EXECUTIVE SUMMARY

1. TCAAD acknowledges the logic of the research mentioned in the question. TCAAD is growing an elementary school starting with Kindergarten to 3rd grade and then adding one grade per year as recommended by the research. The findings from our community outreach validate research from the Annie E. Casey Foundation's 2013 follow-up report "Early Warning Confirmed" that shows *if children from low-income families are reading on grade level by the end of third grade, then they will be more likely to succeed academically and graduate from high school ready to succeed in college and in careers*. In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. Georgia's 2015 National Assessment of Educational Progress (NAEP) 4th grade percentage of students in reading at or above proficient was 34% for all students, 45% for White students, 22% for Black students, 22% for Hispanic students, 56% for Asian Students and 23% for free and reduced lunch. Starting with the youngest students will allow TCAAD to develop a culture of creativity, rigour and excellence and enhance reading proficiency and reduce the likelihood of continuing these cycles of educational disenfranchisement. TCAAD will place additional focus on literacy and math deficiencies and remediation for our 3rd graders since it will be the accountability grade to start off. The K-3 start also increases the likelihood families will transition into a new charter school and allow us to fulfill our recruitment target.

2. TCAAD will serve any family within the DeKalb County School District (DCSD) of Georgia with an emphasis on the geographic Southern DeKalb County School District where there is the greatest need for better performing schools. TCAAD believes all students can succeed in a learner

center environment that acknowledges different ways of learning and helps student achieve in a rigorous program that builds on their own creativity and ingenuity. The population of DeKalb County is 700,308. In terms of the Race and Ethnic makeup, 53.9% are Black, 29.7% are White, 8.8% are Hispanic, and 5.2% are Asian. The majority of Black DeKalb lives in the southern half of the county and northern DeKalb is majority White. The median income in Dekalb is $50.9K while the median Black income is $41.6K, Hispanic is $35.1K, Asian is $49K and all White is $71.5K. The median household income in DeKalb county was $52,623 per the Census Bureau in 2016. The lowest income communities are in southern DeKalb. The median income of families receiving food stamps is $21.4K. 18.2% of families in southern DeKalb receive food stamps and 57.4% of those families include children[1]. DCSD's enrollment was 98,511 in 2017[2]. 63% of the students are Black, 17% are Hispanic, 11% are White and 7% are Asian/Pacific Islander and 2% are Multi-racial[3]. 17.5% of the county lives in poverty with the majority of low income families residing in South DeKalb County where TCAAD will locate. The overall DCSD received a grade of "D" due to 69.9 out of 110 on the College and Career Ready Performance Index (CCRPI)[4]. The CCRPI score is based on standardized test scores, student growth on these tests, graduation rates, and other factors. 80% of our students will come from underperforming schools and low-income households if they reside in South DeKalb (see South DeKalb School Data below).The impact of these low performing schools on TCAAD means that we will be prepared to do interventions for students who are below grade level and struggling in reading and math evident in our focus in reading and mathematics.
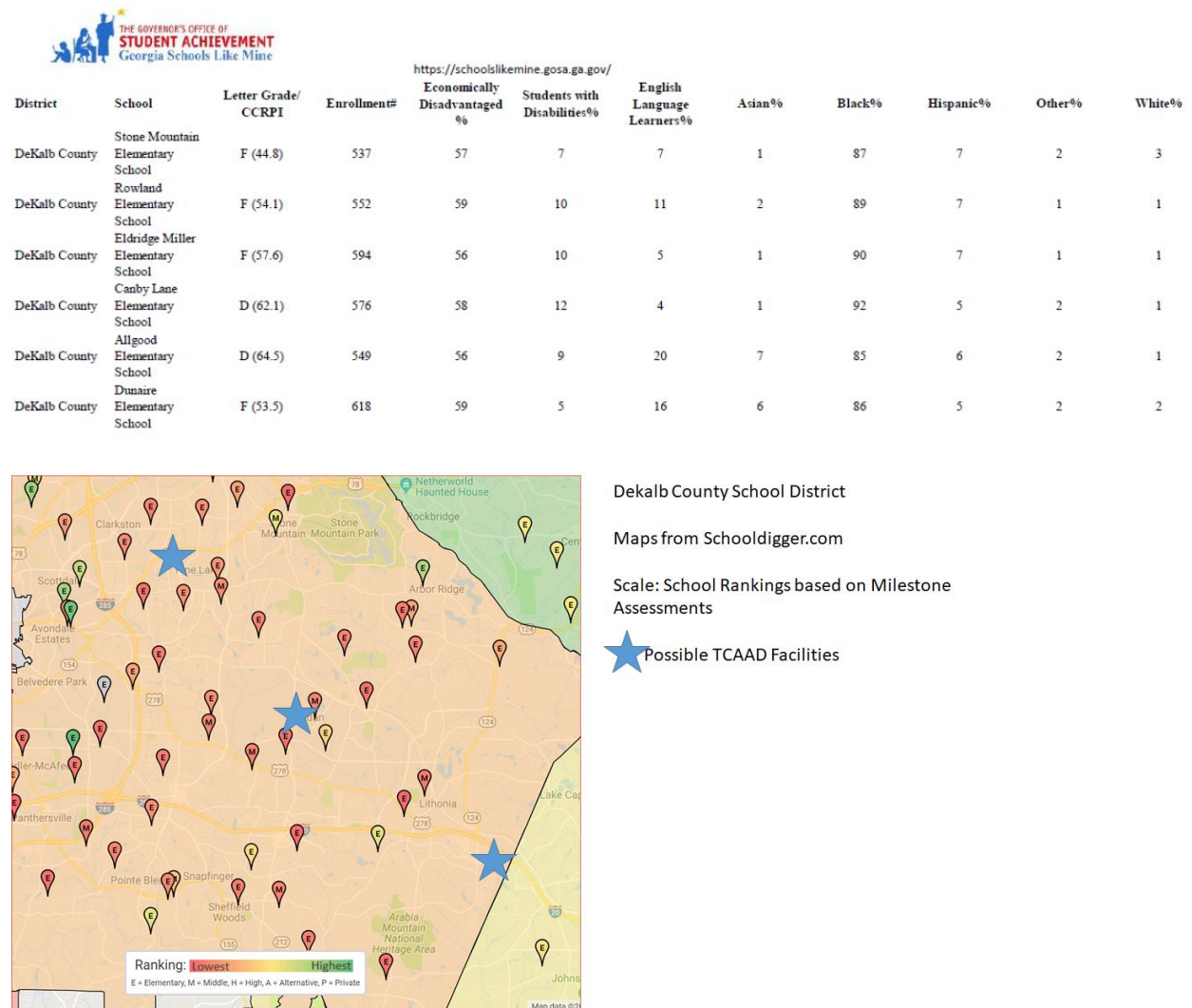
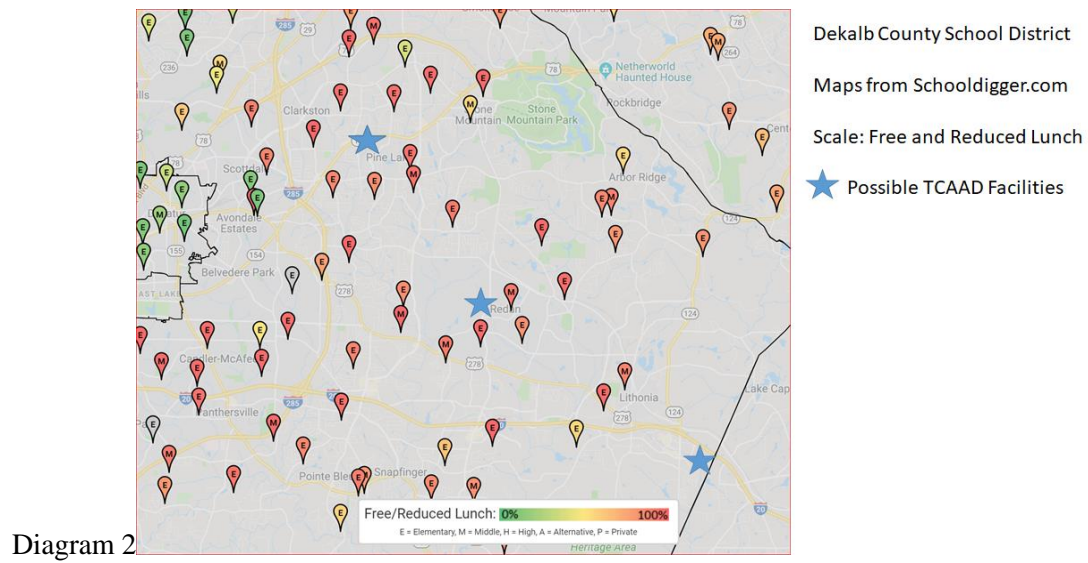---

[1] https://statisticalatlas.com/county/Georgia/DeKalb-County/
[2] https://schoolgrades.georgia.gov/dekalb-county
[3] https://schoolgrades.georgia.gov/dekalb-county
[4] https://schoolgrades.georgia.gov/dekalb-county

Diagram 1

District	School	Letter Grade/ CCRPI	Enrollment#	Economically Disadvantaged%	Students with Disabilities%	English Language Learners%	Asian%	Black%	Hispanic%	Other%	White%
DeKalb County	Stone Mountain Elementary School	F (44.8)	537	57	7	7	1	87	7	2	3
DeKalb County	Rowland Elementary School	F (54.1)	552	59	10	11	2	89	7	1	1
DeKalb County	Eldridge Miller Elementary School	F (57.6)	594	56	10	5	1	90	7	1	1
DeKalb County	Canby Lane Elementary School	D (62.1)	576	58	12	4	1	92	5	2	1
DeKalb County	Allgood Elementary School	D (64.5)	549	56	9	20	7	85	6	2	1
DeKalb County	Dunaire Elementary School	F (53.5)	618	59	5	16	6	86	5	2	2

Dekalb County School District

Maps from Schooldigger.com

Scale: School Rankings based on Milestone Assessments

Possible TCAAD Facilities

Dekalb County School District

Maps from Schooldigger.com

Scale: Free and Reduced Lunch

Possible TCAAD Facilities

Diagram 2

3. The mission of TCAAD (The Community Academy for Architecture and Design) is to expose students to architecture and design in a learner-centered environment, which promotes creative, critical thinking, and develops community conscious leaders. This school is meaningful because the co-founders have resided in South DeKalb for 9 years and have businesses here. Also there are industrial disruptions on the horizon as automation could eliminate 73 Million U.S. Jobs By 2030 (McKinsey Global Institute, 2017). We believe strongly for metro Atlanta to thrive in this future, its workforce needs to be home-grown and educated in a new school model. The ultimate vision of TCAAD is to partner with communities to develop thriving children and sustainable

neighborhoods using architecture and design as a conduit for inter-generational transformation. Working in South DeKalb communities with the children and their families, is TCAAD's motivation for starting a charter school.

We seek to situate TCAAD as a fun yet rigorous student-centered environment. While most children are excited about school in their early years, this excitement about learning falls off as they approach the end of primary school because a) learning stops being fun b) they begin to compare themselves with each other and c) because they begin to feel the impact of standardized testing (Levine, 2012). Design Thinking challenges students to find solutions to complex and open-ended problems (Carroll, et al 2010). Design Thinking supports students academic performance in 'core' subjects by contributing to critical thinking, social development, teamwork skills and the skill of negotiating meaning (Carroll, et al 2010). The unique and defining features of TCAAD is its academic foundation based on the National Architectural Accreditation Board (NAAB) standards used to access an elementary and middle school effectiveness. It's community-based project-based learning (PBL,"students designing, planning, and carrying out an extended project needed in or for the community that produces a publicly-exhibited output") is a core ingredient to create fun and relevance for the child and to empower them to be community conscious leaders. The students also get additional PBL through the makerspace for reinforcement of their learning and to design and/or build their projects.

4. TCAAD prioritizes math and literacy in a high needs area through its community-based project-based learning curriculum. We are unique because architecture and design thinking, including engineering and creative media, are the heart of our curriculum. Students experience architecture and design thinking in every content area: Reading, Mathematics, Science and Social Studies. Our program will be one of a kind

in Georgia and is aligned with Georgia Standards of Excellence. TCAAD's educational design is rooted in research of successful schools operating using project-based learning. PBL is a way of teaching to focus on higher order thinking skills. PBL can raise student achievement in high-poverty communities as demonstrated by the Michigan study on the social studies and literacy achievement and motivation of second-grade students from high-poverty, low-performing school districts (Duke, N. 2017). TCAAD will also use the workshop model and trimind for additional differentiation instruction to allow the 25:1 student teacher ratio to be more effective as well as allow for remediation of students below grade level within the class.

3. TCAAD is inspired by The Charter High School for Architecture and Design (CHAD) (http://www.chadphila.org/school-profile). CHAD is a cross-curricular, project-based program using the design process to teach creative problem-solving and was started by the Philadelphia chapter of American Institute for Architects (AIA). It is a High School but we will make the case why starting with our youngest based in research. The flexibility of a charter is needed as teachers build upon TCAAD's initial curriculum map to focus on dynamically integrating architecture and design and to determine the best use of the makerspace to deepen the students' content knowledge, design thinking skills, and architectural design skills. TCAAD will also need flexibility to collaborate with community partners to assist in developing projects and to provide professional development in content areas for teachers to write curriculum units and identify resources for the projects.

TCAAD's academic program is based on multiliteracies that require learners to negotiate multiple modes of meaning in math, science, history, literature and so on with architecture and design as the content framework and method of teaching. These skills engage higher-order thinking, and mastery of concepts through application in real world scenarios will be assessed through rubrics

inspired by the Buck Institute for Education. TCAAD is an inclusive learning environment where the Special Education teacher will guide the classroom teachers on remediation within the classroom where possible. If not possible, pull-outs will be provided. The National Architectural Accrediting Board provides national accreditation to all accredited college and university architectural programs in the nation. TCAAD will focus on 13 of these 18 skills at the elementary level, as demonstrated by our curriculum found in Appendix K.

5. With a charter, TCAAD will have the autonomy and flexibility to form an innovative architecture and design curriculum without an ESP. TCAAD has developed an organizational model for using community challenges to form the impetus for our community-based projects. The following procedure to make sure that its community-based projects are properly funded, responsive to community needs, and aligned with curricular goals. 1. PCE (Parenting and Community Engagement) Committee identifies and prioritizes community concerns with its annual list of Community Concerns. 2. CDCPI (Curriculum Design and Community Project Implementation) Committee works with community partners to compile a list of community-based projects that directly address community concerns and align with curricular goals 3. CDCPI Committee presents Potential community-based Projects list to F&B (Finance and Budget) Committee 4. School Leader presents at least three recommendations to the Board for approval of community-based Project(s) to implement for the following school year including analysis from F&B of financial feasibility and analysis from PCE regarding projected impact to TCAAD community. 5. Throughout the school year, PCE receives feedback and seeks support from community members regarding Community-Based Projects, and CDCPI monitors teacher implementation of Community-Based Projects.

Community Members such as National Organization of Minority Architects (NOMA Atlanta), American Institute of Architects (AIA Atlanta), Squigl, Parents United of South DeKalb, and Impact Immersive have all been involved in the development of the petition by bringing expertise and resources to support TCAAD. Mrs. Green-Abdullah's leadership in BAEO (the Black Alliance for Educational Options) informs our understanding parental engagement. TCAAD has held 3 community meetings at DeKalb Libraries in 2016, 3 listening sessions at the Abdullah home in 2017, participated in the 2016 and 2017 Atlanta Maker Faires. TCAAD held 1 community meeting so far in 2018 and spent 12 hours community canvassing in March 2018 resulting in 41 support signatures and 36 letters of intent from parents. TCAAD also held a reception and panel discussion sponsored by Kennesaw State University's School of Architecture on February 24, 2018 with over 60 attendees (including volunteers and artists). A list of 44 tickets purchased for that event is found in the Appendix.

ACADEMIC PROGRAM

Curriculum

TCAAD, "t-cad" (The Community Academy for Architecture and Design) is a community-based project-based school. We are unique because architecture and design, including engineering and creative media, are the heart of our curriculum and design-thinking is the foundation of our pedagogy. Students experience architecture and design in every content area through a project-based design where the projects are community focused developed through the Curriculum Design and Community Project Implementation (CDCPI) committee. Our program is aligned with Georgia Standards of Excellence.

TCAAD will collaborate with community partners and subject matter experts to offer professional development in most cases pro bono through the CDCPI in content areas of architecture, creative media

and technology to assist teachers in further tailoring curriculum units and resources for projects. Additional PD will be offered in Project Based Learning, Workshop and Trimind for the faculty on a school wide and individual basis.

For all subjects, students will build skills associated with literacy-reading, writing, speaking, and listening. TCAAD's curriculum and pedagogy is based in multiliteracies that require learners to understand multiple modes of meaning-in math, science, history, literature and so on with architecture and design as the content framework. Learning experiences transform students, resulting in them being able to do something they did not know or could not do before. These skills engage higher-order thinking, and mastery of concepts through application in real world scenarios. The National Architectural Accrediting Board provides national accreditation to all accredited college and university architectural programs in the nation. For this accreditation, graduating students must demonstrate understanding or ability in 18 skills. TCAAD will focus on 13 of these 18 skills at the elementary level, as demonstrated by our curriculum found in Appendix K. These skills directly correlate to the Georgia Department of Education College and Career Cluster/Pathway of Architecture and Construction. TCAAD will use the National Architectural Accrediting Boards standards as the basis of skills for how we will develop our learners. These skills are in two realms: A) Critical thinking and representation and B) Building practices, technical skills and knowledge.

The skills in Realm A) Critical thinking and representation are:

A.1 Professional Communication Skills

A.2 Design Thinking Skills

A.3 Investigative Skills

A.4 Architectural Design Skills

A.5 Ordering Systems

A.6 Use of Precedents

A.7 History and Global Culture

A.8 Cultural Diversity and Social Equity

The skills in Realm B) Building Practices, Technical Skills, and Knowledge are:

B.1 Pre-Design

B.2 Site Design

B.4 Technical Documentation

B.5 Structural Systems

B.6 Environmental Systems (grades 6-8)

These skills may be demonstrated, for example, in a unit 1 of our kindergarten classroom where students after a text study of The Three Little Pigs: An Architectural Tale, by Steven Guarnaccia, will be able to apply an understanding of architecture, and the role of an architect by creating Lego representations of the brick house discussed in the text. Students will be engaged in discussions around what architects do, as they actually participate in the design process. In the makerspace, students will create letters (consonants) discussed in text, such as B, F, K, and L, using Legos. In student groups, students will identify various letters made by peers, and annotate via Draw Free, or on printing paper.

In a 3rd grade classroom, as another example, students may learn about a famous African-American architect such as Oscar Harris who designed many buildings across Atlanta. They will review his body of work and develop a set of questions about those buildings. They will visit the buildings and then get to meet Mr. Harris and ask him about his life and why he became an architect and how he developed his style. They will also get to visit Mr. Harris's painting studio to see how architecture can extend beyond designing buildings and why Mr. Harris paints now that he is retired. The students can form models of his buildings

and receive feedback from Mr. Harris. Then they will write a narrative about their lives and upload it into Squigl, an app allowing students to animate their writing. Squigl can record the student's voice or use an option of voices. The app will integrate glyphs (pictographs) based on the narration. In the makerspace in TCAAD, you will find 3rd grade students creating a 3D replica of one of Mr. Harris's well-known structures.

The act of teaching is not limited to an educator standing in the front of a room lecturing neither is the act of learning limited to the classroom and what is retained through homework and worksheets. The goal is learning at TCAAD is for it to be "meaningful learning" which includes understanding of the deeper structure of problems and the methods used to solve them, enabling students to transfer their knowledge and skills to new problems. In contrast, rote learning—simply knowing facts or how to follow procedures— does not lead to transfer (*Education for Work and Life: Guide for Practitioners.* National Research Council, Division of Behavioral and Social Sciences and Education. 2016).

The makerspaces will facilitate deeper learning which is the process through which a person becomes capable of taking what was learned in one situation and applying it to new situations —in other words, learning for "transfer." Through deeper learning, students develop expertise in a particular discipline or subject that goes beyond memorization of disparate facts or rote procedures; they also understand when, how, and why to apply what they know.   They recognize when new problems or situations are related to what they have previously learned, and they can apply their knowledge and skills to solve them (*Education for Work and Life: Guide for Practitioners.* National Research Council, Division of Behavioral and Social Sciences and Education. 2016).

Our architecture and design curriculum has been developed with the assistance of an experienced curriculum consultant, Vikki Stokes M.Ed, over the course of 2 years. Please see our curriculum in

Appendix #K to examine how TCAAD will provide an architectural and design foundation for our students. The curriculum was developed to be aligned with the Georgia Standards of Excellence and Common Core Standards. We will ensure alignment with the standards through support from Curriculum Design and Community Project Implementation (CDCPI) committee and the School Leader. CDCPI is the connector between the school and community partners and the members will be subject-matter experts in architecture, design, technology, and community partners to ensure these core mission of TCAAD is not lost as the school develops.

Sample Curriculum Scope and Sequence Grade K

	TCAAD-Created Curriculum
Kindergarten Curriculum Map	● UNIT 1: Architectural Foundations (Understanding)K-8 ● UNIT 2: Methods and Materials (Flexibility) K-8 ● UNIT 3: Structures and sustainability (Resiliency) ● UNIT 4: People and the places they create (Inquirers and Investigators Cooperative) ● UNIT 5: (APPLICATION) Outside of my window ● UNIT 6: Homes around the world
Reading & Writing	ELAGSEKRL1, ELAGSEKRL2, ELAGSEKRL3, ELAGSEKRL4, ELAGSEKRL5, ELAGSEKRL6, ELAGSEKRL7, ELAGSEKRL8, ELAGSEKRL10, ELAGSEKRI1, ELAGSEKRI2, ELAGSEKRI3, ELAGSEKRI4, ELAGSEKRI5, ELAGSEKRI6, ELAGSEKRI7, ELAGSEKRI8, ELAGSEKRI9, ELAGSEKRI10, ELAGSEKRF1, ELAGSEKRF1, ELAGSEKRF1, ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF2, ELAGSEKRF2, ELAGSEKRF2, ELAGSEKRF2, ELAGSEKRF3, ELAGSEKRF4, ELAGSEKRF4, ELAGSEKW1, ELAGSEKW2, ELAGSEKW3, ELAGSEKW6, ELAGSEKW8, ELAGSEKSL1, ELAGSEKSL2, ELAGSEKSL3, ELAGSEKSL6, ELAGSEKL1, ELAGSEKL1
Math	MGSEK.CC.1 MGSEK.CC.2 MGSEK.CC.3 MGSEK.CC.4 MGSEK.MD.3 MGSEK.NBT.1 MGSEK.CC.3 MGSEK.CC.4a MGSEK.CC.5 MGSEK.CC.6 MGSEK.CC.7 MGSEK.MD.3 MGSEK.G.1 MGSEK.G.2 MGSEK.G.3 MGSEK.G.4 MGSEK.G.5 MGSEK.G.6 MGSEK.MD.3 MGSEK.MD.1 MGSEK.MD.2 MGSEK.MD.3 MGSEK.OA.1 MGSEK.OA.2 MGSEK.OA.3 MGSEK.OA.4 MGSEK.OA.5 MGSEK.OA.1 MGSEK.OA.2 MGSEK.OA.3 MGSEK.OA.4 MGSEK.OA.5
Social Studies	SSKG1, SSKH2, SSKH3, SSKG1, SSKG2, SSKG3, SSKCG1, SSKCG2, SSKE1, SSKE2, SSKE3, SSKE4

Science	SKE1., SKE2., SKP1., SKP2., SKL1., SKL2.

This sample of the Kindergarten scope and sequence curriculum shows how dynamically our program meets multiple standards at once.

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Instructional Methods

The Instructional methods at TCAAD include workshop model and project-based learning. Students will minimally work on 2 community-based projects per school year but they will be broken down into monthly units and daily lessons tied to Georgia Standards of Excellence and overlaid with NAAB skills. Faculty will develop the units and lessons with consultation from partnering organizations such as National Organization of Minority Architects (NOMA) and American Institute of Architects (AIA) through the CDCPI committee.

Project-based learning (PBL): PBL is learning by doing. PBL has been taking place in education, both formal and informal, especially since 1990s when researchers identified unengaged and bored students are less likely to learn (Blumenfeld, P., Soloway, E., Marx, R. W., Krajcik, 1. S., Guzdial, M., & Pahncsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. Educational Psychologist, 26, 369-398). Project-based learning can be described as student-centered instruction that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge. Teachers generally serve as facilitators, providing scaffolding, guidance and strategic instruction as the process unfolds. PBL is a method for learning and not a form of assessment so teachers

can teach students who are behind through PBL. TCAAD will ensure rigor in this model through learning actions being tied to higher-order thinking skills through Bloom's Taxonomy (Boss, S., Krauss, J. Reinventing project-based learning : your field guide to real-world projects in the digital age. International Society for Technology in Education, 2014) (see Appendix document).

At the heart of TCAAD are projects based around the community that are interdisciplinary units aligned with state standards and NAAB skills. The TCAAD approach is experiential and project-based, involving students in original research -- with experts -- to create high-quality products for audiences beyond the classroom. For example, one of our committee members has been leading the girls softball league at Wade Walker Park for 22 years. She would like to see the field houses at Wade Walker park be renovated to be able to be used for additional programming. TCAAD can take this on as a design project and work with the park district, families and the Wade Walker YMCA to determine uses. Projects will place all learning in a real-world framework to develop internal motivation, rigor and excellence. Rubrics will be used to access the level of PBL teaching quality and the essential PBL design qualities (see Buck Institute for Education Examples). Instead of "learning" material out of textbooks, students work in teams to tackle real-world problems with community experts. There are many advantages to project-based learning as a way to promote learning (Alacapınar, F. (2008). Effectiveness of project-based learning. Eurasian Journal of Educational Research, 32, 17-35).

Among them:

Increased motivation, creativity, confidence, collaboration skills and working in groups

Real-world based projects increase students' connections between what they learn in school and its relevance to the world outside of school.

Results in deeper learning and more holistic understanding of the subject being studied

Provides the means to integrate skills in various disciplines in much the same way that problems in the

real world need a multi-faceted approach to solving them

Provides a good vehicle for delivering multidisciplinary curricula and develop multiliteracies.

An example of these curriculum design elements coming together is, the House of World Peace Project in the Appendix Q2, which is an award-winning design immersion program open to TCAAD students and offered regularly during the school year and the summer. This program will include additional academic areas in addition to the 13 NAAB (National Architectural Accrediting Board) skills.

Workshop Model: The Workshop Model was originally developed by Carmen Farina and Lucy Calkins as a way to teach writing. Using workshop allows teachers to be actively engaged with students individually or with small groups, facilitating and assisting in that understanding, while also providing individualized support. Students who are engaged in the workshop model are actively learning the material and concepts they need to master throughout the year. The workshop model allows for data-driven instruction where summative assessment can be analyzed frequently to assess differentiation of the learner groupings based on content, learning style and ability. The daily differentiation is the responsibility of the teacher in collaboration with the Data Clerk, School Leader and SPED teacher.

Trimind: The TCAAD model will provide for additional differentiated instruction for all learners using Sternberg's Trimind which is a strategy that we will use to differentiate according to three intelligences: Creative Intelligence, Practical Intelligence, and Analytical Intelligence. The idea behind TriMind is that we can provide students with assignments, centered on the same learning goals, which are designed for their intelligence strengths. This way, students learn the material more efficiently and successfully, ensuring that student needs are met on a more individual basis.

An example from Kindergarten is in Understanding Numbers. The analytical task: make a number chart that shows all ways you can think of 5. The Practical task: find as many things at school or at home that have something to do with 5. Share what you found with us so we can see and understand what you did.

The Creative task: write or recite a riddle poem describing 5 that helps us understand the number in many, unusual and unique ways.

The TCAAD's instructional innovation will provide the following experiences for students:

Responsive and supportive when extra help is needed

Challenging but achievable, with opportunities to become an expert in an area of interest

Personalized to their needs and learning goals

Flexible so that they can try different ways to learn

Interactive and engaging to draw them in

Relevant to the life they would like to lead

Paced by their own progress measured against goals they understand

An Individualized Learning Plan (ILP) will be developed for each student to address learning goals and mitigation for those not on grade level.

Constantly informed by different ways of demonstrating and measuring their progress

Collaborative with teachers, peers, and others, unlimited by proximity

The above innovations and learning approaches are appropriate for The Community Academy for Architecture and Design, because of its focus and purpose; to develop future community and global leaders who are innovative, problem solvers skilled in design and creativity, in order to create sustainable

communities, homes, and structures, (inherent of students who master an understanding of skills articulated by NAAB, National Architectural Accreditation Board).

TCAAD's instructional model is based upon NAAB and Bloom's Taxonomy. These influence the curriculum and the pedagogy in a cohesive way to complement the mission and vision, as shown in the Appendix.

Curriculum: What we teach	<---*Foundations of our Model--->*	Pedagogy: How we teach
Georgia Standards of Excellence	*NAAB skills*	PBL
Faculty developed units and lessons	*Bloom's Taxonomy*	Workshop
		Trimind

TCAAD's model relies on differentiation and project-based learning to both meet learners where they are and to push students to grow. By differentiation, TCAAD means instruction that allows students to circulate the classroom with heterogeneous groups of students to different individualized stations. This allows students to get into smaller groups within the classroom, while building and scaffolding skills that teach them how to cooperate as a leader and learner depending on their level of competence. The "makerspace" time, is where students work with a teacher on a hands-on activity that allows students to explore classroom skills on a deeper level. The curricula integrates architecture and design throughout each subject area.

The daily schedule is a block schedule allowing more time for learning focused on key content areas where there are deficiencies in the DeKalb communities. The blocks for math and reading are based in architecture and design thinking content planned from units and lessons derived from the community project(s) to allow for differentiation and collaborative learning. The extended blocks also allow for more time to work across

subjects for project based learning including the makerspace block. Teachers will be planning while students are at specials with the PE teacher. Substitutes will be paid when a teacher is out of the classroom on leave.

Time	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
7:30 AM	Rise and Shine (morning pre-care and breakfast)								
8:30 AM	School Morning Meeting								
9:00 AM 9:30 AM 10:00 AM	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading
10:30 AM	Lunch	Physical Education	Math	Math	Makerspace	Makerspace	Makerspace	Math	Math
11:00 AM	Physical Education	Lunch							
11:30 AM	Math	Math	Lunch	Physical Education	Lunch A	Physical Education	Lunch B	Physical Education	Makerspace
12:00 PM			Physical Education	Lunch	Physical Education	Lunch A	Physical Education	Lunch B	
12:30 PM	Makerspace (in class)	Makerspace (in class)	Makerspace	Makerspace	Math	Math	Math	Makerspace	Lunch A
1:00 PM									Physical Education
1:30 PM 2:00 PM	Science (snack time)	Science (snack time)	Science	Science	Science	Science	Science	Science	Science
2:30 PM 3:00 PM	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
3:30 PM 4:30 PM 5:00 PM 5:30 PM 6:00 PM	After Care								

Day in the life of a TCAAD Student

A day in the life of a student, Jasmine, at TCAAD: Her mother drops her at school between 7:45 and 8am. Jasmine is able to have breakfast since she qualifies for free and reduced lunch. If she has enough time, she can go into the creative media makerspaces *to work on the project she started yesterday. At 8:30am the school wide meeting begins in the cafeteria. The School Leader shares positive stories about students and shares key announcements about the upcoming open house encouraging teachers and students to prepare their projects for exhibition. At 9:00 she goes to her 3rd grade classroom. Her teacher provides direct instruction for 15 minutes. She reviewed the classes tasks from the day before and has regrouped them based on who needs more help from her during workgroup time. After completing her workgroup*

assignments (they do 2-3 per day due to the 2hr block). The last 30 minutes of the reading block is open for the students to read content that applies to their interest or project. These books are pre-selected by teachers to ensure alignment with the student's reading level and interest. Her next block is Math and the classroom has been transformed for grouping based on the results of the math assignments from the day before. Her teacher puts up a chart with their math goals and the results of data from the overall class achievement and areas of concern. Jasmine goes to physical education after math class and then lunch. TCAAD students designed an obstacle course the first month of school. She does the course 3 times, each time shaving a few seconds off her time which is shown on a big screen across the room. There are three timers so students can set it at their start and finish. The instructor ends the class with a discussion on health and nutrition and shares information about the community garden being designed. Sometimes guest speakers come in to cover nutrition concepts around sports, gardening, etc. At lunch students clean up the room during the last 5 minutes to prepare for the next class. During makerspace time, Jasmine is working on a project for an after school program developing concepts for their new logo and sketches for their dance team uniform. School ends at 3:30pm. Her mother picks her up at 5:30 most days. During that time she continues to work in the makerspace. She has a snack break and she gets tutoring from the teachers on hand as needed.

What if a student is not interested in Architecture and Design

TCAAD's model provides a specific curriculum focused around architecture and design with a pedagogy that can still engage students who may not be initially interested in architecture and design. The skills outlined in the NAAB will allow of students to develop the skills needed to be successful in the workforce of the future. In Price Waterhouse's 2017 report Workforce of the Future, they wrote "Employers begin their search for exceptional talent early, forming links with schools and engaging promising youngsters." Almost 65 percent of the jobs elementary school students will be doing in the

future do not even exist yet. Both the workforce and our knowledge base are rapidly evolving (http://reports.weforum.org/future-of-jobs-2016/chapter-1-the-future-of-jobs-and-skills/).

Education expert Tony Wagner has investigated the education sector, interviewing industry leaders and studying the global workforce at large. Wagner has identified seven survival skills of the future (http://www.tonywagner.com/7-survival-skills/):

1. CRITICAL THINKING AND PROBLEM SOLVING

2. COLLABORATION ACROSS NETWORKS AND LEADING BY INFLUENCE

3. AGILITY AND ADAPTABILITY

4. INITIATIVE AND ENTREPRENEURSHIP

5. EFFECTIVE ORAL AND WRITTEN COMMUNICATION

6. ACCESSING AND ANALYZING INFORMATION

7. CURIOSITY AND IMAGINATION

Even the seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make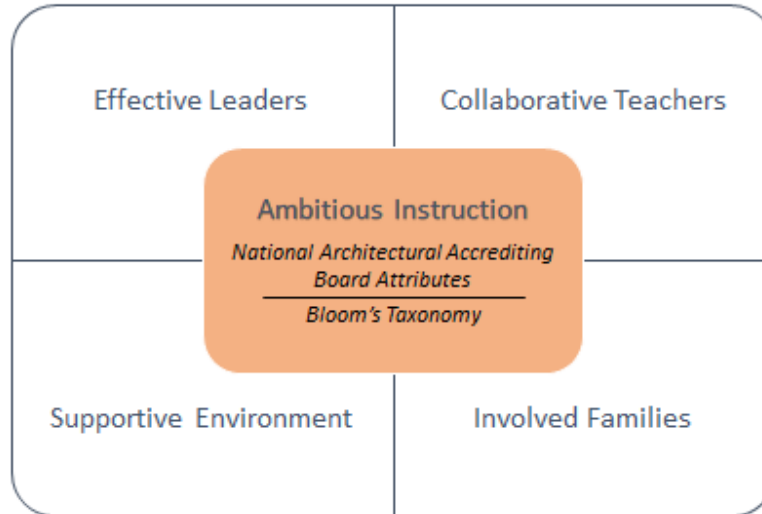 connections across complex ideas (https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm_term=.d4aa88443845).

The University of Chicago's Impact research center (https://uchicagoimpact.org/tools-training/5essentials) identified five essentials for school effectiveness based on 20 years of research. These researchers found that schools strong on at least three of five essential elements are 10 times more likely to improve in math and reading than schools weak on three to five essentials. TCAAD's curriculum and school-culture are built around these five research-based essentials, which are listed below.

- Effective Leaders: The principal works with teachers to implement a clear and strategic vision for school success.

- Collaborative Teachers: The staff is committed to the school, receives strong professional development, and works together to improve the school.

- Involved Families: The entire school staff builds strong relationships with families and communities to support learning.

- Supportive Environment: The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.

- Ambitious Instruction: Classes are academically demanding and engage students by emphasizing the application of knowledge.

The 5 Essentials survey has been administered in nearly 6,000 schools across the country, with over 5 million students, teachers, and parents completing the survey and contributing to school improvement processes. The 5 Essentials Survey is currently used in diverse school contexts in 22 states—varying from the entire state of Illinois, including Chicago, to suburban St. Paul, to a school in rural Montana to private, parochial, and public schools in Detroit. See more at The 5 Essentials School Report.

Effective Leaders

Collaborative Teachers

Ambitious Instruction

National Architectural Accrediting Board Attributes

Bloom's Taxonomy

Supportive Environment

Involved Families

Adapted from 5 Essentials, https://uchicagoimpact.org/tools-training/5essentials

Student to Teacher Ratio and Rationale

The current Student to Teacher ratio will be 25:1 for all grades except Kindergarten which is 20:1. We are aware of the most influential and credible study of class size reduction (CSR) is the Student Teacher Achievement Ratio, or STAR, study which was conducted in Tennessee during the late 1980s. (https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/) The 25:1 ratio was the most productive use of our educational dollars. This student to teacher ratio allows us to maintain a competitive salary for our teachers while providing for our students within our unique model. Our goal will be to decrease the ratio as budget and need permits. Presently, the budget allows for

additional of SPED and Paraprofessionals after Year 1 thereby decreasing our student to teacher ratio to approximately 17:1. Within each classroom students will be subdivided into smaller heterogeneous groups for differentiated instruction. This allows for data-driven instruction where summative assessments can be analyzed frequently to adjust the learner grouping based on content, learning style and ability. Paraprofessionals will be available for additional tutoring during class.

Gifted and Talented

TCAAD will comply with SBOE 160-4-2-.38. Gifted students will be identified by previous status, teacher, parent, or administrator referrals. A criterion referenced test score of 99th percentile for K-2 student or 96th percentile for 3-12 students including a multiple-criteria assessment as determined by GaDOE to meet the criteria in any three of the following four areas: mental ability, achievement, creativity, motivation, will allow students to be automatically referred to the gifted program if parents permit.

Research indicates that Intellectually Gifted students require challenge and support to develop their interests and capacities, and that these should be provided in a systematic and targeted manner. While we do not anticipate that a large majority of our students will be academically advanced when they enter the school due to our desire to serve a low-income community – we will follow the same diligent, customized, and rigorous identification strategy for students determined to be intellectually gifted as we will with all students with exceptionalities. We recognize that gifted students come in many forms. Identified students will receive an Advanced Learning Plan developed by the grade level team. The plan will focus on challenging the student in his/her core subjects and projects. All teachers will include an advanced homework section, and work creatively to identify strategies to differentiate lesson plans for more advanced students. Each plan will include acceleration strategies in daily enrichment activities and

tutoring opportunities. Enrichment activities may change regularly and allow for a variety of experiences – music, film, computer science, art, sports, etc. The flexible nature of enrichment allows for differentiation for Intellectually Gifted students as appropriate, i.e. robotics, coding, additional projects, etc. These enrichment opportunities may be offered during the studio block of the day or during small group time in rotations. TCAAD will provide all state, and federal mandated service to talented and gifted students (TAG), including screening, evaluation, and determination guidelines. Any teacher of Gifted and Talented students will monitor progress and provide recommendations to adapt the student's class and homework. We will hire at least one gifted certified teacher. Once identified, students may receive modified homework and differentiated extension materials in their courses. During the reading, math or studio blocks, gifted students will be grouped in the workshop model and provided additional enrichment opportunities, including but not limited to completing projects of choice with additional access to technology and computer-based programs. Also, any teacher of a Gifted and Talented student is assigned to monitor the student's progress on SMART goals and recommend adaptations to the student's Advanced Learning Plan.

TCAAD will implement an inclusive educational model that serves all students in a manner that maximizes their academic potential and prepares all of them for achievement in high school, graduation from college, and success in life. Our approach and design emulate that of high performing urban schools serving similar students with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure. Based upon the research of nationally recognized special education expert Thomas Hehir of Harvard University and others in the field, we provide an educational program that maximizes accommodations and minimizes modifications. This means that having universally designed inclusive education environment. Most research on special education says that integration has better outcomes for students.

Educational Disadvantaged

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As a community academy, TCAAD will activate the school building as a community center for minimally 6 times per school year to provide information and services for families from partnering organizations including parenting classes, financial literacy, health and wellness and workforce development.

STATE AND FEDERALLY MANDATED SERVICES

Students with Disabilities

TCAAD will follow guidelines for all federally mandated services as outlined by DeKalb County Public Schools. Special population students will need to be evaluated by a school psychologist in a variety of areas. Expertise and evaluation from third-party school psychologists will be used. TCAAD will access the related services professionals such as speech and language, occupational therapy, physical therapy and school psychologists as needed for our students. TCAAD will establish a Student Support Team (SST) in accordance with DCSD guidelines and policies to identify students' needs, provide a Response to Intervention (RTI) and determine if said interventions have been successful or if a recommendation for 504 provisions or a student evaluation is warranted to identify any further special needs classification for a student. For students who do not already have an IEP but who demonstrate potential support needs, we will implement our RTI protocol, which will align with the DCSD protocol. For each student tier two supports in the RTI process, the SST will create an action plan that will identify (1) specific areas of concern, (2) the intervention to be used, (3) the staff member responsible for providing the intervention and how frequently that intervention will be used, and (4) the date of the next follow-up meeting (typically six weeks). We will then evaluate student performance against action plan goals to determine if there has been a positive response to intervention. If there has not been adequate progress, the student will

receive more intensive (tier three) supports. If the CST determines that the intervention is not enabling the student to make adequate progress, the student will be referred for special education testing. Alternatively, we will begin a formal evaluation immediately if parents request testing.

a. the school's plans to evaluate and identify students with disabilities;

Identifying. The process we use to identify entering and existing students with special education needs is designed to be systematic and responsive, and is based on all applicable laws, regulations, and guidance pertaining to students with special needs (IDEA; GASBOE 160-4-7-.03).

b. to develop, review and revise IEPs:

Step 1: Beginning the Process. Students who enter with an IEP: The SPED Teacher also acting as the Case Manager will use formal school records and communication with parents to determine whether a student already has an IEP; if s/he does, the SPED Teacher/Case Manager will obtain the IEP from either the past school or the family. Within two weeks of receiving the IEP, the SPED Teacher/Case Manager will arrange a parent conference or transfer IEP meeting to discuss the IEP. We will provide the services mandated by the existing IEP until the Student Support Team (SST) is able to meet. Students who do not have an IEP: For students who do not already have an IEP but who demonstrate potential support needs, we will implement our RTI protocol. For each student tier two supports in the RTI process, the SST will create an action plan that will identify (1) specific areas of concern, (2) the intervention to be used, (3) the staff member responsible for providing the intervention and how frequently that intervention will be used, and (4) the date of the next follow-up meeting (typically six weeks). We will then evaluate student performance against action plan goals to determine if there has been a positive response to intervention. If there has not been adequate progress, the student will receive more intensive (tier three) supports. If the

CST determines that the intervention is not enabling the student to make adequate progress, the student will be referred for special education testing. Alternatively, we will begin a formal evaluation immediately if parents request testing.

Step 2: Consent for evaluation from Parent/Guardian. The SPED Teacher will follow GASBOE 160-4-7-.09-6 regarding consent to evaluate.

Step 3: Conducting an Evaluation. The SPED Teacher will ensure students are evaluated in all areas of the suspected disability. The SPED Teacher and each student's teacher will complete an Educational Assessment for all initial and re-evaluations. The SPED Teacher will conduct academic evaluations (e.g., Woodcock Johnson Battery, WIAT). Outside providers will conduct all other evaluations including but not limited to cognitive, psychological, memory, executive functioning, S&L, OT/PT, and Functional Behavioral Assessment (FBA).

Step 4: Special Education Team Meeting. The Special Education Team (the "SPED Team") will meet to review RTI documentation (if applicable) and all evaluation reports. At this meeting, the SPED Team will determine eligibility and the disability. If eligible, the SPED Team will develop an IEP or 504 Plan (a 504 plan would be used if the student does not need specifically designed instruction but may need accommodations to ensure equal access to the curriculum, such as extra reminders to stay on task or movement breaks, for a student with ADHD). Depending on results of the FBA, the Team may develop a Behavior Intervention Plan.

c. to integrate special education into the general education program:

We will provide SPED services primarily using the inclusion model and will provide these services to all students in the general education classes to the greatest extent possible. For example, if a student requires a slower pace and lower student-teacher ratio to access the content, we will provide this service in the general education class with in-class support.

d. to deliver special education and related services;

We will provide out-of-class services when the SPED Team believes this will help the child make more progress towards meeting his/her IEP goals or that a separate setting is more appropriate (e.g., individual counseling). For example, out-of-class instruction may occur because a student is reluctant to participate when near peers and/or requires a less distracting environment with fewer people. We will make every effort to ensure that out-of-class services are delivered during appropriate, non-disruptive times. For instance, a student whose disability has made it difficult to learn math facts may work with a special education teacher for 15 minutes at breakfast to get repetition and practice to reinforce those skills.

e. to ensure that the school facility meets the requirements of other related laws including the ADA and Section 504;

TCAAD understands and will adhere to the Individuals with Disabilities Education Act (IDEA) and Section 504 of Rehabilitation Act, and Title of Americans with Disabilities Act (ADA). No eligible student shall be denied admission because of disability. Upon acceptance, eligible students will receive the necessary accommodations and modification, transportation, related services as well as due processes outlined by state and federal laws. Case management of all Individual Education Programs (IEPs) and required services will be the responsibility of our SPED Teacher who will adhere to all state and federal laws by: managing and maintaining IEPs and all supporting documents; servicing identified students with

disabilities ensuring all accommodations, modifications, and services are carried out; ensuring proper placement within the least restrictive environment; tracking student progress towards mastery of listed goals and objectives; and submitting copies of IEPs, state and federal documentation to the appropriate agencies and SCSC.

Assessing and Monitoring Progress. General and special educators will work collaboratively to monitor the progress of students with IEPs. The SPED Team will meet annually to review each student's IEP goals and progress. SST meetings will also serve as a platform for staff to discuss progress of students on IEPs. If, for example, a student will likely meet his/her IEP goal well before the annual IEP meeting and a revised goal is needed or a student appears to need more intensive or frequent counseling support, the SST will discuss these adjustments and initiate an IEP amendment meeting. In monitoring students with IEPs, the SST will use all sources of available data (e.g., interim assessments like STEP and NWEA, GA Milestones results, student growth percentiles, writing samples, running records, behavior records, social skills behavior rating scales and classroom observations) to determine whether the student is progressing according to his/her IEP goals. Classroom teachers, SPED teachers, and outside providers will all be involved in tracking the progress of IEP students and will regularly participate in these meetings.

The SPED Team will meet at least annually and a student will be re-evaluated at least every three years to determine eligibility. At any time, parents may request an IEP meeting and the SPED Team may reconvene before the annual meeting if the IEP needs to be amended. When we suspect a student no longer requires SPED services, we will initiate an evaluation and hold SPED Team meeting to determine if the student continues to be eligible for special education. Students on IEPs are provided with an IEP progress report on the same schedule that the school gives all students progress reports and report cards.

Pursuant to GA SBOE 160-4-7-.06 guidance, the SPED Team, during its annual meeting, will determine how each student with an IEP or 504 Plan will participate in GA Milestones and other school-based assessments for each subject scheduled for assessment. The SPED Team will assign the student either the Standard GA Milestones test, with or without accommodations, or the GA Milestones Alternate Assessment. If an accommodation is deemed necessary, the team will choose appropriate accommodations by referring to DESE guidance listing standard accommodations (e.g., small group setting) and nonstandard accommodations (e.g., use of a speech-to-text conversion device).

f. to address student discipline;

For students with disabilities, the School Leader will convene an IEP team meeting to determine whether the student's misconduct was a manifestation of such student's disability. If the IEP committee determines that the student's misconduct was a manifestation of the student's disability, TCAAD will conduct or amend a functional behavioral assessment and will implement or amend a behavior intervention plan. If the review committee determines, on the other hand, that the misconduct was not a manifestation of the student's disability or the school's failure to implement the IEP as written, then the student will be disciplined in the same manner as any student without a disability, and TCAAD will continue to provide services in accordance with such student's 504 Plan or IEP.

Special education staff will use the student information system and/or software/platform (likely Edmodo) to track student data, along with a progress monitoring tool (likely AimsWEB) that provides testing and data analysis in order to closely monitor student progress on assessments. This allows the special education staff to target standards and goals with which each student struggles, as well as celebrate measurable success and improvement. Annually and as needed, academic progress is evaluated and used to inform revisions to the IEP and other instructional plans for individual students. Progress against IEP

goals and objectives, as well as a regular report card, will be documented and reported to the special education coordinator, appropriate staff, and parents. Progress monitoring at regular intervals not only informs programs and interventions, but modifications to a student's IEP as appropriate.

TCAAD will serve all special needs students in Year One. To do so we will have one special education lead teacher in year 1, 2 in Year 2, 3 in Year 3 and maxing out at 4 in year 4. We will also employ one Intervention Specialist in Year 3. We will seek teachers who have certifications in ELL and Special Education, and Gifted and Talented. They will provide training, implementation support and additional strategies to address immediate student deficits including behavioral concerns, academic distress and monitoring growth projections. Additionally, the team will ensure that all students exceptionalities as addressed in IEP, EL Plans, and ILPs are being adhered to in each student's class.

To address special needs we will provide an inclusive classroom instructional model with pull-out options for students who need more intensive support. Of course, TCAAD will meet the needs of any student that gains a seat at the school, regardless of ability. Our special needs students can expect to have their individual needs identified and in addition to their IEP have their personalized student plans created based on their specific content and academic deficits. Teachers will gather data to determine students' progress or need for redirection to address both the DCSDstandards and meet IEP goals and objectives. We will employ highly qualified certified teachers and paraprofessionals for permanent positions. **Certification documentation will be maintained in the DCSD Charter Employee Database. This is a live database that the District uses for a variety of purposes to include the CPI.** . The School Leader and Data Clerk will disaggregate data continuously for students with special needs to compare their progress against that of their peers without IEPs to drive revisions to programming as needed.

TCAAD will use the State's SST forms, Section 504 forms and process of review as established by Georgia Department of Education Rule 160-4-2-.32. If and when students with IEPs face disciplinary action, TCAAD will follow all federal requirements including manifestation determination hearings. TCAAD will comply with Section 504 by providing the appropriate accommodations and equipment as needed. We will immediately notify the DCSD upon receipt of a complaint made by a parent/guardian or student concerning Section 504, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of said complaint.

TCAAD shall follow DSCD guidelines regarding the provision of Supplemental Education Services when required to provide these services. We willcontract with an outside agency approved by the Georgia Department of Education. TCAAD will consult with an outside agency that will administer a baseline assessment, prescribe content specific instruction to address identified deficits and post-test students to determine percentage of growth from the instruction.

If TCAAD is found to not be a Title I, Focus or Priority school, a variety of data sources will be used to identify students in need of remedial instruction including Georgia Kindergarten Inventory of Developing Skills (GKIDS), Georgia Milestones Assessment, Fountas, Pinnell, Learnzillion and other benchmark assessments. Students who are identified as needing additional support can attend tutorial sessions at the beginning of the school day, after school and on Saturdays. An individual learning plan (ILP) will be developed for each student and monitored by the teacher. Parents are provided with updates during the issuance of students' progress reports. The ILP is modified as students' progress through the plan.

English Learners

For our EL teachers (1 in Yr 1 up to 9 in Yr 5 for teachers and paraprofessionals), we will work with GADOE to ensure that teachers have the ESOL Endorsement, either through cohort trainings, or educator preparation programs. In addition, we will look to the leading providers of ESL professional development across the country, such as WIDA (World-class Instructional Design and Assessment) who's mission is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators, in accordance with DCSD, state, and federal guidelines. We will also recruit from the Center for Applied Linguistics to find dual certified teachers. Language assistance services are available at TCAAD for those students whose first language is not English and whose lack of proficiency in English limits their successful participation in the regular classroom. TCAAD will have an English to Speakers of Other Languages (ESOL) teacher. English language learners needing support may receive daily direct instruction from an ESOL teacher or instructional interventions in the regular classroom as planned by the regular classroom teacher with consultation from the ESOL teacher. ESOL instruction addresses listening, speaking, reading, and writing skills needed for academic achievement in language arts, math, science, social studies and throughout the academic environment. In addition, students are introduced to American cultural concepts needed for school success. At the same time, students at TCAAD are always encouraged to value their first language and culture. This will be facilitated by having cultural awareness events to include all families' participation. All students will be encouraged to share their heritage and expose others to their customs, traditions, and languages.

TCAAD will offer the following services are provided to assist with English proficiency and the academic success of ELs:
online and face-to-face ESOL endorsement courses for certified content area teachers via CaseNex and the professional learning department
a summer academy for EL students at various summer school sites

professional development classes for administrators, content area and ESOL teachers and paraprofessionals

attendance at local, state and national conference for ESOL teachers, paraprofessionals, and administrators

administration of the state-adopted annual EL assessment for all ELs

coordinate parent outreach, parent literacy programs, and afterschool tutorial classes for the local schools for international students and parents

language line, transact, and talk and listen systems for simultaneous interpretations

leadership and support for ESOL teachers in the local schools

presentations/professional development, by the ELL studies leadership team and ELL studies director, at local schools on EL studies program policies and procedures

dissemination of funds to local schools from the Title III budget and the Refugee Children's Impact Grant

data collection and report generation for schools, county, and state

TCAAD's ESOL teacher will collaborate closely with other teachers so that instruction for English language learners is comprehensible to the extent possible throughout the school day. The ESOL teacher brings the content of the curriculum into their language teaching and regular classroom teachers integrate vocabulary instruction into their classrooms. Professional learning is available to both ESOL teachers and regular classroom teachers.

Teachers and other school staff have access to several electronic databases to support their work. The online intranet Language Bank contains over 1,700 translated documents that can be used to communicate important school information to parents who do not yet speak English. TCAAD will use this as a tool to engage parents in their children's academic achievement. This database is continually refreshed with revised and new documents, including Welcome Books and Student-Parent Handbooks. The online intranet ELL Handbook offers guidance to schools on best practices in providing language assistance services. Both resources have valuable information for working with international students and their

parents. Parent information material's will be available on the TCAAD website in various languages using the free google translator plugin which offers translation in over 100 languages. TCAAD will also highlight bilingual staff and use them as interpreters to address parent not literate in their home languages.

TCAAD is a multicultural, multi-linguistic, socially celebrating, all-inclusive learning environment. All students interested in participating in extracurricular activities will be welcomed to do so. On entry into TCAAD, each student who has a primary or home language other than English is screened with the WIDA-Assessing Communication and Comprehension of English State to State (ACCESS) Placement Test (Grades 1-12) or the Measure of Developing English Language (MODEL) for Kindergarten, which assesses English listening, speaking, reading and writing. Students scoring below Level 5 are eligible to be served in language assistance services. Students are tested annually with the WIDA-Assessing Comprehension and Content in English State to State (ACCESS) for English Language Learners.

The test measures how well students are able to handle academic language tasks (listening, speaking, reading and writing) across the content areas of language arts, math, science and social studies. Scores are used to measure student progress throughout the year as well as to determine when English language learners no longer need language assistance. Once that point is reached, students are monitored for a two-year period by the ESOL teacher to ensure that their academic and language progress continues. All ELLs will take the ACCESS assessment to measure English language development, as well as the GA Milestones exams, as mandated by GA SBOE 160-4-5-.02. The DSFS determine how an ELL with an IEP will participate in the GA Milestones exams (GA Milestones test with or without accommodations or the Georgia Alternative Assessment (GAA). We will strive to have all ELL students reclassified as quickly as possible and make this determination using ACCESS exam scores, input from classroom

teachers, and evidence of general education progress. Students will be monitored for two years after exiting the program.

Remediation

TCAAD shall follow all district, state, and federal guidelines regarding the provision of Supplemental Education Services when required to provide these services. The Flexible Learning Plan (FLP) has replaced the SES requirements of the NCLB for Title 1 Focus or Priority schools.. The new law allows states to decide how to address students who have not shown success at their current school. Any Title 1 funds forstudent remediation will be applied to additional instruction time to be provided on a contract basis by an outside agency. TCAAD will consult with an outside agency that will administer a baseline assessment, prescribe content specific instruction to address identified deficits and post-test students to determine percentage of growth from the instruction.

TCAAD will provide Remediation Education Services required pursuant to SBOE rule 160-4-5-.01 for students.. For all years of the charter, students will go through the formal Student Support Team (SST) process as specified in Rule 160-4-2-.32, the SST will include documented evidence to support the placement in remedial education. This documentation will include information that demonstrates:

- The student is receiving services under Part A of Chapter 1 of Title 1 of the Elementary and Secondary Education Act of l965, as amended by the NCLB Act of 2001.
- The student has failed either a language arts or a mathematics course in grades 6-8.
- The student has been recommended by the teacher who has documented any of the following student information: (i) Low performance in reading; (ii) Low performance in mathematics; and (ii) Inability to verbally express ideas or to write or dictate a meaningful sentence.
- Current standardized test information in the student file indicates the student has a score at or below the 25th percentile in reading, writing, or mathematics.
- For participation in middle school remediation programs, the most recent Criterion Referenced GMAS scores indicate the student has a score in the —Does Not Meet category in reading, or English/language arts, or mathematics.

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

TCAAD will use a variety of data sources will be used to identify students in need of remedial instruction include GKIDS (K), Georgia Milestones Assessment, Fountas, Pinnell, and other benchmark assessments. Students who are identified as needing additional support can attend tutorial sessions at the beginning of the school day, after school and on Saturdays. An individual learning plan (ILP) will be developed for each student and monitored by the teacher. Parents are provided with updates during the issuance of students' progress reports. The ILP is modified as students' progress through the plan.

At TCAAD, we will analyze the following areas to optimize student performance and develop ILPs to meet the needs of our students:

- Measuring and monitoring student achievement
- Spotting outliers for early intervention
- Predicting potential
- Preventing dropout
- Identifying and developing key attributes of good teachers
- Testing and evolving curricula
- Reporting results

ILPs will be developed for each student using information from his/her previous school, parent and student interview, and pre-assessments delivered in class at the beginning of the school year. The teacher and paraprofessional will develop the ILP within the first 45 days of school and provide a copy to the parent and student. The ILP will be used to determine whether the student is ready to drive individual

coursework or needs more remediation of the basics. ILPs will be updated twice per school year or when a teacher, parent or student request a change.

ASSESSMENT METHODS

Baseline Achievement Data

Individual student baseline data will be achieved with pre-assessments administered within the first five days of the school year. Data will be used to inform instruction and keep teachers accountable to student achievement growth. Formative Assessments: , IXL Math, MAP Growth Test (K-2 suite with additional features).

Teachers and other school staff have access to several electronic databases to support their work. MAP has tools to help us use data disaggregation based upon FRL, race, zip code, IEP, gender, and length of time in the school. This information can also be used to identify students for RTI. The State Longitudinal Data System (SLDS) will also help with tracking this same student data as it relates to state testing.

TCAAD's testing plan is below. Informally, Teacher created rubrics, Teachers exit tickets, Presentations and Exhibitions, Quizzes, Tests, Writing assignments, Digital Portfolios and other assessments that teachers administer on a weekly basis will be used inside classrooms.

Test	Dates Offered	Testing Participants	Testing Emphasis	Testing Purpose

Strategic Teaching and Evaluation of Progress (STEP) Assessment system	August (2 days for K) **(additional dates as needed for enrollment for open slots)**	K-3	Match students to appropriate texts for them to read at their grade level. Place students in differentiated guided reading groups and determine placement in intervention. Set goals for student growth and measure student progress Deepen teacher's understanding of reading instruction and each individual child's progress	Measures student reading level and gives information about student reading skills in the areas of fluency, accuracy, phonemic awareness, and reading comprehension
Georgia Kindergarten Inventory of Developing Skill (GKIDS)	August/May (opening and closing day) **(additional dates as needed for enrollment for open slots)**	Kindergarten (K)	Performance–based, aligned to state mandated content standards.	Provides teachers with information about the level of instructional support needed by individual students entering kindergarten and 1st grade
Georgia Milestones Assessment System	November/ May	Grades 3 through 8	English Language Arts, Mathematics Science (5, 8), Social Studies (5, 8)	Compare students to peers across the state Measure growth of a student, class, grade, school over time Measure effectiveness of teaching against student learning

DCSD Contracted NWEA MAP	Aug (Fall screener) January (Winter Screener) April (Spring Screener)	K-8	Reading, Math	By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance— whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.
Assessing Comprehension and Communication (ACCESS) for ELL	Jan-Mar	All English learners in Georgia K-12	Social and instructional English, language associated with language arts, mathematics, science, social studies	Determines the English language proficiency levels and progress of ELs in the domains of speaking, listening, reading, and writing.
Georgia Alternative Assessment (GAA)	Sept-Mar	Students who experience significant cognitive disabilities	English Language Arts, Mathematics, (grades 3, 4, 6, 7) Science and Social Studies (grades 3-5, 7, 8	Promotes vision of enhancing capacities and integrated life opportunities

To best support student achievement, we will have data analysis meetings after every assessment to ensure students are on track for their growth goals identified in their individualized learning plans (ILPs). This will ensure early and proactive monitoring to help with re-teaching and areas of growth if they are on grade level and interventions if they are one or more grade levels behind. Student achievement is a result of a complex interplay of many variables. Background, curriculum, testing style, funding, class size and school size are just some of the possible factors behind performance. But when data is scattered across an

organization in paper files or spreadsheets, solving the puzzle of success and failure is next to impossible. We will utilize analytics to combine and analyze our own data, asking and answering such questions as: What are the leading indicators of and reasons behind low performance? Which efforts, investments and factors affect student success? How do attendance, involvement and discipline events relate to performance? How much should we invest in teacher development? In interventions? Answering questions from a wide range of areas can help provide the insight needed to keep what is working, and make meaningful changes to what is not. Our school leader will develop a monthly plan for data-driven instruction and school culture (see appendix, Uncommon Schools Principal Tickler).

At TCAAD, we will analyze the following areas to optimize student performance and develop ILPs to meet the needs of our students:

- Measuring and monitoring student achievement
- Spotting outliers for early intervention
- Predicting potential
- Preventing dropout
- Identifying and developing key attributes of good teachers
- Testing and evolving curricula
- Reporting results

ILPs will be developed for each student using information from his/her previous school, parent and student interview, and pre-assessments delivered in class at the beginning of the school year. The teacher and paraprofessional will develop the ILP within the first 45 days of school and provide a copy to the parent and student. The ILP will be used to determine whether the student is ready to drive individual coursework or needs more remediation of the basics. ILPs will be updated twice per school year or when a teacher, parent or student request a change.

Statewide Assessments

TCAAD embraces a data-driven mindset. Understanding students' academic progress, relies on the successful implementation, analysis, and instructional modifications generated from the results of standards-based assessments. We have selected assessments such as NWEA MAP and STEP which have tools to disaggregate and manipulate scholar data across sub-groups such as FRL, race, zip code, IEP, gender, and length of time in school. Additionally, using SLDS, allows all data to be transported into it and disaggregated as well. With both assessments, there are built in tools to pinpoint scholars for RTI and varying levels of proficiency. The STEP assessment data analysis tool guides the teacher in next steps of reading focus areas needed to support scholar growth to reach the next level. Our School leader and Director of Operations make up our data team, with our School Leader serving as the lead. Consistent and frequent progress to goal monitoring will ensure early, proactive intervention if achievement goals are not on track to being met with the implementation of "Data Days" that are full day professional development (PD) days post benchmark testing periods. During this PD time, teachers will work in grade level teams to complete detailed analysis of scholar areas of strength and growth and create detailed action plans that include implications for tutoring, small group interventions, and re- teaching. The SPED teacher will monitor ILPs and address teachers for integration into the action plans. Teachers will also utilize this information to inform their lesson and unit plans in weekly planning meetings and during our data days. Monthly reports that detail Academic data will be shared through an Academic with the Board to monitor achievement of scholars and hold school leadership accountability to ensuring the goals are met and/or exceeded.

Given the vast amount of data we are able to collect regarding scholar progress, we are able to better partner with families to support scholars' academic achievement and growth. Families, will be provided assessment results and daily grades ranging from homework submission to quiz and test performance. Additionally, we hold quarterly mandatory conferences where families are given MAP reports, STEP

reports, and report cards. These conferences will be provided during the day, evening and or weekend depending on the parents availability and are student led, even at the K level, to build skill in self-reflection and advocacy and to ensure full partnership for academic success. We offer the flexibility to meet with families according to their schedule and location convenience to ensure we have 100% participation and partnership. In addition, all families are able to set up conferences with teachers as requested to discuss any academic concerns or needs.

ACADEMIC GOALS AND OBJECTIVES

State CCRPI		District CCRPI		Projected CCRPI				
Elem.	Middle	Elem.	Middle	Year 1	Year 2	Year 3	Year 4	Year 5
				41	51	60	71	80

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Academic Goal #1: During each year of its first five-year charter term, the Charter School shall "beat the odds" as determined by a formula measuring expected student growth.						
Measure 1: As determined by the state regression formula based on CCRPI school-level dataset, GADOE student record file, and GADOE Certified/Classified Personnel Information (CPI) data, TCAAD will perform better than similar schools serving similar students in Georgia in each year of the five-year term.	CCRPI	40	51	60	71	80

Measure 2: As determined by the DCSD regression formula based on poverty levels and CCRPI, TCAAD will perform as well or better than similar schools serving similar students in DCSD in each year of the five-year term.	CCRPI	40	51	60	71	80
Measure 3: As determined by the DCSD regression formula based on poverty levels and GA Milestones data, TCAAD will perform as well or better than similar schools serving similar students in DCSD in each year of the five-year term.	GA Milestone *B - beginning* *DV - developing* *P - proficient* *DS - distinguished*	26B 31.8DV 32.2 P 10 DS	18B 24DV 42P 16DS	17B 22DV 43P 18DS	14B 19DV 48P 19DS	12B 18DV 51P 19DS

Academic Goal #2: 85 % of matriculating 8th grade students will transition into 9th grade at or above grade level in reading and math.

Measure 1: In K-8, students will end each year at or above grade level in reading.	NWEA MAP Reading	Academic goal #2 will be measured using the following metrics in Years 1-5: ● At the end of Kindergarten, 85% of students will achieve a RIT score of 158 or higher on the MAP Reading Assessment. ● At the end of 1st grade, 85% of students will achieve a RIT score of 178 or higher on the MAP Reading Assessment. ● At the end of 2nd grade, 85% of students will achieve a RIT score of 189 or higher on the MAP Reading Assessment. ● At the end of 3rd grade, 85% of students will achieve a RIT score of 199 or higher on the MAP Reading Assessment. ● At the end of 4th grade, 85% of students will achieve a RIT score of 206 or higher on the MAP Reading Assessment. ● At the end of 5th grade, 85% of students will achieve a RIT score of 212 or higher on the MAP Reading Assessment. ● At the end of 6th grade, 85% of students will achieve a RIT score of 216 or higher on the MAP Reading

		Assessment. ● At the end of 7th grade, 85% of students will achieve a RIT score of 218 or higher on the MAP Reading Assessment. ● At the end of 8th grade, 85% of students will achieve a RIT score of 220 or higher on the MAP Reading Assessment.
Measure 2: In K-8, students will end each year at or above grade level in math.	NWEA MAP Math	● At the end of Kindergarten, 85% of students will achieve a RIT score of 159 or higher on the MAP Math Assessment. ● At the end of 1st grade, 85% of students will achieve a RIT score of 181 or higher on the MAP Math Assessment. ● At the end of 2nd grade, 85% of students will achieve a RIT score of 192 or higher on the MAP Math Assessment. ● At the end of 3rd grade, 85% of students will achieve a RIT score of 203 or higher on the MAP Math Assessment. ● At the end of 4th grade, 85% of students will achieve a RIT score of 214 or higher on the MAP Math Assessment. ● At the end of 5th grade, 85% of students will achieve a RIT score of 221 or higher on the MAP Math Assessment. ● At the end of 6th grade, 85% of students will achieve a RIT score of 225 or higher on the MAP Math Assessment. ● At the end of 7th grade, 85% of students will achieve a RIT score of 229 or higher on the MAP Math Assessment. ● At the end of 8th grade, 85% of students will achieve a RIT score of 231 or higher on the MAP Math Assessment.

SCHOOL GOVERNANCE

13. TCAAD'S Board Composition

BOARD MEMBER	AREAS OF EXPERTISE	COMMITTEE ASSIGNMENT (*Note: See Question 24 for Committee Details*)
Tariq Abdullah Architect Tarchitects LLC 5347 Omalley ln. Stone Mountain, GA. 30088 678.280.4198 (cell)	· K-12 and College-Level Design Thinking · Curriculum Design · Community Engagement · Strategic Visioning and Implementation · Youth Mentoring · Motivational Speaking · Educational Facility Design	· Curriculum Design and Community Project Implementation · Finance & Budgeting · Facilities and Didactic Learning · Parent and Community Engagement · Governance
Daniel Alfino Attorney Troutman Sanders LLP	· Elementary Education · Governance · Law	· Curriculum Design and Community Project Implementation Committee

1080 Euclid Ave NE, Apt 703 Atlanta, GA 30307		· Facilities and Didactic Learning · Governance
Rasheedah Luqman Certified Public Accountant Frazier & Deeter, LLC 1230 Peachtree Street NE Atlanta, GA 30309	· Accounting · Tax Compliance	Finance & Budgeting Governance
Chelsea Ulrich Tarnoff Managing Director, Alumni Leadership & Engagement - Teach For America 1947 Bixby Street Atlanta, GA 30317	· Elementary Education · Curriculum Design · Community Engagement · Recruitment & Selection	· Curriculum Design and Community Project Implementation · Parent and Community Engagement
Brooke Bosley Graduate Student in Digital Media at Georgia Institute of Technology 4177 Kings Troop Road Stone Mountain, GA 30083	· Digital Media · User Interface/User Experience · Interaction design	Parent and Community Engagement

Desiree A. Rivers, PhD, MSPH 720 Westview Drive, S.W. Atlanta, GA 30310	· Graduate and Medical Education · Pipeline Program (Elementary - Graduate) Development and Administration, · Program Planning and Evaluation · Community-based Participatory Research	Curriculum Design and Community Project Implementation Parent and Community Engagement

Tariq Abdullah is the co-founder of TCAAD and Architect of Tarchitects LLC, the architectural design firm he developed to provide architectural solutions that seek to maintain and enhance the urban environment particularly as it relates to education. Mr. Abdullah is the board Chair. Mr. Abdullah has devoted his life to serving as the bridge between the architectural and social fabrics of communities. He hosts internship opportunities regularly at his firm, and also offers Design Fellowships for architecture students at Georgia Tech and SCAD as a concentrated effort to help propel them into their design careers. He has also developed instruments to help expose inner city youth to architecture and design as a viable career path. This includes award winning youth architectural workshops, high school architectural curriculum and after school programs with the next evolution being TCAAD. Mr. Abdullah is a registered Architect with a Master's degree in Architecture from the University of Detroit Mercy. He also continued his formal education at Harvard University's Graduate School of Design, Executive Education program in Designing 21st century libraries. Mr. Abdullah has a fluent command of Arabic, written and spoken, and has a verbal command of Wolof. Mr. Abdullah served as Director at Large on the board of the Detroit

chapter of the National Organization of Minority Architects (NOMA). Mr. Abdullah is a founding member of the NOMA Detroit, and is an active member of NOMA Atlanta, the American Institute of Architects, the National Fire Protection Agency, and has been honored as a Certificate Holder with the National Architects Registration Board.

Daniel Alfino is an attorney in the Finance & Restructuring practice at Troutman Sanders LLP. Dan's practice focuses on the representation of both lenders and borrowers in a variety of finance transactions, including asset-based lending, cash flow lending, factoring arrangements, mezzanine lending, and acquisition finance. Prior to his legal career, Dan joined Teach For America's Eastern North Carolina Corps, where he taught First, Second, and Third Grade at Weldon Elementary School in rural North Carolina. Dan earned his undergraduate degree in Government with honors from Harvard University in 2011 and his law degree from the University of North Carolina School of Law in 2016.

Rasheedah Luqman is a Tax Manager at a public accounting firm in Atlanta, Georgia. She specializes in tax planning and tax preparation for individuals, businesses, and nonprofit organizations. She is a certified public accountant (CPA) with over six years of experience in auditing and accounting. Mrs. Luqman worked for the Georgia Department of Revenue as an auditor and later transitioned to the public accounting sector. She also holds a Bachelor's degree in Accounting and a Master of Taxation degree, both earned at Georgia State University.

Chelsea Ulrich Tarnoff currently works for Teach For America as the Managing Director, Alumni Leadership and Engagement, designing strategy to cultivate the alumni community and leading alumni communications for Teach For America in Metro Atlanta. Before joining Teach For America, Chelsea worked for Teach Plus, a national nonprofit focused on elevating teacher voice and leadership, as the National Research and Evaluation Manager and the T3 Recruitment & Research Coordinator. Prior to her

start with Teach Plus, Chelsea worked as a Research Assistant with the State Charter Schools Commission of Georgia. During that time, she assisted in the review of charter school petitions, as well as in the tracking of various education-related bills during the 2014 Georgia General Assembly. Chelsea also taught third grade at Parkside Elementary School as a Teach For America Metro Atlanta Corps Member, and assisted in the founding of Latin Academy Charter School in Atlanta, Georgia as a Sixth Grade Reading/ELA teacher. Chelsea holds a Bachelors of Arts degree in Philosophy from the University of Texas at Austin, a Master's of Education degree in Early Childhood Education from Georgia State University, and is currently pursuing her Doctorate of Philosophy degree in Educational Administration and Policy from the University of Georgia, studying branding techniques utilized by charter schools to attract students and parents.

Brooke Bosley is a current second-year master's candidate in Digital Media at the Georgia Institute of Technology. In the fall of 2018, she will be starting the PhD program in Digital Media a GA Tech with a concentration on Interaction Design and Afrofuturism. She has a passion for using design principles as ways to educate students and urban communities. She has a Bachelor's degree from Wesleyan College in Macon, GA in Integrated Digital Media with double minors in communication and mathematics.

Desiree A. Rivers is an Assistant Professor in the Department of Community Health and Preventive Medicine and faculty in the Cancer Health Equity Institute at Morehouse School of Medicine (MSM). Her research interests include exploring the socio-ecological context of cancer disparities. Dr. Rivers earned a B.S. in Psychology from Vanderbilt University, a Master of Science in Public Health with a concentration in Health Care Organization and Policy from the University of Alabama at Birmingham School of Public Health (UAB SOPH), and a PhD in Health Education from Texas A&M University (TAMU). Dr. Rivers served as a UAB SOPH Lister Hill Center for Health Policy Fellow and a Congressional Black Caucus Fellow as well as a TAMU Doctoral Diversity Fellow. Dr. Rivers completed a behavioral oncology

postdoctoral fellowship at Moffitt Cancer Center, an NCI-designated Comprehensive Cancer Center. Dr. Rivers has completed professional development trainings from Association of American Medical Colleges (AAMC), W. Montague Cobb & National Medical Association (NMA), Patient Centered Outcomes Research Institute (PCORI), National Cancer Institute (NCI), and National Institute on Aging (NIA). Prior to joining MSM, Dr. Rivers held positions at the University of South Florida Morsani College of Medicine and the Moffitt Cancer Center. Dr. Rivers serves on many boards and committees; she is a grant reviewer for the American Cancer Society and Florida Department of Health; and she has received professional awards from various organizations. Dr. Rivers has been awarded research funding from federal and institutional sources; contributed to book chapters; published several peer-reviewed journal articles; and provided presentations at international, national, regional and local professional and community conferences/meetings/symposia/forums highlighting her research, teaching and community engagement experience. Dr. Rivers has dedicated her career to research and teaching that identifies the sociocultural, psychological, and environmental determinants of cancer health disparities and to the translation of this information into interventions and medical education that will improve health equity among diverse and medically underserved populations. As such, Dr. Rivers is intricately involved in the education and training of public health and medical professionals; community-based participatory and translational research involving minority populations; and advocacy for medically underserved. She is a leader with Open Hand Atlanta—nutrition services, Girl Scouts of Greater Atlanta, Jack and Jill of America, Inc., Association of Junior Leagues International, and Delta Sigma Theta, Inc., A Public Service Sorority. Dr. Rivers enjoys international travel and the performing arts with her three daughters, Kayla, London & Chloe, and husband, Dr. Brian Rivers.

The current governing board (the "Board") of TCAAD has six members who all share a desire to use architecture and design as a tool to promote creative and critical thinking and to develop STEAM skills in children from underserved areas of DeKalb County. Each individual member of the Board brings a unique set of skills and background, which helps the Board fully and effectively act upon its shared mission and vision.

To build the current Board, co-founder Tariq Abdullah and the other existing members of the Board made a concerted effort to recruit members possessing skills and experience in the fields of architecture and design; school leadership and operations; community relations; law; finance; non-profit development; and governance. The existing Board tapped into the personal and professional networks of its members to find suitable candidates. Also, through its enrollment in the Incubator Program with the Georgia Charter Schools Association ("GCSA"), the existing Board expanded its search to include board candidates through the board bank.. Once the existing Board identified individuals who could bring needed skill-sets and experience, the existing members thoroughly vetted each candidate to determine whether such candidate shared the same mission and vision and whether such candidate possessed the availability and drive to make TCAAD's goals a reality. The rigorous vetting process includes, among other things: (1) contacting individuals who have served with a candidate on the board of other charter schools; (2) researching the organizations in which a candidate has been or is currently involved; and (3) conducting a comprehensive interview process that evaluates how multiple candidates collaborate and brainstorm.

Going forward, the Governance Committee is responsible for leading the Board in the identification, cultivation, and nomination of new Board members to ensure a strategically-composed Board. The Governance Committee will tap into a pool of interested community stakeholders, who have voluntarily

participated in public meetings and TCAAD events. It will also use the professional and community connections of its current members across Metro Atlanta's education, business, academic, legal, architectural, and non-profit communities, among others, to ensure that a diverse board is maintained. Preserving its racial and cultural diversity will be one of TCAAD's primary goals, as will its desire to fill in any skill gaps within the Board that may develop in the future. Each potential Board member will be thoroughly vetted using the process described below, and particular attention will be given to ensuring that such potential Board member understands and shares TCAAD's mission and values.

Board Selection Process

As detailed below, one of the responsibilities of the Governance Committee is to reach out to members of the TCAAD community to recruit interested candidates who have skills and experience that will benefit TCAAD and whose values align with TCAAD's mission and vision. The TCAAD Secretary will maintain a list of interested candidates who fit these criteria, which will also be matched with the results of the Board's annual gap analysis (see Question 19). If TCAAD recruits more interested candidates than Board vacancies, candidates will be encouraged to serve on advisory committees. This provides candidates with critical experience working on behalf of TCAAD, and familiarity with TCAAD's community and stakeholders, allows informed evaluation of their fit for upcoming vacancies, and creates a pipeline of potential new board members. Additionally, the Board's inclusive committee structure, in which community members are actively encouraged to attend committee meetings will encourage community stakeholder participation and interest in the Board opportunities.

Currently, we are evaluating a potential Board member, Henry Taylor, who has significant experience school management and board experience. In the near future, we would also like to bring on at least one parent or other community member.

Board Terms

Generally, Board members shall serve for a two-year term and may be re-elected if nominated at the annual meeting of the Board. After serving two consecutive terms, an individual may not be nominated and is ineligible for service as a Director for a third consecutive term. Board member terms will be staggered to ensure that there is always some institutional knowledge on the Board. To initiate a staggered structure, the current terms of Board members, Tariq Abdullah, Rasheedah Luqman, and Desiree Rivers shall last until the annual election held in 2020, while the current terms of Daniel Alfino, Chelsea Urlich-Tarnoff, and Brooke Bosley shall last until the annual election held in 2019. The identification of potential candidates to fill Board vacancies will be driven by the annual gap analysis to identify skills or stakeholders underrepresented on the Board. Any community or Board member may nominate individuals to the Board for consideration. In the event a Board member is unable to serve out the term of their service, the Governance Committee shall review the list of nominated candidates in conjunction with the most recent annual gap analysis to identify potential candidates to fill the vacancy. Individuals elected to serve in this situation shall serve the entirety of the unexpired term of the predecessor. Any vacancy occurring in the Board shall be filled by a majority vote of the Board.

Removal of Board Members

The Board members may vote to remove a Board member at any time, for good cause. Good cause for removal of a Board member shall include the unexcused absence at three meetings of the Board. A meeting to consider the removal of a Board member may be called and noticed following the procedures provided in the Bylaws. The notice of the meeting shall state that the issue of possible removal of the Board member will be on the agenda, and state the possible cause for removal. At the meeting, the Board shall consider possible arrangements for resolving the problems that are in the mutual interest of the school and the Board

member. Upon a two-thirds (2/3) majority vote (excluding the Board member in question), the Board may cause removal of a member.

The Board has complete sovereignty over the organizational and financial stability of TCAAD. TCAAD plans to take part in all trainings provided by the DCSD to strengthen and further develop the board. The Board will have five committees, each of which is detailed below. Each member of the Board is assigned to multiple Board committees. Each committee is responsible for taking the lead on certain Board duties and for presenting to the whole Board, upon which the whole Board will vote. Committees will encourage teachers, parents, and other community members to participate in committee meetings, which will be organized in and involve the same notice procedure as meetings of the whole Board. The table below outlines some of the important responsibilities of each committee.

COMMITTEE	RESPONSIBILITIES
Finance and Budgeting (F&B)	The FBE Committee shall have the following functions: 1. To develop the school's annual budget for consideration of the Board; 2. To review monthly expenditures approved of by the Business Manager; 3. To review proposals upon referral by the Board; 4. To work with the CDCPI to discern the financial feasibility of proposed Community-Based Projects; 5. To provide continuous review of the fiscal status of the school; and 6. To lead the Board fundraising efforts.

Curriculum Design and Community Project Implementation (CDCPI)	The CDCPI Committee shall have the following functions: 1. To review policies and procedures relating to classroom curriculum, materials, instructional methods, and professional development, including without limitation; a. Matters relating to the educational needs of gifted students; b. Matters relating to the educational needs of students with special needs (such as students individualized education plans (IEPs) and/or 504 plans, or those students who a parent or teacher believes should be in consideration thereof); and c. Matters relating to the educational needs of English Language Learners; 2. To gather and analyze student performance data, summarizing school-wide metrics across grade level and curricular area, and to assess the school's progress regarding its academic goals, compiling a summary of such analysis into a "TCAAD Accountability Report," which the Committee will present to the School Leader and to the Board within a reasonable time after each school semester; 3. To update routinely the Personnel Handbook; 4. To evaluate the School Leader using LKES and TCAAD-specific evaluation tools;

	5. To review proposals the School Leader and public comments from parents, teachers, and other community members, and to present proposals they recommend to the Board;
	6. To use the list of community concerns compiled by the PCE to identify opportunities for potential Community-Based Projects;
	7. To work closely with community partners to design Community-Based Projects aligned with curricular goals and addressing community concerns;
	8. To monitor the implementation of existing Community-Based Projects.

Facilities and Didactic Learning (FDL)	The FDL Committee will have the following functions: 1. To plan and oversee the implementation of school beautification initiatives; 2. To ensure that the physical space in which the students learn reflects the values and curricular goals of TCAAD; 3. To ensure that physical space of TCAAD serves a didactic learning platform; 4. To ensure that TCAAD provides a nurturing and safe environment for student learning; and 5. To review proposals from parents, teachers, and other community members relating to any of the functions listed above.
Parent and Community Engagement (PCE)	The PCE Committee shall have the following functions: 1. To review and analyze recommendations and grievances from parents, teachers, and other community members; 2. To receive and address student feedback relating to school operations (the "Good Idea Club"); 3. To identify supportive community organizations, develop relationships around common interests with these organizations, and positively increase the perception, visibility and level of support of TCAAD within the community;

	4. To compile an annual list of community concerns and to collaborate with the CDCPI to identify opportunities for potential Community-Based Projects; and 5. To address grievances of parents and other community members and make recommendations to the Board relating thereto. 6. To seek out new candidates in the community to fill vacant positions on the Board.

Governance Committee	The Governance Committee shall have the following functions:
	1. To promote and provide education to board members about TCAAD, the community, and governance;
	2. To assess the TCAAD's governance needs, including without limitation, periodically reviewing the size of the Board, the strategic composition of the Board, the committee structure and charters, and recommending changes as needed;
	3. To develop and to nominate Board members to serve as officers, which officers will have the titles and responsibilities as the Board deems appropriate;
	4. To lead the Board in the identification, cultivation, and nomination of new Board members to ensure a strategically-composed Board
	5. To ensure new Board members are effectively oriented to TCAAD, the Board, the community, and the responsibilities and expectations of Board service;
	6. To create annually and routinely revise the Strategic Plan;
	7. To ensure that all Board members meet Board training requirements;
	8. To monitor against potential conflicts of interest through the processing of Disclosure Forms;
	9. To conduct a Board self-assessment every year;
	10. To review and to recommend changes to the Bylaws as needed;
	11. To set yearly goals and to monitor against them.

TCAAD believes our Board's talents and resources are best focused on two areas: the academic success of our students and the financial oversight of our operations. It is our understanding that the financial stability of the school tends to impact the success of the school more than academics.

TCAAD will hire a Business Manager to oversee daily accounting requirements which will allow the School Leader to concentrate on academic success. TCAAD will also leverage the accounting experience of the Treasurer who is a CPA licensed in Georgia. In Years 0 and 1, our Business Manager will work with a back office provider to ensure that TCAAD's accounting needs are met. In Years 2-5 of operations, our Treasurer will determine if our back office operator's services are still necessary or if the accounting services will be outsourced to a different company. All financial statements will be prepared in accordance with U.S. Generally Accepted Accounting Principles (GAAP). All committee meetings will follow open meetings laws. Additionally, as detailed above, the Finance and Budgeting Committee of the Board will approve monthly expenditures approved by the Business Manager to ensure the financial stability of TCAAD.

TCAAD aspires to achieve the highest level of professional and ethical excellence and service to the school and community. TCAAD's Board ensures that all laws, rules and regulations regarding conflicts of interest are followed. Consistent with O.C.G.A. § 20-2-2084(e)(2), no member of the Board will use or knowingly allow any information not generally available to the public to secure financial gain, nor will any serve on the board of directors or be an officer of any organization that sells goods or services to TCAAD.

The Board has adopted a Conflict of Interest Policy that will protect the school's interests when contemplating a transaction or arrangement that could potentially benefit (or appear to benefit) the private

interests of a Board member. Each Board or advisory committee member is required, upon annual reinstatement of position or election to the Board, to execute a Conflict of Interest form. Copies of the forms for the current Board are included in the Petition. All Board members shall comply with this policy.

Additionally, annually, each Board member will complete a Disclosure Form, in which each Board member will disclose: (1) any familiar relationship between such Board member and any employee of TCAAD; (2) any ethical issues such Board member may have, such as citations regarding a breach of ethics or involvement in any agency proceedings or civil litigation; and (3) any criminal history, including but not limited to, criminal convictions and pending actions.

14.   Board Functions, Duties, and Roles

1. <u>Curriculum and School Operations</u>:

   1. *Function*.

      1. The Board creates strong policies to help ensure TCAAD stays true to its mission and vision for its students and the community.

      2. The Parent and Community Engagement Committee develops a process for creating a culture where input is sought, heard, and valued.

      3. The Board is solely responsible for creating policies to ensure TCAAD's fiscal, operational and management policies comply with TCAAD's charter, applicable laws and mission and vision.

4.   The Board is solely responsible for ensuring adherence to legal standards and ethical norms.

5.   The Board collectively, and its members, individually, act in an ethical and professional manner.

2.   *Duties*.

1.   Each year, the Board creates a School Improvement Plan. It will start by updating its mission and vision. Then it will conduct a needs assessment to identify current practices and results. Tools that it will use to conduct this assessment will include, among others, student achievement data, classroom evaluations, and surveys from parents, teachers, and administrators. Finally, the Board will identify clear goals and objectives in order to map out a strategy for progress for each teacher and grade level. Periodically, and throughout the year as needed, the Board will revise the School Improvement Plan to adapt to any changing circumstances..

2.   The Board approves, in partnership with the Treasurer and school leadership, the school's Budget, and conducts public hearings on the budget to gather input from community stakeholders.

3.   At least annually, and as needed, the Board reviews and assesses the School Improvement Plan, and monitors and reports progress on performance measures. The Board will hold public meetings each year to evaluate TCAAD's implementation of the School Improvement Plan and to hear feedback from parents, staff, and other community members.

4. The Governance Committee conducts the planning process in an ethical manner that is consistent with TCAAD's Conflict of Interest Policy.

5. The Board aligns actions and decisions that impact Board and community culture to its School Improvement Plan.

6. The Board adopts policy for sound fiscal management and monitors the implementation of the budget in accordance with state laws and regulations.

   1. The Board develops policies to ensure sound fiscal management. For example, it mandates that budgets must be balanced and restricts deficit spending.

   2. The Board holds the School Leader accountable for the implementation of the budget to ensure that the School Leader executes in a manner consistent with TCAAD's mission, vision, and School Improvement Plan.

   3. The Board's financial decisions and other actions do not provide unfair financial or other opportunistic advantages to any member of the Board, their family members, associates, or individual constituents, in accordance with the Board's Conflict of Interest Policy.

7. The Board, through the Parent and Community Engagement Committee, develops policies to ensure effective communication and engagement with all community stakeholders, which support the School Improvement Plan and adhere to TCAAD's mission, vision, and objectives.

1. The Parent and Community Engagement Committee adopts and supports the implementation of a Communications Plan aligned to the School Improvement Plan.

2. The Board formally, through participation on committees, and informally communicates to stakeholders its School Improvement Plan and its desired student performance goals and results.

8. The Board enacts policies that ensure effective organizational planning.

1. The Board adopts, revises, and follows written policies that are aligned to the School Improvement Plan and supports improved student achievement and organizational effectiveness.

2. The Board adopts, revises and follows effective procedures for policy development, emergency policy adoption, and policy dissemination.

3. The Board routinely solicits and receives recommendations from the School Leader on any proposed policies.

4. Before final Board action is taken on significant policy proposals, the Board provides opportunities for public review and comment.

5. The Board approves procedures for policies to be systematically and impartially reviewed.

6. The Board holds the School Leader accountable for the consistent implementation of adopted policies.

9. The Board ensures compliance with all laws, rules and regulations by developing a thorough compliance review process prior to the adoption of each Board policy.

10. The Board adopts pertinent policies and adheres to provisions of the school's Bylaws and Articles of Incorporation.

11. The Board adheres to an ethical code of behavior that complies with the Charter School Model Code of Ethics.

12. The Board adheres to its Conflicts of Interest Policy, which has adopted the Charter Schools Conflict of Interest Provisions, and at least annually, and as needed, reviews ethical standards to ensure and enhance governance structure and organizational effectiveness.

13. The Board adheres to the Georgia Professional Standards Commission Code of Ethics for Educators.

14. The Board ensures that Board composition, Board meetings, and Board training requirements are met. For example, pursuant to § 20-2-2084(e)(1), members of the Board will all be citizens of the United States of America and residents of the state of Georgia, and in accordance with O.C.G.A § 20-2-2084(f), all members of the Board will participate in annual board training. Board training will include, without limitation, best practices on school governance, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes, rules, and regulations, pursuant to O.C.G.A § 20-2-2084(b)(12).

3. *Role*.

1.   The Board supports a consultative governance and leadership policy philosophy, in which it discusses and agrees upon the creation and implementation of broad management policies in furtherance of school obligations, mission and goals, subject to the management standards of the DCSD.

2.   The Governance Board is responsible for leading the Board in the identification, cultivation, and nomination of new Board members to ensure a strategically-composed Board.

3.   The Governance Committee is responsible for legal compliance.

2.   School Improvement Goals:

1.   *Function.* TCAAD's Board has carefully and intentionally designed a mission and vision that they believe is critical for all children, especially students who are educationally underserved.

2.   *Duties*.

   1.   Through the establishment of a School Improvement Plan, the Board sets routine benchmarks for TCAAD's management to meet in furtherance of TCAAD's mission, vision, and performance objectives.

   2.   Before adopting the School Improvement Plan, the Board receives input from the School Leader as well as parent and other community stakeholders.

3.   The Board ensures all goals outlined in the School Improvement Plan are S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, and Time Limited).

4.   The Board evaluates the School Leader's implementation of the School Improvement Plan annually and periodically throughout the school year, in accordance with the Board's School Improvement Plan Policy.

5.   The Board evaluates the results of the School Improvement Plan, based on recommendations from the Curriculum Design and Community Project Implementation Committee, which monitors results periodically throughout the school year, in accordance with the Board's School Improvement Plan Policy.

6.   The Board approves revisions to the School Improvement Plan annually and as needed, with recommendations from the School Leader and community stakeholders.

3.   *Role*.

1.   Board members are expressly required by Section 3.07 of the Bylaws to be committed to, and adhere to, TCAAD's mission and vision. TCAAD's mission and vision shall be at the forefront of all Board decisions and Board members vote. TCAAD's vision includes becoming a partner and an asset of the community it serves and, as such, the Board shall develop community outreach and development policies to help ensure Board members are positive and productive ambassadors to the TCAAD community, while ensuring mechanisms for community input.

2.   The Curriculum Design and Community Project Implementation (CDCPI) Committee and Parent and Community Engagement (PCE) Committee are particularly

responsible for making sure TCAAD meets their goals and that it sets goals that are directly responsive to the needs of the community.

3. The Board will delegate day-to-day responsibility for implementation and compliance to the School Leader and other staff as appropriate, or as identified by the School Leader.

4. The Governance Committee is responsible for enacting policies, and the Parent and Community Engagement Committee is responsible for ensuring that these policies reflect the needs and desires of the TCAAD faculty and community.

3. Personnel:

1. *Function*. The Board employs, sets performance expectations for, and evaluates the work of the School Leader.

2. *Duties*.

1. The Board conducts a thorough search and hiring procedure to select a well-qualified School Leader with the necessary knowledge, expertise, skills and prior performance history to be a successful School Leader for TCAAD.

2. Through the School Improvement Plan, the Board sets clear and measurable expectations for the School Leader and routinely monitors performance.

3. The Board invests in the School Leader's professional development to ensure alignment to the School Improvement Plan and TCAAD's mission, vision, and objectives.

4. The Board engages in planning for leadership continuity to support sustainable improvement.

5. The Board adopts an Evaluation Plan that uses a state-approved evaluation instrument.

6. The Board receives training in the process of School Leader evaluation and objectively follows that process for evaluation. At least two members of the Board, who are also members of the Curriculum Design and Community Project Implementation Committee, will be trained in leader keys (LKES). These Directors will be responsible for overseeing and evaluating the School Leader.

7. The School Leader's evaluation is reflected in meeting agenda minutes, but the results of the evaluation remains confidential.

8. The Board articulates clear objectives, and a clear mission and vision for school administration.

9. The Board establishes an accountability plan to assess effectiveness of TCAAD's realization of its objectives.

3. *Role*.

1. Whereas the Board identifies the desired results, the School Leader identifies the means to accomplish the results.

2. The School Leader: (1) manages daily operations of the school; (2) hires and supervises instructional and support staff; (3) ensures the charter contract goals are met;

(4) reports at least quarterly to the Board on charter compliance and progress toward meeting goals; (5) assists the Board Chair with scheduling and setting agendas for Board meetings; (6) facilitates and implements policies adopted by the Board; (7) acts as liaison between the school, the charter sponsor, and the State Department of Education; and (8) performs other duties as assigned.

3.   The Curriculum Design and Community Project Implementation (CDCPI) Committee is responsible for reviewing policies and procedures relating to classroom curriculum, materials, instructional methods, and professional development. The Governance Committee is responsible for assessing TCAAD's governance needs, including without limitation, periodically reviewing the size of the Board, the strategic composition of the Board, the committee structure and charters, and recommending changes as needed.

4.   Budget:

1.   *Function.*

    1.   To remain accountable to its donors, the public, and to safeguard its tax-exempt status, the Board approves the annual budget and ensure that proper financial controls are in place. The Board is responsible for executing all employment contracts and other substantial financial commitments as defined by policies and procedures.

    2.   The Board ensures adequate resources for the organization to fulfill its mission, vision, and objectives.

3.   The Board sustains both ongoing (annual) funds and large projects (capital campaign funding) and takes needed steps to grow TCAAD's donor base.

4.   The Board works in partnership with the School Leader to raise funds from the community through long-term financial planning and fundraising.

2. *Duties.*

1.   The Board provides guidance to the School Leader, who develops and manages the budget in accordance with TCAAD's strategic plan.

2.   The Board, through the Finance and Budgeting Committee, adopts fiscal policies that assure improved student achievement and organizational effectiveness. For example, the Board will annually review and revise the School's Performance-Based Compensation policy to best align teacher salary to student performance.

3.   The Board conducts budgeting discussions with the School Leader and establishes specific budget parameters where deemed necessary or appropriate.

4.   The Parent and Community Engagement Committee seeks community and stakeholder input and presents their feedback on the budget.

5.   The Board approves, after careful consideration of sound business and fiscal practices, TCAAD's budget.

6.   The Board monitors the implementation of the budget in accordance with state laws and regulations. For example, the Board holds the School Leader accountable for

the implementation of the budget to ensure the School Leader executes in a manner consistent with TCAAD's mission, vision, and School Improvement Plan.

7.   The Board leverages TCAAD's public image to build systems of support with community stakeholders.

8.   The Board, through its Finance & Budgeting Committee, annually develops a Development Plan, which it routinely reviews and evaluates throughout the school year. The Development Plan includes a systematic process for individual, corporate, and foundation donors.

9.   The Finance & Budgeting Committee provides Board members, at least once per year, with a complete list of local corporate and foundation officers to determine if they know any of the individuals listed. Board members will help in contacting those people on the list to ask for a donation.

10. The Board has established a formal policy in regard to personal financial contributions by Board members with 100% participation from Board members.

11. The Board holds routine school fundraising events and seeks donors to partially or completely underwrite such events.

3.   *Role*.

1.   The governing Board adopts a Budget annually that adheres to state law and is consistent with TCAAD's School Improvement Plan, mission, and vision.

2.   The Finance & Budgeting (F&B) Committee is responsible for developing the school's annual budget for consideration of the Board and providing continuous review of the fiscal status of the school.

3.   The Finance & Budgeting Committee will have at least two public meetings each year to discuss the budget and get input from community stakeholders.

4.   The Finance & Budgeting Committee is responsible for leading the Board fundraising efforts.

15.   Compliance with Open Meetings and Records Laws

Full and active community and parental engagement is baked into TCAAD's mission and vision. TCAAD also believes in a culture of transparency and accountability to its community. In this regard, and to comply with O.C.G.A. §§ 50-14-1 et seq. 50-18-70 et seq., the Board (as described below) has adopted the following practices.

a.   Public Notice of Regular Board and Committee Meetings. The Board provides adequate notice of all regular meetings of the Board at least twenty-four (24) hours in advance of any such meeting, by: (1) posting the notice on the TCAAD website and Facebook page; (2) distributing the notice via email to all community members (including, without limitation, all parents, guardians, and staff); and (3) by

visibly posting the notice in the school's front office. TCAAD will also ensure that all committee meetings follow the same notice procedure.

b.　　　　Public Posting of Agendas in Advance of Board and Committee. Regular meeting agendas are posted on the TCAAD website and physically at the meeting site as soon as reasonably possible prior to any regular Board meeting or committee meeting. Additionally, as soon as reasonably possible, agendas are available upon request at the school lobby.

c.　　　　Public Access to Board and Committee Meeting Minutes. The Board keeps the minutes from all Board meetings and committee meetings on file at TCAAD's administrative office and makes these records available for review by community members by promptly posting them on the TCAAD website, on the TCAAD Facebook page, and in the Parent's Resource Center. A summary of the subjects acted on and those members of the Board present at each meeting are also posted on the TCAAD website within two business days of the conclusion of each meeting, pursuant to the provisions of O.C.G.A. § 50-18-70 et seq.

d.　　　　Special Meetings. Special meetings of the Board may be held at such place and such times as determined by the Board from time to time, may be fixed by the Board, or may be specified in the notice of said meeting in accordance with O.C.G.A. § 50-14-1 et seq. Agendas are available upon request and will be posted in the same manner as regular meetings as soon as reasonably possible. The Board has full discretion to call a special meeting, but it will entertain recommendations from the School Leader.

e.　　　　Open Forum for Public Comment. Board meetings are open to the public, and agendas ensure time for community and parental input. At these meetings, time is reserved for public comment so that community members have an opportunity to be heard. Additionally, members of the Parent and Community Engagement Committee attend community and school meetings to speak with parents, community

members and other interested stakeholders to seek input from these constituents. They record this information to be discussed as committee and Board meetings. Also, interested community stakeholders may be nominated to serve on the Board, and are encouraged to serve as non-voting members of Board committees.

16.   Compliance with Board Training Requirements

A charter school's board membership is dynamic but so too are the roles and functions of a board. As TCAAD's Board transitions from a startup board to a solely governing board, training will help TCAAD's Board ensure that it is able to build a strong infrastructure for future growth. For this reason, TCAAD views its requirements pursuant to O.C.G.A § 20-2-2084(f), in which all members of the Board must participate in annual board training, as an opportunity. Board training will include, without limitation, best practices on school governance, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes, rules, and regulations, pursuant to O.C.G.A § 20-2-2084(b)(12). Furthermore, the Board will focus on training that helps it connect with and respond to the needs and priorities of TCAAD's community.

17.   Collaboration with Dekalb County School District and DeKalb Board of Education

TCAAD's Board recognizes that strong partnership with the DeKalb County School District and the DeKalb Board of Education is essential to the school's success. Therefore, the Board aims to establish

open, honest communication and desires a strong relationship with DCSD built around the shared goal of developing Dekalb County's young minds.

Opportunities for DCSD-TCAAD partnership may stem from accentuating areas of mutual interest or by finding ways to compromise. In exchange for academic, governance, and organizational flexibility, TCAAD understands and welcomes the heightened student achievement and growth standards DCSD requires of TCAAD. As this Petition documents, TCAAD has made student academic growth its primary concern. Additionally, as suggested in the Department Guide for Charter School Interactions, TCAAD and DCSD can also best practices through shared professional development efforts so that each may be able to learn from the other. If DCSD is interested in the replication of TCAAD best practices throughout the District, TCAAD would gladly share information and offer to train teachers District-wide. TCAAD's project learning model also presents an opportunity for DCSD and TCAAD to collaborate on tackling community challenges that face all students in DeKalb County.

18.   Board and School Administration Decision-Making

Generally, the School Leader, in collaboration with the Business Manager, manages the internal affairs and daily operations of the school, while the Board manages TCAAD's external affairs. This separation of duties is essential to the effective governance of a charter school, and TCAAD's Governance Matrix attached as Exhibit 7 outlines in greater detail how this relationship manifests with respects to the personnel; finance and budgeting; curriculum and instruction; school improvement; school operations and culture; and compliance.

EXHIBIT 7: THE TCAAD GOVERNANCE MATRIX

Governing Board Authority	PROCESS AND TIMEFRAME	SCHOOL MANAGEMENT AUTHORITY	PROCESS AND TIMEFRAME
I. HUMAN RESOURCES			
Selects, hires, transfers, disciplines, demotes, and terminates the School Leader ("SL"); Sets and adjusts SL compensation.	· Governing Board ("GB") chooses initial school leader and hires any subsequent SLs, on an as-needed basis. · GB makes final decisions regarding discipline or termination of SL · GB determines SL compensation	Provides input on School Leader goals and evaluation procedure.	· SL provides annual input to GB (or the Curriculum Design and Community Project Implementation Committee) on his/her own goals. · SL provides annual input to GB regarding all other faculty goals.

Evaluates School Leader, using LKES framework.	· At the end of each school/fiscal year, GB annually evaluates, with input from the SL, Parent-Teacher and Faculty-Staff Community Councils and any advisory Curriculum Design and Community Project Implementation Committee appointed by the GB.	Provides feedback on SL and faculty performance.	· At the end of each school/fiscal year, SL provides annual input to GB (or Curriculum Design and Community Project Implementation Committee), on his/her own performance and all other faculty performance, utilizing TKES framework..

Develops disciplinary and grievance policies pertaining to all school faculty and staff	· GB develops initial disciplinary and grievance policies with recommendations by the Curriculum Design and Community Project Implementation Committee. · All grievance-related policies will comply with O.C.G.A. § 20-2-989.5 et seq.	Provides input on GB-adopted disciplinary and grievance policies .	· SL reviews draft disciplinary and grievance policies and provides feedback, including, without limitation, a mark-up of suggested revisions to GB. · SL provides input on school disciplinary and grievance policies at GB meetings. · SL provides input regarding school disciplinary and grievance policies on an as-needed basis. · Within a reasonable time after receipt of notice of a grievance, SL will hear the grievance.

			· SL will inform the GB of such grievance, if, in his/her reasonable judgment, the grievance is significant enough to warrant the GB's attention. · SL will inform the GB of any grievance regarding the SL. · SL will adhere to the GB policies pertaining to discipline and grievances.

| Makes final decisions on any grievance regarding the SL | · GB will make final decisions, based upon an appointed committee's investigation into grievance allegations and in consideration of all evidence presented.

· All grievance-related policies will comply with O.C.G.A. § 20-2-989.5 et seq. | Cooperates with any investigation stemming from a grievance regarding the SL | · If a grievance regarding the SL leads to an investigation of the SL, the SL will cooperate fully.

· SL may present to the GB and any relevant investigatory or advisory committee all evidence as he/she deems relevant. |

Hears, processes, and makes decisions on teacher grievances relating to teacher performance evaluations.	· Within a reasonable time after a teacher files a grievance appeal relating to teacher performance evaluations, the full GB will make a final decision. · In making its decision, the GB will take into consideration any recommendations from the Curriculum Design and Community Project Implementation Committee and from other stakeholders (TCAAD faculty, staff and students) according to a formal policy that GB will develop.	Evaluates teacher performance	· SL evaluates teacher performance quarterly. · SL will seek and consider input from TCAAD faculty, staff and students in accordance with a formal policy on input (to be developed by the GB).

Develops, hires, promotes, transfers, demotes, and terminates policies pertaining to all school faculty and staff.	· GB will develop initial policies and review and revise such policies as needed, all with input from SL. · GB reviews and approves monthly hiring and termination reports.	Hires, promotes, transfers, demotes, and terminates teachers and school staff who directly report to SL Hears grievances regarding same Provides input regarding personnel policies and decisions	· SL is responsible for hiring, promoting, transferring, disciplining, demoting, and terminating teachers and school staff who directly report to SL · SL hears initial grievances from teachers and school staff who directly report to SL regarding such decisions. · SL reviews GB draft policies and provides written comments, including without limitation, a markup of comments, to GB. · SL attends GB meetings regarding same to provide additional input.

			· SL provides input on types of, attributes of, and qualifications for school staff and administrative positions. · SL will undertake these responsibilities on an as-needed basis. · SL will adhere to GB policies relating to each of the duties and responsibilities listed above.

Develops policies pertaining to use of volunteers at school or for school-related activities.	· GB will develop initial policies and review and revise as needed, all with input from SL.	Identifies and allocates volunteers and volunteer resources for on-campus and off-campus school-related activities.	· SL will annually, and on an as-needed basis, determine the number of volunteers necessary, attributes and the mechanism for identifying and on-boarding volunteers, with input from school faculty and in accordance with GB volunteer policies, as well as school improvement plan. · On an as-needed basis, SL reviews draft policies to determine any concerns, and provides to GB a mark-up reflecting such concerns.
II. FINANCIAL DECISIONS AND RESOURCE ALLOCATION			

Establishes annual, school-wide budget, budget approval processes and approval of budget, in alignment with GB's current strategic, and school improvement plans	· GB will establish annually, considering recommendations and input from the Finance and Budgeting Committee, School's Chief Financial Officer and the SL. · GB will determine annual budget after annual review and any revision to GB's strategic and school improvement plans.	Provides input to GB and Finance and Budgeting Committee on school-wide budget	· SL will provide annual input and will seek input from school faculty and staff, in accordance with policies regarding same.
Establishes compensation model, including salary schedules, benefits packages, and bonus or performance-based increases	· GB will establish annually, considering recommendations and input from the Finance and Budgeting Committee and the SL. · GB will determine annual budget after annual review and any revision to	Provides input to GB on number and type of personnel	· SL will provide annual input and will seek input from school faculty and staff, in accordance with policies regarding same. · SL may also identify to GB any staffing issues,

	GB's strategic and school improvement plans.		as needed throughout school year.
Establishes, and revises as necessary, financial and audit policies appropriate internal financial controls and standard operating procedures, to align with GB's strategic and school improvement plans.	· GB will establish annually, considering recommendations and input from the Finance and Budgeting Committee and the SL. · GB will determine annual budget after annual review and any revision to GB's strategic and school improvement plans.	Provides input to GB and Finance and Budgeting Committee on school-level financial and audit policies and standards operating procedures	· SL will provide input annually, in accordance with policies regarding same.

Approves spending over an amount to be established by spending policies to be created by the Board, with input from the School Leader; approves department budgets	· GB will establish initial policies regarding spending limits and developing department budgets, considering recommendations from the Finance and Budgeting Committee.	Provides input to GB and Finance and Budgeting Committee.	· SL will provide annual, and as-needed input to GB and Finance and Budgeting Committee, pursuant to GB policies regarding same.
Sets budget priorities that are aligned with the GB's strategic and school improvement plans.	· GB will establish annually, considering recommendations and input from the Finance and Budgeting Committee and the SL. · GB will determine annual budget after annual review and any revision to GB's strategic and school improvement plans.	Provides input to GB and Finance and Budgeting Committee on budget priorities	· SL will provide annual input and will seek input from school faculty and staff, pursuant to GB policies regarding same. · SL will notify GB of any budget priority issues, as needed throughout school year.

Establishes and revises school-wide fundraising policies and goals that that align with GB's strategic and school improvement plans	· GB will establish annually and as needed, considering recommendations and input from the Finance and Budgeting Committee and the SL. · GB will determine annual budget after annual review and any revision to GB's strategic and school improvement plans. · GB will review annually and as needed any policies and goals relating to grant-writing and applications.	Participates in fundraising and grant writing activities, as requested by the GB; provides input to GB regarding same.	· SL and faculty will participate in activities, as requested by the GB · SL and faculty may provide input or suggestions to the GB regarding same, as they identify opportunities or challenges to policies and activities.

Establishes, and revises as necessary, policies on facilities planning, capital improvement and maintenance and operations costs to align with GB's strategic and school improvement plans.	· GB will establish initial policies, with input from school leader, and review and revise annually. · Any decision and recommendations must align with GB's strategic and school improvement plans.	Provides input to GB and Facilities & Didactic Learning Committee.	· SL will provide annual, and as-needed input to GB and Facilities & Didactic Learning Committee, pursuant to GB policies regarding same.
Reviews annual financial audit results and reviews and revises financial policies, internal financial controls and standard operating procedures accordingly.	· Finance and Budgeting Committee will, annually, receive presentation of audit results by the CFO. · Finance and Budgeting Committee will make recommendations to present to the GB.	Oversees financial audit	· CFO annually orders and oversees financial audit. · CFO annually presents audit results to the GB.

III.	CURRICULUM AND INSTRUCTION		
Determines Academic Goals and School Culture	· GB will establish initial Academic Goals and School Culture and will review them annually after finalizing the School Improvement Plan, considering recommendations and input from the Curriculum Design and Community Project Implementation Committee and the SL.	Provides input and recommendations on Academic Goals and School Culture	· SL will provide annual, and as-needed, input to GB and Curriculum Design and Community Project Implementation Committee, pursuant to GB policies regarding same.
Selects final curriculum, including any changes needed to improve student achievement	· GB will establish initial curriculum and will review it annually after finalizing the School Improvement Plan, considering recommendations and input from the Curriculum Design and Community Project	Provides input and recommendations on final and revised curriculum	· SL and faculty will establish a school-level committee to provide annual, and as-needed input to GB and Curriculum Design and Community Project Implementation

	Implementation Committee and the SL.		Committee, pursuant to GB policies regarding same.
Approves final textbooks	· GB will approve initial textbooks and will review annually after finalizing the School Improvement Plan, considering recommendations and input from the Curriculum Design and Community Project Implementation Committee and the School Leader.	Selects use of selected textbooks	· SL and faculty to select, annually, or as needed, the use of selected texts.

Selects computing and other technology equipment for faculty and student use.	· GB will select initial computing and other technology equipment for faculty and student use. · GB shall consider recommendations and input from the Curriculum Design and Community Project Implementation Committee and the SL.	Provides input and recommendations on computing and other technology equipment for faculty and student use	· SL and faculty to provide annual, and as-needed, input to GB and Curriculum Design and Community Project Implementation Committee, pursuant to GB policies regarding same.
Approves Professional Development Budget	· GB will consider input by school-level committee of teachers and SL.	Plans professional development for staff.	· SL, with faculty and staff input, will plan annually, and as-needed, staff and faculty professional development plans and activities.
		Determines teaching strategies, in alignment with GB's strategic plan and	· The faculty, with input from the school leader will determine teaching strategies.

		School Improvement Plan.	
IV. SCHOOL IMPROVEMENT GOALS			
Approves School Improvement Plan and provides oversight of implementation.	· GB will approve the School Improvement Plan, based upon recommendations for Title 1 and rom Curriculum Design and Community Project Implementation Committee. · GB will oversee the implementation of the School Improvement Plan.	Drafts School Improvement Plan in writing, and with the participation of Curriculum Design and Community Project Implementation Committee.	· SL will draft the School Improvement Plan annually, prior to the start of the new school year and the final annual budget approval for the upcoming school year. · School faculty and staff will provide the SL with input for the School Improvement Plan annually at the end of the school year.

Holds SL accountable for implementation timeline.	· GB will evaluate the SL's implementation of the School Improvement Plan annually and periodically throughout the school year, in accordance with GB's policy on the School Improvement Program.	Holds faculty and staff accountable for implementation and timeline.	· SL will evaluate the school's implementation of the School Improvement Plan by annually and periodically evaluating faculty and staff, which will be conducted in accordance with GB's policy on school accountability. · SL will present implementation status and identify any issues regarding same to GB, as needed.

Evaluates results of School Improvement Plan.	· GB will evaluate the results of the School Improvement Plan, based upon recommendations from Curriculum Design and Community Project Implementation Committee. · Curriculum Design and Community Project Implementation Committee will monitor results periodically throughout school year, in accordance with the GB's policy on School Improvement Program, with a comprehensive evaluation at end of each school year.	Evaluates School Improvement Plan results and recommends any revisions to GB and School Accountability	· SL will evaluate the results of the School Improvement Plan at least annually, but periodic monitoring throughout school year, which timing will be in accordance with the GB's policy on School Improvement Program.

Approves revisions to School Improvement Plan	· GB will approve revisions to the School Improvement Plan, based upon recommendations from Curriculum Design and Community Project Implementation Committee, as needed.	Participates in Curriculum Design and Community Project Implementation Committee meetings.	SL will participate in each Curriculum Design and Community Project Implementation Committee meeting involving the School Improvement Plan, which will be held at least annually and as needed.
V. <u>**SCHOOL OPERATIONS AND CULTURE**</u>			
Establishes human resources policies, procedures and handbooks.	· GB will establish HR policies, procedures and handbooks, with input from the SL. · GL will review and revise each, as needed, annually.	Reviews and identifies concerns of draft human resources policies; provides written feedback to GB; and attends and participates in GB meetings concerning these policies.	· SL will review HR policies, procedures, and handbooks and provide written feedback annually, and as needed. · SL will attend each GB meeting concerning these policies.

Establishes work schedules and school calendar	· GB will establish work schedules and school calendar, with input from SL, at least annually.	Provides input on work schedules and school calendar to GB	· SL will provide input on work schedules and the school calendar and share with GB in writing or in person at GB meetings regarding work schedules and the school calendar at least annually and, where necessary, periodically.
Establishes policies pertaining to school culture	· GB, through its Parent and Community Engagement Committee, will establish and revise annually or as needed policies pertaining to school culture · GB will receive input from SL on policies pertaining to school culture.	Reviews and identifies concerns of draft policies	· SL will review and identify concerns over draft school culture policies at least annually and, where necessary, periodically. · SL will provide written feedback to GB and attend and participate in GB meetings pertaining to school culture.

			· SL will consult with school-level parent/teacher committee regarding school culture policies.
Reviews and revises school attendance policies	· GB, with input from SL and Parent and Community Engagement Committee, will review and revise, as needed and at least annually, school attendance policies.	Holds faculty accountable for school attendance policies.	· SL will hold faculty accountable for adhering to school attendance policies throughout school year. · SL will consult with school-level parent/teacher committee regarding school attendance policies.

Reviews and revises field trip policies	· GB, with input from SL and Parent and Community Engagement Committee, will review and revise, as needed and at least annually, field trip policies.	Determines student field trips, in accordance with GB field trip policies.	· SL will determine student field trip throughout school year. · SL will consult with school-level parent/teacher committee regarding field trip policies.
Reviews and revises professional development conferences for parents paid for by school.	· GB, with input from SL, will review and revise, as needed and at least annually, professional development conferences.	Identifies and approves professional development conferences and resources for faculty and staff.	· SL will identify and approve professional development conferences for faculty and staff throughout school year. · SL will consult with school-level parent/teacher committee.

Reviews and revises policy regarding rewards and recognitions for students.	· GB, with input from SL, will review and revise, as needed and at least annually, as needed, policies regarding rewards and recognition for students.	Recommends rewards and recognitions for students, and evaluate effectiveness	· SL will recommend rewards and recognitions for students at least annually and, where necessary, periodically. · SL will consult with school-level parent/teacher committee.
Policy regarding rewards and recognitions for teachers.	GB, with input from school leader. Review and revise, as needed, annually, as needed.	Recommend rewards and recognitions for faculty and staff, and evaluate effectiveness.	School leader to provide at least annually and, where necessary, periodically. School Leader to consult with school-level parent/teacher committee.
VI. LEGAL COMPLIANCE			
Exercises fiduciary role to ensure that TCAAD is properly managed, and ensures avoidance	· GB members will adhere to TCAAD's Bylaws, and will also identify and implement policies to ensure	Reports to GB regarding day-to-day operations	· SL will provide information on a regular and annual basis to the GB to demonstrate that TCAAD's day-to-day

of conflicts of interests.	fiduciary obligations to TCAAD are met.		operations are well managed.
Maintains legal status; ensures the proper paperwork is submitted to governmental agencies.	· GB to create matrix of deadlines and filing requirements · GB will assign a member to ensure TCAAD complies with all laws, rules, and regulations.	Complies GB-created matrix	· SL will comply with school-level information required for filing requirements, as needed and in compliance with the filing compliance matrix created by the GB.
*The LBOE retains its constitutional authority			

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ORGANIZATIONAL GOALS, PLANS, AND WAIVERS

Organizational Goals

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: *TCAAD will provide students with opportunities to demonstrate proficiency in the areas of Science, Technology, Engineering, Architecture/Design, and Math.*						
Measure 1: *During each year of the charter term, 90% of students will complete a Community-Based Project related to Science, Technology, Engineering, Architecture/Design, or Math, and of those that complete the project, 80% will demonstrate proficiency using the appropriate rubric..*	PBL assessment data	90% participation; 80% proficiency	90% participation; 80% proficiency	90% participation; 80% proficiency	90% participation; 80% proficiency	90% participation; 80% proficiency
Measure 2: *During each year of the charter term, TCAAD will provide opportunities for students to participate in at least three competitions focusing on Science, Technology, Engineering, Architecture/Design, or Math.*	STEAM Competitions	At least 5 student projects are recognized at these competitions	At least 15 student projects are recognized at these competitions.	At least 25 students are recognized	At least 35 students are recognized at these competitions.	At least 50 student projects are recognized at these competitions.
Organizational Goal #2: *TCAAD will provide students with a positive school experience that engages and attracts students, parents, and teachers.*						
Measure 1: *The ratio of demand to student capacity at TCAAD is greater than 1.0.* NOTE: "Valid Excess Demand" will be annually updated and confirmed. The Data Clerk will be responsible for processing and documenting enrollment	Demand to Student Capacity = (Enrolled Students + Valid Excess Demand) / Enrollment Capacity	Demand to Student Capacity >1.0	Demand to Student Capacity >1.0	Demand to Student Capacity >1.0	Demand to Student Capacity >1.0	Demand to Student Capacity >1.0

applications.						
Measure 2: *According to data provided by the Governor's Office of Student Achievement Report Card, in each year of TCAAD's charter, the percentage of students absent 15 days or more shall not exceed 10% and shall improve by 2% percentage points until it reaches 5%*	Truancy as measured by the Governor's Office of Student Achievement Report Card	The percentage of students absent 15 days or more shall not exceed 10%.	The percentage of students absent 15 days or more shall not exceed 8%.	The percentage of students absent 15 days or more shall not exceed 6%.	The percentage of students absent 15 days or more shall not exceed 5%.	The percentage of students absent 15 days or more shall not exceed 5%.
Measure 3: *Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the end of the school year, in which the options are "very unsatisfied," "unsatisfied," "somewhat satisfied," "satisfied," and "very satisfied." The survey response rate will be at least 85% of parents surveyed.*	End of Year Survey	90%	90%	90%	90%	90%
Measure 4: *Each year, 90% of teachers will indicate that they are at least "satisfied" with the overall quality of their job as measured via an annual survey conducted at the end of the school year, in which the options are "very unsatisfied," "unsatisfied," "somewhat satisfied," "satisfied," and "very satisfied." The survey response rate will be at least 85% of teachers surveyed.*	End of Year Survey	90%	90%	90%	90%	90%
Organizational Goal #3: *TCAAD will ensure that its Governing Board is highly skilled, trained, and accountable.*						

			Year 1 Total + 10%	Year 2 Total + 10%	Year 3 Total + 10%	Year 4 Total + 10%
Measure 1: *Each year, TCAAD will increase by 10% per year the number of collective years of board member experience in each of the following critical areas: Finance, Education, Legal, Governance/Board Leadership, and Architecture/Design Thinking. For the avoidance of doubt, a Board Member gains a year of experience in a certain field by professionally engaging in such field for a year. For example, a Board member gains a year of legal experience from practicing law for one year.*	End of Year Survey	The number of years of experience in these areas that the Board currently possesses.	Year 1 Total + 10%	Year 2 Total + 10%	Year 3 Total + 10%	Year 4 Total + 10%
Measure 2: *80% of all regularly-scheduled Board meetings will have 100% attendance.*	Board Minutes	Y/N	Y/N	Y/N	Y/N	Y/N
Measure 3: *Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of communication provided by TCAAD regarding its academic and operating performance as measured via an annual survey conducted at the end of the school year, in which the options are "very unsatisfied," "unsatisfied," "somewhat satisfied," "satisfied," and "very satisfied." The survey response rate will be at least 85% of parents surveyed.*	End of Year Survey	90%	90%	90%	90%	90%
Measure 4: Each year, every Board member will receive at least 10 hours of governance training by a state-approved provider.	Board Minutes	Y/N	Y/N	Y/N	Y/N	Y/N
Organizational Goal #2: *TCAAD will be a safe and nurturing environment for student academic and social growth that follows a restorative justice discipline model.*						
Measure 1: *Each year, the percentage of students who receive long-term suspensions (>10 days) and expulsions will decrease each year until it reaches 2%.*	Student Behavior Reports	At most, 5% of students receive long-term suspensions or expulsions.	At most, 4% of students receive long-term suspensions or expulsions.	At most, 3% of students receive long-term suspensions or expulsions.	At most 2% of students receive long-term suspensions or expulsions.	At most 2% of students receive long-term suspensions or expulsions.

Measure 2: *Each year, teachers and staff will receive at least 10 hours of professional development focused on restorative justice discipline training.*	Staff Professional Development Reports	Y/N	Y/N	Y/N	Y/N	Y/N
Measure 3: *Twice per year, TCAAD will host trainings for parents on how to use the restorative justice model.*	Log of TCAAD Parent Events	Y/N	Y/N	Y/N	Y/N	Y/N

Describe any organizational innovations that will be implemented during the proposed charter term.

　　　　　　　·　　　　　　**Why are these innovations appropriate for this unique school?**
　　　　　　　·　　　　　　**Explain how these innovations will increase organizational effectiveness.**

·

TCAAD is committed to facilitating child development through real world applications of architecture

and design thinking. TCAAD has developed an innovative organizational model for using community

challenges to form the impetus for our Community-Based Projects. TCAAD will use the following

procedure to make sure that its Community-Based Projects are properly funded, responsive to community

needs, and aligned with curricular goals.

1. PCE Committee identifies and prioritizes community concerns with its annual list of

   "Community Concerns."

2. CDCPI Committee works with community partners to compile a list of Community-Based

   Projects that directly address community concerns and align with curricular goals ("Potential

   Community-Based Projects List").

3. CDCPI Committee presents Potential Community-Based Projects list to F&B Committee to

   discern financial feasibility.

4. School Leader presents at least three recommendations to the Board for Board approval of

   Community-Based Project(s) to implement for the following school year, which

recommendations including analysis from F&B of financial feasibility and analysis from PCE regarding projected impact to TCAAD community.

5. Throughout the school year, PCE receives feedback and seeks support from community members regarding Community-Based Projects, and CDCPI monitors teacher implementation of Community-Based Projects.

FISCAL FEASIBILITY AND CONTROLS

Chief Financial Officer

State Board of Education Rule 160-4-9-.05(h)(1) requires that the CFO shall not serve simultaneously as the school leader for the charter school and must have the following minimum credentials:

- Baccalaureate degree in business, accounting, or finance from an accredited college or university and a minimum of four years' experience in a field related to business or finance; or
- Documented experience of ten or more years in the field of business and financial management

Rasheedah Luqman is a certified public accountant with over six years of experience in accounting and auditing. She worked for the Georgia Department of Revenue as an auditor and transitioned to the public accounting sector. Rasheedah specialized in tax planning and tax preparation for individuals, businesses, and nonprofit organizations. She holds a Bachelor's degree in Accounting and a Master of Taxation degree, both earned at Georgia State University. She will not serve in any position at the school and her credentials and experience exceed the SBOE requirements.

Start-up Funding

TCAAD's Fundraising Committee has tasked each board member with generating twenty-five potential donors with reasonable donation requests. Each board member has also committed to contributing $500 to assist with the start-up costs.

The Georgia Charter Schools Association has provided TCAAD with $1,000 to cover costs associated with securing a school leader.

Finally, the Treasurer has agreed to fulfill the accounting needs at no cost to TCAAD prior to approval of the Charter so no accounting costs will be incurred.

Additional Funding

The Fundraising Committee is actively searching for grant and funding opportunities. TCAAD has identified the following grants for application if the charter is approved:

- Charter Schools Program from the U.S. Department of Education
- Walton Family Foundation Public Charter Startup Grant
- Title I Grants - we believe we will qualify based on where the school will be located and the surrounding community

Segregation of Duties

In accordance with Generally Accepted Accounting Principles (GAAP), TCAAD has adopted internal controls to maximize financial oversight. The Board has installed a system of checks and balances that appropriately segregates duties among the Director of Operations, the School Leader, EdTec and the Finance and Budgeting Committee. The chart below separates the individual or individuals responsible for maintaining custody of assets, authorizing the use of assets, and recordkeeping. **Although standard financial goals will be included in your charter contract (see GaDOE charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself financially at the end of the initial charter term. Goals should emphasize fiscal health and sustainability.** *Merely meeting the minimum expectations of an audit is not an acceptable goal.* **Each year of growth will be measured against the baseline data obtained during the first year of the charter term.**

Financial Goal #1, Measure 1: TCAAD plans on maintaining a working capital ratio of at least 3. At this time TCAAD does not have any debt so the target in the chart below includes the maximum amount of

current liabilities that can remain at the end of the year based on the projected ending cash balances in the budget.

Financial Goal #1, Measure 2: TCAAD plans on maintaining at least 75 days worth of cash on hand.

Financial Goal #1, Measure 3: TCAAD plans on having a maximum enrollment variance of 5%.

Financial Goal #2, Measure 1: TCAAD does not currently have any debt so any debt incurred will be evaluated prior to committing to the terms to ensure that the debt-to-equity ratio will not exceed 20%.

Financial Goal #2, Measure 2: Based on the proposed budget, the facility costs will not exceed 14% of total expenses.

Financial Goal #2, Measure 3: TCAAD does not currently have any debt. However, the budgeted cash balances will allow for TCAAD to pay all liabilities timely.

Financial Goal #3, Measure 1: TCAAD plans to track how effective the school is incurring costs in relation to the amount of revenue it generates.

Please see the budget in Exhibit 23 for additional details and support for the calculations.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Financial Goal #1: The school will continuously cover short-term financial obligations.						
Measure 1: The school's working capital ratio (current assets/current liabilities) will be greater than 1.	Exceeds Expectations	3	3	3	3	3
Measure 2: The school will maintain at least 60 days' worth of cash on hand.	Exceeds Expectations	75	75	75	75	75
Measure 3: The school's enrollment variance (20 Day Count/charter school's spring projection) will not be greater than 8%.	Exceeds Expectations	5%	5%	5%	5%	5%

Financial Goal #2: The school will cover long term obligations and control cost.						
Measure 1: The school's debt-to-asset ratio (total liabilities/total assets over time)will be less than 25%.	Exceeds Expectations	20%	20%	20%	20%	20%
Measure 2: *The facility costs will not exceed 15% of total expenditures.*	Exceeds Expectations	13.2%	12.7%	13.5%	13.5%	14%
Measure 3: The school will repay debts in a timely manner.	Exceeds Expectations	Not in default	Not in default	Not in default	Not in default	Not in default
Financial Goal #3: The school will effectively control costs						
Measure 1: The school's operating ratio (total expenses/total revenues) will not be exceed 90%.	Exceeds Expectations	75%	83%	83%	83%	80%

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

TCAAD will use a merit based pay scale for the teachers. We believe that this will attract highly qualified teachers because they will have more control over their pay. The base salary will be $35,000 with a bonus potential of $15,000. The bonus will be based on factors such as evaluations, academic performance, and experience. TCAAD plans to locate in an area where the children are under-performing. The merit based pay scale is appropriate because it incorporates academic performance into the teacher's salary and will provide additional motivation to the teachers to ensure that their students have every opportunity to succeed. The pay scale will also increase financial effectiveness because the bonuses will be paid out at the end of the school year which will allow for more liquidity each month.

School Operations

Feeder schools

N/A

Proposed School Demographics

Enrollment Priorities

Check any applicable enrollment priorities	O.C.G.A. § 20-2-2066(a)(1) Enrollment Priorities	Ranking
X	A sibling of a student enrolled in the charter school.	1
n/a	A sibling of a student enrolled in another local school designated in the charter contract (school name:).	
X	A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school.	2
n/a	Students matriculating from a local school designated in the charter contract (school name:).	
n/a	Children who matriculate from a pre-kindergarten program (program name:) which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the school or programs which have established a partnership or cooperative efforts with the school.	

Student Application and and Registration

There are no prerequisites for admission to TCAAD—all students who are eligible for DCSD schools are eligible to apply and will be admitted by random lottery (or on a first-come, first- served basis if the number of applicants by the lottery date is fewer than the number of available seats). No tuition will be charged. The attendance zone is comprised of the whole of DCSD, and the unique program will attract students and families who align with the programmatic philosophy, rather than a targeted geographic area.

No enrollment information will be required until after students have been selected in the lottery (see the admissions application in Exhibit 8). TCAAD admits students via an admissions lottery conducted in February 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 predetermined date in mid-February annually. (When possible, the enrollment period will be aligned to other DCSD 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, TCAAD will accept new students for any vacant seat at any time in the school year and/or in any grade level.

Check any applicable categories	O.C.G.A. § 20-2-2066(a)(1) Weighted Lottery Categories	Ranking
n/a	**Economically disadvantaged students**	

n/a	**Students with disabilities**	
n/a	**Migrant students**	
n/a	**Limited English proficient students**	
n/a	**Neglected or delinquent students**	
n/a	**Homeless students**	

In order to enroll a student at TCAAD, parents and students must reside within the DCSD zone, to be eligible to attend TCAAD, and be eligible for one of the grade levels offered at TCAAD. Once admitted through the lottery process, parents or guardians are required to register and will be sent information with directions for how to register their child, including specific information on documents they will need. Parents who fail to register their child with all of the required documents during the registration period may forfeit their child's seat at TCAAD in order to make the seat available to the next student on the waiting list.

Enrollment Process

Returning students will be asked to submit an intent to re-enroll annually in advance of the conclusion of the open-enrollment period. This ensures each returning student (and any siblings or other students who qualify for enrollment priorities outlined below) are given the first seats to become available for the subsequent year.

The TCAAD registrar (or designee) will collect and file the following required forms as prescribed in OCGA § 20-2-150) from parents/guardians of new students selected in the admission process throughout the enrollment period:

- Copy of the birth certificate or passport
- Certificate of Eye, Ear, and Dental Examination (Georgia Department of Human Services form 3300)
- Certificate of Immunization (Georgia Department of Human Services form 3231) or waiver as per OCGA § 20-2-771
- Photo identification of the parent or guardian enrolling the child
- Proof of residency documents (e.g. current utility bill [gas, electric, or water only—no phone bills], signed lease, or mortgage contract) or an Affidavit of Legal Residence (which must be submitted in the presence of both the guardian and the owner/lessee co- named). Children who meet the definition of homeless as set forth in Section 103 of the McKinney-Vento Homeless Assistance Act (42 USC § 11434a et seq, and who are located within the DeKalb County School District may enroll using applicable guidelines.
- Withdrawal records from previous school including last grade placement
- Proof of custody or guardianship if not the birth parent
- TCAAD Registration Form
- Media Release
- Field Lesson Permission Form
- Medical Information Sheet
- Technology User Agreement
- Emergency Contact and Release Form
- Any other forms required by the school as part of the enrollment process

TCAAD will enroll immigrants/non–visa holders meeting age and residency requirements and shall not inquire about their legal status as part of the enrollment requirements or any other process.

Attendance Zone and Student Diversity

TCAAD is the effort of a committed DeKalb County family in its Co-founders, Tariq Abdullah and Tiffany Green-Abdullah. TCAAD was founded by families and professionals DeKalb and Atlanta metro who envision an innovative inclusive learning environment for all students. Since 2015, a hundred plus community members and parents have participated in the development of the school model through petition support, the board, and partner organizations, focus groups and community events. Founders have publicized information about the school throughout DCSD via the South DeKalb Parent Council meetings and newsletters, have led outreach meetings with prospective parents quarterly, published information in a variety of social media (Facebook, Twitter, Nextdoor and LinkedIn)) and have maintained a calendar of outreach (Flyers attached) and event attendance to ensure families throughout DCSD have information

about the school. It is this unique, truly community-conceived path to planning and opening TCAAD that has successfully enlisted diverse stakeholders and will continue to do so as students are recruited. In fact, to date, TCAAD founders have more than 130 signatures on petitions of support, and 23 letters of intent from prospective parents from 8 hours of canvassing in March 2018. TCAAD has a calendar of community events it will market at through the spring and summer. TCAAD has over 445 stakeholders following the school on social media and signed up for the Facebook group (SEE COMMUNITY OUTREACH APPENDIX). .

Maintaining and Increasing Enrollment

TCAAD has held 3 community meetings at DeKalb Libraries in 2016, 3 listening sessions at the Abdullah home in 2017, participated in the 2016 and 2017 Atlanta Maker Faires. We held 1 community meeting so far in 2018 and spent 8 hours community canvassing in March 2018 resulting in 31 support signatures and 23 letters of intent from parents. TCAAD also held a reception and panel discussion sponsored by Kennesaw State University's School of Architecture on February 24, 2018 with over 60 attendees (including volunteers and artists). A list of 44 tickets purchased for that event is found in Appendix J.

In addition to the current outreach approach, once approved, TCAAD board will ramp up student recruitment through the following means:

- Information and applications made available at offices of partner entities for families of potential students with a focus on early childhood learning centers and after school programs.

- "Family meetings" held in the homes and communities of interested applicant families that are publicized through flyers, email blasts, social media, and word of mouth

- Flyers at local places of worship, recreation centers, community meetings, community functions, nonprofit organizations, and local businesses

- Advertisements in local newspapers, newsletters and other media, both digital and print

- Providing information via word of mouth among parents in the community

- Visiting and speaking at local community based organizations

Positive Behavioral Interventions and Supports

TCAAD's behavior plan acknowledges that behavior is communication, and its staff will be trained to intervene and assess the needs of all the children and work to resolve behavioral concerns by determining the source of their behavior, rather than rely upon an infraction/consequence-based structure that serves to punish as opposed to redirecting/educating students. TCAAD is a community (students, teachers, staff, administrators, and parents) and has a discipline policy that utilizes aspects of restorative justice. We strive to create a safe, productive learning environment by teaching our community that everyone is accountable for their actions and must right their wrongs with the community, especially the person that was wronged. Our Code of Student Self-Discipline is grounded in the following restorative justice concepts:

- All students deserve to be educated in a safe and welcoming community environment.
- All students are responsible for the decisions they make and need to be accountable for their actions.
- If a student's behavior takes AWAY from the community, then this student will GIVE BACK to the community, restoring their connection and sense of belonging to our community-oriented learning environment.
- All students can change and improve behavior. Students deserve an opportunity to wipe their slates clean through demonstration of long-term positive behavior.

Well-functioning organizations establish healthy rules of order. For a school to maintain peace and safety, it is important that the community agrees to behavioral expectations and consequences. In recent years in the area of criminal justice there has been increasing respect for and use of a model for maintaining community order and peace called Restorative Justice. In a restorative justice model, as applied at TCAAD, relationships among community members are highly valued. The goal of our restorative practices school discipline policy is not simply compliance with rules, but the maintenance of a strong and peaceful community and the development of conscience. In short, restorative justice prioritizes the restoration of relationships following offensive behavior. To restore relationships, restorative justice addresses the wider damage inflicted upon the learning environment while deemphasizing the placing of

blame and the punishing of individuals for wrongs committed. This emphasis on "we" is the innovative and powerful aspect of this work.

Restorative Justice is NOT a punitive approach to punishment that makes the offended individual feel a sense of justice through seeing their perpetrator punished. This widely-accepted and commonly-used model is known as "retributive justice." Though rules and consequences do exist in a formal sense at TCAAD, students are not expected to behave well only because the rules say so. Rather they are expected to internalize the understanding that they are living within an interdependent group of people and that their actions have an impact on other individuals and on the group as a whole. If there is wrongdoing, it is essential that the offender acknowledge the people who have been hurt, and then seek to restore a positive relationship with the offended individual or individuals. In an interdependent community, individuals are held accountable for violations of school values, rules, and community norms.

Student Rules and Procedures

TCAAD students will abide by the rules located in Exhibit 12, the Student Handbook. Persons who commit a wrongdoing must:

- Acknowledge the people who have been offended
- Be willing to restore positive relationship with the offended individual(s)
- Restore strong connection to the TCAAD community, making way for positive investment to the community moving forward.

Restorative processes will often include:
- A focused and honest conversation must take place to restore the offended relationship(s)
- Depending upon the nature of the offense and the frequency of the misbehavior, the conversation may expand to include a wider circle of people.
- Reparation for the victim is always considered if appropriate and possible, and if agreed to by the victim.
- When possible, consequences are designed to be meaningfully related to the infraction, guiding all students to an increasing understanding of the purpose behind the school rules.
- If appropriate, a formal contract will be prepared and signed that specifies the agreement for improvement and the consequences for violation.

In order to provide students and families with general guidelines regarding the establishment of consequences at TCAAD, the following consequence levels are shared. The tables attached in Exhibit

13 are divided into four levels. Note that while behaviors and interventions may be listed in the same table, they are not connected in any specific manner or order. Staff will determine how to best respond given each student behavior within context.

Due Process

TCAAD's student discipline procedure affords sufficient due process to students for each disciplinary action. Consistent with *Goss v. Lopez*, 419 U.S. 565 (1975), its progeny, and other relevant federal and state law, the level of due process will depend on the severity of the infraction.

The School Leader has discretion to take any action consistent with the following directives. For an infraction that warrants suspension from school for fewer than ten days ("Short-Term Suspension"), the School Leader will advise a student of the nature of the misconduct and allow the student an opportunity to be heard, absent exigent circumstances requiring immediate action to prevent danger to life or serious damage to property. For any infraction that warrants suspension from school for ten days or longer or expulsion ("Long-Term Suspension"), the School Leader will afford a student, at a minimum: (1) written notice of the charges within 24 hours of the occurrence of the infraction; (2) an explanation of the evidence; and (3) the time and date of a hearing. In preparation of the student's hearing, the student and such student's parent or guardian will be notified of the opportunity to have legal counsel present, and at the hearing, the student will have the opportunity to call witnesses and the opportunity to cross-examine witnesses. After the hearing, the School Leader will determine the appropriate consequence or consequences based solely on the evidence presented at the hearing. Finally, the School Leader will provide the student with an opportunity to appeal the decision within seven (7) days after the student receives notice of the School Leader's decision. The Board will hold a hearing to address the appeal within ten (10) days after receiving notice of the appeal. A student will never be subject to any disciplinary action due to the action or inaction of such student's parent or

guardian..

In addition, TCAAD's student discipline procedure for Long-Term Suspensions and expulsions complies with all state and federal laws, rules and regulations relating to due process for students receiving accommodations under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. (504 Plan), and/or an Individualized Education Plan (IEP) pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. For such students, the School Leader will convene a review committee to determine whether the student's misconduct was a manifestation of such student's disability. If the review committee determines that the student's misconduct was a manifestation of the student's disability, TCAAD will follow DCSD guidance and amend a functional behavioral assessment and will implement or amend a behavior intervention plan. If the review committee determines, on the other hand, that the misconduct was not a manifestation of the student's disability, then the student will be disciplined in the same manner as any student without a disability, and TCAAD will continue to provide services in accordance with such student's 504 Plan or IEP. Notwithstanding anything to the contrary above, the School Leader may remove student with a disability from TCAAD for up to forty-five (45) days prior to the review committee's assessment of whether the student's misconduct was a manifestation of the student's disability if such student's infraction constitutes a Tier 3 or Tier 4 level infraction.

Continuing Academic Support and Suspended Students

For any student serving a suspension longer than one (1) day, such student will receive continuing academic support to accommodate such student's absence from the classroom. The School Leader will determine on a case-by-case basis the manner and form of this academic support, considering the specific academic needs of the student and the practical constraints on TCAAD.

Continuing Professional Development for Teachers of Suspended or Expelled Students

The School Leader will meet with the teacher of a suspended or expelled student and determine, on a case-by-case basis, whether, and to what extent, professional development concerning restorative justice should be provided to such teacher.

Grievances

The grievance process (see Exhibit 14) is a system of steps on a continuum, beginning with school leadership and ending with the Board, the response below responds to the School Leader's role in resolving complaints and grievances and Board's role, collectively. It is important to note that TCAAD will make every effort to resolve grievances and other conflicts and exhaust all options prior to involving the Board.

Student Complaints: Complaints against faculty or staff should be discussed respectfully with all parties involved with the intentions of reaching a resolution. Disputes with other students should be handled by the nearest faculty of staff. If there is no resolution, the School Leader will mediate and determine how the issue will be resolved. The School Leader, faculty, and/or staff can choose to notify parents even if the issue is resolved. Parents must be notified for any acts of violence, extreme aggression, and/or bullying.

Parent Complaints: Complaints against other students shall be initially addressed to the faculty or staff member involved in the incident. An appointment should be scheduled so that instruction is not interrupted. If there is no resolution, the School Leader will mediate and determine how the issue will be resolved.

Staff Complaints: Complaints should be discussed with the School Leader. If the issue is with the School Leader, attempts should be made to rectify the situation at the school. If there is no resolution, a formal letter must be submitted to the board.

All decisions may be appealed to the Board by sending a formal letter stating the issue and why the resolution was not acceptable. The Board will discuss the appeal at the next scheduled board meeting and issue a formal response no later than a week after the meeting. An immediate board meeting may be scheduled depending on the severity of the dispute.

Employment Policies

TCAAD is committed to hiring and retaining a staff that fosters a safe and nurturing environment in which students can excel academically and socially. As described in more detail in the Personnel Handbook, attached hereto as Exhibit 15 TCAAD's employment procedures will attract motivated and driven teachers who share TCAAD's mission and values.

Hiring. TCAAD will utilize the selection process outlined in **Exhibit 15 Personnel Handbook** to hire its staff. This rigorous and comprehensive process ensures that we will hire the most qualified staff members and that we will not discriminate on the basis of race, color, religion, gender, sexual orientation, age, national origin, or disability.

Dismissal. All TCAAD employees will sign an "at will" agreement. Staff members may leave TCAAD with or without written notice and with or without cause. In addition, this agreement also enables administration to dismiss staff members with or without written notice and with or without cause.

Compensation. TCAAD will determine the compensation and benefits package for each employee based on experience and qualifications. We intend to pay teachers and non-instructional staff at a level that is competitive with the DeKalb Public Schools Salary Schedule. Our pay model will be merit-based, referenced in question 41. In addition, we may increase salaries of teachers and non-instructional staff to account for the additional time spent with students in the extended day and extended year model.

Fingerprinting and Criminal Record Checks. All TCAAD staff will be required to undergo fingerprinting and formal background checks to ensure compliance with state and federal regulations. TCAAD will not discriminate against on any employee or potential employee based on race, color, religion, sex, national origin, age, disability, pregnancy status, genetics, or any other protected classification.

The School Leader, faculty, and staff will be expected to demonstrate behaviors that are aligned with TCAAD's mission and values. The School Leader will be responsible for carrying out the hiring, promoting, transferring, demoting and termination policies set forth by the Board pertaining to all school faculty and staff.

The overall organization and management of TCAAD rests upon 4 key themes:

- power shared by School Leader, faculty and instructional staff to empower them to make decisions that influence organizational practices, policies and directions;

- knowledge that enables employees to understand and contribute to organizational performance including technical knowledge to do the job or provide the service, interpersonal skills, and managerial knowledge and expertise;

- information about the organization's operations is transparent, including revenues, expenditures, unit performance, and strategic information on the broader policy and economic environment; and

- rewards that are based on student performance goals of the organization and the contributions of all the individuals responsible for TCAAD's success.

Insurance Coverage

Pursuant to O.C.G.A. § 20-2-2065(b)(5), The DeKalb County Board of Education is included as an additional insured, and TCAAD shall hold harmless and indemnify DeKalb County School District, the board of education, its members, officers and employees for every liability, claim or demand upon the charter school; and TCAAD agrees to defend and indemnify the DeKalb County Board of Education in any action arising in any way from the charter school's activities.

Insurance coverage will include the following: a. General Liability b. Errors or Omissions c. Property/Lease Insurance d. Auto Liability e. Worker's Compensation f. Theft. Copies of each policy shall be provided to the DCSD Charter School Office 45 days prior to the opening of the school.

Student Transportation

Transportation will not be provided to the students but TCAAD is seeking a facility that is close to a MARTA bus line and/or rail line. Special transportation will be provided when necessary for students with disabilities. As per state and federal laws and regulations, all personnel directly involved in providing transportation of students with disabilities will have training regarding the needs of students with disabilities.

CONTRACTS WITH CHARTER PARTNERS/EDUCATION SERVICE PROVIDERS

Charter Partner and ESP

TCAAD will not utilize an ESP or charter partner.

ESP Decisions

TCAAD will not utilize an ESP or charter partner.

ESP Services

TCAAD will not utilize an ESP or chater partner.

Governing Board and ESP Monitoring

TCAAD will not utilize an ESP or charter partner.

FACILITIES

1. To best accommodate the unique programmatic demands, and pedagogical needs of the school, TCAAD's facility will function as an extension of the school's mission to promote the development of

community conscious leaders by serving as a resource for TCAAD students, administrators, and it's community at large.

The TCAAD Facility as It Relates To Students: TCAAD Students K-8th grades will find a student-centered environment which offers itself as an architectural and engineering reference as they receive a rigorous education through the conduit of architecture, engineering, and design thinking. In safe and well-orchestrated ways, the TCAAD building will expose its structure, its mechanical, electrical, plumbing and acoustical systems in ways that will offer the TCAAD student a didactic educational experience which will offer learning opportunities to the student as they simply occupy, and visually explore the spaces. As the students' attention is drawn to various structural and mechanical systems by instructors that may use the building to supplement their lesson plans, lessons will be reinforced by the students' daily navigation through the school building, and that the students' visual exploration will extend to explore areas of didactic expressions outside of the initial lesson. This will serve to ignite conversation, consideration and even debate within the student population about the physics, engineering and design of the built environment that will rival the understanding and conversations found in higher education.

TCAAD is a design school, thus, the facility will offer itself as a canvas for the students design work, presentations and critiques. Classroom corridors lined with acoustical panels will double as studio pin-up presentation areas, and will serve as semi-formal gallery space. Likewise, typically unused voluminous spaces such as high ceiling entryways and lobbies will serve as a display areas for student work suspended from above whenever safely possible. Main corridors will be bike friendly so that students may choose to walk their bikes to the multiple bike stations throughout the facility. Students will find natural light a constant theme throughout the learning facility, as studies show that natural light effortlessly encourages comprehension and higher energy levels and promotes the process of learning. In addition to dedicated homeroom desks, students will occupy design studios designed specifically for their area of

study. Students will receive more personalized spaces as they matriculate into the upper grades. Student spaces will be complete and equipped with drafting tables and physical model building spaces for the architecture centered studios, and state-of-the art computer, tinkering and fabrication labs, both for the architecture and engineering centered studios.

TCAAD Facility As It Relates To Administration: The TCAAD Administration, faculty and staff will find a space designed for the education of young minds but including adequate space for needed administrative and other use, such as: breakout spaces, storage spaces, and communal activity spaces. Examples of such are a well equipped kitchen, a modest gym/ multipurpose space that promotes outdoors activities, and a community theater uniquely designed for the presentation of student work that focus on solving community-related issues. Individualized office spaces will be provided for all staff, and dedicated conference rooms for each grade cluster will allow for faculty collaboration and cross-pollination around student work and lesson plans. These spaces allow for staff to synchronize efforts promoting individual student success. We recognize the importance of our faculty having dedicated office space to perform non-classroom specific tasks, while adequate storage and presentation technologies available in a space designed for faculty student engagement remains of optimal importance for the classroom.

TCAAD Facility As It Relates To the Community: TCAAD's communal activity spaces will include a prep kitchen adequate to receive catered lunches prepared off-site or prepared on-site, and robust enough to accommodate community activities such as parent-teacher bake sales and other unforeseen activities as presented by the TCAAD neighborhood community, and as reviewed and approved by TCAAD administration. TCAAD will share this kitchen as well as the theater with the neighboring community during non-school hours. The TCAAD Theater will be open for community use. Community partners engaged in student projects such as Habitat for Humanity DeKalb, National Organization of Minority

Architects, and the American Institute of Architects will be invited to attend and critique student design projects all centered on solving real community problems in collaboration with these community partners. Parents and other family members will be encouraged to attend and will be made aware of the community centered nature of the facility. The semiformal gallery spaces displaying student work will be made open to explore by the community during the formal community presentations and other select community events. One overarching goal for the TCAAD facility is for it to become a beacon of hope and encouragement for the South DeKalb community. This will be by design, and through the design efforts of the future leaders of the Atlanta Metro.

Upon its consideration for use as the TCAAD facility, each facility option proposed has been toured by the TCAAD founding board. This process has been led by Tariq Abdullah. Mr. Abdullah is a registered architect in the state of Georgia and is the principal architect and CEO at the architecture firm Tarchitects LLC, and the visionary and co-founder of TCAAD. All facility matters will continue to be steered by Mr. Abdullah until the completion of all major renovations and the receipt of the Certificate of Occupancy. Mr. Abdullah has surveyed and has conducted a thorough code analysis to assure each facility listed above has no irresolvable conflicts with any applicable Building codes, Fire Codes, ADA, Life Safety, Mechanical, Electrical or Plumbing codes, or any additional zoning or local ordinance set in place by the governing municipality holding jurisdiction. Upon approval a preliminary review will be conducted with DeKalb County Zoning, DeKalb County School's Facilities department and Plan Review department regarding the new building design and/or renovation plans, depending on which facility option is available at the time of approval. Preliminary Designs have been developed for some of the facility options presented. This has been done for added assurance for compliance. TCAAD will retain a Design-Build firm to execute the design and construction. A Design-Build firm having the capabilities of both Designer and Constructor, will prove to expedite the construction process by eliminating the need for a

lengthy bidding process in a Design-Bid-Build project delivery method. This also eliminates possible communication flaws between multiple firms (Design and Construction) which often prove to be very time consuming as well. The anticipated date that all facility repairs and renovations will be complete is March 11th 2019. Which is 50 calendar days before the May 1st 2019 deadline for receiving the GaDOE issued school code upon final approval of a school's facility.

TCAAD facility Option 1 will be an existing former Kroger Store building built to suit by owner. Option 2 is an existing building that will be built to suit by owner. Option 3 is a new building. All TCAAD facility options listed will accommodate the total square footage needed for K-4 and 6-8th grades within the building envelope. A Phase I Environmental Site Assessment will be completed after charter approval.

Room Type	Option 1 (Qty) Existing Facility 971 N. Hairston Road. Stone Mountain, GA	Option 2 (Qty) Existing Facility 2939 Miller Road Decatur, GA	Option 3 (Qty) New Facility New Construction, parcel TBD
Classrooms	32	32	32
Student Lunch Room	1 (sections A, B)	1 (sections A, B)	1 (sections A, B)
Commercial Kitchen	1	1	1
Gym/ Multipurpose Room	1	1	1
Student Restrooms	7 (multiple stalls)	8 (multiple stalls)	8 (multiple stalls)
Adult Restrooms	3 (multiple stalls)	3 (multiple stalls)	3 (multiple stalls)

Staff Office	3	3	4
Grade Cluster Conference Room	3	3	4
School Leader Office	1	1	1
Drafting Studio/Architecture	1	1	3
Computer Lab/Creative Media	1	1	2
Maker Lab/Engineering	1	1	2
Parent Resource Center	1	1	1
Mechanical Room	2	1	2
Storage (General)	2	2	2

Renovations for option 1: Yes. The building will require renovations. The building will have a variety of renovation needs. Some of which are but not limited to the following: Fire rated corridors, fire alarm systems equipped with monitoring station/s, sprinkler systems, panic hardware for exit doors, Americans with Disabilities Act (ADA) accessibility specific renovations, new flooring, painting, the addition of new classrooms and other programed spaces to meet the needs of the facility requirements as the school expands within the existing footprint. The renovation/ buildout will be funded by building owner. See Exhibit 31 for Space Planning Diagram.

Renovations for option 2: Yes. The building will require renovations. The building will have a variety of renovation needs. Some of which are but not limited to the following: Fire rated corridors, fire alarm systems equipped with monitoring station/s, sprinkler systems, panic hardware for exit doors, Americans with Disabilities Act (ADA) accessibility specific renovations, new flooring, painting, the addition of new classrooms and other programed spaces to meet the needs of the facility requirements as the school expands within the existing footprint. The renovation/ buildout will be funded by building owner.

Renovations for option 3: No. Option 3 is a new facility. The building project will be funded by sponsors, donors and grants. Any and all scopes of work listed above that results in the need of architectural design services (excluding mechanical, electrical and plumbing) will be performed by Tariq Abdullah pro bono. The architectural and construction project management performed by Tariq Abdullah will also be performed pro bono.

See Exhibit 20 for MOUs for the proposed facilities.

Timeline: All facility renovations for each of the facility options will start June 2018 and end May 2019 or no later than 45 days prior to the start of school.

2. Does the charter school have an MOU for the purchase or lease of the facility, pending charter and facility approval? **No. We have not finalized the MOU prior to the submittal of this application.**

3. Does the charter school have a lease for an approved facility? **No, we do not have a lease, but we plan to submit one to the District by August 16, 2018.**

4. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility? **No, we do not have a CO, but we plan to submit one to the District by May 16, 2019 or 45 days prior to start of school.**

5. Does the charter school have an emergency safety plan pursuant to O.C.G.A. 20-2-1185 for the proposed facility? **No, we do not have an emergency safety plan, but plan to submit one to the District by May 16, 2019 or 45 days prior to start of school.**