

EXHIBIT 1

CERTIFICATE OF INCORPORATION

STATE OF GEORGIA

Secretary of State

Corporations Division

313 West Tower

2 Martin Luther King, Jr. Dr.

Atlanta, Georgia 30334-1530

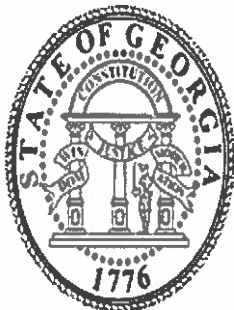
CERTIFICATE OF INCORPORATION

I, **Brad Raffensperger**, the Secretary of State and the Corporation Commissioner of the State of Georgia, hereby certify under the seal of my office that

Omega Academy: The Braddy Foundation, Inc.
a Domestic Nonprofit Corporation

has been duly incorporated under the laws of the State of Georgia on **01/13/2020** by the filing of articles of incorporation in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated.

WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on **02/03/2020**.



Brad Raffensperger
EXHIBIT 2

Brad Raffensperger
Secretary of State

EXHIBIT 2

BY-LAWS



BY-LAWS

OF

OMEGA ACADEMY, INC.

3406 Rex Rd

Rex, GA 30273

AS APPROVED AND ADOPTED ON JANUARY 5, 2021

Section 1. Name, Objects and Purposes, Mailing Address, Corporate Seal, and Fiscal Year

- 1.1 Name. The name of this nonprofit corporation shall be the OMEGA ACADEMY, INC., hereafter referred to as the "Charter School."
- 1.2 Objectives and Purposes. The objectives and purposes of the Charter School are: (1) to foster quality public education and to advance the interests of public school students through the promotion and advocacy of community schools; (2) to stimulate the development of innovative programs in public education; (3) to provide opportunities for learning and assessments; (4) to provide parents and students with greater educational options in choosing a school; and (5) to hold teachers, parents, and school administrators accountable for the student educational process. The Charter School is incorporated under the GEORGIA NONPROFIT CORPORATION CODE, O.C.G.A. § 14-3-101, et. seq., and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c)(3) of the INTERNAL REVENUE CODE OF 1986, including the purposes specified in the Charter Schools Act of 1998, as amended (O.C.G.A. §§ 20-2-2060 through 20-2-2071), and State Charter Schools (O.C.G.A. §§ 20-2-2080 through 20-2-2091), together known as and referred to herein as the "Charter School Law." In furtherance of these purposes, the Charter School may exercise all rights and powers conferred by the laws of the State of Georgia upon nonprofit corporations and schools formed pursuant to the Charter School Law.

- 1.3 Mailing Address. The mailing address of the Charter School shall be:

OMEGA ACADEMY, INC.

2605 Ben Hill Rd

East Point, GA 30344

The Board of Trustees may change this address as necessary.

- 1.4 Fiscal Year. The fiscal year of the Charter School shall, unless otherwise decided by the Trustees, end on June 30 of each calendar year.
- 1.5 Corporate Seal. The Trustees may adopt and alter the corporate seal inscribed with the name of the School, the year of its organization and the words "Corporate Seal, Georgia" and such other details as may be specified by the Board of Trustees.

Section 2. Membership

- 2.1 Membership.** Unless or until the Articles of Incorporation of the Charter School are amended to provide otherwise, the Charter School shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by notice to, the presence of, or the vote, consent or other action by the Board of Trustees. No certificates of membership shall be issued at any time.

Section 3. Board of Trustees

- 3.1 Composition.** The Board of Trustees shall be composed of not less than five (5) and not more than eleven (11) natural persons of full age. At least one member shall be a parent of a student enrolled in the school. No member of Board of School Directors of the chartering school district shall serve on the Board of Trustees.

Section
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3.2 Election of Trustees. Nominations shall be placed before the Board Of Trustees as needed at any regularly scheduled or special meeting open to the public. Nominations may be made by a Nominating Committee or by any Trustee. The Trustees will cast an open, public ballot. A simple majority of a quorum is required for election.

- 3.3 Tenure.** Each Trustee, after the initial Trustees, shall hold office for three (3) years, unless the Trustee dies, resigns, is removed, or becomes disqualified. The term of office of each Trustee shall be for a period effective upon appointment and qualification and ending three years after the expiration of the term which such Trustee is appointed to fill or until a successor is duly elected. A trustee may be reelected or reappointed for consecutive terms.

- 3.4 Resignation.** Any Trustee may resign by delivering a written resignation to the Board of Trustees. Such resignation shall become effective upon receipt unless it is specified to be effective at some time later.

- 3.5 Vacancies.**

(a) Any vacancies on the Board of Trustees shall be filled by a vote of the Board of Trustees. Each Trustee so elected to fill a vacancy shall hold office for the remainder of the predecessor's unexpired term.

(b) If a Trustee resigns by giving notice specifying that such resignation shall be effective at a future time, the Board of Trustees shall have the power to elect a successor to take office when the resignation shall become effective.

3.6 Authority. The Board of Trustees (the "Board") shall have and exercise the corporate powers prescribed by the laws of the State of Georgia, and more particularly described in the Charter School Law and the Charter (the "Charter") of the Charter School. The essential functions of the Board shall be policy making, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel, and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals. More specifically, the Board's authority shall be, without limitation:

- a. to approve policies and procedures regarding employment, including but not limited to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- b. to adopt the curriculum or courses of study and text books;
- c. to authorize the acquisition, management and disposition of all property and physical facilities, having due respect for the corporate purpose, including the construction renovation and upkeep of the physical plant. The Board and contractors shall abide, be restricted and subject to all applicable statutory requirements governing construction projects as set forth in OFFICIAL CODE OF GEORGIA ANNOTATED (hereinafter "O.C.G.A.").
- d. to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of Incorporation, Bylaws, any Charter to which the Charter School becomes a party, and Board Policy;
- e. to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;
- f. to make contracts and leases for the procurement of services, equipment, and supplies, including contracts with and making appropriations to an intermediate unit, school district, or Area Vocational Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities;
- g. to create or increase any indebtedness, including incurring temporary debts in anticipation of the receipt of funds;
- h. to solicit and accept any gifts or grants for Charter School

purposes;

- i. to establish the annual academic calendar;
- j. to adopt and approve the annual budget and to make revisions therein;
- k. to establish enrollment policies and procedures;
- l. to adopt and approve policies and procedures to assess student achievement;
- m. to approve or ratify all contracts as determined by the policy on contracting;
- n. to be final arbiter of all disciplinary matters;
- o. to authorize any annual audit by an independent certified public accountant;
- p. to fix the salary or other compensation of the Principals, teachers, and other employees of the Charter School;
- q. to approve all personnel actions;
- r. to designate depositories of Charter School funds;
- s. to set the Charter School calendar which must include no less than 180 school days of education each fiscal year, or the equivalent thereof as determined in accordance with Georgia State Board of Education guidelines but the Charter School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day or Christmas);
- t. to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which the Charter School is chartered; and
- u. to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and not consistent with the Charter School Law.

- 3.8 Committees. The Trustees may elect or appoint committees (which may include individuals who are not Trustees of the Charter School) as they determine necessary. Each committee shall be chaired by a Trustee, unless otherwise agreed by the Board. At any meeting of a committee, a quorum for the transaction of business shall consist of a majority of the

members of such committee. The members of any committee shall serve on the committee at the pleasure of the Chairperson of the committee.

3.8.1 Permanent Committees. Permanent committees may be formed to handle on-going business of the Charter School. These committees may include:

- (a) Nominating Committee. If a Nominating Committee is appointed by the Board of Trustees, the Board of Trustees shall set forth both the time frame for nominations and the manner by which the Nominating Committee shall make nominations. If a Nominating Committee is appointed by the Board of Trustees, it shall consist of three Trustees.
- (b) Finance and Facilities Committee. The Finance and Facilities Committee shall prepare and present a proposed financial budget to the Board of Trustees, and prepare and implement a system of internal fiscal controls. They shall also maintain the physical facilities.
- (c) Academic Assessment Curriculum Committee. The Academic Curriculum Committee shall review and recommend revisions to the curriculum as necessary and recommend educational strategies, establish criteria for the evaluation of faculty and student performance, and establish and implement provisions for the regular assessment of the academic performance of the student body.
- (d) Personnel Committee. The Personnel Committee shall establish criteria for the performance and evaluation of the faculty and other employees of the school. This committee shall make recommendations to the Board of Trustees regarding salaries, bonuses, and benefits.
- (e) Administrative Services Committee. The Administrative Services Committee shall establish a disciplinary policy for the school and review and recommend revisions of the disciplinary policy as necessary. This committee will hear, or appoint a hearing examiner to hear, any disciplinary appeals made by the students, with either the committee or the hearing examiner to recommend to the Board final disposition of such appeals.
- (f) Audit Committee. The Audit Committee shall oversee and review an annual independent audit and make

recommendations as needed.

3.8.2 Ad Hoc Committees. Ad Hoc Committees will be formed by the Board of Trustees from time to time as deemed necessary to handle specific events, functions, or issues. These committees will be terminated upon completion of their specific assigned task or as determined by the Board of Trustees. Ad Hoc Committees will be chaired by designees of the Board of Trustees and may invite non-board members to serve on them.

3.9 Adoption and Modification of Policies. The Permanent and Ad Hoc Committees will identify areas of need and/or concern and make recommendations to the Board of Trustees for addition to or modification of current policies or Bylaws. The Trustees will vote on these recommendations at either a regularly scheduled meeting or a specifically called meeting. An affirmative vote of a majority of a quorum of the Board of Trustees will be required for adoption and/or modification of policies. If such majority vote is not obtained, the proposed recommendation may be returned to the appropriate committee for refinement.

3.10 Meetings

3.10.1 Regular Meetings. Regular meetings of the Board may be held at such time and at such places as the Trustees determine. Written notice of every meeting and the annual schedule shall be given to each trustee by the August Annual meeting. Reasonable notice shall be made of the first regular meeting following the determination of the Trustees of the time and place of regular meetings.

3.10.2 Special Meetings. Special meetings of the Board may be held anytime and anyplace when called by the President of the Board of Trustees or by two or more Trustees. In addition to the notice required by Section 3.10.8 hereof, reasonable notice of the time and place of special meetings shall be given to each Trustee. Such notice will specify the purposes of the meeting. It shall be given to each Trustee in accordance with the GEORGIA NONPROFIT CORPORATION CODE. It shall be considered reasonable and sufficient notice to a Trustee to send notice by mail at least three (3) business days before the meeting, addressed to the Trustee at the Trustee's usual or last known residence, or to give notice in person or by telephone or email at least twenty four (24) hours before a special meeting.

3.10.3 Annual Meeting. The Board shall meet annually once per year at the first regularly scheduled meeting in August of each year, at a reasonable time and place convenient to the Board of Trustees and members of the community. In the event that the annual meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the annual meeting. Notice of the annual meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be published in accordance with Section 3.10.8 hereof and shall be mailed to all Trustees at each individual Trustee's usual or last known address not less than seven days prior to the date of the annual meeting. At the Annual Meeting the President and the Treasurer shall present an annual report which shall set forth:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year immediately preceding the date of the report;
- (b) The principal changes in assets and liabilities including trust funds, during the year immediately preceding the date of the report;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (e) The capital budget and the operating budget for the corporation's current fiscal year;
- (f) A schedule of proposed major activities for the current fiscal year; and
- (g) A summary of the corporation's compliance with the laws

and regulations of federal, state and local governmental agencies and with the standards, rules and regulations of the various accrediting and approval agencies.

3.10.4 Quorum. At any meeting of the Board of Trustees a quorum for the conduct of business by the Board of Trustees shall consist of a majority of the trustees then in office.

3.10.5 Action of Vote. When a quorum is present at a meeting of the Board of Trustees, a majority of the Trustees present and voting shall decide any question including election of officers, unless otherwise provided by law or these bylaws, including but not limited to, Section 3.10.7, 3.10.9 and 3.12.

3.10.6 Conference Telephone Meetings. One or more persons may participate in a meeting of the Board of Trustees or of a committee of the Board of Trustees by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 3.10.6 shall constitute presence in person at such meeting.

3.10.7 Optional Provisions Not Required by Law. An affirmative vote of the majority of the members of the Board of Trustees then in office shall be required in order to take each of the following actions, of any previously taken action relating to the same subject matter:

- (a) adopting a school calendar, provided that any calendar must provide for no less than 180 school days of education each fiscal year, or the equivalent thereof as determined in accordance with Georgia State Board of Education guidelines;
- (b) adopting textbooks;
- (c) appointing or dismissing school administrators;
- (d) adopting or amending the annual budget;
- (e) purchasing or selling land;
- (f) locating new buildings or changing the locations of previously used buildings;
- (g) creating or increasing any indebtedness;
- (h) adopting courses of study;
- (i) designating depositories for Charter School funds;
- (j) entering into contracts of any kind where the amount involved exceeds \$5000.00
- (k) fixing salaries or other compensation of administrators, teachers, or other employees of the Charter School; and
- (l) entering into contracts with and making appropriations to an intermediate unit, school district, or Area Vocational/ Technical School for the Charter School's proportionate

share of the cost of services provided or to be provided by any such entity.

- 3.10.8 Open Meeting Law. All meetings of the Board of Trustees of the Charter School where actions are formally presented for approval shall be held as public meetings as described in the GEORGIA OPEN AND PUBLIC MEETINGS ACT, O.C.G.A. 50-18-70, et seq. (the "Open Records Act"). Notices of all meetings shall be given in the manner described in the Open Records Act.
- 3.10.9 Real Estate Transactions. A vote of two-thirds (2/3) of the members in office of the Board of Trustees duly recorded showing how each member voted shall be required in order to take action on the following subject: purchase of real property or the sale, mortgage, lease or other disposal of real property.
- 3.11 Compensation and Conflicts of Interest. Trustees shall serve as Trustees without receiving any compensation for their services as Trustees. Voting on any matter involving a conflict of interest shall be governed by Code of ethics for members of boards, commissions and Authorities created by general statute, O.C.G.A. § 45-10-3 and Title 14, Chapter 3, Article 8, Part 6 of the O.C.G.A. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board meeting in which a transaction described above is authorized, approved, or ratified.
- 3.12 Reservation of Powers. None of the following actions may be taken by the Charter School without the prior approval of not less than two-thirds (2/3) of the Board of Trustees then in office:
 - (a) to amend the Articles of Incorporation of the Charter School or these Bylaws;
 - (b) to dissolve or liquidate the Corporation;
 - (c) to merge or consolidate the Corporation; and
 - (d) to convey, sell or transfer substantially all the Corporation's assets.

Section 4. Officers and Agencies

- 4.1 Number and Qualification. The Officers of the Charter School shall be a President, a Vice-President, a Secretary and Treasurer. The President, Vice President and Treasurer shall be members of the Board of Trustees. The Secretary may be a non- voting member of the Board.
- 4.2 Election. The officers shall be elected annually by the Board of Trustees at the annual meeting held pursuant to the provisions of Section 3.10.3 of these by-laws. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Trustees.
- 4.3 Term of Office. The President, Vice-President, and Treasurer shall hold office for one year, until his/her qualified successor is chosen at the next

annual meeting of the Board of Trustees. The Secretary shall be appointed by the Board.

- 4.4 President. The President of the Board of Trustees shall preside at all meetings of the Trustees, except as the Trustees shall otherwise determine; and shall have such other powers and duties as may be determined by the Trustees.
- 4.5 Vice-President. The Vice-President of the Board of Trustees shall have and exercise all the powers and duties of the President in his/her absence. The Vice-President shall have such other powers and duties as may be determined by the Board of Trustees.
- 4.6 Secretary. The Secretary shall record and maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose. These books shall be open at all reasonable times to the inspection of any member of the Board of Trustees of the Charter School. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, the bylaws and the names and residence addresses of all members of the Board of Trustees.
- 4.7 Treasurer. The Treasurer shall be responsible for the Charter School's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof.
- 4.8 Other Officers. The Board of Trustees may elect or appoint such other officers as it deems useful for the proper operation of the Charter School.
- 4.9 Bonding of Officers and Employees. The Treasurer of the Charter School shall furnish a bond in such amount and with such surety as may be required, from time to time, by the Board. At the direction of the Board, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board. The expense of furnishing any such bond shall be paid by the Charter School.
- 4.10 Standard of Care for Officers and Trustees. Trustees and Officers have a fiduciary relationship to the Charter School, including in their capacity as members of a committee. Trustees and Officers have an obligation to act in good faith, in a manner he or she reasonably believes to be in the best interest of the School, and with such care, including reasonable inquiry,

skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing their duties Trustees and Officers shall be entitled to rely in good faith on information, opinions, reports or statement, including financial statements and other financial data, in each case prepared or presented by:

1. One or more officers or employees of the School whom the Trustee or Officer reasonably believes to be reliable and competent in the matters presented;
2. Counsel, public accountants or other persons as to matters which the Trustee or Officer reasonably believes to be within the scope of professional competence; or
3. A committee of the Board upon which he or she does not serve, duly acting under the authority of the Board of Trustees.

Section 5. Dues

The Trustees shall not be required to pay any dues or membership fees.

Section 6. Removal of Officers and Trustees

- 6.1 Officers. Any elected or appointed officer may be removed from office for failure to perform or for conduct detrimental to the Charter School by a two-thirds vote of the Board of Trustees, after thirty days written notice to the officer in question. The officer is entitled to a hearing before the Board of Trustees or before a hearing officer designated by the Board of Trustees prior to a vote of a call for removal
- 6.2 Trustees. The entire Board of Trustees may remove a Trustee, who is not otherwise serving as an elected or appointed Officer in accordance with Sections 4.4, 4.5, 4.6, 4.7 and 4.8 of these Bylaws, with or without cause by a two-thirds (2/3) vote of the of the Board of Trustees entitled to cast votes. In addition, if so decided by the Board of Trustees, it may remove any Trustee for the following conduct (list is not all inclusive):
- (a) Failure to attend two consecutive meetings without reasonable justification; and/or
 - (b) Failure to attend more than three meetings in one fiscal year without reasonable justification.

For conduct detailed in (a) and (b) above, if decided, the Board of Trustees shall only remove such Trustee by a two-thirds (2/3) vote at the next scheduled meeting of the Board of Trustees.

Section 7. Personal Liability

7.1 Definitions. For purposes of this Article:

- (a) "Charter School" means the charter school named at the beginning of these Bylaws, and if it is involved in any consolidation or merger, each constituent corporation absorbed in, and each surviving or new corporation surviving or resulting from, such consolidation or merger;
- (b) "Liability" means any compensatory, punitive or other damages, judgment, amount paid in settlement, fines, penalty, excise tax assessed with respect to an employee benefit plan, and cost or expense of any nature whatsoever, including, without limitation, attorneys' fees and costs of proceedings;
- (c) "Indemnified Capacity" means any and all past, present and future service by a Representative in one or more capacities:
 - (i) as a Trustee, officer, employee or agent of the Charter School; or
 - (ii) at the request of the Charter School, as a Trustee, officer, employee, agent, director, or fiduciary of another corporation or any partnership, joint venture, trust, employee benefit plan, or other entity, enterprise or undertaking, including service as a representative that imposes duties on or involves service by the representative with respect to an employee benefit plan, its participants or beneficiaries;
- (d) "Proceeding" means any threatened, pending or completed action, suit, appeal or other proceeding of any nature, whether civil, criminal, administrative or investigative, whether formal or informal, and whether brought by or in the right of the Corporation, or otherwise; and
- (e) "Representative" means any person who: (i) serves or has served as a trustee, director, officer, employee or agent of the Corporation; or (ii) has been expressly designated by the Board as a Representative of the Corporation for purposes of and entitled to the benefits under this Section 7.

7.2 Indemnification. Subject to the subsequent provisions of this Section 7.2 and of Section 7.3, the Corporation shall indemnify a Representative against any Liability actually and reasonably incurred by the Representative in connection with any Proceeding in which he or she may be involved as a party or otherwise by reason of the fact that the Representative is or was serving in an Indemnified Capacity, including without limitation, any Liability resulting from an actual or alleged breach or neglect of duty, error, misstatement or misleading statement, negligence, gross negligence, or act or omission giving rise to strict or products liability, except to the extent: (a) the conduct of the Representative is determined by a court to have constituted willful

misconduct or recklessness; (b) the conduct of the Representative is based upon or attributable to his or her receipt from the Corporation of a personal benefit to which the person is not legally entitled; (c) the liability of a Representative is with respect to the administration of assets held by the Corporation in trust pursuant to Title 14, Chapter 3, Article 8, Part 5 of the O.C.G.A. (d) such indemnification is expressly prohibited by applicable law or otherwise is unlawful.

The Corporation shall indemnify a Representative under the preceding provisions of this Section 7.2 only if the Representative acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any Proceeding by judgment, order, settlement or conviction, or upon a plea of *nolo contendere* or its equivalent, shall not of itself create a presumption that the person did not act in good faith and in a manner that he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceedings, had reasonable cause to believe that his or her conduct was unlawful. Action with respect to an employee benefit plan taken or omitted in good faith by a Representative in a manner that he or she reasonably believed to be in the best interests of the participants and beneficiaries of the plan shall be deemed to be action in a manner that is not opposed to the best interests of the Corporation. The Corporation shall not indemnify a Representative under the preceding provisions of this Section 7.2 with respect to any claim, issue or matter as to which the Representative has been adjudged to be liable to the Corporation in a Proceeding brought by or in the right of the Corporation to procure a judgment in its favor, unless (and then only to the extent that) the court in which such action was brought determines upon application that, despite the adjudication of Liability but in view of all of the circumstances of the case, the Representative is fairly and reasonably entitled to indemnification from the Corporation for the expenses that such court deems proper.

Unless ordered by court, any indemnification of a Representative under preceding provisions of this Section 7.2 shall be made by the Corporation only upon a determination made in the specific case that such indemnification of the Representative is proper in the circumstances because he or she has met the applicable standard of conduct set forth in the preceding provisions of this paragraph. Such determination shall be made the Member.

To the extent that a Representative has been successful on the merits or otherwise in defense of any proceeding referred to in O.C.G.A. § 14-3-852, as amended, or in defense of any claim, issue or matter therein, such Representative shall be indemnified by the Corporation against expenses (including without limitation attorneys' fees and costs of Proceedings) actually and reasonably incurred by such person in

connection therewith.

If a Representative is entitled to indemnification under this Section 7.2 in respect of a portion, but not all, of a Liability to which the Representative is subject, the Corporation shall indemnify the Representative to the maximum extent for such portion of the Liability.

- 7.3 Limitation on Indemnification. Notwithstanding any other provision of this Section 7, the Corporation shall not indemnify a Representative under this Section 7 for any Liability incurred in a Proceeding which was initiated by the Representative (which shall not be deemed to include counter-claims or affirmative defenses) or in which the Representative participated as an intervener or *amicus curiae*, unless such initiation of or participation in the Proceeding is authorized, either before or after its commencement, by the Board of Trustees.
- 7.4 Advancement of Expenses. The Corporation shall pay, in advance of the final disposition of a Proceeding described in Section 7.2 or the initiation of or participation in a Proceeding authorized under Section 7.3, the expenses (including without limitation attorneys' fees and costs of Proceedings) incurred in good faith in connection with such Proceeding by the Representative who is involved in the Proceeding by reason of the fact that he or she is or was serving in an Indemnified Capacity. Such advancement of expenses shall be made by the Corporation upon its receipt of an undertaking, satisfactory to the Corporation, by or on behalf of the Representative to repay to the Corporation the amounts advanced by the Corporation in the event it is ultimately determined that the Representative is not entitled to indemnification under this Section 7.
- 7.5 Insurance. To effect, secure or satisfy the indemnification and contribution obligations of the Corporation, whether under this Section 7 or otherwise, the Corporation from time to time may self-insure, obtain and maintain insurance or letters of credit, create a reserve, trust, escrow, cash collateral or other fund or account, enter into indemnification agreements, pledge or give a mortgage upon or a security interest in any property of the Corporation, or use any other mechanism or arrangement, in such amounts, at such costs, and upon such other terms and conditions as and when the Board shall determine. Absent fraud, the determination of the Board with respect to such matters shall be conclusive against all security holders, trustees, officers and directors, and shall not be subject to avoidance or voidability.
- 7.6 Payment of Expenses. A person who is entitled to indemnification or advancement of expenses from the Corporation under this Section 7 shall receive such payment or advancement promptly after the person's written request therefore has been delivered to the Secretary of the Corporation.
- 7.7 Interpretation. The provisions of this Section 7 shall constitute and be

deemed to be a contract between the Corporation and its Representatives, pursuant to which the Corporation and each such Representative intend to be legally bound. Each person serving as a Representative shall be deemed to be doing so in reliance upon the rights provided by this Section 7. The rights granted by this Section 7 shall not be deemed exclusive of any other rights to which persons seeking indemnification, advancement of expenses or contribution under this Section 7 may be entitled under any statute, agreement, vote of Trustees or disinterested Trustees, or otherwise, both as to action in an Indemnified Capacity and as to action in any other capacity. The rights to indemnification, advancement of expenses and contribution provided by this Section 7 shall continue as to a person who no longer serves as a Representative, and shall inure to the benefit of his or her heirs and personal and legal representatives.

7.8 Proper Reliance. An Indemnified Representative shall be deemed to have discharged his or her duty to the Charter School if he or she relied in good faith on information, advice or an opinion, report or statement prepared by:

- (a) one or more officers or employees of the Charter School whom such Indemnified Representative reasonably believes to be reliable and competent with respect to the matter presented;
- (b) legal counsel, public accountants or other persons as to matters the Indemnified Representative reasonable believes are within the professional expert competence of such persons; or
- (c) a committee of the Board of Trustees on which he or she does not serve as to matters within its area of designated authority, which committee he or she reasonably believes to merit confidence.

7.9 Binding Effect. All rights to indemnification under this Section 7 shall be deemed a contract between the Charter School and the Indemnified Representative pursuant to which the Charter School and each Indemnified Representative intent to be legally bound. Any repeal, amendment or modification of this Section 7 shall be prospective only and shall not affect any right or obligations then existing.

7.10 Non-exclusive Remedy. The indemnification of Indemnified Representatives, as authorized by this Section 7, shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement or expenses may be entitled under any statute, agreement, vote or disinterested Trustees or otherwise, both as to action in an official capacity and as to action in any other capacity. The indemnification and advancement of expenses provided by or granted pursuant to this Section 7 shall continue as to a person who has ceased to be an Indemnified Representative in respect of matters arising prior to such time, and shall insure to the benefit of the heirs, executors, administrators and personal representatives of such person.

7.11 Indemnified Representative. Each person who shall act as an Indemnified Representative of the Charter School shall be deemed to be doing so in reliance upon the rights of indemnification provided by this Section 7.

Section 8. Execution of Instruments

- 8.1 General. All contracts, deeds, leases, bonds, notes, and other instruments authorized to be executed by an Officer of the Charter School shall be signed by the President and Secretary of the Board of Trustees, except as the Trustees may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the Charter School by the Board of Trustees shall be binding on the school in favor of a purchaser or other person relying in good faith on such instrument, notwithstanding any inconsistent provision of the Charter, by-laws, or votes of the Board of Trustees.
- 8.2 Guarantees. The Charter School shall make no contracts of guarantee without the affirmative vote of two-thirds of the members of the Trustees then in office.

Section 9. Dissolution

Upon revocation or non-renewal of the Charter School's Charter, such revocation or non-renewal date being when all administrative and judicial remedies have been exhausted, the Charter School shall be dissolved. Upon the filing of Articles of Dissolution pursuant to O.C.G.A. § 14-2-1401, the Charter school shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of the Charter School, any remaining assets shall be distributed in accordance with the Articles of Incorporation.

Section 10. Amendments

These by-laws may be altered, amended, repealed and replaced by new by-laws by a vote of not less than two-thirds (2/3) of the Board of Trustees at any regularly scheduled or called special meeting of the Board of Trustees provided, however, that notice shall be given in the notice of the meeting that a change to the by-laws will be proposed at that meeting.

Section 11. Rules of Procedure

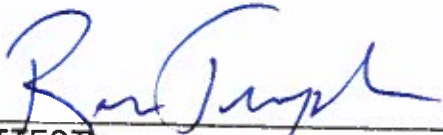
The proceedings and deliberations of the Charter School shall be in accordance with rules adopted and amended by the Board of Trustees. All matters not governed by such rules shall be governed by the parliamentary practices established by Robert's Rules of Order, Newly Revised.

Section 12. Nondiscrimination

In administering its affairs, including admissions, hiring, and operation, the Board and the Charter School shall not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex, sexual orientation or age.

ADOPTED AND APPROVED by the Board of Directors

on this 5th day of January, 2021.



ATTEST: Roman Tarplin, Secretary – Omega Academy, Inc.

EXHIBIT 3

CONFLICT OF INTEREST POLICY

OMEGA ACADEMY GOVERNING
BOARD CONFLICT OF INTEREST
PROVISIONS

The Omega Academy Governing Board (the board) shall adhere to these Conflict of Interest provisions.

Domain VII: Financial Governance

- (a) No board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.
- (b) No board member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment.
- (c) No board member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.

4. No board member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.
5. No board member or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the charter school governing board in connection with any cause, proceeding, application, or other matter pending before the charter school governing board on which he or she serves.
6. No board member shall be prohibited from making an inquiry for information on behalf of a community member if no fee, reward, or other thing of value is promised to, given to, or accepted by the board member or any of his or her immediate family members in return therefor.
7. No board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
8. No board member may also be an officer of any organization that sells goods or services to that charter school unless the organization providing goods or services is a Nonprofit membership organization or there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase of goods or services that is equal to or greater than \$10,000 shall be approved by a majority of the members of the board in an open public meeting.
9. No board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

10. No charter school governing board may do business with a bank or financial institution where a board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.
11. No board member may have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the board, or sell gasoline to the board from a corporation in which the board member is a shareholder.
12. No board member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

Conduct As Board Member

1. No board member shall disclose or discuss any information which is subject to attorney- client privilege belonging to the charter school governing board to or with any person other than other board members, the board attorney, the school leader, or persons designated by the school leader for such purposes unless such privilege has been waived by a majority vote of the whole board.
2. No board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.

3. No board member may be employed in any position in the charter school in which they serve.
4. No board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.
5. No member a charter school governing board shall serve simultaneously on the governing body of a public local school district or of a private elementary or secondary educational institution that actively seeks funding from any government entity or private entity from which the charter school seeks funding.

Each member of this board understands and acknowledges that no person shall be eligible to serve on a charter school governing board unless he or she:

(1) Has read and understands the code of ethics and the conflict of interest provisions applicable to members of charter school governing boards and has agreed to abide by them; and

(2) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of charter school governing boards, the code of ethics of charter school governing boards, and the conflict of interest provisions applicable to members of charter school governing boards

EXHIBIT 4

CONFLICT OF INTEREST FORMS

CONFLICTS OF INTEREST ACKNOWLEDGEMENT AND DISCLOSURE FORM

I have read the conflicts of interest policy set forth above and agree to comply fully with its terms and conditions at all times during my service as an Omega Academy Board member. If at any time following the submission of this form, I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Omega Academy Board of Directors in writing.

Disclosure of Actual or Potential Conflicts of Interest:

N/A

I acknowledge and agree that my selection for service on the Board and the opportunities made available to me by serving on the Board constitute good and valuable consideration for entering into this agreement, the receipt and sufficiency of which I hereby acknowledge.

In my individual capacity:

Printed Name:

Lamar Harris

Signature:

Lamar Harris

CONFLICTS OF INTEREST ACKNOWLEDGEMENT AND DISCLOSURE FORM

I have read the conflicts of interest policy set forth above and agree to comply fully with its terms and conditions at all times during my service as an Omega Academy Board member. If at any time following the submission of this form, I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Omega Academy Board of Directors in writing.

Disclosure of Actual or Potential Conflicts of Interest:

N/A

I acknowledge and agree that my selection for service on the Board and the opportunities made available to me by serving on the Board constitute good and valuable consideration for entering into this agreement, the receipt and sufficiency of which I hereby acknowledge.

In my individual capacity:

Printed Name: Rodrick P. Frazier

Signature: *Rodrick Frazier*

CONFLICTS OF INTEREST ACKNOWLEDGEMENT AND DISCLOSURE FORM

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Disclosure of Actual or Potential Conflicts of Interest:

--

I acknowledge and agree that my selection for service on the Board and the opportunities made available to me by serving on the Board constitute good and valuable consideration for entering into this agreement, the receipt and sufficiency of which I hereby acknowledge.

In my individual capacity:

Printed Name: YOVAHN DASS

Signature: Yovahn Dass

CONFLICTS OF INTEREST ACKNOWLEDGEMENT AND DISCLOSURE FORM

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Disclosure of Actual or Potential Conflicts of Interest:

N/A

I acknowledge and agree that my selection for service on the Board and the opportunities made available to me by serving on the Board constitute good and valuable consideration for entering into this agreement, the receipt and sufficiency of which I hereby acknowledge.

In my individual capacity:

Printed Name:

Roman Tarplin

Signature:

R. Tarplin

CONFLICTS OF INTEREST ACKNOWLEDGEMENT AND DISCLOSURE FORM

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Disclosure of Actual or Potential Conflicts of Interest: I have zero conflict.

I acknowledge and agree that my selection for service on the Board and the opportunities made available to me by serving on the Board constitute good and valuable consideration for entering into this agreement, the receipt and sufficiency of which I hereby acknowledge.

In my individual capacity:

Printed Name: Leonard Scott

Signature: L. Scott

CONFLICTS OF INTEREST ACKNOWLEDGEMENT AND DISCLOSURE FORM

I have read the conflicts of interest policy set forth above and agree to comply fully with its terms and conditions at all times during my service as an Omega Academy Board member. If at any time following the submission of this form, I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Omega Academy Board of Directors in writing.

Disclosure of Actual or Potential Conflicts of Interest:

None

I acknowledge and agree that my selection for service on the Board and the opportunities made available to me by serving on the Board constitute good and valuable consideration for entering into this agreement, the receipt and sufficiency of which I hereby acknowledge.

In my individual capacity:

Printed Name: Myron D. Broome

Signature:



EXHIBIT 5

GOVERNANCE TRAINING PLAN

The below are the approved topics, detailed descriptions as well as required hours for all Board Members of Omega Academy. These trainings will be integrated within the special retreats along with our current training calendar.

OMEGA BOARD Member Training: *Certified Trainer from the State of Georgia DOE List of Approved Providers*

TRAINING SESSION TOPIC: All hours MUST be completed within first year of service:	Months	Hours required
Best Practices in Charter School Governance The fundamentals of effective charter school governance based on national and state best practices, including the role of the governing board in school oversight, proper board and stakeholder communication, and board meeting preparation and management.	Jul-Aug	3
Legal Requirements of a State Charter School Understanding and fulfilling the requirements of law when serving as a charter school and Local Education Agency.	May-Jun	3
Academic Accountability for State Charter Schools Omega will utilize the expectations for academic accountability through the both CCPS and the State of GaDOE Comprehensive Performance Framework.	Mar-Apr	3
Financial Compliance The fundamentals of financial policies, internal controls, and budgeting, paying specific attention to the roles of board members, staff and monitoring throughout the year.	Jan-Feb	3
TOTAL TRAINING HOURS		12



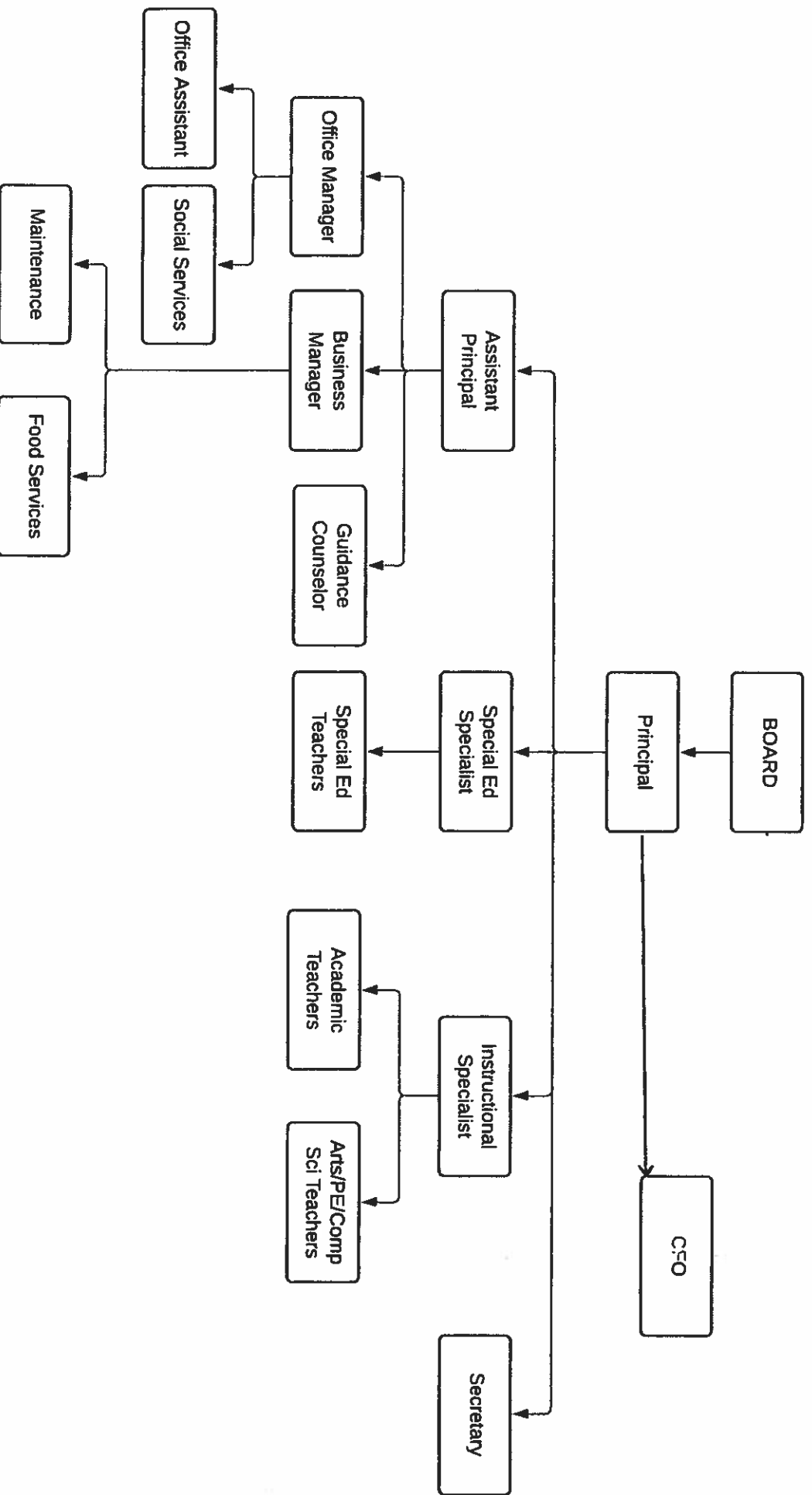
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board

Governance Training Providers

1. Avolon Accounting & Charter CFO Services
2. BoardOnTrack
3. Brian L. Carpenter PhD & Associates LLC
4. Carl Vinson Institute of Government
5. Charter School Solutions
6. Constructs & Concepts International
7. Ed Innovation Partners
8. Education Planners, LLC
9. First District RESA
10. Georgia Charter Schools Association (GCSA)
11. Georgia Leadership Associates
12. Georgia School Boards Association (GSBA)
13. Krevolin & Horst
14. McGuireWoods LLP
15. Mote Ed LLC
16. Nelson Mullins Riley & Scarborough LLP
17. Schlechty Center

Omega Academy Organizational Chart





BOARD OF DIRECTORS

Effective January 5, 2021

Lamar Harris - Board Chair

Dr. Rodrick Frazier - Vice Chair

Roman Tarplin - Secretary

Leonard Scott – Treasurer

Myron Broome - Member

Roman J. Tarplin

(Foster Parent & Certified
Educational Advocate)

3587 Arminto Drive

Ellenwood, Georgia 30294

(678) 858-2815

romanjarrodtarplin@yahoo.com

SUMMARY OF QUALIFICATIONS

Strong Analytical and Problem Solving Skills

Create Databases

Marketing/Strategizing

Customer Service Skills

Tester/Quality Assurance/Quality Analyst

Excellent communication skills
(verbal/written)

Business and Technological skills

Project Planning and Development

Retention Specialist

2015 - Present

Georgia Department of Community Health **Business Analyst/Tester**, Atlanta, GA

- Analyzes the business objective of the stakeholder and develops solutions to their business issues
- Develops Customer Service Request (CSR) and participates in Change Control Board (CCB) processes
- Analyze both technical designs and specifications and communicate changes in functionality to business owner
- Develop and execute testing strategies, plans, scenarios and test cases for UAT/UAT2 Production testing
- Conduct end-to-end web application testing, including unit tests and user acceptance testing
- Aids stakeholder in developing their business goals and objectives for projects and Customer Service Request (CSR)
- Consults with vendors or technical staff to insure that functionality of automated system is consistent with adherence to laws, regulations, and best practice standards by users
- Develops test plans, test cases, and associated test data needed to execute User Acceptance Testing
- Identifies, analyzes, and documents business requirements and delivers work products throughout the project life cycle
- Translates business requirements to System/Functional requirements in preparation for submission to application developers
- Ability to identify systems defects and serves as key point of contact for troubleshooting and resolution
- Analyst with the State of Georgia OCH client in the conversion of the federally mandated ICD-9 to ICD-10 code sets
- Facilitate MMIS systems/Spira Test training to policy staff and ICD-10 project team
- Manage the testing effort for functional areas to ensure Requirements and Change Orders are successfully implemented
- Implement new processes and/or modify existing processes and procedures that impacts the flow of business
- Assist with validating and identifying diagnosis related policy items in GAMMIS and creating the appropriate ICD-10 policies to handle the ICD conversion
- Assist in Policy enhancements for Georgia Medicaid edits and audits for ICD-10
- Maintain the Requirement Traceability Claims Edits/Audits, and Ancillary and Testing matrices
- Validate CPT/Revenue/HCPSCS and ICD10 codes for testing phase.
- Assist Clinical Policy Team with ICD-9 to ICD-10 mapping, questions, and findings

- Conduct/Log manual testing, defect identification, defect and test execution reporting, retesting of assigned enhancements and defect fixes
- Provide auditing support for internal clients
- Interface with various client leads, program/project managers and operational staff to ensure testing is coordinated with the appropriate areas
- Assist the Joint Triage Team, reviewed claims denials from all providers/ answered and resolved phone calls from providers

2010-2015

Ritz Beauty Academy LLC. **Director of Admissions**, Fayetteville, GA

- Managed/Supervised employees
- Coordinated the enrollment process of perspective students
- Performed the orientation for all new students
- Maintained several databases such as disciplinary actions, overall enrollment, and position activity databases.
- Recruited/Interviewed/Enrolled perspective students
- Created marketing strategies for the school as a tool to generate new students
- Advised staff and students on school, work and family situations

2009-2010

McDonough Health Careers Institute, **VP of Admissions/Career Service Coordinator**, McDonough, GA

- Generated over \$104,000.00 of revenue for the school within the first quarter of the year
- Increased the number of enrolled students by over 100%
- Enrolled over 75 students within the first quarter of the year
- Recruited students for the school
- Interviewed perspective students
- Completed enrollment process for qualified students
- Made reports on leads, appointments, interviews, enrollments and starts
- Created schools admissions data base to track all potential leads
- Assisted students in all aspects of Career Services (resume building, externships, job placement)

2007-2011

Sleep Studies Inc., **Director of Admissions/Career Service Coordinator**, Conyers, GA

- Managed/Supervised seven (7) employees
- Maintained several databases such as disciplinary actions, performance management, salary activity, and position activity database
- Recruited/Interviewed/Enrolled perspective students
- Created marketing strategies for the school as a tool to generate students in the door
- Retained 100% of the students through graduation

EDUCATION

Mercy University – Human Services

Faith Academy, Stockbridge High

COMPUTER SKILLS

Microsoft word, Microsoft outlook, Microsoft publisher, Microsoft excel, Microsoft access, Type 45wpm

LEONARD SCOTT, CPA
2140 McGee Road – Suite C100
Snellville, GA 30078

Office: (678) 638-2080
Mobile: (770) 365-5680

RESPONSIBILITIES:

LEONARD SCOTT CPA PC

03/07- Present – *Principal*

Responsible for all activities to successfully manage a full service certified public accountant office providing accounting, tax, audit and advisory services. Client industries served includes construction, transportation, utilities, government, not-for-profits, medical, entertainment, professional services, insurance, hazardous waste, property management, cable, cell towers and printing.

Accomplishments:

- Developed project management system to assist and control work schedules to manage multiple on-going projects and schedule staff time for upcoming projects.
- Implemented strategic planning program to serve as the model to lead client's long range planning and budget processes. Special emphasis on projects requiring the application of financial modeling.
- Assisted clients in increasing their sales and controlling costs by performing process improvement studies, evaluating lease/purchase options, managing cash flow and evaluating financing options.

OGLETHORPE POWER CORPORATION

11/94 - 03/07 -- *Lead Analyst/Project Manager Financial Planning & Analysis*

Manage the completion of financial, economical and credit analyzes with emphasis on analyzes requiring the application of financial modeling, discounted cash flow, net present value and internal rates of return. Provide analytical support in evaluating capital projects, capital structure, acquisitions, debt management, cash flow analysis, margin/profit planning, tax planning and performance measurements. Provide direction and leadership to senior and junior analysts in evaluating long-term plans and financial projections.

Accomplishments:

- Team leader of team, which developed a financial modeling system to evaluate multiple "what if", financial and economical scenarios thereby reducing total turnaround time required to evaluate projects while increasing data accuracy and quality of the evaluation.
- Created and implemented a reporting network to manage multiple on-going projects by developing reporting templates

10/92 - 11/94 -- *Planning & Reporting Coordinator*

Reporting to the Senior Vice-President of Finance, provide guidance and coordination to consolidate business unit plans, compare actual results to plan, prepare division's monthly operating results and variance analyses, and made monthly variance presentations to senior management. Duties also included developing audit programs to assess internal controls and perform due diligence on the overall financial reporting processes. Responsibilities also include serving as team leader to produce the annual corporate budget (over \$1.5 billion) and cost of service study.

Accomplishments:

- Provided senior management with monthly variances explanations on deviation from budgets and planned activities.
- Enhanced computer financial models to solve complex tax calculations and pricing functions. These enhancements eliminated the need to place add-in excel spreadsheets in capturing a complete picture of proposed transactions.

Leonard Scott CPA

- Conducted audits for management to assess effectiveness of controls, accuracy of financial records, and efficiency of operations.
- Conducted special studies and in-depth analysis of company's pension and benefit plans.

10/91 - 10/92 - *Senior Financial Analyst*

Coordinated the compilation and review of executive management's long range strategic guidance, identify and assess critical issues affecting the industry and provided assumptions to develop long-range financial forecasts. Provide leadership in developing the annual financing plan and corporate budget. Provide analytical support to Operations, Construction, Finance & Marketing departments. Manage junior analysts in the completion of all assigned tasks.

Accomplishments:

- Responsible for increasing business unit productivity with the development of sensitivity and probability models that analyzes project risk through variable assignment. This model developed in excel, allows the user to plot a bell shape curve of results to facilitate scenario analysis.
- Validation of the adequacy of wholesale power contract rates by producing cost-to-serve revenue requirement studies. Annual revenue requirements are in excess of \$1 billion annually.

8/86 - 10/91 -- *Financial Analyst*

Provide analytical support to produce the Corporation's annual budget of over \$1 billion. Served as team-leader to produce the annual Corporate Five-year Financial Forecast, this is the starting point for all analytical studies. Prepare annually the cost of service study, which support the development and adequacy of the wholesale power rates and prices. Developed computer models to analyze loan source selection, equipment acquisition, capital project financing, debt refinancing, cost reduction measures and capital restructuring.

COX CABLE COMMUNICATIONS, INC

8/84 - 8/86 - - *General Ledger Accountant:*

Responsibilities included preparing consolidated and subsidiary financial statements for 11 cable franchises and one holding company.

CORE COMPETENCIES

Strategic Planning	Financial Modeling	Revenue Requirement Analysis
Macros	Advance Excel	Financial/Economic Analysis
Merger & Acquisitions	Cost Accounting	Debt Management/Refinancing
Discounted Cast Flow	Net Present Value (NPV)	Internal Rate of Return (IRR)
Capital Budgeting	Revenue Modeling	Cost of Service Studies
Covenant & Compliance	Taxes	Budgeting
Financial Forecasts	Variance Analysis	Contract Administration
Project Accounting	Scenario Analysis	Percentage of Completion

EDUCATION

BBA, Georgia College & State University Major: Accounting
Member of the Georgia College Hall of Fame for Leadership

PROFESSIONAL AFFILIATIONS

American Institute of Certified Public Accountants
Georgia Society of Certified Public Accountants

Myron D. Broome

Doraville, GA 30340
404.944.8628 mr_broomel984@gmail.com

Professional Summary

Results-driven educator with wide-ranging experience in diverse socio-economic environments. Comprehensive tactician who implements pragmatic policies and programs that garner results. Solution-focused change agent who cultivates a culture and climate that maximizes teacher performance and student productivity.

Teacher, Hapeville Charter Career Academy, 2018 – Present
College Park, Georgia

*Execute lessons for student-led discourse to support oral and written mastery. *Create opportunities for student-discovery for self/peer assessment and work at own pace. *Deliver well-organized lessons incorporating gradual release that decrease achievement gaps and increase student mastery of standards. *Supervise vertical alignment to improve student achievement on standardized testing.

Accomplishments:

9th ELA	Students	Develop., Prof., & Dist.	Pass Rate
2016	154	69	45%
2017	168	126	75%
2018	180	134	74%

Principal, Mary McLeod Bethune Middle School, 2015 – 2017
Decatur, Georgia

*Increased the College Career Readiness Performance Index (CCRPI) in two years at Title I school. *Exited Georgia Focus School and Beating the Odds lists for low performing school(s) in two years. *Implemented the innovative practice LION PRIDE that reduced discipline referrals and student absenteeism. *Hired and retained highly qualified, highly motivated personnel. *Promoted monthly “In the Room with Mr. Broome” meetings with stakeholders. *Coordinated wrap-around services for students with exceptional, social, and emotional needs.

Accomplishments:

CCRPI	Rate	G/L	Star Rating	Discipline Referrals	G/L
2015	55.2	--	★★	1400	--
2016	54.9	-0.3	★★	630	-55%
2017	61.7	+6.8	★	300	-52%

Assistant Principal, Towers High School, 2013 – 2015
Decatur, Georgia

*Implemented the innovative practice Titan WAY that reduced discipline referrals and increased after-school tutorial participation. *Coordinated wrap-around services with community outreach programs for students with exceptional, social, and emotional identified needs. *Developed partnerships with community outreach organizations and partners to improve parental involvement.

Accomplishments:

CCRPI	Rate	G/L	Star Rating	Graduation Rate	G/L
2013	47.7	--	--	44%	--
2014	57	+9.7	★ ★ ★	67%	+23
2015	61.3	+4.3	★	70%	+3

Instructional Coach, DeKalb County Schools, 2008 – 2012
Stone Mountain, Georgia

*Modeled district-level and site-based professional learning activities and seminars. *Trained faculty and staff on best practices for increased academic achievement in district and state standardized testing. *Coordinated instructional services at four high school sites for reading comprehension, depth-of-knowledge, and test-taking strategies.

Accomplishments:

GAMS	District Sites	ELA Pass Rate Average	Georgia Writing Test Pass Rate Average
2008-2012	4	80%	90%

Additional Experience

Extensive experience from 1998 to 2008 and 2013 in the following schools: Martha J. Moore and Campbell High School in Georgia; Booker T. Washington in Tennessee; Redan High School, Miller Grove High School, and Ola High School in Georgia, respectively.

Educational Background

Specialist in Curriculum, Instruction, Management, and Administration
Nova Southeastern University

Master of Educational Leadership
Nova Southeastern University

Bachelor of Arts in English
Tennessee State University

Lamar Harris
4041 Smithfield Trail
Ellenwood, GA 30294
678-427-4758

Program Director – Coach - Teacher

With an extensive 20-year educational background, I am seeking a leadership position which will allow me to mentor and contribute to social growth and academic achievement.

Education

Masters of Educational Leadership; September 2007

Cambridge College, Boston, Massachusetts

Bachelor of Science, Secondary Education/Social Sciences; May 2000

Miles College, Birmingham, Alabama

Professional Experience

Online Facilitator

Dutchtown High School, GA, August 2015 – Present

- Evaluate and track progress
- Maintain Data and use as an instructional guide
- Serve as liaison between teacher and administrator

SST/RTI Administrator

Jonesboro High School, GA, August 2013 – 2015

- Monitors district response to intervention framework
- Provides guidance and support with learning and behavioral challenges
- Maintain records and data to comply with reporting requirements.

Social Science Instructor

Jonesboro High School, GA, August 2011 – 13

- Discipline committee chair
- Assist in coordinating and implementing student achievement Model
- Facilitate student learning in the areas of Government and US History
- Conducted research for implementation of virtual school.

Administrator

Summer Success Drew High Schools Clayton County 2010-11

- Summer School Principal
- Instructional Leader
- Site Facilitator

Social Science Instructor (Gifted-AP Endorsed)

Charles Drew High School, GA, August 2009 – 2011

- Assist in coordinating and implementing student achievement Model
- Facilitate student learning in the areas of Government and US History
- Conducted research for implementation of virtual school.

Common Core lead facilitator (Clayton County Alternative)

- Facilitate staff development
- Evaluate teacher performance
- Guide teachers in meeting all students needs

Discipline Program Director (Clayton County Alternative)

Morrow High school/Alternative, Morrow, GA, August 2008 – 2009

- Direct the behavior intervention program
- Assist teachers with student behavioral intervention
- Work with grade level principals collecting data to provide feedback

9th Grade Academy Director

Avondale Freshman Academy Leader 2004-2008

- Instructional Leader
- Assist Principal as Facilitator
- Scheduling
- Supply orders

Social Science Instructor

Avondale High School, Avondale Estates, GA, August 2000 – May 2004

- Facilitate student learning in the area of Civics and World Geography
- Assist in directing the Ninth Grade Academy
- Co-sponsor of Boyz II Men
- Previously served as World and American History Instructor

Social Science Instructor

Forest Hills Middle School, Fairfield, AL, August 2000-May 2001

- Facilitate student learning in History, Economics, Civics, and Geography
- Assist in the development of a Youth empowerment program.
- Strengthened supervisory role, delegation ability, organization skills, and motivational techniques.

Coaching Experience

Jonesboro High School**Varsity Head Coach - Girls Basketball**

Nov 2011 – present

- Instruct student athletes in fundamentals of basketball
- Handle logistics of team management

Drew High School**Girls Basketball**

Nov 2009 – 2011

- Instruct student athletes in fundamentals of basketball
- Assist head coach with logistics of team management

Avondale High School**Varsity Head Coach – Girls Basketball-**

Nov 2006 – 2008

- Instruct student athletes in fundamentals of basketball
- Design plays and logistics of team management

Defensive Coordinator - Football

August 2000- 2006

- Instruct student athletes in the fundamentals of football
- Coordinate defensive plays with other positional coaches
- Teach players multiple defensive schemes
- Build the character of the student athletes
- Develop productive young citizens in society

Junior Varsity Head Coach and Varsity Assistant – Boys Basketball

2002-2005

- Instructed athletes in fundamentals of basketball
- Developed creative plays to execute during practice and games
- Assisted head coach with logistics of team management
- **2005-2006 Girls Assistant**

Achievements/Awards Received

- **2015-16 Region Coach of the Year**
- **4AAAAA Basketball Region Champs (Feb 2015)**
- **2014-15 Region Coach of the Year**
- **4AAAA Basketball Region Champs (Feb 2014)**
- **2013-14 Region Coach of the Year**
- **2013-14 Selection - Georgia Senior All Star Coach**
- **4AAAA Three Time Sub Region B Champs (Feb 2013) Playoffs**
- **2012-13 Clayton/Henry County Coach Of the Year**
- **4AAAA Basketball Region Champs (Feb 2013) Final Four**
- **4AAA Basketball Region Runner ups (Feb 2012) Playoffs**
- **4AAA Basketball Region Champs (Feb 2011) Playoffs**
- **Miles College Athletic Hall of Fame Inductee(Oct 2008)**
- **5AAA Basketball Region Champs(Feb 2006)**
- **AAA Basketball State Champions (Feb 2006)**
- **Teacher of the Month at Avondale High School (April 2004)**
- **Teacher of the Month at Forest Hills Middle School (Oct, Jan 2000)**
- **Full Athletic Scholarship, Football, Miles College (1995-2000)**

References Available upon request

Rodrick Perry Frazier

1000 Peachtree Industrial Blvd, STE 6171
Suwanee, GA 30024

Home: 470-326-5750
Work: 310-686-2134
E-mail: drfrazier057@gmail.com

Security Clearance Held: Top Secret (SCI), DOJ

Education

Doctor of Naturopathy
Natural Health

Clayton College of Natural Health
Birmingham, AL 35205

Doctor of Science (Honoris causa)
Health Sciences/Community Health

American International School of
Medicine
Guyana, South America

Master of Science
Health Care Administration

University of Phoenix
Phoenix, AZ 85040

Master of Arts (MBA)
Business Administration

University of Phoenix
Phoenix, AZ 85040

Bachelor of Science
Chemistry (ACS)/Mathematical Science

Florida State University
Tallahassee, FL 32306

Computer Skills

EPI Info 2000, Business Pro 2009, Lectora, Access 2000, LITS Plus, Project 98, C++, Fortran, Unix, Html, Microsoft Word, Corel WordPerfect, Microsoft Outlook, Microsoft Excel, Microsoft PowerPoint, Microsoft FrontPage, Microsoft Publisher, Lotus Ami Pro, Lotus 123, Quick Books, Visio 2010, Novell, ChemDraw, MathCAD, Internet Explorer, and Netscape Communicator.

Laboratory Skills

Cell/Tissue Culture; DNA Extraction; DNA Hybridization; Bacterial 16s DNA Sequencing; Polymerase Chain Reaction (PCR); Gradi Frac; Gene Expression; Northern, Southern, Western Blotting; Cellular Fatty Acids Analysis (CFA); Immunohistochemistry; ELISA's; Protein Purification/Expression; Monoclonal/Polyclonal Antibody Quantification; Cell Fusion; Gene Therapy; Agarose Gel Electrophoresis; Light and Phase Contrast Microscopy; Qualitative/Quantitative Organic Analysis; Quality Control (QC)/Quality Assurance (QA); Aseptic Techniques; Scientific Documentation; Protocol Design; SOP's (Standard Operating Procedures); Spectrometric: IR, Ramen, UV/VIS, NMR, MMR, Atomic Mass, Chromatography: GC, HPLC, and TLC

Employment History

Summary of Relevant Qualifications:

Prior to arriving at the CDC, I worked as a Microbiologist at institutions of higher learning, including 4 years as a Graduate Teaching/Research Assistant at the Georgia Institute of Technology and the Institute of Molecular Biophysics (Florida State University), where I instructed college level courses in Chemistry, supervised the daily activities of 7 research assistants, laboratory technicians, and work-study students, managed inventory system and budget, wrote grant proposals and procedure manuals.

Since joining the CDC in 2000, in addition to other responsibilities, I have

- Co-authored and implemented the NCID Biosafety Manual and NCID Chemical Hygiene Plan for the safe manipulation of etiologic agents and hazardous chemicals for all NCID laboratories.
- Evaluated and advised NCID laboratories and Quarantine stations in Atlanta, Georgia, Ft. Collins, Colorado, Anchorage, Alaska, Miami, FL, San Juan, Puerto Rico, and Kenya.
- Trained visiting scientists and resident guest researchers from various State Public Health laboratories and foreign countries.
- Written protocols and procedures for specimen manipulation and preservation for collaborative projects with the American Type Culture Collection (ATCC) and the CDC Special Bacteriology Reference Laboratory.
- Served as primary author for 3 journal publications within the Actinomycetes Reference Laboratory, Special Pathogens Branch.

*U.S. Department of Health and Human Services
Centers for Disease Control and Prevention
1600 Clifton Road, M/S E-96
Atlanta, Georgia 30333*

1/00 to present

Science Officer GS-601-14

**08/09/2016 to Present
40 hours/week**

Supervisor: Reynolds Salerno

- Serves as the principal advisor to the Division Director and Deputy Division Director on scientific matters.
- Independently reviews reports, scientific papers, memoranda, congressional inquiries and other similar materials for the purpose of providing written recommendations concerning these scientific issues and may be called upon to provide testimony at OMB and Congressional hearings on issues of expertise in Division and Center research.
- Conceives, plans, evaluates, coordinates, and implements activities related to research programs, projects, etc., that will assist in achieving the goals of the Center and the mission of the division utilizing information provided from the

entire scientific and medical community as well as from other components of the Center

- Applies epidemiological principles and/or procedures to investigate, review, analyze, and/or determine the cause(s) of problems, situations, inconsistencies, and/or issues related to programmatic degradation or systemic or causal parameters.
- Research findings markedly impact significant public health programs, issues, problems, processes, and procedures and/or the transmission of other causation of disease or public health issues or situations.
- Directs and provides expert advice with respect to development of public health systems. Provides consultative advice on all aspects of the research, after the groundwork for studies has been developed, based on extensive and expert familiarity with health research problems.
- Represents the Division and Institute at meetings with representatives of other Federal agencies, State and local agencies, public health organizations, labor, industry, etc., concerning these programs.
- Works with Division management, Branch Chiefs of the Division and other key professional regarding these programs and how they impact on the other functions of the Division, Center, Federal, State and local health agencies, industry groups, interest groups and trade unions.
- Establishes intra and extramural partnerships to strengthen the scope and quality of the division's activities.
- Evaluates end products to ensure the material is useful and that it is presented in sufficient detail, etc.

Team Lead GS-601-14

4/1/2015 to 08/09/2016
40 hours/week

Supervisor: Barbara Zehnbauer

- Plans, coordinates, manages, and evaluates all CASPIR TEAM activities. Determines allocation of human and financial resources for the TEAM and assures compliance with related legal requirements.
- Executes the administrative and personnel management responsibilities related to the accomplishment of the mission assigned. Plans organizational structures, staffing needs, etc. Deals with personnel management policy matters affecting the TEAM, with personnel actions affecting employees, and with personnel-related actions having program impact.
- Participated in the Strategic Planning Meetings for the Division of Laboratory Systems, and Laboratory Training and Services Branch where we determined missions, visions, and objectives for management.

- Determines the TEAM's overall policies and approaches to be followed to achieve the missions of the Division. Evaluates the activities to determine which programs areas are most productive, which are worthy of support in reaching goals, and which should be emphasized or curtailed.
- Develops goals and objectives and provides leadership, policy formulation, guidance in program planning and development. Coordinates TEAM activities with other components of DLS, CSELS and other Federal Agencies.
- Responsible for planning, developing, and implementing the Branch's policy and program objectives, developing operating plans, and evaluating progress. Develops specific projects and activities from broad program goals through the application of sound managerial and leadership concepts and practices, with a view toward enhancing the impact of the Agency's activities. Maintains continuous crucial review of all policy and project objectives of the TEAM, and ensures that overall program plans are carried out as efficiently and effectively as possible with maximum utilization of resources.
- Currently developing new policy for the governance of CASPIR (CDC/ATSDR Specimen Packaging Inventory and Repository) and CDC Specimen Inventory Management Policy.

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Centers for Disease Control and Prevention
1600 Clifton Road, M/S E-96
Atlanta, Georgia 30333*

1/00 to present

Branch Chief GS-601-14

11/22/10 to 3/30/15
40 hours/week

Supervisor: Barbara Zehnbaauer (Acting)
May be contacted

- Plans, coordinates, manages, and evaluates all Branch activities. Determines allocation of human and financial resources for the Branch and assures compliance with related legal requirements.
- Executes the administrative and personnel management responsibilities related to the accomplishment of the mission assigned. Plans organizational structures, staffing needs, etc. Deals with personnel management policy matters affecting the Branch, with personnel actions affecting employees, and with personnel-related actions having program impact.
- Participated in the Strategic Planning Meetings for Laboratory Science Policy and Practice Program Office (LSPPPPO), Division of Laboratory Policy and Practice (DLPP), and Technology Management Branch (TMB) where we determined missions, visions, and objectives for management.
- Determines the Branch's overall policies and approaches to be followed to achieve the missions of the Division. Evaluates the activities to determine which

programs areas are most productive, which are worthy of support in reaching goals, and which should be emphasized or curtailed.

- Develops goals and objectives and provides leadership, policy formulation, guidance in program planning and development. Coordinates Branch activities with other components of DLPP, LSPPPO, OSELS and other Federal Agencies.
- Responsible for planning, developing, and implementing the Branch's policy and program objectives, developing operating plans, and evaluating progress. Develops specific projects and activities from broad program goals through the application of sound managerial and leadership concepts and practices, with a view toward enhancing the impact of the Agency's activities. Maintains continuous crucial review of all policy and project objectives of the Branch, and ensures that overall program plans are carried out as efficiently and effectively as possible with maximum utilization of resources.
- Advised senior management officials on processes and procedures during the inventory exercise conducted at the CDC Ft. Collins, Colorado facility in December 2010
- Served as subject matter expert in the development of Select Agents and Toxins Policy via collaboration with subject matter experts, senior management, and other key stakeholders.
- Currently developing new policy for the governance of CASPIR (CDC/ATSDR Specimen Packaging Inventory and Repository) and CDC Specimen Inventory Management Policy.
- Directs all Branch related operations related to Select Agent Compliance, FDA Compliance, CDC Technology Transfer/Intellectual Property, and CASPIR long-term storage repository

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Centers for Disease Control and Prevention
1600 Clifton Road, M/S E-96
Atlanta, Georgia 30333*

1/00 to present

Senior Health Scientist GS- 13-4

04/07 to present
40 hours/week

Supervisor: Rick Parry

May be contacted

- Serves as the National Laboratory Training Network (NLTN) and Laboratory Training Branch (LTB) senior health scientist, providing technical expertise in quality assurance, quality control, laboratory regulations, and other clinical and public health laboratory sciences.
- Serves as the Laboratory Science, Policy, Practice Program Office's Emergency Coordinator
- Develops/Instructs national and international training modules/products for Biosafety/Biosecurity and public health science in cooperation with

CDC Office of Health and Safety, U.S. State Department, American Biological Safety Association, USDA, and World Health Organization (WHO)

- Works with CDC Emergency Operations Center (EOC), Joint Information Center, Clinical Communications Team in response to H1N1 Outbreak, Hurricane Ike, and other natural disasters.
- Serves as member of the International Federation of Biosafety Associations (IFBA)
- Serves as CDC Office of Workforce and Career Development's Project Officer responsible for development of laboratory core competencies and curricula in response to Congressional mandate outlined in PAHPA (Pandemic All-Hazards Preparedness Act).
- Serves as member of CDC/USDA Biosafety Course Steering Committee.
- Develops headquarters and NLTN training courses based on needs assessments, program focus, and objectives of the CDC. Serves as course director for courses in topics such as laboratory response to bioterrorism.
- Assists Branch personnel in development of a wide variety of clinical and public training products using computer-assisted or multimedia technology. Actively participates in developing and designing training products, training needs assessments, and evaluation of training activities.
- Conducts research on projects related to developing best practices procedures and methods for dissemination of health scientist programs, projects, and products, including but not limited to, hands-on laboratory instruction targeted to State and local public health departments.
- Keeps informed of and complies with Division and CDC safety regulations and policies.

*U.S.. Department of Health and Human Services
Centers for Disease Control and Prevention
1600 Clifton Road, M/S E-79
Atlanta, Georgia 30333*

1/00 to present

Senior Microbiologist/Inspector GS- 12-4

8/02 to 04/07
40 hours/week

Supervisor: Barbara Ellis, Ph.D.

May be contacted

- Supervised the day-to-day operations of the review process for USDA/APHIS correspondence including Form 1 (Applications), Form 2 (EA101 Transfers), Form 4 (Clinical Diagnostic Reporting) and Facility Inspection Reports.
- Supervised the day-to-day technical review and triage of all incoming Division of Select Agents and Toxins public correspondence
- Developed/developing standard operating procedures (SOPs) to be used by the Division of Select Agents and Toxins (~Select Agent Program).
- Assigned to be a part of a specialized team to reviewed entity applications to determine if entities were compliant with the requirements of 42 CFR 73 prior to issuance of the certificate of registration
- Developed performance standards and monitors these standards to ensure that agency expectations are being met.

- Plan, coordinate, and conduct inspections of Biosafety Level 2, 3 and 4 entities to ensure compliance with select agent regulations, Final Rules / (7 CFR 331, 9 CFR 121, and 42 CFR 73).
- Reviewed entity applications and amendments to ensure that facilities (entities) meet the requirements of 42 CFR 73.
- Served as training coordinator for Select Agent Program laboratory inspection team.
- Served on Select Agent Program Workgroups including involvement with the reorganization of the Select Agent Program to create positive work environment and a successful transition.
- Assisted in the review of facility inspection reports to ensure that the appropriate observation was cited in accordance with 42 CFR 73, NIH Guidelines on Recombinant DNA molecules, 29 CFR 1910.1450, and Biosafety in Microbiological and Biomedical Laboratories (BMBL 4th Edition).
- I served as **Special-Liaison** to the Federal Bureau of Investigation, Laboratory Division and Weapons of Mass Destruction (WMD) Division for the 2001 Anthrax Investigations.
- I served on the **Incident Response, Enforcement & Compliance (IREC) Committee**, which is interagency workgroup made up of members from the CDC, USDA, FBI, DOJ, and HHS. The committee was established to develop standard operating procedures to be used by the CDC, FBI, and USDA regarding terrorism preparedness and emergency response.
- Consultant to inspectors and entities regarding the Final Rules / 7 CFR 331, 9 CFR 121, and 42 CFR 73), NIH Guidelines on Recombinant DNA molecules, 29 CFR 1910.1450, and Biosafety in Microbiological and Biomedical Laboratories (BMBL 4th Edition).
- Served as principal contact and liaison between the CDC and public health laboratories, pharmaceutical companies, and academic research laboratories.
- Assisted with the design of Laboratory Safety checklists and inspector reports.
- Assisted with the data collections for reports to CDC Senior Management.
- Developed and presented training modules for fellow inspection personnel, regulated community, and at scientific meetings.
- My responsibilities as the **DSAT Duty Officer** were to provide interpretation and clarification of the regulations and policy guidance by answering public inquiries from the regulated community.
- Served as **Vice-Chairman** of Communications Committee for the **American Biological Safety Association, Inc. (ABSA)**.

*Office of the Director, National Center for Infectious Diseases,
Centers for Disease Control and Prevention, Atlanta, Georgia
1600 Clifton Road, M/S C-12
Atlanta, Georgia 30333*

Biosafety Manager

10/01 to 8/02
40 hours per week

Supervisor: Janet Nicholson, Ph.D. Phone: 404-639-3945
Supervisor: Henry Mathews, Ph.D. Phone: 404-639-2758

- Documented completion and identified incomplete items from a prioritized list of completed Office of Health and Safety (OHS) surveys. Assists laboratorians with remediation of delinquent items. Developed a tracking and trending system to provide reports to NCID and Division Management.
- Developed and implemented NCID Chemical Hygiene Plan and Biosafety Manual to meet minimum requirements as established by OHS and NCID. Provided orientation training of manuals to NCID staff.
- Developed a safety training protocol for laboratory staff and NCID Safety Committee members.
- Reviewed and provided recommendation concerning NCID Comprehensive Safety Plan and NCID and Division Safety Committee Charters.
- Implemented a design system concerning corridor safety.
- Participated in NCID and Division Safety Committee Meetings.
- Assisted with the development of the Environmental Management System which includes Chemical Inventory tracking.
- Served as liaison between NCID Office of the Director, the Office of Health and Safety and NCID laboratory staff.

*Special Pathogens Branch, Division of Bacterial & Mycotic Diseases, National Center for Infectious Diseases, CDC
1600 Clifton Road, M/S G-34
Atlanta, Georgia 30333*

Bacteriologist/Guest Researcher (GS-0403-07-3)

10/00 to 10/01
40 hours per week

Supervisor: Rob Weyant, Ph.D. Phone: 404/639-3238
May be contacted

- Preservation and maintenance of the CDC Special Bacteriology Laboratory Culture Collection (80,000 strains from 1949 to present).
- Utilize bacteriologic, serologic, and molecular procedures to detect and identify zoonotic agents at CDC BSL-2/3 (**Biosafety Level II/ III**).
- Performs molecular biology techniques for the efficient detection and identification of bacterial pathogens from unique patient isolates.
- Responsible for accurate cataloguing and freezing (preservation) of patient specimens and cultures.
- Maintenance of supply stocks of microbiological media, biochemical reagents, and glassware.
- Utilize microcomputer data management systems such as Microsoft Excel, Access 97, Project 98, Visio 2000, LITS Plus, and EPI Info 2000 to enter data and produce laboratory reports.
- Taxonomic investigation of new species (CDC Group A-3) associated with endocarditis.
- Bacterial DNA/RNA Extraction of CDC Group A-3 bacteria.
- Bacterial DNA-DNA Hybridization of aerobic bacteria associated with human wounds.
- Bacterial 16S rRNA sequencing and analysis of aerobic and anaerobic bacteria.
- Perform Polymerase Chain Reaction (PCR) for aerobic and anaerobic species.
- Performed saponification procedure for cellular fatty acid analysis of microorganisms.
- Determination of Diaminopimelic Acid Isomers and Whole Cell Sugar Patterns.

- Perform and document quality control (QC) /quality assurance (QA) measures as required to maintain compliance of the UDBL with the Clinical Laboratory Improvement Act Amendments of 1988 (CLIA 1988).

*Scientific Resources Program, Biologics Branch,
National Center for Infectious Diseases, CDC
1600 Clifton Road, M/S D-34
Atlanta, Georgia 30333*

Biochemist (GS-0403-05-1)

1/00 to 10/00
40 hours per week

Supervisor: Dr. Abbas Vafaii Phone: 404/639-3513
May be contacted

- Performed Cell/Tissue culture for infectious agents (**Biosafety Level 2/3**) Adeno-associated virus, Bacculovirus, Chlamydia pneumoniae, Salmonella, Escherichia coli, Brucella, Oerskovia turbata and Bacillus anthracis.
- Performed enzyme-linked immunosorbent assays (**ELISA's**).
- Preparation of microbiological media.
- Preparation of buffer solutions.
- Preparation and purification of bacterial antigens.
- Inoculation and preparation of small rodents and mammalian specimens (in vivo and in vitro) for infection with toxins, bacterial and viral agents.
- Perform and document quality control measures as required to maintain compliance of the UDBL with the Clinical Laboratory Improvement Act Amendments of 1988 (CLIA '88).

*Georgia Institute of Technology
Dept. of Chemistry and Biochemistry
Atlanta, Georgia 30332*

Graduate Teaching Assistant

8/99 to 1/00

Supervisor: Dr. Thomas Moran Phone: 404/894-4022
May be contacted

- Instructed and supervised General Chemistry courses and laboratories (traditional/online).

*Florida State University
Institute of Molecular Biophysics
Tallahassee, Florida 32306*

Research Assistant, Team of Eight

6/98 to 8/99

Supervisor: Dr. Michael Chapman Phone: 850/644-2525
May be contacted

- Cultured invertebrate and Hela cells for viral infection.
- Probed structure of enzyme Rep 68 to learn mechanism of its

- multifunctional replication; Investigated structure of Adeno Associated Virus.
- Prepared and purified Arginine Kinase (AK) protein crystals for x-ray crystallography.
- Completed 2.0Å structure determination of Human Rhinovirus 50 (HRV50) with clinically tested drug.

*Florida State University
Department of Chemistry
Tallahassee, Florida 32306*

Teaching Assistant

5/97 to 8/99

Supervisor: Dr. Marie Krafft Phone: 850/644-2297
May be contacted

- Instructed and supervised Organic Chemistry courses and laboratories.
- Responsibilities included instructing the recitation portion of the course, including the proctoring and grading of all lecture material.

*Florida State University
Department of Chemistry
Tallahassee, Florida 32306*

Laboratory Technician

8/97 to 8/99

Supervisor: Bob Barnett Phone: 850/644-4559

- Supervised laboratory facilities and prepared all heterogeneous solutions for Analytical & Organic Chemistry laboratory experiments.

*Florida A&M University
Computer Information Systems Division
Tallahassee, Florida 32307*

Lab Technician/Receptionist

5/96 to 8/97

Supervisor: Norma Crawford Phone: 850/561-2170

- Processed university data request forms, installed computer software, monitored computer laboratory facility, and served as receptionist.

*Army High Performance Computing Research Center
Minneapolis, Minnesota 55415*

Research Scholar

6/96 to 8/96

Supervisor: Dr. Barbara Bryan Phone: 612/626-1550

- Completed individual Computational Ground Water Modeling project

emphasizing simulation and modeling, parallel computing, graphic design.

*National High Magnetic Field Laboratory
Tallahassee, Florida 32306*

Research Assistant

8/95 to 6/96

Supervisor: Dr. Charles Weatherford Phone: 850/599-3470

- Utilized computational methods and elements such as Slater Method, Hartree-Fock equations, FFT, Gaussian, and employed use of Daubechies Wavelets in the study of molecular structures.

Additional Work Experience

*Integrated Health Center of Georgia
1400 Buford Hwy
Sugar Hill, GA 30518
Phone: 470-326-5750*

10/15 to Pres

CEO/Health Education Coordinator

- Directs or coordinates financial and budget activities to fund operations, maximize investments, and increase efficiency.
- Confers with company officials or staff members to discuss issues, coordinate activities, or resolve problems.
- Analyzes operations to evaluate performance in meeting objectives or to determine areas of potential cost reduction, program improvement, or policy change.
- Directs, plans, or implements policies, objectives, or activities to ensure continuing operations, to maximize returns on investments, or to increase productivity.
- Prepares budgets for approval, including those for funding or implementation of programs.
- Negotiates or approves contracts or agreements with suppliers, distributors, federal or state agencies, or other organizational entities.
- Reviews reports submitted by staff members to recommend approval or to suggest changes.
- Appoints department heads or managers and assigns or delegates responsibilities to them.
- Directs human resources activities, including the approval of human resource plans or activities, the selection of directors or other high-level staff, or establishment or organization of major departments.
- Prepares or presents reports concerning activities, expenses, budgets, government statutes or rulings, or other items affecting businesses or program services.
- Establishes departmental responsibilities and coordinates functions among departments and sites.
- Implements corrective action plans to solve organizational or departmental problems.
- Coordinates the development or implementation of budgetary control systems, recordkeeping systems, or other administrative control processes.

- Directs non-merchandising departments, such as advertising, purchasing, credit, or accounting.
- Delivers speeches, writes articles, or presents information at meetings or conventions to promote services, exchange ideas, or accomplish objectives.

Healing Hands Wellness Center, Inc.
 3695F Cascade Rd. #1205
 Atlanta, GA 30331
 Phone: 678-521-6719

1/04 to 01/16

Educational Training Coordinator

- Coordinates and advises partners throughout the healthcare realm to educate, implement prevention strategies and treat healthcare diseases and disorders affecting the general population.
- Advisor to COO on special projects
- Provides wellness and nutritional counseling and training to staff and clients
- Implements marketing strategy

Argosy University
 990 Hammond Drive
 Atlanta GA 30328
 770-407-1015
 POC: Elizabeth Rider, PsyD
 Program Chair, Undergraduate Studies

05/09 to 01/18

Faculty

- Responsibilities include instructing the general course, including the proctoring and grading of all lecture material, checkpoint assignments, and cumulative exams for the following: **Biostatistics; College Algebra I and II; Calculus I; Epidemiology; Public Health Ethics; Accounting; The Ecological Perspective; Rise in Modern Science; Human Anatomy and Physiology; Small Business Management; Organizational Behavior.**

University of Phoenix
 4615 E. Elwood St.
 Phoenix, AZ 85040
 Phone: 800-822-1319-Ext.39872
 POC: Michael Stein

12/05 to 06/08

Faculty

- Responsibilities include instructing the general course, including the proctoring and grading of all lecture material, checkpoint assignments, and cumulative exams for the following: **Statistics; Biostatistics; College Algebra I and II; Calculus I; Epidemiology; Ethics and the Administration of Justice; The Human Services Administrator; Legal and Ethical Issues in HHS; Political, Legal, and Ethical Issues in Business; Small Business Management; Organizational Behavior.**

Strait Talk Counseling Services, Inc.
33 W Campbellton St.
Fairburn, Georgia 30213-1305
Supervisor: Dr. Eugenia Shorter (Executive Director)

1/99 to 11/00

Project Coordinator/Training Specialist

- Assisted with the design of a comprehensive district-wide system to identify, assess, and track at-risk youth.
- Developed a coordinated series of training workshops for committee members and coordinated such training on at-risk and dropout issues, community partnerships, planning, leadership, committee effectiveness, etc.
- Designed and facilitated counseling groups for anger management and conflict resolution to students identified as active gang members at a high school in South Atlanta.
- Supervised 3 high school anger management counselors.
- Worked closely with school personnel, Partnership For Families, Alcohol, Tobacco, and Other Drug Abuse Prevention Specialist, and Recreational Coordinators to organize activities and group meetings for gang members.
- Participated on committees at varying times to understand the needs of at-risk youth.
- Provided training to identify gang members in a high school in South Atlanta.
- Provided statistical data on gang violence and the cause of violence at a high school in South Atlanta.
- Recommended programs in which gang members may be involved and makes referrals as appropriate through Case Managers.
- Provides counseling services to students active in gang activity by conducting a social assessment of clients to determine the extent of the violence problems and the emotional, physical, and social conditions affecting the treatment outcome.
- Worked closely with staff to develop individualized treatment plan for each student on his/her caseload addressing problems/needs identified in the social assessment.

Honors/Awards

- Howard Hughes Research Fellowship, 1993 (Emory University)
- U.S. Dept of Navy Scholarship, 1995 (Florida A&M University)
- White and Gold National Honor Society, 1996 (Florida A&M University)
- Golden Key National Honor Society, 1997 (Florida State University)
- Research Training Grant (National Science Foundation), 1998 (FSU)
- Alpha Chi Sigma Teaching Assistant of the Year, 1998 (Florida State University)
- GAANN Fellowship (National Science Foundation), 1999 (Georgia Institute of Technology)

Professional Activities

- American Chemical Society
- American Society for Microbiology
- American Biological Safety Association
- Strait Talk Counseling Services, Inc.
- Omega Psi Phi Fraternity, Inc.
- Habitat for Humanity

Certification and Training

- ✚ FEMA: Incident Command System 100, 200, 700, 800, 2010 to present
- ✚ Hazardous Waste Awareness and Handling, 1997 to present
- ✚ Contracting Officer's Technical Representative (COTR) Certification, 2007 to present
- ✚ Federal Appropriations Law, 2010 to present
- ✚ HHS Leadership Training, 2010 to present
- ✚ Pandemic Influenza Exercise - Clinicians Communications Team - 03/2008
- ✚ Director's Emergency Operations Center - DEOC 101 Course - 03/2008
- ✚ Laboratory Safety Training, 1997 to present
- ✚ Laboratory Commissioning, 2003 to present
- ✚ Biocontainment Design (BSL-3 and BSL-4), 2003 to present
- ✚ Bloodborne Pathogens Training, 1998 to present
- ✚ Ethics Training, 1998 to present
- ✚ Radiation Safety in the Laboratory, 1999 to present
- ✚ The Art of Biosafety Auditing, 2001 to present
- ✚ Primary Containment of Biohazards, 2001 to present
- ✚ Fundamentals of Biosafety Training, 2001 to present
- ✚ Biological Toxins: Science and Safety, 2001 to present
- ✚ Biological Safety Microbiology, 2001 to present
- ✚ Biosafety Program Management, 2001 to present
- ✚ Industrial Hygiene for Biosafety Professionals, 2001 to present
- ✚ Containment Considerations form Large-Scale Production of Organisms, 2001 to present
- ✚ Building Leadership Skills Workshop, 2002

Publications

Phenotypic and Genetic Characterization of Some Clinical Isolates of CDC

Coryneform Group A-3: Proposal of *Cellumonas cerebrospinallis* sp. Nov. and *Cellumonas melezitosa* sp. nov. R. P. Frazier, R. E. Morey, A. G. Steigerwalt, M. I. Daneshvar, G. J. Pellegrini, D. G. Hollis, M. M. McNeil, and J. M. Brown

Phenotypic and Genetic Characterization of Some Clinical Isolates of CDC

Coryneform Group A-3: Proposal of *Cellulobacilla denverensis* gen. nov., sp. nov. R. E. Morey, R. P. Frazier, A. G. Steigerwalt, M. I. Daneshvar, G. J. Pellegrini, D. G. Hollis, M. M. McNeil, and J. M. Brown

Presentations

Oral Presentation – Centers for Disease Control and Prevention, Atlanta, GA –
“Management Analysis: Designing and Conducting a Case Study” – March 2007

Oral/Video Presentation – Coordinating Office of Terrorism Preparedness and
Emergency Response, Atlanta, GA – “National Select Agent Program Training Video” –
July 2006

Oral Presentation – Centers for Disease Control and Prevention, Atlanta, GA –
“Proper Use of Chemical Fume Hoods and Biological Safety Cabinets” – January 2004

Oral Presentation - Centers for Disease Control and Prevention, Atlanta, GA –

“Select Agent Program EA101 and Clinical Diagnostic (0.1318) Processing” – April 2004

Oral Presentation – Centers for Disease Control and Prevention, Atlanta, GA - “NCID Chemical Hygiene Plan/Biosafety Manual Implementation and Training” – May 2002

Oral Presentation – University of Phoenix, Phoenix, AZ – “New Venture Management of PBJ Global” – April 2002

Oral Presentation – Army High Performance Computing Research Center, Minneapolis, Minnesota – “Computational Ground Water Modeling” June 1996

Oral Presentation – Florida A&M University Department of Chemistry, Tallahassee, Florida – “MIM45 Complex of the Inner Mitochondrial Membrane” – May 1997

References

**Dr. Janet K. Nicholson – Associate Director for Laboratory Science, Office of the Director, Coordinating Center for Infectious Disease, Centers for Disease Control and Prevention
Atlanta, Georgia 30333 Phone: 404/639-3945**

**Dr. Henry M. Mathews – Biosafety and Biocontainment Consultant, Office of the Director, National Center for Infectious Diseases, Centers for Disease Control and Prevention
Atlanta, Georgia 30333 Phone: 404/639-2758**

**Dr. Rob S. Weyant – Director, Division of Select Agents and Toxins, Coordinating Office of Terrorism Preparedness and Emergency Response, Centers for Disease Control and Prevention
Atlanta, Georgia 30333 Phone: 404/718-2000**

**Dr. Elizabeth Rider – Program Chair, Undergraduate Studies, Argosy University
Atlanta, Georgia 30328 Phone: 770/407-1015**

**Lori Bane– Compliance Officer, Division of Select Agents and Toxins, Coordinating Office of Terrorism Preparedness and Emergency Response, Centers for Disease Control and Prevention
Atlanta, Georgia 30333 Phone: 404/718-2006**

June Brown – Senior Microbiologist, Actinomycetes Reference Laboratory,

**Division of Bacterial & Mycotic Diseases, Special Pathogens Branch, National
Center for Infectious Diseases, Centers for Disease Control and Prevention
Atlanta, Georgia 30333 Phone: 404/639-3491**

**Dr. Michael Chapman – Assistant Director/Biochemist
Institute of Molecular Biophysics, Florida State University
Tallahassee, FL Phone: 850/644-8354**

Certification:

“ I certify that all statements made by me on this resume are true, complete and correct to the best of my knowledge and belief and are made in good faith. I understand that falsification of any information on this resume may be punishable by fine or imprisonment under U.S. Code Title 18, Section 1001.”

_____ Date _____

EXHIBIT 6

LOCALLY APPROVED CHARTER SCHOOL PARTNERS ROLES & RESPONSIBILITIES



RE: Locally-Approved Charter School Partner Roles and Responsibilities Chart

The Board has adopted the Local Approved Charter School Partners Roles and Responsibilities Chart for decision making authority in all areas, including personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals, and school operations.

A handwritten signature in black ink, appearing to read "Lamar Harris", written over a horizontal line.

Lamar Harris, Chairman

Introduction: Locally-approved charter school non-profit governing boards must have decision-making authority in all areas, including personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals, and school operations. The columns in the chart below describe the authority that must be exercised by a charter school's governing board, management, and school district respectively. There are also columns provided for other common charter school partners (if applicable).

Instructions: Applicants must submit a proposed version of this chart that shows how roles and responsibilities are and/or will be shared for their particular charter school. If any checkpoints are deleted or added, applicants must highlight in yellow those cells where a checkmark was deleted or added.

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Personnel Decisions

Select, retain, transfer, promote, demote, and/or terminate the principal or school leader	✓					
Evaluate the principal or school leader (LKES)	✓					
Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff		✓				
Evaluate the teachers (TKES) and all other staff		✓				
Determine whether teacher certification will be required	✓	✓				
Plan professional development for staff		✓				

Financial Decisions and Resource Allocation

Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	✓					
Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated) for all employees	✓					

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	✓	✓	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	✓	✓	✓			
Raise additional funds through fundraising efforts	✓	✓				
Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds		✓				
Final school budget approval	✓					
Establish financial policies and standard operating procedures	✓					
Maintain a reserve fund	✓					
Determine facility uses	✓	✓				
Ensure sound fiscal management and monitor budget implementation	✓	✓				
Curriculum and Instruction						
Recommend/Adopt instructional delivery model	✓	✓				
Recommend/Adopt curriculum, including any changes in curriculum as needed to improve student achievement	✓	✓				
Recommend/Adopt courses and programs to offer	✓	✓				
Recommend/Adopt textbooks, technology, and instructional materials	✓	✓				
Recommend/Establish additional graduation requirements	✓	✓				
Recommend/Adopt course and credit requirements, including technology and physical education skill requirements	✓	✓				
Recommend/Adopt seat time requirements	✓	✓				
Recommend/Adopt opportunities for student acceleration/remediation	✓	✓				
Create or modify Career Pathway curricula	✓	✓				
Choose dual enrollment options	✓	✓				
Choose credit recovery options	✓	✓				
Utilize online learning platforms (e.g., Georgia Virtual School)		✓				
Establish additional mastery level requirements for performance	✓	✓				
Select additional formative and/or summative assessments to determine student levels of mastery and growth	✓	✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Curriculum and Instruction (<i>continued</i>)						
	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs	✓	✓				
Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		✓				
Establish lesson plan requirements for teachers		✓				
Establish placement and promotion criteria	✓	✓				
Set grading and reporting policies, plans, process, schedules, and formats	✓	✓				
Establishing and Monitoring the Achievement of School Improvement Goals						
	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Complete self-assessment based on Georgia School Performance Standards		✓				
Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		✓				
Set a timeline for implementing school improvement timeline	✓	✓				
Set a budget for implementing school improvement timeline	✓	✓				
Recommend/Approve school improvement plan and provide oversight of its implementation	✓	✓				
Hold principal or school leader accountable for school improvement plan implementation and timeline	✓					
Hold faculty and staff accountable for school improvement plan implementation and timeline		✓				
Evaluate success of school improvement plan and recommend/make revisions as needed	✓	✓				
Regularly communicate student and school performance data to all stakeholders		✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

School Operations

	Charter School Nonprofit Governing Board	Charter School Management	Local School District *	Post- Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Provide input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures, and handbooks	✓	✓				
Establish work schedules of faculty and staff (e.g., hours per day, days per year, calendars)		✓				
Establish experience, training, and other matters related to substitute teachers		✓				
Recommend/Set school daily, weekly, and annual school calendar and class schedules, including length of school year, holidays, early release days, etc.	✓	✓				
Recommend/Approve professional development vendors and resources	✓	✓				
Manage day-to-day human resources		✓				
HR processing, including employment contracts and benefits administration		✓				
Recommend/Select co-curricular and extracurricular activities	✓	✓				
Establish after-school and Saturday programs as needed	✓	✓				
Set enrichment and/or advisory periods as needed		✓				
Establish field trips, including locations and date		✓				
Set class size and student-teacher ratios	✓	✓				
Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials, transitions)	✓	✓				
Establish school partnerships for school growth	✓	✓				
Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support	✓	✓				
Select/Approve vendors aligned with school needs	✓	✓				
Manage transportation decisions, including authority to contract for transportation service	✓	✓				
Select information systems (e.g., Student Information System, financial information systems)	✓	✓				
Manage the facility or facilities that are owned and operated by the school system for use by the charter school	✓	✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Approve/manage the food service agreement with a vendor or the school system	✓	✓					
Establish school size	✓	✓					
Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12)	✓	✓					
Establish attendance policies	✓	✓					
Establish student code of conduct and behavior policies, plans, processes, and formats	✓	✓					
Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	✓	✓					
Ensure access to support to address the physical, social, financial, and emotional needs of students in the school	✓	✓					

*The LBOE retains its constitutional authority

EXHIBIT 7

ENROLLMENT POLICY



Enrollment Process

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.

EXHIBIT 8

LOTTERY APPLICATION



Enrollment Application

Parent Preferred Language

Do you (parent/guardian or caregiver) wish to fill out this document in your primary language? ☐ Yes ☐ No

Do you (parent/guardian or caregiver) need the assistance of an interpreter to assist you with the enrollment of your student(s)? ☐ Yes ☐ No

My preferred language for communication from my child's school is (please check):

☐ English ☐ Spanish ☐ Other language:

(Please specify language) Home Language Survey:

Which language does your child best understand and speak?

Which language does your child most frequently speak at home?

Which language do adults in your home most frequently use when speaking with your child?

Registration Documentation (the following documents are required for registration):

- ☐ 1. Birth Certificate (or other proof of age _____)
- ☐ 2. Proof of Residency: current property tax or settlement statement, valid residential lease, or rental agreement and one current home utility bill (gas or electric)
- ☐ 3. Custody/Guardianship documentation, if applicable
- ☐ 4. Kinship Caregiver Affidavit, if applicable
- ☐ 5. Georgia Certificate of Immunization, Form 3231
- ☐ 6. Georgia Eye, Ear, and Dental Certificate, Form 3300
- ☐ 7. Certified copy of the student's academic transcript and disciplinary record from the school previously attended.

Registration Documentation (the following documents are requested for registration)

- ☐ 1a. Copy of Social Security card -v or
- ☐ 1b. Statement of Objection to Providing Social Security Number (Waiver)

Race/Ethnicity:

Part A. Is this student Hispanic/Latino? (Choose only one)

- ☐ No, not Hispanic/Latino
- ☐ Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your student's (or your) race to be.

Part B. What is the student's race? (Choose all that apply)

- ☐ American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)
- ☐ Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
- ☐ Black or African American (A person having origins in any of the black racial groups of Africa.)
- ☐ Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
- ☐ White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

Emergency / Medical Information: Does student have any health problems or allergies?

- ☐ Yes ☐ No If yes, please explain: _____

Does the student require medication on a regular basis? ☐ Yes ☐ No

If yes, please complete a Medication Authorization Form (Please obtain this form from your student's school). Parent Information Parent Name: _____

Authorized to check child out of school:

☐ Yes ☐ No Natural Mother

☐ Yes ☐ No Female Legal Guardian

☐ Yes ☐ No Natural Father

☐ Yes ☐ No Male Legal Guardian

☐ Yes ☐ No Kinship Caregiver

Current Address: _____

Employer: _____

Home/Cell Phone: _____ Work Phone: _____

Cell Phone: _____ Fax #: _____

E-mail: _____ @ _____

Parent Name: _____

Family Members Living in the Same Household:

_____/____/____	☐ Female ☐ Male	_____	_____
Last Name First Name Date of Birth	Gender	School (if Applicable)	Relationship to Student

_____/____/____	☐ Female ☐ Male	_____	_____
Last Name First Name Date of Birth	Gender	School (if Applicable)	Relationship to Student

_____/____/____	☐ Female ☐ Male	_____	_____
Last Name First Name Date of Birth	Gender	School (if Applicable)	Relationship to Student

_____/____/____	☐ Female ☐ Male	_____	_____
Last Name First Name Date of Birth	Gender	School (if Applicable)	Relationship to Student

_____/____/____	☐ Female ☐ Male	_____	_____
Last Name First Name Date of Birth	Gender	School (if Applicable)	Relationship to Student

_____/_____/_____
Last Name First Name Date of Birth ☐ Female ☐ Male Gender School (if Applicable) Relationship to Student

Does the student have a brother or sister enrolled in this school? ☐ Yes ☐ No If yes, please complete the following:

Name: _____ Date of Birth ____/____/____ Grade _____

Name: _____ Date of Birth ____/____/____ Grade _____

Name: _____ Date of Birth ____/____/____ Grade _____

Disciplinary Information: Is the student currently on suspension or expulsion from another school or school system?

☐ Yes (explain below) ☐ No

Has the student ever been charged with or convicted of a felony crime? ☐ Yes (explain below) ☐ No

Has the student ever been charged or found delinquent of a crime that would be considered a felony? ☐ Yes (explain below) ☐ No

Is the student presently assigned to or scheduled to attend an alternative school or program? ☐ Yes (explain below)

☐ No

Office Use Only Form

School: _____ Date Enrolled: ____/____/____

Grade: _____ Student #: _____

Teacher: _____ Entered in IC by: _____ Date: ____/____/____

EXHIBIT 9

PROPOSED SCHOOL CALENDAR

Approved 2022-2023 School Calendar

JULY 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 Independence Day

Instructional Days – 0

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Teacher Workday
3 First Day of Second Semester
16 M.L. King Jr. Holiday

Instructional Days – 18

AUGUST 2022						
S	M	T	W	Th	F	S
31						6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Professional Development Day
2-5 Preplanning & Parent/Student Orientation
8 First Day of School

Instructional Days – 15

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

10 Professional Development (Inclement Weather Day)
13 Presidents' Day (Inclement Weather Day)

Instructional Days – 18

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day

Instructional Days – 21

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 Teacher Workday (Inclement Weather Day)
13 Professional Development (Inclement Weather Day)

Instructional Days – 21

OCTOBER 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

8 Teacher Workday
11 Columbus Day

Instructional Days – 20

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

3-7 Spring Break

Instructional Days – 17

NOVEMBER 2022						
S	M	T	W	Th	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2 Professional Development Day (Election Day)
22-26 Thanksgiving Holidays

Instructional Days – 15

MAY 2023						
S	M	T	W	Th	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 Last Day of School
24-26 Post Planning (Inclement Weather Days)
29 Memorial Day

Instructional Days – 18

DECEMBER 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 Last Day of First Semester
20-31 Winter Break
28-31 Preplanning

Instructional Days – 14

	Preplanning/Post Planning
	Holiday (schools closed)
	Teacher Workday/Professional Development Day (students off)
	First/Last Day of Semester

Please note: The approved 2022-2023 School Calendar includes a total of 178 instructional days for students: 86 days for First Semester and 92 days for Second Semester.

EXHIBIT 10

SAMPLE SCOPE & SEQUENCE

SCOPE AND SEQUENCE

K - SCOPE AND SEQUENCE

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
6 Weeks (5 Buffer Days)	6 Weeks (5 Buffer Days)	6 Weeks (5 Buffer Days)	6 Weeks (5 Buffer Days)	6 Weeks (5 Buffer Days)	6 Weeks (5 Buffer Days)
I Am A Learner	I Am A Detective	I Am An Investigator	I Am An Evaluator	I Am A Researcher	I Am An Expert
(RF)	(RF)	(RF)	(RF)	(RF)	(RF)
RF1a, b, c, d	RF1a, b, c, d	RF1a, b, c, d	RF1a, b, c, d	RF1a, b, c, d	RF1a, b, c, d
RF2a	RF2a	RF2a	RF2a	RF2a	RF2a
RF3a, b	RF2b	RF2b, RF2c	RF2b, c	RF2b, c	RF2b, c
	RF2d	RF2d, RF2e	RF2d, e	RF2d, e	RF2d, e
	RF3a, b	RF3a, b	RF3a, b	RF3a, b	RF3a, b
	RF3c, RF4	RF3c, RF4	RF3c, RF4	RF3c, RF4	RF3c, RF4
(RL/RI)	(RL/RI)	(RL/RI)	(RL/RI)	(RL/RI)	(RL/RI)
RL1	RL1		RL5, RL9		RL1, RL2,
RL6, RL7	RL2, RL3		RL6, RL7		RL3
	RL4		RL10		RL6, RL7
	RL6, RL7				L10
	RL10				
RI5	RI5	RI1	RI5	RI4	RI1
		RI2, RI3		RI5, RI6, RI7	RI2, RI3
		RI4		RI8, RI9	RI4
		RI5, RI6, RI7		RI10	RI5, RI6, RI7
		RI10			RI10

1ST GRADE – MATH SCOPE AND SEQUENCE

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Unit 1: Lessons 1-5 Unit 2: Lessons 6-7	Unit 2: Lessons 8-11 Unit 3: Lessons 12-16	Unit 4: Lessons 17-20 Unit 5: Lessons 21-25	Unit 6: Lesson 26-28 Unit 7: Lessons 29-34
MGSE1.OA.1 MGSE1.OA.3 MGSE1.OA.4 MGSE1.OA.5 MGSE1.OA.6 MGSE1.OA.8	MGSE1.OA.2 MGSE1.OA.3 MGSE1.OA.6 MGSE1.OA.7 MGSE1.NBT.2a/b MGSE1.NBT.7	MGSE1.NBT.1 MGSE1.NBT.2a/c MGSE1.NBT.3 MGSE1.NBT.4 MGSE1.NBT.5 MGSE1.NBT.6 MGSE1.OA.5	MGSE1.G.1 MGSE1.G.2 MGSE1.G.3 MGSE1.MD.1 MGSE1.MD.2 MGSE1.MD.3 MGSE1.MD.4
GSE Frameworks	GSE Frameworks	GSE Frameworks	GSE Frameworks
Unit 3	Unit 3 Unit 5	Unit 1 Unit 2 Unit 5	Unit 1 Unit 4 Unit 6

2ND GRADE – SCIENCE SCOPE AND SEQUENCE

Instructional Segment:	Patterns in Day and Night	Forces at Work	What Is Matter and How Does It Change?	Stability and Change in Plants and Animals
Estimated Time	12 Weeks	10 Weeks	8 Weeks	6 Weeks
Crosscutting Concepts	- Patterns - Cause and Effect - Scale, Proportion, and Quantity	- Cause and Effect - Structure and Function - Scale, Proportion, and Quantity	- Matter and Energy - Stability and Change	- Stability and Change - Patterns - Cause and Effect
Anchoring Phenomenon	Shadow Pictures Presentation or Shadows Pictures Handout	Sports Photos	Hot Spring in Yellowstone National Park	Animal bodies collect and transfer pollen from one flower to another.
Core Ideas	- Sunlight warms the Earth's surface - Patterns of sun, moon, and stars apparent motion in the day and night sky - Seasonal changes of sunrise and sunset - Some events on Earth occur in cycles, like day and night.	- Forces and Motion - Pushes and pulls - Energy transfer - Size of the object impacts force and motion	- Structure and properties of matter - Heating or cooling can change the properties of matter	- Plants and the function of their structures - Life cycles of plants and animals - Pollination of plants by animals - Changes in habitat and its effects on plants and animals - Plants and animals can change their environment. - Plants and animals (including humans) can change their environment (eg. the shape of the land, the flow of water.) - Humans can impact the environment.
Science and Engineering Practices	- Asking questions and defining problems - Developing and using models - Planning and carrying out investigations - Constructing explanations and designing solutions - Obtaining, evaluating, and communicating information	- Asking questions and defining problems - Developing and using models - Planning and carrying out investigations - Analyzing and interpreting data - Using mathematics and computational thinking - Constructing explanations and designing solutions - Obtaining, evaluating, and communicating information	- Asking questions and defining problems - Planning and carrying out investigations - Constructing explanations and designing solutions - Obtaining, evaluating, and communicating information	- Asking questions and defining problems - Developing and using models - Planning and carrying out investigations - Constructing explanations and designing solutions - Obtaining, evaluating, and communicating information
GSE	S2E1 a, b; S2E2 a, b, c, d.	S2P2 a, b, c	S2P1 a, b, c	S2L1 a, b, c, d; S2E3 a, b

3RD GRADE – SCIENCE SCOPE AND SEQUENCE

Instructional Segment:	Rocks, Soils, and Fossils	Under the Sun	Pollution and Conservation
Estimated Time	14 weeks	14 weeks	8 weeks
Crosscutting Concepts	- Patterns - Cause and Effect - Structure and Function - Stability and Change	- Structure and Function - Cause and Effect - Systems and System Models - Energy and Matter	- Systems and System Models - Cause and Effect - Stability and Change
Anchoring Phenomenon	Show students the Rock Pictures PowerPoint, discuss how the items came to be in the rocks, and what effect the items might have on the rock in the future	Project a map of the cities in Georgia onto the board at the front of the room. Place students into small groups of 3-4, making sure that you have at least five groups to include all of the geographic regions. Allow the groups to each select a different geographic region, and then pick two cities from that region to research.	Show the Rubber Duck Race PowerPoint, and discuss what happens to the ducks after the race
Core Ideas	- History of Planet Earth - Earth and Earth's Materials - Roles of Water in Earth's Surface Processes - Evidence of Common Ancestry - Adaptation	- Structure and Function - Adaptation - Conservation of Energy and Energy Transfer	- Human Impacts on Earth Systems - Earth and Human Activity - Adaptation
Science and Engineering Practices	- Asking questions and defining problems - Developing and using models - Planning and carrying out investigations - Constructing explanations and designing solutions - Engaging in argument from evidence - Obtaining, evaluating, and communicating information	- Planning and carrying out investigations - Engaging in argument from evidence - Constructing explanations and designing solutions - Using mathematics and computational thinking - Obtaining, evaluating, and communicating information	- Engaging in argument from evidence - Asking questions - Designing a model - Obtain, evaluate, and communicate information
GSE	S3E1 a, b, c; S3E2 a, b; S3L1c	S3L1 a, b, c S3P1 a, b, c	S3L2 a, b

4TH GRADE – MATH SCOPE AND SEQUENCE

1 st Quarter	2 nd Quarter
Unit 1: Lessons 1-4 Unit 2: Lessons 5-7	Unit 2: Lessons 8-10 Unit 3: Lessons 11-12 Unit 4: Lessons 13-16
MGSE4.OA.1 MGSE4.OA.2 MGSE4.OA.4 MGSE4.NBT.1 MGSE4.NBT.2 MGSE4.NBT.3 MGSE4.NBT.4	MGSE4.OA.3 MGSE4.OA.5 MGSE4.NBT.5 MGSE4.NBT.6 MGSE4.NF.1 MGSE4.NF.2 MGSE4.NF.3a/d
GSE Frameworks	GSE Frameworks
Unit 1 Unit 2	Unit 1 Unit 2 Unit 3 Unit 4

5TH GRADE – ELA SCOPE AND SEQUENCE

Unit 1 Theme	Unit 2 Compare Contrast	Unit 3 Evidence	Unit 4 Point of View	Unit 5 Analyze/ Integrate	Unit 6 5th Grade Culmination
7 Weeks (6 Buffer)	6 Weeks (5 Buffer)	6 Weeks (5 Buffer)	6 Weeks (5 Buffer)	5 Weeks	5 Weeks
(RF) RF3a RF4a-c	(RF) RF3a RF4a, c	(RF) RF3a RF4a, c	(RF) RF3a RF4a, b, c	(RF) RF3a RF4a, c	(RF) RF3a RF4a, c
(RL/RI) RL2, RL6, RL9 RL4, RL5, RL7	(RL/RI) RL9 RI3, RI6 RI2, RI4, RI5	(RL/RI) RL1 RI1 RI4, RI7, RI8	(RL/RI) RL6 RL3 RI6 RI4	(RL/RI) RL7 RI6, RI9 RI4, RI7	(RL/RI) RI1, RI9 RI4
(W) W3a, b W3c-e, W4-6	(W) W2a, b W2c-e, W4-8	(W) W1a, b, W9a, b W1c, d	(W) W1a, b, W3 b	(W) W1a, b, W2a, b, W9b W1c, d	(W) W2a, b, W9
(L) L4b, L5a, b, L1a (coordinating conjunctions & interjections) L1,d L1c, L2c-e, L3a, b, L4a, c	(L) L6, L2b L2a, e, L3a	(L) L2b L2a, e, L3a, L4a, c	(L) L1a (preposition) L1b, e, L2c, e, L3a	(L) L6 L2d, e, L3a	(L) L6 L2, L3

ALIGNMENT TO FRAMEWORKS

Pitsco products, activities, curriculum, and solutions are learner centric. We incorporate a variety of learning theories and provide valuable soft skills practice that will prepare students for the future. The following matrix displays the incorporation of important frameworks into our programs.

OFFERING	GRADE LEVELS	TITLE	NATIONAL STANDARDS (NGSS, CCSSM, CCSSELA, ITEEA, CCTC)	ACT™ WORKKEYS™	P21™ – 4CS	CASEL – SEL
KUBO Coding	K-2	KUBO Coding 4-Pack	X		•	
		KUBO Coding Single Set	X		•	
Elementary STEM Units	K-2	Exploring Structures for Animals	X		•	
		Exploring Transportation	X		•	
		Exploring Packages	X		•	
		Exploring Structures in Literature	X		•	
		Exploring Air	X		•	
		Exploring Flight	X		•	
		Exploring Heated Air	X		•	
STEM in Motion STEM in the Gym™	K-2	STEM in Motion with Phonics Package	X		•	
		Simple Machines Package	X		•	
	K-5	Electricity & Magnetism Package	X		•	
Elementary STEM Units	3-5	Bridge Structures	X		•	
		Cantilever Structures	X		•	
		Suspension Structures	X		•	
		Arch Structures	X		•	
		Structures Engineering Challenges	X		•	
		Kites in Air	X		•	
		Parachutes in Air	X		•	
		Air Engineering Challenge	X		•	
		Compressed Air	X		•	
		Electricity: Level 1	X		•	
		Electricity: Level 2	X		•	
		Static Electricity	X		•	
		Electricity Engineering Challenge	X		•	
		Magnetism: Level 1	X		•	
		Magnetism: Level 2	X		•	
STEM Units	3-6	Aeronautical STEM Unit	X		•	
STREAM Missions	3-5	(Grade 3) Being Healthy	X		•	
		(Grade 3) Ecology	X		•	
		(Grade 3) Electricity	X		•	

X CURRICULUM DESIGNED/DEVELOPED TO THIS

● CURRICULUM CORRELATED/CAN BE CORRELATED TO THIS

OFFERING	GRADE LEVELS	TITLE	NATIONAL STANDARDS (NGSS, CCSSM, CCSSELA, ITEEA, CCTC)	ACT WORKKEYS	P21 – 4CS	CASEL – SEL
STREAM Missions	3-5	(Grade 3) Environment and Climate	X		•	
		(Grade 3) Forces	X		•	
		(Grade 3) Fossils and Survival	X		•	
		(Grade 3) Life Cycles	X		•	
		(Grade 3) Magnetism	X		•	
		(Grade 3) Matter	X		•	
		(Grade 3) Motion	X		•	
		(Grade 3) Science Skills	X		•	
		(Grade 3) Seasons and Weather	X		•	
		(Grade 3) Skyscrapers	X		•	
		(Grade 3) Space	X		•	
		(Grade 3) Traits and Variation	X		•	
		(Grade 4) Amazing Body	X		•	
		(Grade 4) Design and Solutions	X		•	
		(Grade 4) Earth Processes	X		•	
		(Grade 4) Earth Rocks	X		•	
		(Grade 4) Energy and Work	X		•	
		(Grade 4) Extreme Earth	X		•	
		(Grade 4) Light	X		•	
		(Grade 4) Ocean Life	X		•	
		(Grade 4) Plants	X		•	
		(Grade 4) Science Inquiry	X		•	
		(Grade 4) Simple Machines	X		•	
		(Grade 4) Space Exploration	X		•	
		(Grade 4) Structure and Function	X		•	
		(Grade 4) Transportation and Power	X		•	
		(Grade 4) Waves	X		•	
		(Grade 5) Adaptations and Survival	X		•	
		(Grade 5) Body at Work	X		•	
		(Grade 5) Crime Lab	X		•	
		(Grade 5) Ecosystems	X		•	
		(Grade 5) Energy	X		•	
		(Grade 5) Engineering Structures	X		•	
		(Grade 5) Limited Resources	X		•	
		(Grade 5) Matter Properties	X		•	
		(Grade 5) Motion and Force	X		•	
		(Grade 5) Rocketry	X		•	
		(Grade 5) Scientific Discovery	X		•	
		(Grade 5) Solar System	X		•	
		(Grade 5) Technology and Design	X		•	
		(Grade 5) Under the Microscope	X		•	
		(Grade 5) Weather and Water	X		•	

OFFERING	GRADE LEVELS	TITLE	NATIONAL STANDARDS (NGSS, CCSSM, CCSSELA, ITEEA, CCTC)	ACT® WORKKEYS™	P21™ – 4CS	CASEL – SEL
Robotics Curriculum	6-9	TETRIX® PRIME and EV3 Curriculum Pack	•		•	•
		TETRIX PRIME Engineering Mobile Robotics Curriculum Pack	•		•	•
STEM Units	6-9	Air Rockets	•		•	•
		Basic Structures	•		•	•
		Bridges	•		•	•
		Green Future	•		•	•
		Green Machines	•		•	•
		High-Flying Rockets	•		•	•
		Measurement & Prediction	•		•	•
		Medieval Machines	•		•	•
		Model Airplanes	•		•	•
		Unconventional Flight	•		•	•
		3-D Printing: Vehicle Engineering	•		•	•
		3-D Printing: Design Solutions	•		•	•
		TETRIX PRIME Robotics: Remote Control	•		•	•
		TETRIX PRIME Robotics: Autonomous	•		•	•
		TETRIX PRIME Robotics: Automation Manufacturing	•		•	•
		Science of Speed 2: Let's Get Moving	•		•	•
		Science of Speed 2: Design for Speed	•		•	•
STEM Expeditions*	6-9	A Closer Look	X	•	•	•
		Ahead of the Game	X	•	•	•
		Animals, Plants, and Populations	X	•	•	•
		Artificial Ecosystems*	X	•	•	•
		Beyond Earth	X	•	•	•
		Bio Research	X	•	•	•
		Body Blueprint	X	•	•	•
		Building Bridges*	X	•	•	•
		Communications*	X	•	•	•
		Contraptions	X	•	•	•
		Creative Composites	X	•	•	•
		Cultivating Our Future	X	•	•	•
		Design Time*	X	•	•	•
		Dragster Design	X	•	•	•
		Dynamic Disasters	X	•	•	•
		Electric Tech	X	•	•	•
		Engineering Rockets	X	•	•	•
		Everyday Electricity	X	•	•	•
		Flight Dynamics*	X	•	•	•

X CURRICULUM DESIGNED/DEVELOPED TO THIS

● CURRICULUM CORRELATED/CAN BE CORRELATED TO THIS

OFFERING	GRADE LEVELS	TITLE	NATIONAL STANDARDS (NGSS, CCSSM, CCSSELA, ITEEA, CCTC)	ACT [®] WORKKEYS [®]	P21 [™] – 4CS	CASEL – SEL
STEM Expeditions [®]	6-9	Fueling the Future*	X	•	•	•
		Future Footprints [®]	X	•	•	•
		Get a Grip	X	•	•	•
		Growing Up*	X	•	•	•
		Innovating Solutions	X	•	•	•
		Looks Like Rain	X	•	•	•
		Making Waves*	X	•	•	•
		Mining Mechanics	X	•	•	•
		Optical Solutions	X	•	•	•
		Projecting Light	X	•	•	•
		Rolling Robots [®]	X	•	•	•
		Safe Food	X	•	•	•
		Taking Control	X	•	•	•
		Theme Park Physics	X	•	•	•
		Thermal Physics	X	•	•	•
		Tower Power*	X	•	•	•
		Transportation Stations	X	•	•	•
		Urban Wind Farm	X	•	•	•
		(* indicates a title that is appropriate for Grade 6 as well as Grades 7-9)				
Career Expeditions	7-9	Artistic Communication	X	•	•	•
		Mechanical Makers	X	•	•	•
		Now Hiring	X	•	•	•
		Remote Aquabotics	X	•	•	•
		Special Delivery	X	•	•	•
		Tog Dog Architecture	X	•	•	•
		Under Pressure	X	•	•	•
		Vital Signs	X	•	•	•
Coding	6-12	Arduino	•		•	
		Shape Robotics Fable Robot	•		•	
Robotics Curriculum	9-12	TETRIX MAX Competition in a Box	X		•	•
		TETRIX PRIZM [®] Coding Essentials Curriculum Pack	•		•	•
		TETRIX MAX Engineering Mobile Robotics Curriculum Pack	•		•	•

X CURRICULUM DESIGNED/DEVELOPED TO THIS

● CURRICULUM CORRELATED/CAN BE CORRELATED TO THIS

EXHIBIT 11

STUDENT CODE OF CONDUCT

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.

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. Powell 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.

EXHIBIT 12

STUDENT DISCIPLINE POLICY

DISCIPLINE POLICIES AND PROCEDURES

Policy

All students shall:

1. Participate fully in the learning process. Students are to report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed.
2. Avoid behavior that impedes the student from learning or impedes the learning of other students. Students should know and avoid the behaviors prohibited by this code, take care of books and other instructional materials, and cooperate with others.
3. Show respect for the knowledge and authority of teachers, administrators, and other school employees. Students must follow reasonable directions, use acceptable and courteous language, avoid being rude, and follow school rules and procedures.
4. Recognize and respect the rights of other students and adults. All students are to show concern for and encouragement of the educational achievements and activity participation of others.

General Provisions

1. All students enrolled in the Omega Academy are protected by the Procedural Safeguards of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. Disciplinary action for violations of the Code of Conduct will comply with requirements of Section 504 of the Rehabilitation Act of 1973, IDEA, and the Georgia Special Education rules. In all cases, the rights of individuals will be ensured and protected. The Omega Academy shall make every reasonable effort to administer the discipline code consistently.
2. The Omega Academy encourages parents/guardians, staff, and other stakeholders to support the Student Code of Conduct. Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children and others in the community. The Code of Conduct will be reviewed and updated annually with input from parents. Parents/guardians are encouraged to communicate their questions and/or concerns regarding the Code of Conduct.
3. The School Director is the designated leader of the school and, in concert with staff, shall develop and disseminate a student handbook incorporating the Student Code of Conduct and Disciplinary Procedures for students attending the State Schools. The School Director is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the director may undertake corrective measures which he or she believes to be in the best interest of the student, school and community.

4. The Student Handbook and the Student Code of Conduct and Disciplinary Procedures shall be distributed to each student and the student's parents or guardians during the first week of school or upon enrollment of each new student. Parents and students will be required to sign an acknowledgement of receipt of the Student Handbook and the Student Code of Conduct and Disciplinary Procedures and return the acknowledgement to the school. Students will receive instruction based on the contents of the Student Code of Conduct within the first two weeks of school, and students will be tested on the contents of the Code of Conduct. The Student Code of Conduct and Disciplinary Procedures will be available in the main office of each school, the media center and each classroom.

Student Dress Code

Students attending the Omega Academy are expected to dress in an appropriate manner. Students are expected to dress and be groomed in a way as to reflect neatness, cleanliness, and good taste. Student dress should not distract or cause disruption in the educational program or orderly operation of the school. School administrators shall develop and disseminate the student dress code for their school. School administrators shall be responsible for determining dress code violations and appropriate consequences.

Issues applicable to acceptable use are:

1. Copyright: All users are expected to follow existing copyright laws.
2. Supervision and permission: Student use of the computers and computer

network is only allowed when supervised or granted permission by a staff member.

3. Attempting to log on or logging on to a computer or email system by using another's password is prohibited: Assisting others in violating this rule by sharing information or passwords is unacceptable.

4. Improper use of any computer or the network is prohibited. This includes the following:

- a. Using racist, profane, or obscene language or materials
- b. Using the network for financial gain, political or commercial activity
- c. Attempting to or harming equipment, materials or data
- d. Attempting to or sending anonymous messages of any kind
- e. Using the network to access inappropriate material
- f. Knowingly placing a computer virus on a computer or the network
- g. Using the network to provide addresses or other personal information that others may use inappropriately
- h. Accessing of information resources, files, and documents of another user without their permission

Filtering

The Children's Internet Protection Act requires filtering for minors (1) visual depictions of obscenity, (2) visual depictions of child pornography, and (3) materials harmful to minors. The Omega Academy will use 'firewall software' to implement filtering. The filter may be disabled by authorized staff to allow approved research or other lawful use on a case-by-case basis.

System Access

1. Students will have access to resources for class assignments and research with their teacher's permission and/or supervision.
2. Teachers with accounts will be required to maintain password confidentiality by not sharing the password with students or others.
3. With the approval of the immediate supervisor, employees will be granted access to the system.
4. Any system user identified as a security risk or having violated the Acceptable Use Guidelines maybe denied access to the system. Other consequences may also be assigned.

Individual User Responsibilities

1. The individual in whose name a system account is issued will be responsible at all times for its proper use.
2. The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by guidelines, including accessing inappropriate material or confidential or protected information.
3. System users may not use another person's system account without written permission from the campus coordinator or designee, as appropriate.
4. System users are asked to purge electronic mail or outdated files on a regular basis.
5. System users are responsible for making sure they do not violate any copyright laws.

Vandalism Prohibited

Any malicious attempt to harm or destroy equipment or materials, data of another user of the system, or any of the agencies or other networks to which the system has access is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of guidelines and, possibly, as criminal activity under applicable state and federal laws. This includes, but not limited to, the uploading or creating of computer viruses.

Vandalism as defined above will result in the cancellation of system use privileges, possible prosecution, and will require restitution for costs associated with system restoration, hardware, or software.

Forgery Prohibited

Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.

A student bringing prohibited materials into the school's electronic environment will be subject to a suspension and/or a revocation of privileges on the system and will be subject to disciplinary action.

Termination/Revocation of System User Account

A system user's access to the system may be revoked or suspended upon violation of policy and/or administrative regulations regarding acceptable use. Termination of a student's access will be effective on the date the campus coordinator or designee receives notice of user withdrawal or of revocation of system privileges, or on a future date if so specified in the notice.

Consequences of Improper Use

Improper, unauthorized, or unethical use may result in disciplinary actions consistent with existing policy, or other state and federal laws. This may also require restitution for costs associated with system restoration, hardware, or software.

Medication Policy

Health services staff at each of the Omega Academy will provide appropriate control and assistance with the administration of medication to students.

1. A health services employee or trained designee will be responsible for administration of medication or assistance to the student in self-administration of medication, documentation of administration of medication, and storage of all medications in a locked cabinet.
2. The parent or legal guardian must complete and sign an authorization for administration of any medication at school detailing the student's name, student's physician, medication's name, dosage, and frequency. For a prescribed medication, a licensed physician must also sign the authorization detailing the medication's name, dosage, time of administration, and potential side effects. The medication will be administered only in accordance with the written instructions from the prescribing physician. The parents or legal guardians shall authorize the staff member assisting with the administration of medication to correspond directly with the student's physician in the event the staff member deems it appropriate or necessary. The parent/guardian should also be contacted as soon as possible if this should occur. Only medical information related to this instance shall be discussed.
3. All medications and corresponding authorizations must be brought to the school office or clinic by a parent or legal guardian or other designated adult. In the event that a parent or legal guardian cannot bring the medication to school, it is the parent or legal guardian's responsibility to notify the school in order to plan alternative methods of transport.
4. All medications must be in their original containers which have unexpired dates and prescription medications must be clearly labeled with the physician's name, medication's name, strength, dosage, date, time for administration, and dispensing pharmacy.
5. It is the parent's or legal guardian's or physicians' responsibility to notify school health services staff of medication side effects.
6. Under certain circumstances, a student who has a life-threatening condition (i.e. asthma, diabetes, or allergic reaction) may be granted permission to carry medication (such as inhaler, glucose tablet, Epi-pen, or internal insulin pump) on his or her person. Such permission will only

be granted in response to a written statement from the student's physician that such a need exists based on a life-threatening condition and a completed and signed authorization from the parent or legal guardian.

7. All medications (prescription and over-the-counter medications) require appropriate authorization (parent or legal guardian and/or physician) for each new school year or whenever there are changes in the student's medication to be administered at school.

8. Any student not complying with this policy and possessing any medication (prescription or over-the-counter medications) on the school campus shall be subject to discipline as set forth in the Student Code of Conduct policy.

9. Parents or legal guardians are responsible for unused medication at the end of the school year or when the student withdraws from a State School.

Discipline Policies

Students attending the Omega Academy range in age from 3 to 21 years old and present a significant range of ability levels. Subsequently, disciplinary actions must be designed to fit the developmental, cognitive, and social functioning level of the individual student as well as the severity of the behavior. The Discipline Policies of the Omega Academy are based upon the key components of parental involvement, progressive discipline, individualized behavior intervention, and positive behavior intervention and supports.

General Requirements for the Safe and Orderly Operation of the State Schools:

Attendance

Georgia's Compulsory Education Law (O.C.G.A. 20-2-690.1) requires that every parent/guardian or other person who has control of any child between the ages of 6 and 16 shall enroll and send such child to school. All children enrolled for 20 calendar days or more in the public schools of this state prior to their seventh birthday shall become subject to the provisions of the compulsory school attendance law. State Board of Education policy defines the school year as 180 days of instruction or its equivalent.

Full Day Attendance

Students are expected to be in attendance for the full school day. Students who check-in late or check-out early should submit a written note from their parent/guardian explaining their absence. Disciplinary action may be taken against students not in attendance for the full school day for reasons that cannot be excused.

Student Absences

Whenever students are absent, for any reason, their parent/guardian must submit a signed and dated written explanation of the absence to the school upon the child's return to school.

Excused Absences

As permitted under the state law and State Board of Education policies, students may be excused lawfully from attendance for the following reasons: illness, death in immediate family, religious holiday, instances in which attendance could be hazardous, services as page in legislature, a court order, and absence to vote in an election. Students whose parents are in the military and are being deployed or are home on leave are allowed five (5) days of excused absences per year.

Unexcused Absences

Unexcused absences will be subject to attendance investigation and can result in penalty as imposed by the Compulsory Education Law (O.C.G.A. 20-2-690.1) and Student Attendance Protocol Committee Law (O.C.G.A. 20-2-690.2); Schools, in conjunction with the school system in which the student resides, will notify by first class mail parents of students ages 6-16 who have accumulated five (5) unexcused absences per semester and will include a copy of the summary of consequences.

Schools, in conjunction with the school system in which the student resides, will notify by first class mail parents/guardian of students ages 14-17 who have accumulated seven (7) unexcused absences per school year and will include a copy of (O.C.G.A. 40-4-22) the attendance-drivers license law and a summary of consequences.

Schools, in conjunction with the school system in which the student resides, will notify by first class mail parents/guardian of students ages 6-16 who have accumulated ten (10) unexcused absences per semester and will report violations to the Student Attendance Protocol Committee to determine if court action will be pursued for formal intervention.

Tardiness

Students are expected to arrive at school on time. Students who are tardy for school must go to the school office to sign-in before going to class. Schools will notify by first class mail parents of students who have accumulated five (5) unexcused tardies per semester and will include a copy of the summary of consequences.

The School will notify by letter parents of students who have accumulated ten (10) unexcused tardies per semester and will report violations to the Student Protocol Committee to determine if court action will be pursued for formal intervention.

Summary of Consequences for Attendance/Tardy Violation

Reporting Students with Unexcused Absences/Tardies O.C.G.A. 20-2-701
Consequences for Unexcused Absences

- Any parent, guardian, or other person who has control of any child who on the tenth unexcused day of absence or the tenth unexcused tardy per semester, and after the child's school system has notified the parent, guardian, or other person who has control of any child, of each day's absence/tardy from school, shall be guilty of a misdemeanor, and court action may be pursued for formal intervention.

- Penalties:

- 1) Fine – not less than \$25 and not greater than \$100.00
- 2) Imprisonment – not to exceed 30 days
- 3) Community Service, Or any combination of such penalties, at the discretion of the court.

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.

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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.

EXHIBIT 13

GRIEVANCE POLICY

GRIEVANCES AND COMPLIANTS POLICY

Omega Academy is committed to keeping the lines of communication open between all parents and school staff, and to developing positive, productive relationships with all of the families we serve. The school's grievance procedures will be included in the Parent/Student Handbook that every family will receive before starting school at Omega Academy. At any time, the grievance procedure may be revised and updated by the Governing Board to follow what is in the best interest of the school and its students. Any changes made to the grievance procedure will be communicated to every student, parent and staff of Omega Academy when the revisions take place.

In the event that a grievance arises, parents, and students will be asked to first speak with the teacher. Only after this contact has been made will a parent or student be encouraged to speak to the principal. If the matter cannot be resolved through informal discussion with the teacher, the aggrieved parent/guardian may make a request for a face-to-face meeting with the school principal, and any other person or persons whose actions or decisions give rise to the matter. Whenever possible, the school principal will schedule such a meeting to occur within five business days of his/her receipt of the request. At such meeting, each party will have the opportunity to be heard and to request relief. Within 24 hours, or by the end of the next business day – whichever comes first, after such meeting, the school principal will reach a decision as to how the matter should be resolved. All parties present at the meeting shall receive notice of the school principal's decision.

In this procedure model, the Governing Board will not engage in grievances unless raised by the principal to the Board or when a parent files a grievance in writing after addressing the issue first with the teacher (if applicable) and principal. When a grievance is presented to the Governing Board the Board will place the item on the next full board meeting and will communicate the event date, time and location to all parties involved as early as possible, so they can arrange to be present and present their issues to the Governing Board. After hearing all sides and possible witnesses, the Governing Board will meet in private to discuss the matter. The Board will vote on a resolution of the matter, and the Board President will issue the Board's written decision within 10 business days

after the board meeting at which the grievance was heard. All members of the Board, the school principal, the teacher (if applicable) and the aggrieved parent/guardian will receive a copy of the Board's written decision.
