administration to ensure academic excellence is achieved by all students and all reporting requirements to the state of Georgia are met.

The need for a school like OMEGA ACADEMY in CCPS has been well-demonstrated through the positive response from the community. To date the school has more than 400 prospective parents on a mailing list, generous pro bono support and in-kind services provided, and confirmed partners. There is currently not a school that has a strong focus on both High Performance and Behavioral Health and Wellness. At Omega, Behavioral Health and Wellness comes first and then the implementation of and processing skills of learning. Every student will have a comprehensive bio-psycho-social as well as an Individual Resiliency Plan that is Prevention based. This IRP will be updated a minimum on a quarterly basis.

FOCUS OF THE CURRICULUM

The Georgia Standards of Excellence (GSE) will be aligned in all core content classrooms at OMEGA ACADEMY. Each course - Language Arts, Math, Science, Reading, Social Studies - at each grade level will utilize a collaborative teacher-created scope and sequence that groups standards and guides unit planning. The common foundation for coursework from year to year will be the standards around which each course is organized, and the scopes and sequences will reflect a minimum of skills to be built upon for each content area. The content used to transmit these standards may be comprised of different interdisciplinary curricular materials. OMEGA ACADEMY will offer a relevant and rigorous curriculum

In pre-planning, teachers will develop learning inventories, specifically looking for shared interests from which they can develop interdisciplinary educational modules to be taught during the school year. GSE, which will be used as the core curriculum for all grade levels and core content areas.

Educators at OMEGA ACADEMY will work together and meet every week as a team and as content areas by grade to accomplish this task. All developed lesson plans, curriculum, and worksheets

will be captured electronically and made available to all staff. The teachers will be required to work very closely as a team of two when it comes to each special education, and ELL student. Together they will monitor the progress of each child they teach together. Teachers will meet with the parents as a team as they are partners in the student's learning alongside the families. At the beginning of each unit, the teachers of each grade will meet for a minimum of 3 hours to set up the curriculum for the unit and choose in what order they will teach the standards and established tasks set forth by the curriculum map that would be determined in the beginning of each year. They will decide and share what activities and assessments will be given throughout the unit. Throughout the week, the teachers will have some planning time as well as meeting time to readjust what is being taught and provide the school instructional team about the progress of the students, the strategies, and activities that were successful. The teachers are required to provide weekly lesson plans electronically to the instructional team before the week starts.

STEAM and PITSCO Curriculum

The Omega Academy focus will be on STEAM in all areas of the curriculum with a focus on science and technology. We stress "inquiry based" learning, in a technologically based world. In addition, Pitsco Education will partner with Omega Academy to provide a personalized STEAM curriculum for all of our students k-8th grade.

The Pitsco curriculum is student-centered STEAM program that is complete with and art and reading lessons based in design thinking where students try new ideas interactively and how to articulate them. The curriculum delivers and online multimedia environment and is accompanied by corresponding hands-on projects to keep students engaged in what they are learning. Students track their work in Mission Journals, and teachers have customizable assessment options for measuring student work and progress. Students develop strong STEAM content-based knowledge while practicing the collaboration and critical thinking skills they need to achieve in and out of the classroom.

Pitsco Education will provide dynamic math, science, and STEAM courses that will be implemented across a 5-year period for both elementary and middle schools.

Teachers will receive professional development training in this comprehensive

curriculum. In addition, the school will receive the necessary equipment and environment in order to implement the curriculum.

INSTRUCTIONAL METHODS

Omega Academy will provide a unique, innovative school model for students throughout CCPS that includes, but is not limited to, the following academic innovations:

- Low student-teacher ratio; small class and overall school size
- Student-driven content used to reach standards' mastery
- Interdisciplinary blocks and cross-curricular approaches to themes and content
- Authentic co-teaching model
- Expeditionary/investigative approach to learning and extending ideas
- Project-based and holistic approaches to instruction and assessment
- Data-driven flexible grouping in all coursework and content areas (including mixed-age)
- Technology-based textbooks that provide students and teachers extensive access to the most current multimedia resources, learning materials, and lexiled readings (in lieu of traditional textbooks)
- Increased instructional time
- Leverage stakeholder expertise and interest to benefit students and the entire school community. Some of the organizational innovations at Omega Academy include the following:
- Small, supportive advisory cohorts that build relationships and social thinking for success
- On-site mental health and parental support
- Fully-staffed Special Education Department
- OMEGA ACADEMY provides a holistic approach to supporting student success. OMEGA ACADEMY students may have experienced significant trauma, live at or below the poverty level and face environment dangers on a daily basis in our Country. The importance of educating the whole child and understanding that trauma can be a

significant barrier to learning. We understand the importance of providing high quality traditional academics but also the significant need for implementing best practice in not only "social emotional learning" as we know it but also integrating Cognitive Behavioral Restructuring in the classroom. We believe that learning is not only cognitive, but also social and emotional. These principles are a part of a concentrated effort to improve teaching and learning of social and emotional skills by recognizing that students' connection to what they are learning is a critical component of a quality education. OMEGA ACADEMY values the therapeutic process of teaching children and staff how to cope with trauma. Omega will promote "In-Class Conflict Resolution" instead of out of class. We believe that OMEGA goals can be achieved. Our pillars provide children with access to a variety of educational experiences which will give rise to the state of OMEGA through our 4 cardinal principles:

- Scholarship, Uplift, Perseverance and Faith (meaning belief in oneself)

To this regard, Omega is a state of being. It's the highest-level behavioral health and skill mastery. It simply means final, perfect, the end, the highest performance. It is our philosophy that it starts in the mind of a child in early years when brain architecture is most prevalent. While in a safe and highly therapeutic climate with the rigor of Omega's curriculum and highly qualified educators, a student becomes an OMEGA ACHIEVER at the end of the process.

Theory of Change

The most fundamental features of OMEGA ACADEMY that ensure successful student outcomes are the "Correlates of Effective Schools. "The National Center for Effective Schools Research and Development over the years of its existence (1986-2004) clarified and made consistent the unifying principles drawn from Ronald Edmonds' original "Correlates of Effective Schools." Dr. Edmonds' original correlates numbered five. These were the characteristics of unusual schools that in spite of the fact that their students came from low-income families taught over 90% of their students to a standard of

achievement that permitted them to succeed at the next grade level. Dr. Edmonds and his colleagues at Michigan State and at Harvard University researched and developed the effective school correlates over the decade of the seventies. As a result of their efforts, the "Effective Schools Movement" was launched. In December 1982, in Educational Leadership, Dr. Edmonds published an article entitled *Programs of School Improvement: An Overview.* In the publication, Dr. Edmonds defined these early correlates as: (a) strong instructional leadership and behaviors-the leadership of the principal notable for substantial attention to the quality of instruction, (b) a strong sense of mission-a pervasive and broadly understood instructional focus, (c) operated in a safe and orderly manner-an orderly, safe climate conducive to teaching and learning (d) held high expectations for all students-teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery, (e) practiced frequent monitoring of student achievement-the use of measures of pupil achievement as the basis for program evaluation.

Dr. Larry Lazotte has continued the research on effective schools in a book entitled, What Effective Schools Do released in December 2010. He and his colleagues highlight successful educational strategies for serving the needs of disadvantaged students and have shown that under the right conditions, all students can be successful. Today, the Correlates of Highly Effective Schools are unique characteristics and processes common to schools where all children are learning, regardless of family background include:

- Clear and Focused School Mission - There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to the instructional goals, priorities, assessment procedures, and accountability
- Safe and Orderly Environment - There is an orderly, purposeful atmosphere that is free from the threat of physical harm for both students and staff. However, the atmosphere is not oppressive and is conducive to teaching and learning.
- High Expectations - The school displays a climate of expectation in which the staff believes and demonstrates that students can attain mastery of basic skills and that they (the staff) have the capability to

help students achieve such mastery.

- Opportunity to Learn and Time on Task - Teachers allocate a significant amount of classroom time to instruction in basic skills areas. For a high percentage of that allocated time, students are engaged in planned learning activities directly related to identified objectives.
- Instructional Leadership - The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, and students, and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program at the school.
- Frequent Monitoring of Student Progress - Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skills checklists, criterion-referenced tests, and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.
- Positive Home-School Relations - Parents understand and support the school's basic mission and are given opportunity to play an important role in helping the school achieve its mission.

Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")

- Intrapersonal intelligence ("self-smart")
- Naturalist intelligence ("nature smart")

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder," or simply "underachievers", when their unique ways of thinking and learning are not addressed by a heavily linguistic or logical-mathematical classroom.

The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more (see Multiple Intelligences in the Classroom, 4th ed.).

The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same dull way, through dry lectures, boring worksheets, and textbooks. The challenge is to get this information out to more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds (see in Their Own Way).

The theory of multiple intelligences also has strong implications for adult learning and development. Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinesthetic individual who is stuck in a linguistic or logical desk-job when they would be much happier in a job where they could move around, such as a

recreational leader, a forest ranger, or physical therapist). The theory of multiple intelligences gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or drama) but now, have the opportunity to develop through courses, hobbies, or other programs of self-development.

LEARNING APPLIED THROUGH COMMUNITY SERVICE

Omega Academy also believes in the proven benefits of service learning. Consistent with the concepts espoused by the National Service-Learning Partnership, Omega Academy believes service learning is a teaching method that engages young people in solving problems within their schools and communities as part of their academic studies or other types of intentional learning activity. Omega Academy believes service learning helps students master important curriculum content by supporting their making meaningful connections between what they are studying and its many applications. Finally, Omega Academy believes service learning helps young people develop a range of service skills, from acts of kindness and caring, to community stewardship, to civic action. Omega Academy will use Community Service Signature Logs to track student community service during their entire educational experience with Omega Academy. Students at Omega Academy will be required to fulfill Community Service Hours each school year. Elementary students will need to complete 10 hours, while middle school and high school students will need to complete 20 hours each school year. The hours are verified and approved by a staff member. During the school year many opportunities for School Community Service projects will be offered by Omega Academy and advertised to the students. They are also encouraged to find their own community service opportunities outside of the school in their own communities. On Fridays, once a month, all grade levels will plan, evaluate, and work on community service projects during the block called Community Hour. Parents, the community and community stakeholders will be invited to assist student in Community Hour with Omega Town Hall Discussions and implementation. Stakeholder engagement will be an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success.

CO-TEACHING

In co-teaching, two or more teachers share responsibility for planning, instruction, and evaluation for a classroom of students. The use of the co-teaching method is positively associated with increased student achievement in the classroom for all students and meeting diverse student needs throughout the learning process. Co-teachers at Omega Academy roles will be defined so student learning and teaching is maximized, especially for special education and ELL students. Omega Academy teachers will be provided with professional learning on specific co-teaching strategies designed to utilize both professionals in the classroom to maximize learning and on effective communication including the models below:

- **One Teach, One Observe**: One teacher leads the lesson while the other watches for specific behaviors or teaching strategies.
- **Station Teaching**: Instructional stations are created to break down a skill or concept into different parts. The students rotate from one to another throughout the lesson time. The co-teachers lead the stations. Generally, there is an independent station as well.
- **Parallel Teaching**: The co-teachers split the class in half and each teach a lesson at the same time. The lesson can either be the same or different content.
- **Supplemental Teaching**: One teacher leads the lesson or monitors classwork while the other works with a small group on enrichment or re-teaching.
- **Alternative or Differentiated Teaching**: The same lesson is taught by each co-teacher in a different way to accommodate different learning profiles.
- **Team Teaching**: One lesson is taught by both co-teachers, carefully planning for each person's participation in the lesson.

UNDERSTANDING BY DESIGN

The Backward Design model of planning will allow our school and teachers to begin with the end in mind and better understand which steps to take in order to reach desired academic outcomes. Staff will spend each professional development/work session at the start of each unit beginning with identifying educational outcomes, evidence to demonstrate the outcomes have been achieved, and then backward-mapping accordingly to effect these outcomes. As a necessary component of this approach, staff will continually reconvene to cooperatively revisit targets, progress toward those targets, and plan how to bridge gaps and engender specific student masteries. Teachers will meet in grade level and/or content area teams to use the Omega's framework of backward planning that connects with students' interests, baseline skills, and schemata. Moreover, all staff will be provided with templates and tools to organize lessons and assessments in relation to the end toward which they are working. These "ends" are likely to be more than just content area standards; staff will identify an array of skills and competencies students will need, and integrate these goals into the lessons that are planned accordingly.

STEAM and PITSCO (Why PITCO? See Exhibit 9)

The Omega Academy focus will be on STEAM in all areas of the curriculum, with a focus on science and technology. In addition, Omega seeks to use Pitsco Education to assist in its personalized STEAM curriculum for all students in both elementary and middle school. The Pitsco curriculum is student-centered STEAM program that is complete with reading lessons based in design thinking where students try new ideas iteratively and how to articulate them. The curriculum delivers and online multimedia environment and is accompanied by corresponding hands-on projects to keep students engaged in what they are learning. Students track their work in Mission Journals, and teachers have customizable assessment options for measuring students work and progress. The goal is for students to develop strong STEAM content-based knowledge while practicing the collaboration and

critical thinking skills they need to achieve in and out of the classroom. Pitsco Education will provide dynamic math, science, and STEAM courses that will be implemented across grades in both elementary and middle schools. Teachers will receive professional development training in this comprehensive curriculum during pre-planning and throughout the school year.

READ 180 (Omega's Middle School)

Our 6-8th grade students will use the Read 180 program to help address the individual needs of our students based on their deficits. If a student is identified as needing additional supports in the areas of literacy, they will then be placed in the Tier 2 or the Tier 3 process and given additional support during the school day and on Early Release Days Tutorial. Thereafter, if a student needs more intensive supports which is Tier 4 then that student will be referred to our Special Education Program. Omega Academy will have a full-time Literacy Coach, and an Instructional Support Specialists to help with READ 180 and RTI.

SCHEDULING

The implementation of a block schedule will allow for 90-minute periods of instruction for all students. A modified block schedule reduces transitions for students and also provides faculty more time to provide authentic cross-curricular approaches. In the elementary level, literacy and math will be taught daily in a school-wide remediation and enrichment period. At the middle level, this schedule will enable teachers of different content areas to co-teach interdisciplinary lessons and organize extended instructional blocks of like content areas on the same day. The anticipated configuration is that math/sciences will meet one day; ELA/humanities/social studies on the next, for a Monday/Wednesday, Tuesday/Thursday schedule. Friday features extended learning times (ELT) of more than two hours each for math/science and English/social studies, in order to enable teachers to use flexible groups. The ELT and flexible grouping approach also supports team teaching, more frequent check-ins with IEP students, and collaboration during the school day to address immediate needs.

STUDENT-TO-TEACHER RATIOS AND THE REASONING FOR CHOOSING THESE RATIOS

The maximum student-teacher ratio in ELA, Math, Science and Social Studies classes will be 24:1. This model allows for teachers to adapt and tailor the content taught based on each child's specific learning style and knowledge base. Students will also build peer relationships with their classmates in order to develop a sense of community. OMEGA ACADEMY will introduce paraprofessionals in the classrooms to help the teacher and to work with smaller groups of children. This will allow for more language presence and more help in the class for class projects as well as daily activities. The extra hands will allow the teacher to have the opportunity to better monitor student progress and recognize students' deficits and strengths. The teacher can then tailor his/her teaching to better help the students in need. Working in smaller groups will allow the K-5 students to develop their basic foundational academic skills in a more productive way.

The student-teacher ratio afforded by the proposed budget and staffing model has been established as the base and will be the largest student-teacher ratio for core content classes the school will permit. Should additional revenue become available (as a result of philanthropy, increased public revenue, or allocations for students with special needs), the school may first invest this money to increase the number of special education teaching staff secured (and utilized in the co-teaching model), to further reduce the student-teacher ratio. Additionally, partnerships with Georgia State University, for OT, SLP, and both special and general education teacher-interns available, the student-teacher ratio will be much lower than that afforded on the current conservative budget assumptions. By keeping class sizes small, staff can build personalized, high-touch relationships with students to ensure they have the support needed to succeed in an inclusion.

MEETING THE NEEDS OF GIFTED STUDENTS

OMEGA ACADEMY believes that all children are gifted in varying capacities and recognizes the importance of providing additional enrichment opportunities, above and beyond the standard curricular opportunities, for students who exhibit an unquestionable gifted capacity in certain areas.

6-8th

Omega Academy

OMEGA ACADEMY's goal is to meet the needs of all students including those who are gifted and talented. The Gifted Program will identify students consistent with the Georgia Board of Education (1988) Rule 160-4-2-.38. The school's theory of learning is based on the constructivist concept in which learning is achieved through making relevant and meaningful connections within the constructs of society. Increased knowledge, academic skills proficiencies, and higher order thinking is achieved through project-based learning, and these philosophies will inform and guide both our general education and gifted programs.

OMEGA ACADEMY will adhere to the rules and regulations established by the Georgia DOE for the identification of gifted students and utilize the same processes and assessment measures of CCPS. The records of any student who enters OMEGA ACADEMY with a gifted designation will be immediately turned over to a designated gifted coordinator for the school. This person is a certified gifted instructor who, in addition to his/her teaching and/or administrative responsibilities, is responsible for overseeing the administration of the gifted program, ensuring compliance to all applicable guidelines and regulations, and leading the referral and determination process. A student transferring to OMEGA ACADEMY who meets eligibility criteria for gifted education services from within the state will be eligible for services at OMEGA ACADEMY after verification of records is complete. A student who transfers to OMEGA ACADEMY from another state and was determined gifted eligible in that state will be required to meet Georgia criteria before services in gifted education.

Referrals for the gifted assessment may be made by teachers or parents, or as a result of student performance on myriad assessment measures as directed by CCPS and GADOE guidelines for referral. A referral is reviewed by the Gifted Eligibility Committee, and pending written parent permission, available evidence will be used in concert with assessment measures at the school to evaluate the student in the four areas dictated by state guidance and regulations. Once a student has been assessed in the four areas dictated by the state and meets eligibility in three of the four areas, s/he will begin services; any student who does not meet eligibility may be retested again later in the same year or in a subsequent year should evidence continue to suggest his/her eligibility for services.

STATE AND FEDERALLY MANDATED SERVICES

OMEGA ACADEMY is committed to providing a Free and Appropriate Public Education (FAPE) and servicing all special needs students for whom the school is the Least Restrictive Environment (LRE). A broad spectrum of special education services and coordination with CCPS will ensure compliance with all applicable rules, regulations, and laws. Accordingly, OMEGA ACADEMY will follow all CCPS and Georgia guidelines regulating the formation of an SST, 504 Team, and IEP processing and review. A certified special education teacher will be retained at each grade level as a co-teacher to manage delivery of IEP-mandated services, oversee IDEA compliance, and provide support to students who have been identified as eligible for special education services (or who qualify for early intervention services). One special education teacher will serve as the special education coordinator for the school, and that professional will participate in CCPS and GADOE trainings and communications to further ensure compliance. Because the school model has been designed with the needs of students who have ASD (and likely IEPs) in mind, the school may modify staffing to provide support services as student needs dictate. OMEGA ACADEMY is committed to developing a strong partnership with CCPS in order to leverage the expertise and resources of CCPS's special education staff to complement that of OMEGA ACADEMY.

Dispute Resolution

In the event of a dispute involving the parent(s)/guardian(s) of a disabled child, OMEGA ACADEMY will work diligently to achieve a resolution in accordance with the SBOE Rule 160-4-7-.12. If a resolution cannot be worked out locally, OMEGA ACADEMY will work in alliance with the Georgia DOE regarding other processes which are guaranteed to children with disabilities under the IDEA. These include: formal complaints, mediation, and a due process hearing.

Disciplinary Procedures and Code of Conduct

OMEGA ACADEMY will adopt the CCPS Secondary Code of Conduct to guide student discipline, student due process, and student dismissal procedures (see the Code of Conduct in Appendix

R) as a baseline. The CCPS Code of Conduct informs all aspects of disciplinary proceedings, including administration of in-school and out-of-school suspensions of up to 10 days for applicable offenses; expulsion proceedings for those offenses that are expellable, such as Federal law 18 U.S.C. § 921, which states that school districts must have a policy requiring the expulsion of a student from school for at least one year for possession of or for bringing a firearm to school; and a CCPS due process hearing for those suspensions that will last 10 days or more. A designated staff member will be responsible for attendance at informational meetings and in-services offered by the CCPS Department of Student Relations and will bring this information back to the staff. Moreover, this designated staff member may be responsible for leading parent, student, and staff information sessions on the school's code of conduct and disciplinary proceedings.

Special Education Instructional and Service Models

All elements of the school, from the number of instructional minutes to the curriculum used to support literacy, have been made in order to provide FAPE. Modifications to the learning environment to accommodate sensory-processing challenges, a special education-certified co-teacher in the classroom, reduced class sizes, small group instruction, robust support for all staff in meeting the needs of special education students, progress monitoring in all content areas, access to differentiated curricular materials aligned with GSE and provide the same standards in a myriad of structures and modalities, and a positive school culture that promotes respect for differences are all part of the core model that affords students a FAPE. Unlike other schools that offer special education as a modified component of their regular instruction program, the general education program at OMEGA ACADEMY is based on best practices for special education students who can be served in a co-teaching model. Additionally, flexible grouping in academic and enrichment classes that aligns both to academic and developmental/psycho-social/emotional needs through character building.

Identification of Eligible Students

OMEGA ACADEMY will provide a complete continuum of special education services to students who qualify starting with identification of eligibility. Cumulative files and applicable records of

all students will be requested from the prior school upon enrollment, and these records will be reviewed upon receipt to identify students who are eligible for services and immediately plan for accommodation of their IEP (and/or immediately begin services if the student is enrolled after the start of the school year). The special education teacher in the student's classroom will collect additional information from parents/guardians regarding special education services and interventions their child has received at the schools in which s/he was enrolled before OMEGA ACADEMY and/or from outside providers to supplement information in the records. Prior to school opening, an IEP committee will be formed for collection of all records related to each child's education, including any documentation of special educational needs and services rendered, from previous schools. The school will use this information, as well as a special needs survey completed by the parent(s)/guardian(s) during registration, to identify children who have already been determined to have special educational needs.

Initial Evaluation

Parent(s)/guardian(s) will receive written notice of recommendation and referral for special education evaluation. An informed consent will be obtained from the parent(s)/guardian(s) before the evaluation is conducted and before any special education or related support services are implemented. A comprehensive evaluation will be conducted by appropriate qualified personnel and professionals, to include review of existing data, to address the specific areas of concern and determine the individual needs of the child. Notification, consent, reporting, and evaluation processes will be completed with the required timelines in accordance with SBOE Rule 160-4-7-.04. Parent(s)/guardian(s) will be strongly encouraged to contribute pertinent information during the initial referral/evaluation process as their perspectives and experiences with the child are of great value and will be considered throughout the evaluation process.

Reevaluation

OMEGA ACADEMY will act in accordance with the IDEA and, after written parental consent has been obtained, will perform a reevaluation if conditions warrant a reevaluation or if the child's parent(s)/guardian(s) or teacher requests a reevaluation, but at least once every three (3) years.

Determination of Eligibility

In determining if a child is a child with a disability, information will be drawn from a variety of sources, including aptitude and achievement tests, the parent(s)/guardian(s) input and teacher recommendations, as well as the information about the child's physical condition, social or cultural background and adaptive behavior. Upon completion of the administration of assessments and other measures, a group of qualified professionals and the parent(s)/guardian(s) of the child (Eligibility Team) will determine whether the child meets the eligibility criteria under the IDEA and needs special education and related services. If a determination is made that a child has a disability, and the disability adversely affects educational performance (academic, functional and/or developmental) and therefore needs special education and related services, an IEP will be developed for the child in accordance with SBOE Rule 160-4-7-.06. An eligibility report, which documents their area of disability, will be completed and placed in the child's special education folder. A copy of the evaluation report and the documentation of the determination of eligibility will be provided at no cost to the parent(s)/guardian(s).

Individualized Education Program (IEP)

An Individualized Education Program (IEP) will be written, within 30 calendar days after a determination of eligibility, in accordance with SBOE Rule 160-4-7-.06 for each child who meets any of the criteria established under the IDEA. An IEP Team will be formed which will include the parent(s)/guardian(s) of each child, at least one of the child's general education teachers, at least one special education teacher and a district representative. The IEP team will be responsible for developing, reviewing or revising an IEP for the child with a disability. Each child will receive individualized special education and related services as outlined in their IEP. The IEP for each child will include specific information as listed within the IDEA, which includes, but is not limited to:

- the child's present levels of academic achievement and functional performance annual goals for the child

- the specific special education and related services to be provided to the child, including supplementary aids and services and changes to the program or supports for school personnel
- a description of the extent to which the child will be able to participate in regular education programs and the extent to which the child will be able to participate with non-disabled children in nonacademic and extracurricular activities
- how (and if) the child is to participate in state and district-wide assessments, including test modifications
- the projected dates for initiation and the anticipated duration of services
- objective criteria, evaluation procedures and schedules for determining whether instructional objectives are being achieved

Each child's IEP will be reviewed at least annually to determine whether the annual goals are being achieved and will be revised as appropriate. OMEGA ACADEMY will ensure that the parent(s)/guardian(s) of each child with a disability are equal members of any group that makes decisions on the child's educational placement. Steps will be taken to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate. If neither parent can attend an IEP Team meeting, other methods to ensure parent participation will be used. Other members, as required, will be present, such as a translator when the child and/or parent is Limited English Proficient, the child when appropriate and other related service personnel or individuals that the parent(s)/guardian(s) or school deems appropriate to be present. OMEGA ACADEMY will ensure that the IEP is accessible to each regular education teacher, special education teacher, and related services provider. The IEP will be given to the parent/guardian in their native language if requested by the parent/guardian. Each teacher and provider will be informed of their specific responsibilities related to implementing the child's IEP. The school leader will work diligently along with the teachers and providers to ensure that each child's IEP is being implemented efficiently and in its entirety.

Least Restrictive Environment (LRE)

Omega Academy

OMEGA ACADEMY will adhere to the Least Restrictive Environment (LRE) requirements and provide each child with a disability the opportunity to be educated with non-disabled peers to the greatest extent appropriate. Each child will be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers, with modifications as accommodations, as necessary to meet their individualized educational needs. OMEGA ACADEMY will make every effort to implement a push-in model when providing services from the special education teacher unless otherwise noted on the IEP. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment will occur only when the nature or the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In determining the educational placement of a child with a disability, OMEGA ACADEMY will ensure that the placement decision is made by a group of persons, including the parent(s)/guardian(s), and other persons knowledgeable about the child, the meaning of the evaluation data and the placement options; and is in conformity with the LRE provisions. If the IEP dictates that OMEGA ACADEMY cannot provide the appropriate services in the LRE, OMEGA ACADEMY's SST will work in conjunction with the district to determine the appropriate placement of the child.

Accommodations

OMEGA ACADEMY will provide appropriate accommodations, based upon individual child needs to enable children with disabilities to participate more fully in instruction and assessments and to better demonstrate their knowledge skills. This will include changes in how instruction is provided, how the child participates in classroom activities, how the child is expected to respond and/or in the kinds of instructional materials and how they are used. IEP teams will consider what type of support(s) each child needs in order to receive an appropriate education in the general education setting to the maximum extent appropriate for that child. Supplementary aids and services, assistive technology or supports for school personnel necessary to provide appropriate access to, or involvement in, general education activities will be provided. Accommodations will be justified and documented in the child's IEP.

The principal will disaggregate annual data for students with special needs to compare their progress against that of their peers without IEPs to drive revisions to programming as needed.

Data Maintenance

As required by IDEA, the school collects and maintains the following information on students with disabilities:

- The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities and with Limited English Proficiency (LEP)
- The number of students provided with test modifications and which types and the number of students assessed on the Georgia Alternate Assessment (GAA)
- The settings in which students with disabilities receive their services, specifically the portion of the school day they receive services with non-disabled peers including time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit of students with disabilities from OMEGA ACADEMY (*e.g.*, attainment of diploma and type, declassified, moved, etc.).

Procedural Safeguards Notice

In accordance with SBOE Rule 160-4-7-.09, OMEGA ACADEMY will provide the parent(s)/guardian(s) a copy of the "Procedural Safeguards Notice" at least annually and in any of the following circumstances:

- upon initial referral or parent request for evaluation
- upon receipt of the first state complaint in a school year
- upon receipt of the first request for a due process hearing in a school year
- upon notice to the parent of a removal under discipline procedures when the removal is a change

of placement

- upon request by the parent

RESPONSE TO INTERVENTION (RTI)

In compliance with IDEA guidelines, an SST will be identified to review individual strengths and areas of concern. The SST shall include at a minimum the referring teacher and at least two (a parent/guardian can be one of the two participants) of the following participants, as appropriate to meet and address the specific needs of the child: Principal, General Education Teacher, Counselor, Lead Teacher, School Psychologist, Subject Area Specialist, and Section 504 Coordinator (deals with discrimination of individuals with disabilities). Child referrals for comprehensive educational evaluation to determine eligibility and the need for special education shall be preceded by interventions recommended by the SST.

OMEGA ACADEMY will implement Response to Intervention (RTI) as a practice of reaching all children whose academic skills and/or behaviors are not up to expectations and providing high-quality instruction and interventions for each child's need(s) through a systematic and purposeful process. RTI will be based in the general education classroom where teachers will routinely implement a strong and rigorous standards-based learning environment.

If the SST review and evaluation reports reveal that a child has a disabling condition and is in need of special education services, OMEGA ACADEMY will follow the processes and procedures outlined by the IDEA, Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA for developing an Individualized Education Plan (IEP) for the child's education and ensuring that such a plan is fully implemented. In all cases, OMEGA ACADEMY will implement the same identification, evaluation, placement, reporting, and due process procedures and use the same special education forms as other public schools.

Exceptions to the use of the SST process (as the SST is early intervention, not the actual special education services or IEP team, although SST members would be a part of the IEP team if one is necessary) may be warranted if school personnel and/or parent(s)/guardian(s) determine there is reasonable cause to bypass

the SST process. Documentation in the child's record will clearly justify the action and include parental consent/agreement to bypass. If immediate referral for special education services is sought, the SST will still be required to determine what interim strategies, intervention, and modifications will be attempted until a decision is made about the special education services.

OMEGA ACADEMY will follow Georgia's RTI process which includes several key components: the Georgia Student Achievement Pyramid of Interventions, a 4-tier delivery model designed to provide support matched to child's need(s), evidence-based instruction, evidence-based interventions of increasing levels of intensity based on frequent progress monitoring, use of a variety of ongoing assessment data to determine which child is not meeting success academically and/or behaviorally, and purposeful allocation of instructional resources based on child assessment data.

If the prescribed interventions prove to be unsuccessful and/or the SST determines that an evaluation should take place, the team will convene again with the student's parent or guardian. At this meeting, the special education coordinator will secure written consent for psychological and academic evaluations to determine if the child is eligible for special education services. Expertise and evaluation from CCPS providers will be sought as a first-choice, with third-party providers enlisted for this testing should CCPS providers be unavailable. Pending the results of the tests, an eligibility meeting will occur with the parent or guardian, the special education coordinator, the special education classroom teacher, and other identified staff members and evaluators as pertinent. If the parents choose, the student may also attend. The objective of the meeting will be to determine whether or not the student will receive special education services under an IEP and to construct an IEP if the student is eligible. Services aligned to the IEP will begin immediately, with provisions made by school site staff as dictated by the IEP. For services required by the IEP that will be provided by therapists and experts not maintained on-staff, OMEGA ACADEMY will first seek support from the expertise of CCPS staff consistent with the practice of other charter schools in the district.

IDENTIFICATION OF ELL OR LEP

6-8th

Omega Academy

OMEGA ACADEMY shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. Parents with LEP will receive communication from OMEGA ACADEMY in their native language to the extent practicable.

OMEGA ACADEMY will utilize an English immersion model for students with LEP, wherein they will receive the same academic content as native English speakers. All instruction will be in English, with the level of English used for instruction—both oral and written—modified appropriately for each EL. Through the co-teaching model that is core to OMEGA ACADEMY, every classroom will have two teachers, at least one of whom will provide sheltered content and supports to enable students with LEP to get the scaffolding they need to access the curriculum, regardless of their English proficiency. As appropriate, students with LEP may participate in small group instruction or "centers" within the immersion classroom to provide additional support.

Prior to entry into OMEGA ACADEMY, each child's parent(s)/guardian(s) will complete a Home Language Survey to determine if a language other than English is used in the home or is the child's native language or first language. All children whose native language, first language or language of the home includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure. OMEGA ACADEMY will use the WIDA-ACCESS Placement Test (W-APT) will be given within 30 days of the first day of the school year. If a child begins after the first 30 days of school, the W-APT must be given within two weeks of the child's first day of school. Initial eligibility for entry into and exit from language assistance will be determined by the child's score on the state-adopted English proficiency screen measures in accordance with SBOE Rule 160-4-5.02. Any child who scores below proficient on the state-adopted English proficiency screening measure will be determined to be an English Learner (EL) and will be eligible for language assistance services.

- Grades K-3 = 45 minute daily segments or 225 minutes weekly
- Grades 4-8 =50 minute daily segments or 250 minutes weekly

EL student will receive services via the following models:

- **Push-in model** – (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.
- **Pull-out model** – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.

OMEGA ACADEMY will provide English language assistance to all ELs which will be provided through the state-funded English to Speakers of Other Languages (ESOL) program or placement in a locally developed language assistance program approved in advance by the Georgia Department of Education. Language assistance curricula in the state-funded ESOL program (WIDA) will consist of plans of instruction which are adapted to the English language proficiency of children and are designed to develop the following:

- listening, speaking, reading, writing and American cultural concepts; and,
- the language of academic instruction used in language arts, mathematics, science and social studies

Students may also receive the following accommodations:

- one-on-one or small-group tutorials
- specialized reading instruction
- use of pictures, gestures and/or other visual aids in the regular classroom setting
- modification of class work and homework assignments
- alternative methods for assessing mastery or skills
- communication with the child's family in their native language
- extended time on classroom assignments and exams.

All ELs receiving language assistance shall be assessed annually for language proficiency, using the ACCESS test. Children who score at the proficient level on both the state-adopted English proficiency measure and on the state reading assessment shall be considered English proficient and shall be exited

from language assistance services. All exited children will be monitored using the Coding guidance in accordance with ESOL/TITLE III for two (2) years after exit from the language assistance services in accordance with SBOE Rule 160-4-5.02.

CONFIDENTIALITY OF EDUCATIONAL RECORDS

OMEGA ACADEMY will adhere to all confidentiality requirements and parent(s)/guardian(s) and child rights provisions described in the Family Educational Rights and Privacy Act (FERPA) and as specified in the SBOE Rule 160-4-7-.08. All personnel will be governed by confidentiality requirements and will receive training regarding the procedures for handling and managing of confidential material. OMEGA ACADEMY will keep a record of parties obtaining access to education records collected or maintained, except access by the parent(s)/guardian(s) and authorized employees of OMEGA ACADEMY, including the name of the party, the date access was given and the purpose for which the party is authorized to review or use the records. OMEGA ACADEMY will also provide the parent(s)/guardian(s) with a list of the types and locations of education records collected, maintained or used at OMEGA ACADEMY. Upon request, OMEGA ACADEMY will also comply with the parent(s)/guardian(s) request to inspect and review all educational records of their child in accordance with the SBOE Rule 160-4-7-.08. OMEGA ACADEMY will not release information from education records without parental consent unless authorized to do so by federal law. Parental consent will be obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using this information in accordance with state and federal laws.

Parent Notification and Right to Waive ESOL Services

If a student is determined to need ESOL services, parents will be notified in writing within 30 days of the start of the school year for continuing ELs, or within two weeks from the date of identification for new ELs. Parents will also receive notification of their right to waive ESOL services for their child.

REMEDIATION FOR AT-RISK STUDENTS

OMEGA ACADEMY will act in accordance with SBOE Rule 160-4-5-.01 and the ESEA or applicable waiver thereof and implement the Remedial Education Program (REP), as part of the Response

to Intervention (RTI) framework, for any child in grades K-8 who has identified deficiencies in reading, writing and/or mathematics to support the child's access to and mastery of the grade level curriculum. Eligibility for REP will include the following:

- the child meets two (2) or more of the following criteria:
- review and analysis of a formal Student Support Team (SST) process with evidence to support the placement in remedial placement
- retained in the grade in which he/she is enrolled o is receiving Title I services
- recommended by the teacher who has documented low performance in reading and/or mathematics, inability to verbally express ideas or write or dictate a meaningful sentence
- current standardized test information indicates the child has scored at or below the twenty-fifth percentile in reading, writing or mathematics
- children receiving services under the special education program may participate in REP if their Individualized Education Programs (IEPs) specify that they meet the eligibility requirements as specified above and if their special education program is not designed to address their respective reading, mathematics or writing deficiencies

For any and all students who are unable to meet academic and/or behavioral standards, OMEGA ACADEMY will implement the RTI pyramid approach to support, which will be administered by school site staff with guidance from the RTI Coordinator. Tier 1 will be considered the standards-based classroom where differentiated instruction will be implemented. The co-teaching model, flexible groupings within the classroom, and robust access to intensive support throughout the school day will all support the Tier I model of RTI, providing struggling students with myriad supports and interventions as part of the regular instruction model. Because the OMEGA ACADEMY model is rooted in providing inclusion for students with a range of abilities, the school is uniquely positioned to make Tier I services more intensive and responsive than at traditional schools. Progress monitoring tools will be used to track progress. Tier 2 of the RTI approach at

OMEGA ACADEMY emphasizes "needs-based" learning. In addition to Tier1 instruction, students who are identified as needing additional support (based on the results of the universal screener and other ongoing assessment measures) will be provided additional intervention at least 1-2 times a week for 30 minutes. For students who are identified as not making sufficient progress in Tier 2 instruction, Tier 3 will be SST-driven support. Interventions will increase to 3-4 times a week and progress will be monitored approximately every 2 weeks. The SST process, as outlined above, will be initiated to formally investigate and document the student's response to interventions. Tier 4 will be specially-designed learning. Students for whom Tier 3 is not proving effective will participate in instruction focused on specially-designed curricular materials to address students' unique needs. Mastery monitoring of the skills on which the students are working will be used to evaluate the effectiveness of the curricular materials. Time embedded in the schedule for student data reviews and collaborative planning every week and in 10 pupil-free days throughout the year provides built-in time for teachers to review data to drive interventions appropriately.

ASSESSMENT METHODS

OMEGA ACADEMY will use State Mandated test results of schools in our community to derive all baseline trends of student performance. These trends will help us determine how well our students perform in comparison to other local public schools. For entering kindergartners, the Georgia Kindergarten Inventory of Developing Skills (GKIDS) and the Diagnostic Reading Assessment (DRA) will be administered within the first 30 days of the academic year to provide baseline data. This year long, performance based assessment will provide the teacher information about the level of instructional support needed by individual students entering kindergarten and first grade. The assessment data will be collected within the first three months of the academic year and utilized to monitor student progress. OMEGA ACADEMY reserves the right to administer the ITBS or State DOE approved assessments for grades 3-7 during the first month of school. Formal Assessments, ongoing unit assessments and informal

observations of student progress will all be helpful in determining baseline achievement data during the first 30 days of the school year.

All students enrolled at OMEGA ACADEMY must participate in all required state mandated assessments. In addition to the time set aside for the main testing dates, makeup times will be offered due to the possibility of illness or absence. Teachers and staff will be extremely diligent in assuring all students participate and will give advance notice to students and families, so they are aware of the importance of attending on the necessary testing dates. OMEGA ACADEMY will always aim at 100% participation in all state-mandated assessments. The school principal will be responsible for all testing implementation and reporting

Baseline Student Data

Each student who enrolls at OMEGA ACADEMY will participate in baseline assessment within the first three months of school (or within one month of enrollment if the student enrolls after the traditional start of the school year). This baseline will include the MAP for students in grades K-10 to baseline skill in reading, math, and ELA, as well as an internally devised assessment (based on released questions from the GA MILESTONES to measure standards mastery in social studies and science. In addition, GA MILESTONES data from the student's previous school (if they attended school in Georgia) and any other assessment data from the prior year (including nationally norm-referenced assessment data, IEP performance measures/evidence, and grades) will become a part of this baseline examination of a student's mastery of prior skills. All standardized assessment data considered in this baseline will be submitted to the local and state authorizers to establish the baseline from which all goals in the accountability measures section are based. Baseline assessment data will also be used to inform instruction, teacher supports, and other programmatic elements for the coming year.

In order to provide additional internal data, students also take the NWEA MAP up to three times annually. The MAP is used in grades 6-8 in reading, mathematics, and language arts. The summer/fall assessments are used to baseline student mastery and establish the annual goal. The winter administration provides predictive data in advance of the GA MILESTONES, and the MAP has been reliably linked in

research as an accurate predictor of GA MILESTONES ranges. The breakdown of student needs into specific strands enables staff to target instruction leading up to the GA MILESTONES around the specific strands students have still not mastered. This computerized, adaptive test also assesses the level at which students are performing and compares that against other students of the same age nationally. Individual student growth and longitudinal growth over the duration of a student's tenure at OMEGA ACADEMY are measured annually, with the MAP platform producing reports that provide this information as part of their service. Students and parents review this information, as do teachers and instructional leaders. This information is used to measure not just individual student growth to inform intervention and supports, but to evaluate school-wide trends and growth to make programmatic changes as needed. Cohort, sub-group, grade level, and content area reports are just a few of the snapshots the MAP affords the school principal and teachers for their annual summative review of school-wide student performance and growth, as well as to inform instruction and PD.

Unit Assessments

All instructional units will culminate with an assessment measure that determines mastery of the standards covered within that unit. Unit assessments will take a variety of forms, including presentations, experiments, or that demonstrate student mastery. Teachers will collaboratively plan assessment measures to ensure they are reliable, valid, and closely aligned to the target standards. Unit assessment grades will weigh heavily in student progress reports and will be maintained in portfolios (as described herein). All of the curricular materials being explored for use on student textbooks include assessments that measure mastery as students work, and may use assessments as gateways, requiring mastery before a student can promote to the next standard and maintaining assessment data to drive support.

As described above, ongoing assessment of both the formal and informal types will be used by all staff to measure student progress, inform class instruction and structures, and drive individualized student approaches. Data will not only be used to craft intervention; they will also be used to build upon strengths and provide enrichment for all students. Weekly data team meetings held during the Extended Learning Time (ELT) periods and teacher planning (as well as before and after school) will focus on individual

student data and classroom data, analyzing trends to make revisions to curriculum, strategies, and flexible grouping approaches. Quarterly portfolio reviews will be held with each student and his/her parent or guardian to review progress and offer strategies to build skills at home in concert with approaches at school. Whole school data analysis will take place at the end of each nine weeks to give a more summative understanding of student growth.

OMEGA ACADEMY will work with CCPS to participate in all state-mandated assessments by participating in training from CCPS when available, adhering to CCPS assessment schedules and guidelines, and assigning one staff member to work as primary testing coordinator and district liaison who is responsible for communicating with CCPS staff regarding assessment participation and implementation.

ACADEMIC GOALS AND OBJECTIVES

State CCRPI			District CCRPI			Projected CCRPI				
Elem.	Middle	High	Elem.	Middle	High	Year 1	Year 2	Year 3	Year 4	Year 5
77.1	72.1		79.0	73.2		75	78	81	84	87

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Academic Goal #1: *OMEGA ACADEMY will maintain or exceed the average of their Clayton County School District subgroup peers on the state directed ELA and Math portions of the current Georgia education standards assessment, Georgia Milestones Assessment.*						
Measure 1: *During each year of the charter term, the percentage of students who meet or exceed standards on each content area of the GA MILESTONES will meet or exceed the state or local district average of the same subgroups and CCRPI scores, whichever is higher, by at least 3% in all subjects at all grade levels (ELA).*	GA Milestones Reading	75%	78%	81%	84	87
Measure 2: *During each year of the charter term, the percentage of students who meet or exceed standards on each content area of the GA MILESTONES will meet or exceed*	GA Milestones Math	75%	78%	81%	84%	87%

the state or local district average of the same subgroups and CCRPI scores, whichever is higher, by at least 3% in all subjects at all grade levels (MATH)						
Academic Goal #2: *OMEGA ACADEMY students will demonstrate proficiency and improvement on a nationally norm-referenced assessment annually.*						
Measure 1: *The percentage of students who meet or exceed their annual RIT growth targets on the NWEA MAP will meet or exceed the national average of the same subgroups.*	MAP	80%	80%	85%	85%	90%
Measure 2: *During each year of the charter term, 90% or higher of K-5 students will meet or exceed benchmark goals on a progress monitoring tool (such as AIMSWeb).*	AIMSWeb	90%	90%	90%	90%	90%

Goal 1: OMEGA ACADEMY will perform above a level that would cause the school to be designated for the Priority Schools, Focus Schools, or Alert Schools lists by meeting and exceeding College and Career Readiness Performance Index and State Performance Targets as defined by Georgia state requirements and the Georgia waiver of NCLB, subject to any amendment, waiver, or reauthorization thereof. Students will demonstrate proficiency and improvement over prior year's performance.

- **Measure 1:** OMEGA ACADEMY will meet or exceed all State Performance Targets and all other state-wide accountability requirements as established by the SBOE for all content areas of the GA MILESTONES, EOCT, and graduation rate.

- **Measure 2:** During each year of the charter term, the percentage of students who meet or exceed standards on each content area of the GA MILESTONES will meet or exceed the state or

local district average of the same subgroups, whichever is higher, by at least 3% in all subjects at all grade levels.

- **Measure 3:** During each year of the charter term that OMEGA ACADEMY serves high school students (years 2-5), the percentage of students who score in the meets or exceeds category on the EOCT in all subjects will meet or exceed the local district or state averages of the same subgroups, whichever is higher, by at least 3% in all subjects.

- **Measure 4:** The percentage of students who qualify for special education services who participate in state-mandated assessments will be higher by at least 3% than the local and/or state average (whichever is higher) of that same subgroup.

***Goal 2*:** OMEGA ACADEMY students will demonstrate proficiency and improvement on a nationally norm-referenced assessment annually.

- **Measure 1:** The percentage of students who meet or exceed their annual RIT growth targets on the NWEA MAP will meet or exceed the national average of the same subgroups.

- **Measure 2:** During each year of the charter term, 90% or higher of students will meet or exceed benchmark goals on a progress monitoring tool (such as AIMSWeb).

***Goal 3*:** OMEGA ACADEMY students will demonstrate high school-readiness.

- **Measure 1:** 100% of students will graduate with a formal, individualized high school plan.
- **Measure 2:** 95% of students will complete an experiential learning culminating project that aligns with their interest within one of the areas within its STEAM.

Goal 4: OMEGA ACADEMY students will demonstrate high school-readiness.

- **Measure 1:** 100% of students will successfully complete the 8th Grade Portfolio Project before culmination.
- **Measure 2:** The percentage of students who meet or exceed standards on the 8th Grade Writing Test will be higher than the average of the same subgroup in the district and state by 3% or higher.

SCHOOL GOVERNANCE

Board Composition

See Exhibit 5 (Board Training and Proof of Board Experience)

Omega Charter board is comprised of no more than 5 voting directors. The board is focused on recruiting parents and community members and seeks to maintain a balance of stakeholder representation.

Founding Board

At the time of submission, the founding board is comprised of 5 members. The number of members on the board is dependent upon the skills and experience needed, and board gap analysis is conducted annually to determine the skill sets that may need to be added. As a founding board, the skills set of the current directors are focused on those which best benefit the founding and establishment of an organization. The founding board is charged not only with organizing the school model and petition, but also recruiting the school principal and students in the first class. For this reason, the directors currently in

place have been extremely active in the community and have participated in a number of activities, such as determining class schedules, setting policies, and developing curriculum, many of which will be the purview of school leadership once hired to ensure the board is governing rather than managing the affairs of the school. All founding board members will be assigned a staggered term of one, two, or three years beginning with the first day of the fiscal year that serves as the planning year of the school. This ensures that most founding members are involved in the transition of the board from founding to governing and preserves the mission and vision of the founders as the school shifts its focus from opening and growth to ongoing operation and stability, while providing space for the board to recruit additional expertise as necessary for the opening. At this time, recruitment for additional founding board members has ceased, with interested candidates serving instead on the advisory council, described in detail below.

Officers

Board officers are elected by a majority vote of the board for one-year.

Chair

The chair shall preside at meetings of the board of directors; shall make reports to the board; shall have the general powers and duties of management usually vested in the office of the chief executive and chair of a corporation; and shall have such other rights, duties, and powers as are authorized by the board of directors.

Vice Chair

The vice chair shall, in the absence of the chair, perform the duties and exercise the powers of the chair, or such of them as may be so delegated, and shall have such other rights, duties, and powers as are authorized by the board of directors from time to time.

Secretary

The secretary shall attend all meetings of the board of directors and shall record the minutes of all proceedings, including all votes, in a book or database to be kept for that purpose, and shall perform like duties for the standing committees when required. The secretary shall give, or cause to be given, such

notice as is required of all meetings of the board of directors and shall perform such other duties as may be prescribed by law, the Articles of Incorporation, bylaws, or the board of directors.

Treasurer

The treasurer shall serve as the chair of the finance committee and as such shall ensure the accurate accounting of revenue and expenses. The treasurer oversees the financial operations of the school through monthly budget reviews, accounting spot-checks, and participation in the preparation of the annual budget and any necessary amendments.

Board Representation/School & Community

As described herein, both Omega Charter Board of Directors and the advisory council are comprised of community members. Although parents of enrolled students may not comprise more than half of the total directors, it is anticipated that high levels of parent involvement and the high percentage of parents of eligible students who may choose to enroll on the founding board will establish a precedent of a board of directors that relies heavily on parent participation. Moreover, through the annual board gap analysis, the involvement of community members and other interested parties will be measured annually with priorities for increased involvement established as appropriate. Stakeholders from within the school and greater community are encouraged to submit their interest to the nominating committee for more information about the role of directors throughout the year in publications at the school site, on the website, and in parent and community outreach communication. At the end of each school year, candidates will follow the confirming process outlined above. Each household is entitled to only one vote per election. A slate of candidates is organized and pre-vetted for minimum qualifications and mission-fit by the nominating committee though the board will fill vacancies on the board mid-year until the next general election at the end of the year.

Maintaining A Diverse Board

In order to maintain a diverse board Omega Charter Board of Director will seek out qualified candidates through varied avenues such as posting a position description of the board of directors on

career websites. Board members will be asked to recommend candidates with different backgrounds for board seats and committees. Thus, when recommending these candidates, they will be asked to consider race, gender, and national origin in order to get a diverse group of candidates. Board members will be asked how we can diversify to improve our mission and vision for the school on a continuous basis especially, when we work on our Strategic Plan for the school. Lastly, the board of directors will create a diverse board of directors by establishing demographic expectations based on the diversity we want to see represented by our students and the school.

Director Recruitment, Selection, Development, and Removal

Recruitment

All directors will be responsible for outreach to the community to recruit interested candidates who have skills and experience that will benefit the organization. OMEGA ACADEMY nominating committee will maintain a slate of interested candidates who are a mission-fit for the organization, which will be revisited when vacancies arise. In the event OMEGA ACADEMY has recruited interested candidates in a number that exceeds the available vacancies and/or as candidates are recruited throughout the year, the candidates will be encouraged to serve on board committees and/or the advisory council. This will give each candidate invaluable experience working on behalf of the school, acquaint him/her with the school community and stakeholders, and better enable the board to evaluate the candidate's fit for any upcoming vacancies. Although volunteer participation will not be a requirement of board candidates in advance of their election to a vacant seat, it will be strongly encouraged. Annually, the nominating committee will lead the board in a gap analysis, determining if there are skills or stakeholder groups under-represented with the current board configuration. The annual board gap analysis may uncover the need for a particular skill set that is critical for a particular school activity; for example, greater instructional expertise may be called upon in the early years of operation when the school model is being solidified; greater fundraising expertise may be called upon to raise money for a specific venture; or real estate expertise may be required should the school choose to pursue the purchase of a new facility. The annual gap analysis will drive board recruitment and ensure that as an existing member's term

expires, a new candidate with necessary skills will be trained and ready to fill the vacancy. One-fourth of the founding board, comprised of 5 members, will have the opportunity to roll off after the planning year to allow space for two staff members and any additional capacities needed for opening as deemed appropriate by the board gap analysis.

Selection

At each annual meeting of the board of directors, the directors shall select a slate of candidates for each vacancy to be presented to the board and will be elected to the position by a majority vote of the board. All directors are then affirmed for election through a "confirming vote" from parents/legal guardians of all students then enrolled at the charter school and full-time employees then employed by the school. Should parents/guardians and staff not confirm the election by a majority of votes, the nominating committee will choose another candidate to be elected by the board, and then to be confirmed by the parent/guardian/staff confirming vote. Should there be three confirming votes wherein the candidate selected by the board is not confirmed by the confirming election, the board will have the option of either selecting from the three prior candidates or selecting a fourth candidate not previously nominated to serve the term for the vacancy. The option will be selected by the board by a majority vote of the members.
Prior to each annual meeting, the board of directors shall seek recommendations from interested constituents including parents/legal guardians, staff, community leaders, business partners, and the current board members. When selecting a slate of nominees, particular consideration shall be given to individuals whom the board of directors considers to be representative of the communities to be served by the charter school and who have diverse backgrounds and qualifications, including without limitation experience/expertise in the areas of finance and/or accounting, business, education, law, and nonprofit or community leadership.

Terms and Limits

With the exception of the founding board, who will serve staggered terms as described above, each newly elected director serves a term of two years. There shall be no limit to the number of

terms that may be served by a board member; however, upon the expiration of each term directors shall be re-elected by the majority of the board and go through a confirmation vote as outlined above.

Removal and Resignation

Directors may be removed by a two-thirds majority vote of the remaining directors for such reasons that include, but are not limited to, absence from board meetings without notice or just cause, not fulfilling duties as defined in the bylaws, not acting in accordance with the mission and core beliefs of OMEGA ACADEMY, or acting negligently or against the laws of the state of Georgia when representing OMEGA ACADEMY. A director may resign by giving written notice to the board chair or secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A director may not resign if the director's resignation would leave the corporation without a duly elected director in charge of its affairs.

Committees

Although ad hoc sub committees may be formed from time to time to address special needs and concerns (such as a hiring committee), the board will maintain standing committees comprised of the following:

Executive Committee: The role of the executive committee is to act upon all matters pertaining to the welfare and management of the corporation between regular meetings of the board, oversee the effective operation of the board through initiation and management of the annual self-evaluation process, and develop the annual board training calendar. This committee is also responsible for addressing any internal issues of the board, addressing any concerns in accordance with the whistleblower policy, overseeing the annual evaluation process for the school principal, and managing HR concerns that have been re-delegated by the board at large. Membership in this committee is limited to five directors and must include the chair.

Partnerships Committee: Due to the significant role partnerships play in the school, a partnerships committee has been organized to both recruit and manage partner relationships, and the chair of this committee will serve as the primary contact for all partner entities. Although different staff members at the school may be designated primary contact for different specific staff and/or contacts for partner entities (the ESOL teacher may be the primary contact for the ESOL representative; the lead special education coordinator may be the primary contact for the OT staff), the committee will broker these relationships, finalize agreements, provide check-ins to both the school and its partners, and evaluate the value-add of partners (and the needs additional partners could address) as part of its annual evaluation process. This reduces the burden of partnership management from the principal and ensures that the vast resources and networks of the board and advisory council are best leveraged on behalf of students and staff. This committee will require a significant commitment of time and involvement from its members and candidates will be vetted for this capacity accordingly.

Development/Fundraising Committee: The role of the development/fundraising committee is to organize financial capacity to bolster the annual public funding at OMEGA ACADEMY. Responsibilities of this committee include managing the "give or get" pledge of all board members, organizing and hosting school tours and fundraising events, grant prospecting, and conducting outreach to critical friends in the philanthropy community. The development/fundraising committee will also adopt any board initiatives that require significant giving, such as a capital campaign or annual fund. This committee may include members who are not on the board, but must be chaired by a board member.

Nominating Committee: The nominating committee recruits and maintains a slate of eligible prospects for board vacancies that arise at the annual meeting, as well as

unexpectedly throughout the year. The committee vets candidates for requisite mission alignment and baseline skills and directs them to appropriate volunteer opportunities, such as the advisory council and or board committees until an appropriate vacancy arises. The nominating committee leads recruitment outreach, as well as develops and delivers on-boarding materials for new directors. Membership in this committee is limited to board members.

Finance Committee: This committee is chaired by the board treasurer and works closely with the school business manager to ensure the fiscal health of the organization. Responsibilities include monthly review of financial documents and review of the proposed annual budget. The committee may include as few as two members, one of whom must be the treasurer.

Academic Excellence Committee: The academic excellence committee is comprised of volunteers who possess experience and/or expertise in the academic operation of the organization. The committee will oversee the school's progress toward meeting its academic goals through development of partnerships with entities that will bolster the effectiveness of chosen curricula and instructional strategies, aligning resources to support academic achievement and professional development initiatives for staff, and staying abreast of research and developments that will benefit the academic program at OMEGA ACADEMY. The committee will be chaired by a board member, but is likely to be comprised of volunteers from partner organizations and the advisory council who are involved in education-based work.

Conflict of Interest and Other Board Policies

Any director, officer, key employee, or committee member having an interest in a contract, other transaction, or program presented to or discussed by the board or board committee for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his/her

interest to the board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). Directors who have been found to have not disclosed a conflict will immediately be terminated from their position. Each director is required, upon annual reinstatement of position and/or election to the board, to complete a Conflict of Interest form.

Board Functions and Duties

As the governing body of Omega Academy, the board is not only charged with seeing the mission of the school fulfilled, but also holds the charter and is ultimately accountable for the school meeting and exceeding the goals as articulated herein. The board connects the school to the wider community, provides expertise to the organization, assists with fundraising, confers credibility on the school, oversees and supports the principal's performance, and helps fulfill many governance functions including legal responsibilities, general oversight, planning and policymaking, and fiduciary requirements. The board is legally and morally accountable for the health, vitality, and effectiveness of the school. Therefore, the board assures due diligence for the entire organization. The role of the board is that of governance (not management) and to that end, the school principal will be evaluated and coached on his/her ability to manage the school and effect the results set forth as goals. The board is focused on priorities that protect the mission and vision of the school, with day-to-day decisions delegated to the principal.

The board's responsibilities include but are not limited to the following:

- Serving as ambassadors for the school by clearly articulating the school's mission, accomplishments, and goals to the community and by garnering support from important members and entities of the community
- Assuring there are adequate resources for the school to fulfill its mission by working with the school principal to raise private funds
- Monitoring the management of financial resources by approving the annual budget and ensuring proper financial controls are in place
- Supporting the school Principal by ensuring that s/he has the moral and professional support s/he needs to further the goals of the school (including annual evaluation and coaching)
- Monitoring and ensuring compliance with the Georgia DOE regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices
- Assessing its own performance annually by evaluating its success as a board and its performance in fulfilling its responsibilities
- Identifying, recruiting, and screening candidates for the board of directors and advisory council
- Resolving parent and staff grievances that are unable to be resolved at the school level

Board members are expected to:

- Attend at least 80% of board meetings, in addition to committee meetings and other school activities
- Actively participate in one or more fundraising activities, as well as a "give or get" annual commitment
- Recuse themselves from discussions and votes wherein they have a conflict of interest • Maintain visibility in and a practical understanding of school operations through frequent visits, volunteerism, and stakeholder communication
- Engage key community members in the school's operation, including active recruitment of board and advisory council candidates
- Actively participate in or chair at least one committee of the board

- Provide consulting and advice in their area of expertise
- Participate in and take responsibility for making decisions on issues, policies, and other board matters
- Respond promptly to any communication from the board chair and/or school principal
- Maintain confidentiality in all areas where appropriate
- Participate in annual training and development activities designed to increase their capacity as board members and advocates for people special education.

Board Training Requirements

The Board will receive the required annul trainings through the Georgia School Boards Association (GSBA). In addition, retreats will be held 3-4 times a year for Omega Academy Board in order to make sure that all board required training is met. If a board member misses any required training, he/she can watch the video to make it up. Board members will not run the day-to-day operations of the school. However, they do have a fiduciary responsibility to provide fiscal oversight to make sure that the budget is able to sustain the demands of the school.

Working Collaboratively With The Local School District

Omega Academy will work with the Clayton County School District by allowing all school personnel such as principals, assistant principals, teachers, and support staff to participate in trainings at the central office and will allow central office staff to come into the school to help support staff members when deemed necessary.

ORGANIZATIONAL GOALS, PLANS, WAIVERS

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: *The Charter School shall ensure all Governing Board Members receive effective training as required by O.C.G.A. 20-2-2072*						
Measure 1: *All Governing Board members shall participate in initial training and annual training thereafter.*	Attendance Signature Log	100%	100%	100%	100%	100%
Measure 2: *All Governing Board members shall participate in monthly*	Attendance at	90%	95%	100%	100%	100%

board meetings and one in the summer months.	Board Meetings					
Organizational Goal #2: *For the charter school to facilitate stakeholders' input and confirm satisfaction from a range of stakeholders, the school will distribute an annual survey by the end of each school year to acquire feedback. The survey will include the following rating options: very unsatisfied, unsatisfied, somewhat satisfied, satisfied and very satisfied and OMEGA ACADEMY will acquire an average rating of at least "satisfied" by a minimum of 90% of responding parents/guardians and 80% of the school students and staff.*						
Measure 1: *Stakeholders will complete an annual satisfaction survey with at least a 75% overall satisfaction score.*	Stakeholders Survey	75%	80%	80%	85%	85%
Measure 2: *OMEGA ACADEMY will retain at least 80% of students from year-to-year.*	Annual Enrollment	80%	80%	80%	85%	85%
Measure 3: *Teacher retention rates will be at least 85% as measured by the retention of teachers who are offered a contract for the next academic year.*	Annual Contract Offered Each Year	85%	85%	85%	85%	90%
Organizational Goal #3: 95% of students will perform at least 10-20 annual hours of community service related to serving the local community, to be completed through service learning projects during the school year in each grade.						
Measure 1: *95% of students in K-5 will complete at least 10 hours of community service.*	Community Service Certification Logs	95%	95%	95%	95%	100%
Measure 2: *95% of students in 6-8 will complete at least 20 hours of community service.*	Community Service Certification Logs	96%	95%	95%	95%	100%
Measure 3: *95% of students in 9-12 will complete at least 20 hours of community service.*	Community Service Certification Logs	N/A	95%	95%	95%	100%

Reading Objectives:

Grades 3-8

For each year of the charter term, students in each subgroup at OMEGA ACADEMY will maintain or exceed the average of their Clayton County School District subgroup peers on the state directed Reading portion of the current Georgia education standards assessment, as demonstrated by a greater percentage of students passing and higher overall average student scores.

English Language Arts Objectives:

Grades 3-8

6-8th

Omega Academy

For each year of the charter term, students in each subgroup at OMEGA ACADEMY will maintain or exceed the average of their Clayton County School District subgroup peers on the state directed English/Language Arts portion of the current Georgia education standards assessment, as demonstrated by a greater percentage of students passing and higher overall average student scores.

Math Objectives:

Grades 3-8

For each year of the charter term, students in each subgroup at OMEGA ACADEMY will maintain or exceed the average of their Clayton County School District subgroup peers on the state directed Math portion of the current Georgia education standards assessment, as demonstrated by a greater percentage of students passing and higher overall average student scores. Georgia education standards assessment, as demonstrated by a greater percentage of students passing and higher overall average student scores.

Science Objectives:

Grades 3, 5, 8

For each year of the charter term, students in each subgroup at OMEGA ACADEMY will maintain or exceed the average of their Clayton County School District subgroup peers on the state directed Science assessment of the current Georgia education standards, as demonstrated by a greater percentage of students passing and higher overall average student scores.

Social Studies Objectives:

Grades 3, 5, 8

For each year of the charter term, students in each subgroup at OMEGA ACADEMY will maintain or exceed the average of their Clayton County School District subgroup peers on the social studies portion of the GA MILESTONES as demonstrated by a greater percentage of students passing and higher overall average student scale scores.

Omega Academy

To ensure continuous advancement each academic year in student achievement, OMEGA ACADEMY has set the following goals:

Goal 1: In all years of the charter term, the percentage of students scoring in the *Exceeds* standards category in the Math and Reading/English Language Arts (combined) portions of the current Georgia education standards assessment will increase by 2.5% from the previous year.

Goal 2: Community Projects Objectives: Project learning is integrated in our academic curriculum. It may be based on a topic in social studies or science and will be closely related to the Cultural Understanding, Competency and Practice Goals for each grade level. Effective community projects foster the development of life-long commitment to community service, exemplify the role of a world citizen, and teach students how to work effectively as members of a team.

Through community projects students can:

- Improve academic and cognitive development
- Build their self-confidence, competency, and overall personal development
- Develop social and interpersonal skills
- Take responsibility for their own learning
- Build a system of values

Our community projects will be designed to be student-driven and teacher facilitated, as well as supported by the administration. In addition, we will strive to meet community needs through continued evaluation and input from our community.

Grades K-5

95% of students will perform at least 10 annual hours of community service related to serving the local community, multinational populations, and/or global issues, to be completed through service learning projects during the school day in each grade.

Examples include, but are not limited to:

- Develop and sell intercultural cookbook to raise money for charity
- Read to preschoolers in Reading is Fundamental or like program
- Be pen pals with elderly people
- Food drive, clothes drive, used books collection, toy drive, recycling, etc.
- Fill a backpack for a student in need

Grades 6-8

95% of students will perform at least 20 annual hours of community service related to serving the local community, multinational populations, and/or global issues, to be completed through service learning projects during the school day in each grade of attendance.

Examples include, but are not limited to:

- Thanksgiving basket for families in need
- Writing thank you cards to soldiers
- Visiting and caring for animals in shelter
- Conduct an environmental project with Elementary school students
- Establish a food bank to fee those in need

OMEGA ACADEMY is not requesting a blanket waiver from law, rule and regulations permitted by O.C.G.A. § 20-2-2065(a), but will comply with all federal and state laws, policies, procedures, requirements unless specifically waived in the charter.

FISCAL FEASIBILITY AND CONTROLS

Goal 1: The Charter School will be economically sustainable.

A. Measure 1: Each year, the school will operate in a fiscally sound manner as measured by an external audit that is submitted on time to the Department.

B. Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation.

C. Measure 3: Yearly balance sheets will demonstrate that the school maintains adequate cash reserves.

D. Measure 4: The school will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.

E. Measure 5: The school will meet all financial reporting deadlines set by the Department. Omega Academy's Board has developed a 5-year strategic plan that aligns with these objectives. Omega Academy continues working toward these goals and maintains scorecards and a calendar to monitor progress.

The State chart below outlines the strategic financial goals and measurements.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Financial Goal #1: *The school will continuously cover short-term financial obligations.*						
Measure 1: *The school's working capital ratio (current assets/current liabilities) will be greater than 1.*	Annual Financial Statements	>1.1	>1.1	>1.1	>1.1	>1.1
Measure 2: *The school will maintain at least 45 days' worth of cash on hand.*	Bank Statements	45	45	45	60	60
Measure 3: *The school's enrollment variance will not be greater than 8%.*	Student Enrollment Data	8%	8%	8%	8%	8%
Financial Goal #2: *The school will cover long term obligations and control cost.*						
Measure 1: *The school's debt-to-asset ratio will be less than 25%.*	Annual Financial Statements	<25%	<25%	<25%	<25%	<25%
Measure 2: *Purchase school building to meet demands from enrollment growth.*	Copy of Purchase Agreement	–	–	–	–	–
Financial Goal #3: *The School will establish fundraising goals of $50K*						
Measure 1: *The School will increase funding levels each year by 1%*	Annual Financial Statements	1%	2%	3%	4%	5%
Measure 2: *Write in*						
Measure 3: *Write in*						

*We do not expect to vary from our year-by-year forecast of enrollment by 8% for existing grades. The expectation is that we will add an additional grade level each year, which accounts for the increase.

Financial Innovations

While the school has little control over revenue, effort continues to go into identifying appropriate use of the funds available to maximize impact in the classroom. By continuing to have monthly reviews of actual revenue and expenses vs. budgeted revenue and expenses, the Board of Directors along with the school's leadership will maintain the financial health of the school by being proactive regarding any changes that might be needed. Financial training for all Board of Directors ensures that all members can actively participate in the financial health of the school.

Management of School Finances

The OMEGA ACADEMY board of directors will manage the finances of the school and will have total autonomy over budgets and expenditures with the support of the school principal. The founding board has devised a comprehensive fiscal controls protocol that will guide the school and its governors in the control of the financial and budgetary proceedings. The finances of the school are managed at the school site level by the school principal with the support of the business/operations manager. The annual budget will be prepared by the principal and CFO then submitted to the Board for approval or revision each year. This budget will be based on a review of spending from the prior year to assure all projections are based on accurate assumptions.

Monthly, the CFO will meet with the Principal to review budget-to-actual and other expense reports. The findings from this meeting will be reviewed in great detail by the finance committee in its monthly meeting and then summarized to the board by the CFO. The whole board participates in the rigorous review and vetting of the annual budget and any subsequent amendments that are requested once the fiscal year has started. Board approval is required for any spending that exceeds the budget projections. The board chair or CFO signature is required on any single expenditure that exceeds $5,000.

Segregation of Duties

The founding board finance committee, under the guidance of the founding treasurer, has devised the budgets included as Exhibit 22 as well as comprehensive fiscal controls policies to ensure the efficient and appropriate management of school funds. The segregation of duties to ensure sound financial practices includes the following:

The following are examples of fiscal controls that will be utilized:

Bank Accounts – OMEGA ACADEMY will maintain separate operational and fundraising accounts. Checking and deposit transactions will be tracked according to funding source (QBE, federal or local fundraising) and locally raised funds will be tracked as restricted versus unrestricted, using financial software such as QuickBooks. In this manner, we will deliver the level of financial transparency required by the Board and the Georgia State Department of Education.

Accounts Payable – Most invoices will generally be approved by the business manager and entered for payment by the office manager to ensure financial accountability and proper segregation of duties. No one will have the ability to pay an invoice without involving another staff member.

Operational Expenditures – All expenses will be paid via paper check. Checks will require dual signatures by approved parties. Thus, both invoices and payments will require the scrutiny of multiple parties.

Funds Received – All cash and checks received will be counted in the presence of two or more staff that will sign an accompanying Daily Funds Receipt Form and then deliver funds to the Business Manager to record and deposit. Only approved parties including the Business Manager and Office Manager will make deposits, ensuring that all funds are received and deposited as intended.

Payroll – We will outsource payroll to a professional payroll firm to ensure timely payments to staff and compliance with tax and legal guidelines.

Annual Audit – OMEGA ACADEMY will undergo an annual financial audit, to be conducted by an independent Licensed CPA recognized by the State of Georgia, in order to ensure that financial records and procedures are in compliance with Generally Accepted Accounting Principles (GAAP). This audit

has an estimated cost of $10,000 in the first year of operation and has been included in our budget projections.

Securing Written Contracts – All contractual obligations entered into by OMEGA ACADEMY will be done so as a result of the issuance of an RFP outlining the service(s) needed and directions for submitting the proposal. All properly submitted proposals will be reviewed by the appropriate committee, and they will then submit nominee/nominees to the Governing Board for voting. The contractor/vendors that properly submitted proposals will be notified in writing of selection and/or denial.

Additional fiscal controls will be implemented as required by the Board, the Prinicpal, and the CFO, in order to ensure total financial transparency. Annual budget creation will be the responsibility of the Principal and CFO, who will enlist the Business Manager, Board Finance Committee, and others to assist. The Governing Board is ultimately responsible for budget approval, which should happen by the May board meeting. This process will ensure that the budget for each academic year is approved before the close of the prior school year.

OMEGA ACADEMY will produce periodic financial reports and will distribute them to the staff, Board Finance Committee, and general Board members. These reports will be reviewed regularly by school stakeholders to ensure adherence with Generally Accepted Accounting Principles (GAAP). They will also be reviewed to make sure actual and budgeted revenues and expenses are in line with projections. Additionally, the OMEGA ACADEMY's annual budget will be posted to the school's website beginning academic year. OMEGA ACADEMY will procure and maintain a Crime/Fidelity Bond in the amount of $1 million covering all persons receiving or disbursing funds for the entire length of the charter.

Business Manager/Chief Financial Officer:

When OMEGA ACADEMY opens, the Business Manager will assist the CFO of the school. As such, this individual will possess the following qualifications:

A baccalaureate or higher degree in business, accounting or finance from an accredited college or university and a minimum of four years' experience in a field related to business or finance; or

Documented experience of 10 or more years in the field of business and financial management Bookkeeping/general accounting duties and all other day to day financial processes will be the responsibility of the Business Manager who will collaborate closely with the Principal for oversight and management of fiscal matters.

Business Manager Hiring Procedures: Each applicant will be expected to fill out an application, résumé, and provide references. In-person interviews will be conducted with the school Principal and members of the Employee Relations Committee

Although the founding board has already recruited and retained a school-site business/operations manager who will act as the organizational CFO upon hire. This person, at a minimum, will have credentials that comply with the guidance from the Georgia State Board of Education Rule 160-4-9-.04 and will begin his/her work in the planning year on a stipend-basis. Candidates with experience managing the finances of charter schools, in particular, will be given preference. Relationships such as those built with GCSA and other support entities have already been formed to ensure the business/operations manager has the training and support necessary to successfully manage the school's finances under the guidance of the school principal and board.

OMEGA ACADEMY anticipates receiving its first disbursement of funding from the local school board in July of 2022 (based on the projected enrollment described herein), with one monthly disbursement per month over the twelve months of the fiscal year which has been adjusted retroactively to the official count (if it differs from the projected number).

The governing board acknowledges it is accountable for the school's operational functions, including but not limited to fiscal oversight and facilities planning. OMEGA ACADEMY will be responsible for providing various financial reports to the Clayton County Board of Education, including but not limited to monthly budget status report, monthly cash reports, and quarterly statements.

Other Funding

Given the array of services and supports the school plans to provide for all students, founders are committed to ongoing fundraising and procurement of services and partners that will supplement public funding. The CFO and Principal will conduct grant prospecting and writing, support OMEGA ACADEMY with grant management and compliance, and assist with other fundraising activity as deemed appropriate at no charge. In addition, the board has a standing development committee chaired by an experienced non-profit fundraiser. Several advisory council and board members have partnerships with local philanthropic entities; it is anticipated that many of these will provide support once the charter is approved. Because the model can be provided for students on per-pupil with limited supplementary special education funding (should the population of students who enroll be largely comprised of students without IEPs consistent with the average of those enrolled at other charter schools), it is anticipated that the increased services needed for a larger population of special education students will be provided through the correlated increased funding. The flexibility of the model enables the school to be responsive to the population that enrolls, with staffing/class size as the greatest variable to be adjusted in response to the needs of students.

SCHOOL OPERATIONS

OMEGA ACADEMY will be open to any interested student eligible for the grades served who resides within the CCPS attendance area.

Admission

There are no prerequisites for admission to OMEGA ACADEMY—all students who are eligible for CCPS schools are eligible to apply and will be admitted by random lottery (or on a first-come, first-served basis if the number of applicants by the lottery date is fewer than the number of available seats).

No tuition will be charged. The attendance zone is comprised of the whole of CCPS, and the unique program will attract students and families who align with the programmatic philosophy, rather than a targeted geographic area. Enrollment priorities are described below.

No enrollment information will be required until after students have been selected in the lottery. OMEGA ACADEMY admits students via an admissions lottery conducted in January at the close of the open enrollment period by randomly selecting from a pool of students who have submitted this application form. This period will open January 1 of each year and close at a pre-determined date at the end of January annually. (When possible, the enrollment period will be aligned to other CCPS charter schools to make enrollment calendars and requirements clear and consistent for parents throughout the district.) If there are more applicants than seats available at the close of the open enrollment period, an admissions lottery will be used to select students for available seats. Each family will be assigned an ID number for each application, and those ID numbers will be selected at random in a public lottery (after assignment of each applicant who qualifies for an enrollment preference according to the order of preference outlined below) until each number has been drawn, with the first numbers chosen awarded available seats in the order drawn, and all subsequent numbers selected assigned to the waiting list in the order of the number drawn. Any siblings who concurrently apply will both (or all) be assigned seats upon selection/assignment of any one of the siblings in this process. Any additional students who apply after the lottery and/or during the open enrollment period if not all available seats are filled will be placed at the end of the waiting list on a first-come, first-served basis. An electronic version of the charter agreement will be made available to all enrolling students for review. In order to provide as many interested families access to the program as possible, OMEGA ACADEMY will accept new students for any vacant seat at any time in the school year and/or in any grade level.

Enrollment

In order to enroll a student at OMEGA ACADEMY, parents and students must reside within the CCPS zone, be eligible to attend a school in the CCPS district and be eligible for one of the grade levels offered at OMEGA ACADEMY. Once admitted through the lottery process, parents or guardians are

required to register and will be sent information with directions for how to register their child, including specific information on documents they will need. Parents who fail to register their child with all the required documents during the registration period may forfeit their child's seat at OMEGA ACADEMY in order to make the seat available to the next student on the waiting list.

Enrollment Process

Returning students will be asked to submit an intent to re-enroll annually in advance of the conclusion of the open-enrollment period. This ensures each returning are given the first seats to become available for the subsequent year. The OMEGA ACADEMY registrar (or designee) will collect and file the following required forms (for students who have not reached the age of twenty by September 1 or have not received a high school diploma or the equivalent as prescribed in OCGA § 20-2-150) from parents/guardians of new students selected in the admission process throughout the enrollment period:

- Copy of the birth certificate or passport

  Certificate of Eye, Ear, and Dental Examination (Georgia Department of Human Services form 3300)

- Certificate of Immunization (Georgia Department of Human Services form 3231) or waiver as per OCGA § 20-2-771
- Photo identification of the parent or guardian enrolling the child
- Proof of residency documents (e.g. current utility bill [gas, electric, or water only—no phone bills], signed lease, or mortgage contract) or an Affidavit of Legal Residence (which must be submitted in the presence of both the guardian and the owner/lessee co-named). Children who meet the definition of homeless as set forth in Section 103 of the McKinney-Vento Homeless Assistance Act (42 USC § 11434a *et seq*, and who are located within the Clayton County School District may enroll using applicable guidelines.
- Withdrawal records from previous school including last grade placement
- Proof of custody or guardianship if not the birth parent

- OMEGA ACADEMY Registration Form
- Media Release
- Medical Information Sheet
- Technology User Agreement
- Emergency Contact and Release Form
- Any other forms required by the school as part of the enrollment process

OMEGA ACADEMY will abide by and follow state law O.C.G.A 20-2-2066 (a) for the admission of students to the start-up charter of the Omega Academy. OMEGA ACADEMY will not give preferential treatment to enrollment of any student other than those set forth in the law and specifically stated in this petition.

The steps that the school will take to reach students representative of the racial and socioeconomic diversity in the attendance zone* for the charter school are as follows:

*(*Charter School attendance zone is school district wide)*

Hosting events at a central location and asking families to come to us. We will also attend free community events already scheduled within the state, as appropriate. OMEGA ACADEMY will target events that are family friendly and attract ethnically, racially, and socioeconomically diverse families. Our marketing efforts will focus on utilizing mediums that will reach diversity across the state. For example, radio advertisements, newspaper articles across every language offered at OMEGA ACADEMY, social media, school website, and word of mouth will all be employed. As a new charter school, our most valuable assets are our community supporters. OMEGA ACADEMY will continually seek out suggestions from the community on how to best serve and augment our student population.

As with respect to the admissions policies, OMEGA ACADEMY will comply with federal civil rights laws and federal laws relating to students with disabilities. These laws include:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination of the basis of race, color, or national origin;

- Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs;
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability;
- Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability; and
- Part B of the Individuals with Disabilities Education Act (IDEA), which calls for a free and appropriate public education (FAPE) for all students and special education and related services to eligible students with disabilities.

OMEGA ACADEMY will focus its outreach and recruiting efforts toward reaching students and families that are passionate about our mission and vision for education. OMEGA ACADEMY has already begun reaching these families through social media, a petition and word of mouth. As a result, we have interested families that have expressed an interest in enrolling their students and prospective teachers. Going forward the Governing Board will host Town Hall events within a 15 mile radius of the school's planned location. In order to continually recruit and positively impact enrollment, OMEGA ACADEMY will reach out to the community through a well-coordinated advertising and public relations plan.

Disciplinary Procedures and Code of Conduct

OMEGA ACADEMY will adopt the CCPS Secondary Code of Conduct to guide student discipline, student due process, and student dismissal procedures as a baseline. The CCPS Code of Conduct informs all aspects of disciplinary proceedings, including administration of in-school and out-of-school suspensions of up to 10 days for applicable offenses; expulsion proceedings for those offenses that are expellable, such as Federal law 18 U.S.C. § 921, which states that school districts must have a policy requiring the expulsion of a student from school for at least one year for possession of or for bringing a firearm to school; and a CCPS due process hearing for those suspensions that will last 10 days or more. A designated staff member will be responsible for attendance at informational meetings and in-services

offered by the CCPS Department of Student Relations and will bring this information back to the staff. Moreover, this designated staff member may be responsible for leading parent, student, and staff information sessions on the school's code of conduct and disciplinary proceedings.

Staff, parents, and students will work collaboratively to ensure effective communication, problem solving, and positive outcomes to any behaviors that disrupt the learning environment. Prior to the opening of the school, staff will be trained in basic principles of positive behavior management, and a school-wide behavior management program based on School-Wide Positive Behavior interventions and Supports will be employed across all classes. OMEGA ACADEMY staff will have ongoing training and support in Positive Behavioral Interventions and Supports (PBIS).

The following are the core strategies for OMEGA ACADEMY's PBIS:

- Focus on creating a positive school culture that fosters relationship building and respect for all members of the school community. Omega Bucks can be earned by students for positive behaviors.
- Focus on preventing the development and occurrence of disruptive or problematic behavior, which is more effective, cost-efficient, and productive than responding after problem behavior patterns have become ingrained.
- Help students develop appropriate social behavior and thinking. Because children come to school from many different backgrounds, OMEGA ACADEMY must define the core social expectations (e.g., be respectful, be responsible, be safe), and overtly teach the behaviors and skills associated with these expectations. When all students in the school are taught the same social skills, a social culture is established where students not only have personal knowledge about social expectations, they know that everyone in the school knows those same social expectations.
- Solicit the participation of students in the development of school rules and values. Strive for an understanding of the underlying values from which rules are developed, i.e., respect for others'

rights to feel safe, to be respected as individuals, and to have an environment conducive for learning.

- Acknowledge and praise appropriate behavior. Students should receive regular recognition for appropriate behavior at rates that exceed rates of recognition for rule violations and problem behaviors.
- Gather and use data about student behavior to guide behavior support decisions.

Employment Procedures

This comprehensive process ensures that the school principal hires the most qualified staff members who will enable the school to meet and surpass its goals. OMEGA ACADEMY does not discriminate on the basis of race, color, religion, gender, sexual orientation, age, national origin, or disability. All OMEGA ACADEMY staff sign an "at will" agreement. This agreement allows staff members to leave OMEGA ACADEMY with or without written notice and with or without cause. The agreement also enables administration to dismiss staff members with or without written notice and with or without cause. The OMEGA ACADEMY principal will determine the compensation and benefits package for each employee based on experience, qualifications, and responsibilities of the specific position being hired. All OMEGA ACADEMY staff members are required to undergo fingerprinting and formal background checks to ensure compliance with state and federal regulations.

Insurance Coverage

Pursuant to O.C.G.A. § 20-2-2065(b)(5), The Clayton County Board of Education is included as an additional insured, and OMEGA ACADEMY shall hold harmless and indemnify Clayton County School District, the board of education, its members, officers and employees for every liability, claim or demand upon the charter school; and OMEGA ACADEMY agrees to

defend and indemnify the Clayton County Board of Education in any action arising in any way from the charter school's activities.

Insurance coverage will include the following (at a minimum):

- Workers compensation (the limits of which shall be in compliance with state law)
- Employers' liability insurance to cover bodily injury by accident in the amount of $100,000 for each accident
- Bodily injury by disease in the amount of $100,000 for each employee Comprehensive general liability insurance in the following forms:

(1) comprehensive form;
(2) contractual insurance;
(3) personal injury;
(4) broad form property damage;
(5) premise - operations; and
(6) completed operations.

This coverage shall be in the amount not less than $3,000,000, combined single limit, and shall also cover the use of all equipment, hoists, and vehicles on the premises not covered by automobile liability. The policy coverage will be on an occurrence basis.

Transportation

At this time, OMEGA ACADEMY does not plan to provide transportation services. OMEGA ACADEMY is confident families will have a myriad of options to transport students to and from school, including discounted MARTA access, carpools organized by the parent support organization, or access to a transportation provider for a low-cost, fee-based service. Like many magnet and charter programs throughout the district, it is anticipated that the families who enroll at OMEGA ACADEMY will make arrangements for their own transportation. If transportation becomes a barrier, school leadership may choose to adopt a transportation program that will comply

with all applicable laws and obtain the necessary permits and insurance to provide for such a program.

FACILITIES

OMEGA ACADEMY plans to locate in the southern area in Clayton County. The Founding Board of OMEGA ACADEMY has spent a great deal of time collectively viewing and assessing proposed properties and has identified many viable facilities for our school. At this time, OMEGA ACADEMY has not finalized an agreement on a school facility with The Stella Realty Group, but is working with the realty group on a potential lease and transaction. Currently, OMEGA ACADEMY has identified one potential site that may need modifications. Stella Realty Group has a specialty division for Charter School Facility and Development. Currently the site has facility codes already in place, but OMEGA ACADEMY will undertake all necessary steps to proceed through the GA DOE facilities guidelines process. Assuming availability still exists at the time of approval, should be move in ready.

CONTRACTS WITH CHARTER PARTNERS

N/A