



Charter Office
Charter Renewal Petition Review Results
1st Review

Petitioner: Leadership Preparatory Academy

Petition Formatting Requirements:

Type: Charter Renewal	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include the completed GADOE Cover Sheets with required signatures; <input checked="" type="checkbox"/> Typewritten in 11-point Georgia or Times New Roman font; <input checked="" type="checkbox"/> Printed on 8.5" x 11" white paper; <input checked="" type="checkbox"/> Include a table of contents which identifies the page(s) on which each question is answered; Petitioners must organize their petitions according to the numbered questions in the guidelines, with the response to each question item clearly identified; <input checked="" type="checkbox"/> One-inch margins with a header showing the proposed charter school's name and a footer showing consecutive page numbers; <input checked="" type="checkbox"/> The original must be signed in blue ink. Stamped signatures will not be accepted; <input checked="" type="checkbox"/> Does not exceed a maximum of 100 single-sided pages (no double-sided pages), not including attachments or appendices and other supporting documents; <input checked="" type="checkbox"/> Include the State Board of Education's Checklist <input checked="" type="checkbox"/> The main petition document must also be submitted as a Microsoft Word Document; <input checked="" type="checkbox"/> Individually label/tab all attachments; <input type="checkbox"/> The petition is submitted in one (1) three-ring binder (no clips, staples, rubber bands or folders); and <input checked="" type="checkbox"/> Answer every question from the checklists (both State and District). You may indicate "not applicable" (N/A) with a brief explanation if specific questions are not relevant to your proposed charter school. <input type="checkbox"/> Twenty (20) paper copies of your completed petition, in one (1) three-ring binder, including the narrative, all appendices, and all attachments, labeled appropriately; and <input checked="" type="checkbox"/> Twenty (20) CDs with your petition in its entirety, including all exhibits and attachments in Microsoft Word or PDF format, as applicable. <p>The above items not checked, and highlighted in red, were not met and must be fixed in the revised petition document, due on Friday, October 17, 2014.</p>			

Additional Petition Requirements Met:

Type: Charter Renewal	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Executive Summary			

I. CHARTER SCHOOL/PETITIONER INFORMATION

1. Including the SBOE application, the petitioner should copy the following form as the first page of their charter petition with the the proposed grade levels and ages of students to be served by the charter school.

Page(s) Located: 30	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. The school expects to add about 200 students to its enrollment numbers.			

II. MISSION STATEMENT & INNOVATION

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

Page(s) Located: 31-38	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. Changed 10/7.			

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

Page(s) Located: 31-38	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Leadership Preparatory Academy offers a Leadership Curriculum designed to develop students’ leadership skills while teaching core curricular content. The Leadership Curriculum can be found in Appendix 2.			

III. DESCRIPTION OF THE EDUCATIONAL PROGRAM

4. Describe the focus of the curriculum.

Page(s) Located: 40-62; Appendix 2	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The curriculum's focus include foundational academic skills, leadership skills, 21st century skills and competencies, and college and career readiness. The core subjects are a focus with leadership development and STEM interwoven through the curriculum The applicant identifies this as contributing to college and career readiness.			

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

Page(s) Located: 62; Appendix 2	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The applicant utilizes Bill Daggett's Rigor/Relevance Framework to examine curriculum, instruction, and assessment. This framework is based upon two dimensions referred to as the thinking continuum and the action continuum. The knowledge taxonomy used along with the application model is a preferred model to ensure students achieve the highest level of critical thinking and application of knowledge to novel and unpredictable situations. Additionally, the applicant has identified a teaching and learning framework which includes the cycle of planning, teaching, assessing, and evaluating. This framework is consistent with the research and best-practices for instructional frameworks. The applicants clearly identifies actions taken to adhere to the instructional framework with each component clearly describing actions of students and teachers. The curriculum standards are identified. The leadership curriculum and STEM educational expectations were clearly outlined and consistent with best practices. ISTE technology standards and college and career awareness activities were identified.			

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

Page(s) Located: 62; Appendix 2	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 62-63	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
All schools must maintain "Title I Comparability." The Petitioner should address how ICS will remain compliant with the NLCB requirement. (See http://febp.newamerica.net/background-analysis/no-child-left-behind-act-title-i-comparability-requirement.)			

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

Page(s) Located: 63-66	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 66-68	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 68	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The school should have "partnerships," based on the extracurricular activities listed on page 67 of the petition. 10/7- The petitioner will write out the explanation.			

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

Page(s) Located: 68	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. N/A.			

IV. STATE AND FEDERALLY MANDATED SERVICES

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

Page(s) Located: 69-71	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

13. For English Language Learners, describe how the charter school will provide state and federally mandated services.

Page(s) Located: 71-72	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 72-73	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 73	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The petitioner asserts that it will follow all district, state, and federal guidelines regarding SES. However, there were no specific actions outlined relative to identifying students or the structure for serving the students identified. 10/7- LPA reported that they are not a “focus school;” CSO will follow up with Committee Member for clarification on statement.			

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

Page(s) Located: 73-74	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The applicant provides the state board rule which requires the provision of remediation if certain criteria are met. Also, the applicant identifies brief descriptions of structures for providing increased instructional time and/or remedial services based upon the availability of funding.			

V. PERFORMANCE-BASED GOALS AND OBJECTIVES

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

Page(s) Located: 75-77	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Complete.			

VI. DESCRIPTION OF ASSESSMENT METHODS

18. Student Performance Data, Measures of Student Improvement, Monitoring, and Assessment Calendar

- a. What assessments will the School administer to obtain student performance data for each student?
- b. Describe how the school will obtain baseline achievement data.
- c. Describe how the school will benchmark student growth.
- d. Describe plans to formally and informally assess student performance in the core academic areas.
- e. Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.
- f. Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.
- g. Provide a statement that the charter school will administer all state assessments in accordance with the DCSD testing calendar.
- h. Charter schools, at their own expense, may implement additional assessments. If students will participate in charter initiated assessment programs, please describe these programs in detail.

Page(s) Located:78-83	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Does the school plan on using MAP?			

19. Required Accountability Provisions and Assessment Guidelines

- a. Describe how the charter school shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.
- b. Describe how the charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment.
- c. Describe how staff from the charter school will attend required test administration training held by DCSD.

Page(s) Located:83	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

VII. DESCRIPTION OF SCHOOL OPERATIONS

20. Please describe or provide a map which indicates your targeted attendance zone.

Page(s) Located: 84	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

21. School Calendar & Schedule

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

Page(s) Located:84- 85; Appendix 1A & 1B	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. Changed 10/7.			

22. Admissions, Enrollment and Withdrawal

- a. Please include an enrollment application in the appendix.
- b. Describe application and enrollment periods and procedures.
- c. Describe procedures for situations if student applications for admissions exceed available space, including the following:
 - i. The precise manner in which the lottery will be conducted and by whom;
 - ii. Measures to ensure that the admissions process adheres to legal requirements; and
 - iii. The procedures for wait-listing students who are not included in the first round of lottery offers.
- d. Describe the procedures for student withdrawal or transfer.
- e. Please include the school's admissions policy for potential students that is equitable, non-discriminatory, and will ensure that the student populations will reflect community demographics.

Page(s) Located:85- 87; Appendix 3A & 3B	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Appendix 3B – 2015-2016 Enrollment Application and Policy Packet (page 1)—Explain this statement indicating ---Enrollment at the school is now on a first-come, first-serve basis. Request for Records Form – Update the school year, 2010-2011,			

on the form.

Petition Page 85 – Section b / bullets 5 & 6 – (Please clarify bullets 5 and 6.)
 Are the students being invited eligible students who were selected during the lottery?
 Explain why first-come, first serve is being used and not selections from the waiting lists. The next bullet (6) describes placement using the waiting list students.
 Petition Page 86 – Parent Satisfaction Survey is not included in the appendix.
 Petition Page 87 – typo in the discrimination statement, “discriminated again.”

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

Page(s) Located: 87-88	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

24. General Provisions Regarding Student Discipline

- a. Please state whether or not the school intends to adopt the DeKalb County School District’s *Student Code of Conduct* as the school’s discipline policy.
- b. Provide the school’s student discipline policies and procedures, setting forth student due process procedures for all disciplinary action, not just for the most serious forms of discipline such as out-of-school suspension and expulsion, in a Code of Conduct, as an Appendix item.
- c. If the school intends to require a uniform, the dress code policy should also be included.

Page(s) Located: 88-89; Appendix 4A, 4B & 12A	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 89-90	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 90-91	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Leadership Preparatory Academy grievance policy should include the following revisions:</p> <ul style="list-style-type: none"> • Provide definitions of Complainant, complaint, Level I Hearing, Appeal Process... • Scope of Complaint/Exclusions (Rule does not apply to...) • Time Schedules (filing a complaint and evidence prior to the hearing) • Provide written processes if a complainant wishes to contest the decision (set forth the findings of fact; the decision made; and reasons for that decision; and the level at which the decision is final). • Reprisals should apply to all, not just classified employees • Students and parents are not mentioned in the Grievance Policy <p>It is recommended that Leadership Preparatory Academy revised the grievance policy based on the recommendations above.</p>			

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

Page(s) Located: 91-92; Appendix 5A & 5B	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The organizational chart located in Appendix 5A is not reflective of the school's known principal positions in the elementary and middle school. Please explain.</p>			

28. Staff Qualifications, Recruitment and Hiring Practices & Procedures, and Compensation

- a. Describe the school's employment policies and procedures, including the proposed staff qualifications, employee recruitment procedures, hiring practices, and compensation.
- b. Job descriptions are a required Appendix item.
- c. Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.
- d. Indicate if substitute teachers will be utilized, for which positions, and at what rate of pay.
- e. A salary schedule for all certified employees is a required Appendix item.

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

Page(s) Located: 92-94; Appendix 5C & 5D	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Section 28.a.- More detail regarding the school's recruitment practices are needed. 10/7- LPA will list the source of the recruitment			

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

Page(s) Located: 94	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 95	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

31. Provide the methods of employee evaluations that will be utilized.

Page(s) Located: 95	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 95	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 95	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

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

Page(s) Located: 95	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

VIII. FACILITIES

35. Location of New or Existing Facilities and Building Modifications

- a. Describe the school facilities to be used and their location(s). Please state whether the building is new or existing.
- b. How does this facility meet the required space needed for the proposed school?
- c. Describe the quantity and types of rooms (i.e. classrooms, administrative offices, program specific space (science labs, art workshops, etc.), media center, meeting space, and/or kitchen facility.)
- d. Describe any pending modifications necessary for utilizing the space for educational purposes. (Building plans must be approved by the DeKalb County School's Facilities department.)
- e. For any proposed facility owned, operated, or to be leased from a religious entity, include evidence of how there would be clear separation of church and state for the operation of a public school.
- f. Description of any rehabilitation work necessary.

Page(s) Located: 97-99; Appendix 7B	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 99; Appendix 6B	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

37. Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).

Page(s) Located: 99; Appendix 7B	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 99; Appendix 6C	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

39. Safety and Health Requirements

- a. Provide a statement acknowledging that as an independent charter school, the charter school must develop and submit a school safety plan in compliance with OCGA §20-2-1185, Safe School Plan, to the Georgia Emergency Management Agency (GEMA) and the District, for approval, by a specified date.
- b. Provide the school’s emergency/safety plan in the Appendix.
- c. Describe how all local and state policies related to health and safety will be met.

Page(s) Located: 99; Appendix 7C	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: 39.b.- The Safety Plan is not a finalized version.			

IX. PARENT AND COMMUNITY INVOLVEMENT

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

Page(s) Located: 101; Appendix 8	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

41. Continuing Involvement of Parents and the Community

- a. Community and parental involvement are keys to charter school success. Describe in detail the community support for this school and the need for this particular school in the community it will serve. Support may be evidenced through additional documentation.
- b. As part of your evidence of community engagement, you must provide a letter or a petition signed by parents/guardians of school-age children eligible to attend the charter that demonstrates that they would consider enrolling their child in the proposed school. These items may be placed in the Appendix.
- c. Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.
- d. Provide a list of organizations that have committed to partner with your school and the potential nature of the partnerships. Provide evidence of support from the partners in the Appendix.

Page(s) Located: 102-103; Appendix 8	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: In Appendix 8, the letters of support seemed to come from one family, written by both parents for their two children. Additionally, a letter from another parent had the same format as the latter family.			
In section 41.d., the school states that a list of partnerships is being compiled. In the school's first five years of operation, were community/business partnerships not attained?			

X. DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

42. Describe the school’s plans for fiscal management; and specify how the school will manage budgets and expenditures.

Page(s) Located:104-105	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 105-106; Appendix 9	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The school expects to add about 200 students to its enrollment numbers.			
Under the expenses section, how many personnel are budgeted for under “Principal?” Where are the CAO, CFO, and COO salaries, if any, included in the budget? Why is there no budget for the athletics/extracurricular coaches, guidance counselor, office manager, or office assistant?			
Under the services and supplies section, why is there no budget for the athletics program? Please explain the nominal amount for “staff recruitment.”			

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

Page(s) Located: 106; Appendix 9C	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

45. Student Recruitment

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

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

Page(s) Located: 106	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 107	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

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

Page(s) Located: 107	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The DCSD required bond amount is \$1 million.			

48. Other Sources of Funding, Grants, and Fundraising

- a. Please describe in detail the school's plans for securing other sources of funding. This plan should demonstrate financial independence from the school district by using state and local funds and a feasible plan to supplement those funds with other funding sources on a yearly basis as required.
- b. Describe any planned fundraising efforts and who will lead and coordinate these efforts. Because there is no guarantee that these funds will be awarded, you must describe how your school would remain solvent if you do not receive these funds.
- c. Independent private funding sources that have been secured must be evidenced through a letter of intent, commitment letters, and/or loan agreements from the funder. This may be included as an Appendix item.
- d. If any, provide evidence of your organization's federal tax-exempt status in the Appendix.

Page(s) Located: 107-108; Appendix 11B	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Rather than hiring a part-time Director of Development, is this something that can be conducted by the Governing Board, PTO, SAC, or other group internal to the school, and at no expense? Having parents volunteer their time and/or professional skills in this area is a good way to increase parental involvement, and not use funds that could go towards students.</p> <p>Section 48. b.- How will/does the school remain solvent without fundraising efforts?</p>			

XI. DESCRIPTION OF GOVERNANCE STRUCTURE

49. Please disclose how the school will be governed by stating whether the school will utilize a governing board or a local school council as provided for in O.C.G.A. § 20-2-85.

Page(s) Located: 109; Appendix 13A	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Meetings of the Governing Board are also subject to Georgia's Open Meetings Act. Also, the school itself and the Governing Board is subject to Georgia's Open Records Act, not just the SAC. 10/7- LPA will include the Governing Board in the statement, for clarity.</p>			

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

Page(s) Located: 109	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Completed.</p>			

51. Governing Board Roles, Functions and Composition

Describe in detail the following:

- **The governing board's function, duties, and composition (the minimum number of board members required by DCSD is five).**
- **How will the governing board's role uphold the school's mission and vision? Please provide specific examples.**
- **How will the governing board evaluate the principal's performance? This should include the assessment tool that will be used to determine effectiveness.**
- **How will the governing board ensure effective organizational planning and financial stability? Please provide specific examples.**
- **How and when will governing board members be selected?**

- **How long will each governing board member serve?**
- **How will the governing board ensure that current and future members avoid conflicts of interests?**
- **How will governing board members be trained? How often?**
- **How will governing board members be removed from office, if necessary?**
- **Provide a brief plan for continuous governance training, recruitment and retention of high quality governing board members.**
- **Briefly explain the recruitment plan of new members if vacancies occur.**

Page(s) Located: 109-116; Appendix 11C & 11D	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Due to the 9/10/2014 Breach of Contract Notice to Leadership Preparatory Academy, this category is considered a “Does Not Meet.” While the school’s petition indicates strong, logical governance on paper, with some edits/modifications needed, the governance model and grievance policies actually in effect at Leadership Preparatory Academy indicate otherwise. All questions items marked in red are related to the actual deficiencies from the breach notice.</p> <p>On page 109, the Petitioner states that the Governing Board shall be comprised of community stakeholders, does this include LPA parents? Are any of the current Governing Board members (T. Gutter-Parker, L. Hall, D. Brown, I. Davis, W. Gilliard, L. Haygood, D. Mason, and/or P. Swann) current parents of LPA? Please explain why a Board Member can be removed “without cause” by a “majority of the Board Members in office?”</p>			

52. Parent and Community Involvement on the Governing Board

- a. **How will parents, community members, or other interested parties be involved in the charter school’s governing board?**
- b. **How will the school promote parental and staff involvement in school governance?**
- c. **How will the school communicate with students’ families?**

Page(s) Located: 116-117	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement (See question below)	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Are any of the current Governing Board members (T. Gutter-Parker, L. Hall, D. Brown, I. Davis, W. Gilliard, L. Haygood, D. Mason, and/or P. Swann) current parents of LPA?</p>			

53. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b)(4).

Page(s) Located:	<input type="checkbox"/> Needs	
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117; Appendix 11A	<input checked="" type="checkbox"/> Meets Requirement(s)	Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

54. In the appendix, please provide the proposed charter school’s bylaws, pursuant to O.C.G.A. § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.)

Page(s) Located: 117; Appendix 11C	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

55. Provide the complete and signed conflict of interest form for each proposed founding board member, located on the following page. This form must be included in the petition appendices and completed by each founding and/or governing board member.

Page(s) Located: 117; Appendix 13C	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Please insure that Board members initial and do not check the form where the directions ask for an “initial.”			

56. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate. Attach the member résumés or curriculum vitas in the appendix.

Page(s) Located: 118-120; Appendix 13D	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: L. Hall is currently employed by the school as the COO, but he is listed in the petition as an ex-officio Governing Board Member. Is the CAO also an ex-officio? Please explain.			

57. Grievances and Conflict Resolution Between Parties

- a. **What will the governing board’s role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group.**
- b. **Describe the plan or method that the charter school’s governing board will utilize for resolving conflicts with the DeKalb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.**
- c. **Describe the method that the governing board plans to utilize for resolving internal conflicts.**

Page(s) Located: 120-122	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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	Requirement(s)		Requirement(s)
<p>Comments: 57.a.- Where is evidence of the actual grievance process?</p> <p>The petitioner stated in the question 57.b. response, that arbitration would occur if a complaint could not be resolved within the school. Complaints initiated at LPA, should be resolved at the lowest level possible, should a complainant disagree with the resolution of the Principal or Executive Office, this party should be referred to the LPA Board Chair/ Board. In the event that the complaint cannot be resolved at the lowest level possible, then guidance should be sought from the DCSD Charter Office and/or the GADOE Charter Office. The DCSD Charter Office will provide assistance in mediating grievances. The matter may be referred to the Superintendent/DeKalb BOE, depending on the circumstances of the complaint. Arbitration should be a last resort.</p>			

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

- a. List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations.
- b. Contact information for a representative of each business and/or partnership listed should be provided.
- c. Disclose any potential conflicts of interest within each arrangement or partnership.
- d. Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.

Page(s) Located: 122	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: No business partnerships listed and/or identified.</p>			

59. Is the school utilizing the services of a charter management organization or educational management organization? If yes, please answer subquestions a-n.

Page(s) Located: 122	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Completed. N/A.</p>			

XII. OTHER ADDITIONAL DCSD REQUIREMENTS AND REQUIRED APPENDICES/ATTACHMENTS

60. Legal Counsel

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

- b. **How will the proposed school ensure compliance with the requirements of law with respect to legal issues?**
- c. **Please confirm whether this organization or individual has reviewed the DCSD charter petitioner guidelines and petition document to be submitted.**

Page(s) Located: 123	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Does the budget cover all expenses necessary for this representation?			

61. Describe the charter school’s insurance coverage, including the terms and conditions and coverage amounts thereof.

Page(s) Located: 124; Appendix 14 B & 14 C	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Proof of General Liability Insurance, Errors and Omissions Insurance, Property/Lease Insurance, Auto Liability, Workers’ Compensation, and Theft Insurance will be required by July 1, 2015.			

62. Required Appendices and Statements in the Appendices and Any Other Relevant Materials; Additional information that may support the information presented in the narrative section of the petition and helps the reviewer to better assess the proposed charter school may be included in the appendices. Pages in the appendices should be numbered, labeled, and included in the Table of Contents. Labeled tabs/ dividers should separate the appendices.

Page(s) Located: 125	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

63. DCSD Assurances and Required Statements; Charter School Petitioners are required to copy the assurance statements, as written, and insert into the charter petition as the last pages of the main section of the charter petition.

Page(s) Located: 125; Appendix 15	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: There is a typo on the last page of the Assurances: “Appendix 1E: Documentation of Application for accreditation” is inappropriately typed into the form. Please remove.			