

CHARTER PETITION

China.Cardriche@powerps.org

WEBSITE

www.poweps.org

Power Public Schools (PPS) New Charter Application 2025

TABLE OF CONTENTS

COVER SHEET	2
EXECUTIVE SUMMARY	3
ACADEMIC PROGRAM	8
STATE-AND FEDERALLY MANDATED SERVICES	18
ASSESSMENT METHODS	30
ACADEMIC GOALS AND OBJECTIVES	33
SCHOOL GOVERNANCE	35
ORGANIZATIONAL GOALS, PLANS, AND WAIVERS	49
FISCAL FEASIBILITY AND CONTROLS	54
FINANCIAL SUSTAINABILITY	62
SCHOOL OPERATIONS	64
CONTRACTS WITH CHARTER PARTNERS/EDUCATION SERVICE PROVIDERS	81
FACILITIES	82

COVER SHEET

Check One: _X__ New Start-Up ___ New Conversion

Name of Charter School **Power Public Schools**

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

Power Public Schools Inc

Local school system in which charter school will be physically located: Cobb County_

Do you plan to submit a petition concurrently to the State Charter School Commission? __NO____

Name of any Educational Service Provider or Management Organization planning to work with the school _No

Contact Information for the Governing Board Chair

Contact Person: Dena Aly (**Name**) Board Chair (**Title**)

Contact Address: 50 Windy Hill Rd, Unit 1514 Smyrna, GA 3008

Telephone Number: 817-602-5533

E-mail Address: dena.a.aly@gmail.com

Contact Information for the Person Filling out this Petition (if different from above)

Contact Person: China Cardriche (**Name**) Founder (**Title**)

Contact Address: 850 Windy Hill Rd, Unit 1514 Smyrna, GA 30081

Telephone Number: (678) 667-3288

E-mail Address: china.cardriche@powerps.org

EXECUTIVE SUMMARY

Name of Charter School: _____Power Public Schools_____

Proposed opening Date: _____August 2, 2027_____

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							50	50						100
Year 2							80	80	80					240
Year 3							110	100	100	90				400
Year 4							120	110	100	90	85			505
Year 5							120	120	110	100	90	85		625

1. If the charter school plans to grow more than one grade each year, please provide a brief rationale for this growth model. (350 words or less)

Power Public Schools will open with Grades 6 and 7, then grow deliberately by one grade level per year until it serves Grades 6 through 12. This phased expansion is rooted in recent research showing that gradual growth supports long-term academic, operational, and cultural stability. For example, the Charter School Center's *Evolving Practices in Growth Support* highlights how deliberate, cohort-based expansion allows schools to refine systems, preserve instructional quality, and strengthen organizational culture during scaling (Charter School Center, 2019).

Launching with Grades 6 and 7 is also strategically aligned with evidence about the importance of the middle grades. Robert Balfanz's *Putting Middle Grades Students on the Graduation Path* demonstrates that sixth grade is a critical inflection point for identifying students at risk of dropping out and that targeted supports at this stage can dramatically improve high school graduation outcomes (Balfanz, 2009). By embedding systems of support and high expectations early, Power will ensure students enter high school prepared academically, socially, and emotionally.

2. (a) State the charter school's mission and describe why this initiative is important to the community it will serve. (b) Provide a brief description of any defining features of the school.

Include a description of how stakeholders were involved in the petition process and will continue participating. (350 words or less)

2 a) At Power Public Schools, we believe that ALL students possess a power of intrinsic intelligence, and it is our mission to excite, enlighten, and empower ALL our students to exemplify their excellence. This mission was born from the voices and aspirations of the South Cobb community. Through more than 450 community surveys and 200 one-on-one conversations, families and educators shared a desire for schools that spark curiosity, build confidence, and prepare students to thrive in a rapidly changing world.

In a Power classroom, learning is active and hands-on. Students collaborate around tables instead of sitting in rows, using laptops and interactive boards to solve problems, design projects, and share ideas. Teachers move between small groups and individual stations, providing targeted instruction and real-time feedback. The atmosphere feels alive with discussion, discovery, and purpose.

The school's model combines academic rigor with innovation and relevance, integrating AI-powered personalized learning, early college access, and leadership development to help students connect knowledge to real-world applications.

Power Public Schools operates on the POWER 5 Innovation Model: (1) Premier Pedagogy, (2) Power Principles, (3) Power Learning AI, (4) Power Hour & Passion Projects, and (5) Practical Partnerships. Together, these pillars make learning efficient, engaging, and meaningful, grounded in the Georgia Standards of Excellence and designed to prepare students for college, career, and community leadership.

In ELA, students use Amplify ELA and AI reading tools to strengthen comprehension and writing. In math, Eureka Math Squared helps them visualize concepts on digital boards. In science, Generation Genius labs and simulations make experimentation accessible. Each day includes a two-hour Power Learning AI block where adaptive systems tailor lessons to individual goals. Teachers use dashboards to track progress, target interventions, and celebrate daily growth.

Power Principles teach emotional intelligence, Passion Projects connect learning to community issues, and Practical Partnerships give students early college credits, certifications, and internships—ensuring every graduate leaves Power Public Schools with purpose, confidence, and readiness to lead.

3. Describe the charter school's academic program, specifically focusing on why it is innovative in your proposed school district(s). Include mention of any waivers of state law and SBOE rule that are needed to be able to implement the academic program. Be sure to describe any special characteristics of the charter school, such as a special population or some other feature(s) which enhance educational opportunities for students. (350 words or less)

Power Public Schools is redefining what the school day can look like through its Power Learning AI™, which transforms an eight-hour day into a more efficient, personalized, and engaging experience. Rather than relying on traditional, lecture-based instruction, students spend two hours each morning mastering academic content through an adaptive, AI-powered system aligned to the Georgia Standards of Excellence.

During this block, each student accesses a personalized dashboard that outlines goals, progress, and lessons tailored to their unique needs. The AI continuously analyzes performance and adjusts in real time, offering enrichment when mastery is achieved and immediate support when gaps emerge. Teachers use live data dashboards to deliver targeted instruction, and parents can view daily progress, fostering shared accountability. Research from the RAND Corporation (Pane et al., 2017) shows that personalized learning environments like this significantly improve student achievement, especially for historically underserved learners.

The remaining five hours of the school day focus on the development of the whole child through Power Hour and Passion Projects, foreign language acquisition, leadership and wellness programs, and project-based learning that connects academics to real-world problems. For instance, students might design an AI application to solve a local environmental challenge or create a business plan that benefits

their community. This structure makes learning more purposeful and efficient, blending mastery with creativity and relevance.

Teachers benefit through reduced administrative load as AI automates grading, diagnostics, and progress tracking, allowing educators to focus on mentoring, small-group instruction, and enrichment. According to McKinsey Global Institute (2023), leveraging AI in education can improve instructional efficiency by up to 30 percent, enabling more time for high-impact teaching.

To implement this innovative model, Power Public Schools seeks flexibility in several areas: seat time (SBOE Rule 160-5-1-.02) to enable mastery-based progression, class size (SBOE Rule 160-5-1-.08) to facilitate small-group learning, certification (O.C.G.A. § 20-2-200) to employ career mentors and dual-enrollment faculty, and salary schedule (O.C.G.A. § 20-2-212) to attract diverse instructional talent.

4. Provide your elevator pitch for the charter school. (350 words or less)

Power Public Schools is reimagining what a 21st-century public education can look like—where excellence, innovation, and community meet. Founded in South Cobb by native China Cardriche, Power Public Schools is a 6th–12th grade public charter school designed to prepare students not just to use technology, but to build with it. Opening in 2027, our model integrates AI-powered personalized learning, early college pathways, and social-emotional development into a holistic experience that empowers every child to thrive.

At the heart of our model is a two-hour AI learning system that creates individualized plans for every student, meeting them where they are and propelling them forward. Students engage in rigorous academics, explore real-world problems, and develop the skills to design technology solutions that serve their communities. Our five career pathways—AI and Entrepreneurship, Public Service, Business, Hospitality and Education—equip students to graduate with college credits, certifications, and a clear sense of purpose.

We believe brilliance already exists in every child. Our school ensures students' basic needs are met, their creativity is nurtured, and their voices shape the learning experience. Power Public School is more than a school, it is a movement to redefine education for the modern world, ensuring that every child, in South Cobb, can learn through their passions, achieve excellence, harness AI for good, and lead as innovators in the next generation.

5. Describe any plans to partner with an Educational Service Provider (ESP), indicating which services the ESP will provide and at what cost.

Power Public Schools will not partner with an Educational Service Provider (ESP). Instead, the school is designed to operate through a lean, community-centered, and innovative structure that maximizes both impact and accountability while complementing the strong work already happening in South Cobb schools.

A high-capacity governing board provides oversight and strategic guidance, ensuring compliance with state and federal regulations, approving budgets, and shaping the school's long-term vision and policies. The board also oversees the Executive Director to ensure that charter goals are met. Board members bring deep experience in finance, education, operations, law, and technology, providing the school with a strong foundation of expertise and stability from day one.

At the operational level, Power will be led by an Executive Director who supervises the academic program, operations, and partnerships, who manages a Director of Operations and a Principal.This leadership team is responsible for implementing the POWER 5 Innovation Model, aligning daily instruction, data use, and relationships around a shared commitment to excellence. The school's distributed leadership model also empowers teachers and staff as instructional leaders. Through weekly data reviews and coaching sessions, educators collaboratively refine lessons, monitor progress, and personalize learning. This structure builds internal capacity, increases teacher retention, and ensures continuous improvement.

Community engagement is central to Power's model. The founding Community Co-Design Team of families, educators, and civic leaders will continue shaping the school's priorities and programs as we grow. Families have expressed strong enthusiasm for Power's approach—particularly the use of AI for personalized learning, project-based experiences that connect to relevant careers, and an emphasis on character and wellness. Rather than duplicating existing efforts, Power Public Schools aims to be a collaborative partner in expanding innovative, high-quality educational opportunities for South Cobb students and families.

ACADEMIC PROGRAM

Question 1: Target Population

Describe the target population, including any characteristics indicating that they meet the state definition of educationally disadvantaged. Provide data supporting the target population's need for the proposed program.

Power Public Schools will serve students in grades 6–12 residing in Cobb County, with targeted recruitment in South Cobb (Mableton, Austell, and Powder Springs). While enrollment will be open countywide, our outreach focuses on communities with a strong demand for innovative learning options.

Approximately 22% of children in South Cobb live below the poverty line, compared to 14% countywide (U.S. Census Bureau, 2023). Three nearby elementary schools, Bryant, Riverside, and Clay Harmony Leland, report free/reduced lunch eligibility exceeding 75%, indicating significant economic need (Georgia Department of Education, 2024). Following Georgia's 2023-24 math standards overhaul, student proficiency improved statewide but remains below proficiency benchmarks. Only 44% of 8th graders statewide scored proficient or above in math, and less than half of students in comparable South Cobb middle schools met grade-level expectations (Georgia Department of Education, Milestones 2024; Atlanta Journal-Constitution, July 2024).

Only 18% of South Cobb high school students participate in Advanced Placement (AP) or dual enrollment, compared to 38% in North Cobb (Governor's Office of Student Achievement, 2023).

Community survey data show 31% of families lack reliable internet and 28% lack adequate learning devices, restricting access to digital coursework and AI tools. Just 22% of graduates in South Cobb complete a career pathway, versus 47% district-wide (Governor's Office of Student Achievement, 2023). Power Public Schools' AI-powered personalized learning model directly addresses these inequities by using adaptive technology to tailor instruction, accelerate mastery, and expand college and career access, empowering South Cobb students to thrive in the Fourth Industrial Revolution.

Question 2: Curriculum Focus

Describe the focus of the curriculum (including if it incorporates STEM, STEAM, International Baccalaureate, or any other such branded program).

At Power Public Schools, our curriculum is intentionally designed to integrate Georgia Standards of Excellence (GSE) with AI-powered personalization, ensuring every student receives mastery-based instruction aligned to their readiness level. The PPS Master Sheet outlines an adaptive progression from kindergarten-level foundations through Advanced Placement coursework in high school, incorporating MAP growth data, Lexile ranges, and curated digital learning tools to guide instruction across subjects.

Math instruction progresses from early numeracy to advanced calculus using a structured MAP-based framework: MAP ranges from 0–155 (K) through 245+ (Algebra I+) define growth targets. Students use Khan Academy, IXL, and Freckle to build conceptual understanding and problem-solving skills. The Power Learning AI system tracks mastery across Georgia standards, providing teachers with real-time insights to group students flexibly for remediation or acceleration.

At Power Public Schools, teachers lead instruction using high-impact strategies that blend whole-group, small-group, and peer-based learning models. Using evidence-based curricula such as Wit & Wisdom and Odell Education, teachers explicitly teach reading, writing, and discussion skills while scaffolding complex texts to meet students where they are and help them reach higher levels of mastery.

Depending on each student's skill level upon entering PPS, teachers guide them through a continuum of growth that may range from foundational phonics to AP-level literacy. To support this progression,

teachers incorporate adaptive reading programs such as RAZ Kids, NewsELA, Lexia Core 5, and Actively Learn. Each student's progress is tracked using Lexile bands (0–2000L) and MAP scores (190–235+), allowing teachers to differentiate instruction and provide the right level of challenge and support.

Power Learning AI enhances teacher effectiveness by helping educators diagnose comprehension gaps, assign tailored reading passages, and monitor growth in real time. Teachers use these insights to adjust instruction, target interventions, and celebrate milestones, while students use AI tools to take ownership of their learning and see measurable progress over time.

In Science, students engage in inquiry-driven labs and simulations that connect scientific theory to real-world problem-solving. History courses emphasize civic literacy and global perspectives, using Khan Academy and project-based learning to deepen understanding of U.S. and world events. AP pathways include Biology, Chemistry, Physics, Government, and Human Geography, ensuring access to advanced coursework regardless of background.

Power Learning AI's adaptive framework enables students to spend two concentrated hours daily in personalized academic learning, followed by 5 hours of collaborative projects, world language study, and passion-based exploration. This model transforms traditional learning time into targeted mastery blocks. This makes education more efficient, engaging, and effective. Students graduate not only with academic excellence but also with the agency, creativity, and problem-solving skills to excel in an AI-powered world.

At Power Public Schools, students develop AI literacy that prepares them to think critically and lead in a technology-driven world. In every core subject, teachers blend direct instruction with purposeful AI applications that deepen understanding and engagement. In ELA, students use AI writing assistants as partners in drafting and revising. They evaluate AI-generated suggestions to strengthen their arguments and learn to distinguish between human creativity and machine output. In mathematics, AI tools provide

personalized practice and visualization of complex concepts, such as geometric transformations and graphing functions. Teachers use real-time AI data to form small groups, target misconceptions, and extend learning. In science, AI simulations allow students to test hypotheses, analyze variables, and draw data-driven conclusions. In social studies, students use AI to examine historical data sets, identify patterns, and evaluate media bias.

Across all subjects, students learn not only to use technology but also to understand and shape it. This approach amplifies human thinking by building curiosity, ethical awareness, and problem-solving skills that prepare students for a world where artificial intelligence is everywhere.

Every quarter, students engage in project cycles that integrate content across subjects through authentic problem-solving experiences. When eighth graders investigate local water quality, they are simultaneously conducting scientific analysis, designing engineering solutions, calculating improvement metrics, researching policy implications, and advocating for community change. These are not artificial connections, they reflect how real professionals tackle complex challenges by drawing on multiple disciplines simultaneously.

Students begin shaping their futures as early as 6th grade through a comprehensive, hands-on career exploration sequence that evolves into five signature pathways: AI Entrepreneurship, Public Service, Business Leadership, Hospitality & Tourism, and Education & Human Development.

In middle school, students rotate through Power Pathway Studios, immersive projects that blend academics with real-world applications such as coding AI chatbots, organizing mock government hearings, designing pop-up businesses, or leading peer tutoring sessions. By high school, students specialize in one of the five pathways, gaining access to dual enrollment, industry certifications, and mentorship opportunities that connect learning to purpose and career readiness.

In Exhibit 9, Power Public Schools transforms the traditional 7:50 AM–3:30 PM schedule into a

purposeful, student-centered learning experience that balances academic mastery, personal growth, and career exploration. This design makes learning more efficient, engaging, and personalized—allowing every student to experience academic mastery, physical well-being, emotional growth, and career discovery in a single day.

Question 3: English Learners (ELs) Services
For English Learners (ELs), describe how the charter school will provide state- and federally-mandated services. Reciting the requirements of law and rule is insufficient. Please include in your description any diagnostic methods or instruments that will be used to identify and assess those students, as well as the instructional program that will be provided to ELs.

At Power Public Schools, we view multilingualism as an asset, not a deficit. Every family begins with a Home Language Survey conversation, our first opportunity to honor the linguistic and cultural wealth they bring. Students whose primary language is not English are screened using the WIDA Screener within 30 days of enrollment (10 days for mid-year enrollees). For students scoring below 5.0, we develop individualized language plans and deliver 45–60 minutes of daily English Language Development (ELD) through ESOL-endorsed teachers, fully aligned with Georgia's Remedial Education Program (REP) minutes and requirements.

Rather than isolating students, our co-teaching model ensures English Learners receive targeted support while fully engaging in grade-level content. In a science class, for instance, the ESOL and science teachers co-plan lessons, pre-teach key vocabulary such as "ecosystem" or "biodiversity," and use visual supports, sentence frames, and home language scaffolds. Our Power Learning AI™ platform serves as a personalized language coach, analyzing each student's progress and offering tailored supports such as sentence starters, grammar prompts, or vocabulary games. Progress is monitored through quarterly WIDA MODEL assessments and the annual ACCESS for ELLs, with students exiting services upon achieving a 5.0 composite score followed by two years of continued monitoring. Intervention data is integrated into our Multi-Tiered System of Supports (MTSS), allowing teachers to identify academic or behavioral needs early and provide timely intervention before referral to the Student Support Team (SST).

Family engagement is central to our approach. All critical communications—including report

cards, meetings, and workshops—are translated into families' home languages using interpretation and translation services budgeted in our operational plan. Families are invited to bilingual workshops to share strategies and learn how to support language development at home.

At Power, our English Language Learners are celebrated as multilingual leaders. They present passion projects in multiple languages, serve as peer mentors, and help strengthen the cultural fabric of our community. Our goal is not just English proficiency but empowering students to use their voices, in every language they speak, to lead and connect the world.

Question 4: Remediation Methods:**Describe the methods, strategies, and/or programs the charter school will use to provide remediation for students at risk for academic failure.**

At Power Public Schools, our mission to excite, enlighten, and empower ALL students to exemplify their excellence, means every learner receives the support needed to meet and exceed grade-level standards. We do not remediate by lowering expectations—we accelerate through targeted, data-driven intervention.

Three times per year, all students complete NWEA MAP Growth assessments and curriculum-based measures. Data from these assessments feed into our Power Learning AI™ dashboard, which synthesizes academic, behavioral, and attendance data to flag early signs of struggle. Teachers, interventionists, and our Student Support Team (SST)—composed of the Executive Director, Director of Operations, Intervention Specialist, Counselor, and ESOL Coordinator—review this data weekly to identify and support students through Georgia's Multi-Tiered System of Supports (MTSS).

In Tier 1 Instruction, all teachers embed differentiated instruction and small-group strategies within the regular classroom. AI-enhanced tools such as Khan Academy, Lexia, and Freckle provide adaptive practice aligned to the Georgia Standards of Excellence. Teachers use formative data daily to adjust instruction, ensuring early intervention before gaps widen. Additionally, Khan Academy and IXL have enrichment components for those students who require more challenge.

In Tier 2, approximately 15–20 percent of students receive a daily 30-minute Success Block, focusing on specific literacy or math skills using evidence-based programs such as Just Words and Math 180. These sessions, delivered by certified interventionists, occur without removing students from core instruction. Bi-weekly progress monitoring ensures rapid adjustment of supports.

In Tier 3, students with significant gaps (about 3–5 percent) receive 45 minutes of one-to-one or small-group instruction with trained specialists using structured, research-based programs like the Wilson Reading System. Progress is monitored weekly, and interventions are adjusted in collaboration with families. Additional support includes Saturday Academy, after-school tutoring, and a Summer Learning Acceleration program. All communications and family meetings are provided in home languages through translation services. Families review student progress each quarter and co-design next steps.

Our comprehensive system ensures that no student falls through the cracks. With early detection, personalized intervention, and family partnership, Power Public Schools transforms remediation into acceleration, helping every student reach their full potential.

Question 5: Describe how the school will secure technical assistance and training.

At Power Public Schools, we know that launching an AI-powered, future-focused school requires both innovation and strong instructional leadership. Our technical assistance and training plan is grounded in three key partnerships—Building Excellent Schools (BES), Playlab AI, and Google for Education, combined with weekly internal training led by the Principal and Executive Director (ED) to ensure every teacher masters our model of excellence.

Through a multi-year partnership, BES provides technical assistance in leadership development, instructional systems, and data-driven decision-making. Our Executive Director and governing board, participate in ongoing BES training and bring those best practices directly to our staff through weekly professional development. BES protocols guide how we plan lessons, analyze data, and cultivate consistent, high-quality instruction across classrooms. Playlab AI provides professional learning that trains teachers to become certified in AI-enhanced instruction. Staff learn to use Power Learning AI™,

our adaptive learning platform, to personalize lessons, monitor progress, and support mastery learning. Our Wednesday PD sessions include ongoing Playlab-facilitated workshops where teachers practice using AI tools to create efficient, student-centered learning plans and integrate ethical AI practices into their daily instruction.Through the Google Certified Educator program, teachers gain hands-on training in classroom technology, project-based learning, and digital collaboration tools. This ensures that every classroom operates as a connected, data-informed learning environment.

Every Wednesday, Power Public Schools operates an early-release schedule to dedicate protected time for collaborative professional development and planning. During these sessions, the Principal and ED lead training on interdisciplinary project design, standards-based grading, and real-time use of student data. Additionally, teachers will analyze classroom results, co-plan lessons, and refine instructional strategies together.

6. For High Schools only:Describe how the school will determine whether a student has satisfied the requirements for high school graduation, including earning credits or units and awarding completion credentials.

Power Public Schools ensures that every student meets or exceeds Georgia's high school graduation requirements (23 units) while also developing the academic, technical, and leadership skills needed for college and career success. Our graduation system is rigorous, transparent, and inclusive, anchored by real-time progress tracking, personalized advisement, and multiple pathways to achievement.

Students earn credits according to the Georgia Standards of Excellence. A passing grade of 70% or higher is required to earn credit, based on balanced assessment: formative (30%), project-based (30%), summative (30%), and participation (10%). To graduate, students must complete:

- 4 units of English Language Arts (including 9th Grade and American Literature/Composition)
- 4 units of Mathematics (Algebra I, Geometry, Algebra II, and one advanced course)
- 4 units of Science (Biology, Chemistry or Physics, Environmental Science, and one elective)
- 3 units of Social Studies (World History, U.S. History, Government/Civics, and Economics)
- 1 unit of Health and Physical Education
- 3 units of CTAE, Fine Arts, or World Language (college-bound students must complete 2 in the same language)

- 4 elective units, including AI, entrepreneurship, financial literacy and pathway-specific courses

All students also complete 20 hours of annual community service and a Senior Capstone Project demonstrating mastery and purpose. Progress toward graduation is tracked through PowerSchool, our Student Information System (SIS). PowerSchool houses all grades, credits, attendance, and graduation plan data, accessible to students and families through online portals. College Counselors will conduct credit audits each semester and meet quarterly with students and families to ensure all students are on track and parents are informed. The Principal will oversee compliance, ensuring all state and school requirements are met. Senior year includes a fall credit check, a mid-year progress review, and a final spring audit before the Board of Directors certifies graduates for submission to the Georgia Department of Education.
English Learners (ELs) receive support and accommodations per their EL-TPCs, with embedded language and literacy development within credit-bearing courses.

Students with disabilities receive IEP team-determined graduation requirements with specified accommodations and modifications, transition planning beginning at age 14, and credential attainment support aligned with post-secondary goals. English Learners access ESOL support throughout credit-earning courses, native language assessments when appropriate, extended time accommodations, and targeted literacy support while maintaining rigorous content expectations. At-risk students receive credit recovery options, extended learning time opportunities, intensive advisement and mentoring, flexible scheduling, and alternative assessment opportunities. This comprehensive approach ensures all students have meaningful opportunities to earn high school diplomas, certifying their readiness for future success while providing flexible pathways through traditional academics, accelerated career preparation, or innovative combinations meeting individual goals and circumstances.

Question 6b: Describe how the school will meet college and career ready obligations, including how the school will incorporate dual enrollment, Move on When Ready, and AP classes.

Power Public Schools ensures every student graduates college- and career-ready through an integrated model that combines rigorous academics, early college access, and real-world experience. Beginning in 6th grade, students engage in career exploration that evolves into five signature pathways: AI

Entrepreneurship, Public Service, Business Leadership, Hospitality & Tourism, and Education & Human Development.Through partnerships with Chattahoochee Technical College (exhibit 18) and future partnerships with Atlanta Technical College and Georgia Institute of Technology, students earn college credits while completing high school graduation requirements. Our College Counselor coordinates all dual enrollment and Move on When Ready participation, ensuring alignment with student graduation plans and Georgia state policy. Each pathway connects directly to college coursework:

- AI Entrepreneurship: Computer science, AI model design, and business management courses through Georgia Tech and Chattahoochee Tech.
- Public Service: Criminal justice, law, and policy courses through Atlanta Technical College.
- Hospitality & Tourism: Culinary arts, event planning, and hospitality management at Chattahoochee Tech.
- Education & Human Development: Early childhood education and instructional technology courses through local technical college partners.
- General Studies: Core academic and liberal arts courses for students pursuing four-year university transfer.

Students can graduate with an Associate of Arts (A.A.) or Associate of Applied Science (A.A.S.) degree while earning their high school diploma. All courses count toward Georgia's high school unit requirements through Move on When Ready, providing acceleration without limiting access to electives, sports, or extracurriculars. Each pathway builds sequentially from middle school foundations to high school specialization. For example, AI Entrepreneurship students progress from coding and data science fundamentals to AI business applications; Public Service students move from civics and debate to criminal justice and leadership development. High school students complete industry certifications, internships, and capstone projects aligned with their pathways, such as ServSafe, Microsoft Office Specialist, and CompTIA credentials. Seniors may complete apprenticeships or college-level projects connected to their future professions.

The College Counselor manages all postsecondary partnerships, credit tracking, and student advisories using PowerSchool, our Student Information System (SIS). Each student develops an Individual Graduation and Postsecondary Plan (IGPP) beginning in 8th grade, updated annually to reflect

credits, certifications, and college progress. Weekly advisory sessions incorporate college and career readiness curriculum—covering topics such as financial aid, applications, scholarships, and professional skills. Progress is monitored quarterly through transcript audits and verified prior to graduation by the College Counselor and Principal. Power Public Schools offers Advanced Placement (AP) courses in core subjects including English, Calculus, Statistics, Biology, and U.S. History, ensuring students have multiple opportunities to demonstrate college-level mastery.

STATE-AND FEDERALLY MANDATED SERVICES

Question 7:Services for Students with Disabilities-For students with disabilities, describe how the charter school will provide state- and federally-mandated services. Reciting the requirements of law and rule is insufficient. Please include in your description any diagnostic methods or instruments that will be used to identify and assess those students, as well as the instructional program that will be provided.

Power Public Schools implements an inclusion-focused approach to serving students with disabilities that exceeds IDEA, Section 504, and ADA requirements. Our model recognizes each student's unique needs while maintaining high expectations and providing appropriate supports within our innovative educational framework.

Our Child Find process begins with universal screening, using multiple validated instruments upon enrollment as well as outreach procedures to locate and identify students with disabilities within the community. All students complete the Behavior Assessment System for Children (BASC-3) behavioral and emotional screening, Developmental Indicators for the Assessment of Learning (DIAL-4) for younger students, and academic screening through DIBELS 8th Edition and AIMSweb Plus assessments. We implement tiered interventions through our MTSS framework with data-based progress monitoring using curriculum-based measurements, structured Student Support Team (SST) processes documenting intervention outcomes, and referral protocols when students fail to respond adequately to evidence-based interventions.

Comprehensive evaluations are conducted by appropriately qualified and credentialed professionals. Each evaluation addresses all areas of suspected disability and incorporates multiple

sources of information and valid assessment instruments. Standardized tests, observational data, interviews, and other measures are selected and administered to ensure a thorough understanding of the student's cognitive, academic, adaptive, behavioral, social-emotional, and functional skills. Specialized assessments are included as appropriate to address specific concerns (e.g., reading, mathematics, communication, or autism-related characteristics).

Cultural and linguistic factors are carefully considered through bilingual assessment options when appropriate, use of nonverbal cognitive measures like the Universal Nonverbal Intelligence Test (UNIT-2) for English Language Learners, collaboration with interpreters during evaluations, and consideration of cultural factors in behavioral assessments. Parent/guardian involvement occurs throughout evaluation processes through structured interviews, rating scale completion, observation opportunities, and meaningful participation in eligibility determination meetings.

Eligibility determination follows Georgia criteria for all disability categories through multidisciplinary teams including special education teachers, general education teachers, school psychologists, related service providers, administrators, and parents/guardians. Teams consider both standardized assessment results and functional performance data while developing comprehensive present levels of academic and functional performance; they determine appropriate service delivery models based on individual needs rather than disability labels.

Individualized Education Program (IEP) development emphasizes meaningful parent/guardian participation through scheduled meetings accommodating family availability, provision of interpreters when needed, and pre-meeting consultations to review data and answer questions. Student involvement occurs at a level appropriate to age and ability levels, with self-advocacy instruction for older students and student-led IEP components when possible. Data-driven goal setting aligns with Georgia Standards of Excellence while addressing individual needs, with measurable annual goals including specific criteria, evaluation methods, and timelines for achievement.

We will ensure students are served in the least restrictive environment through a continuum of placement options. Co-teaching partnerships utilize parallel teaching, station teaching, alternative teaching, and team teaching models based on lesson objectives and student needs. Small group classes provide more intensive support for students requiring specialized instruction in specific skill areas, while maintaining integration opportunities throughout the day.

Specialized instruction incorporates evidence-based practices using curriculum that is grounded in the science of reading for students with dyslexia or significant reading difficulties, TouchMath for students with mathematics calculation deficits, executive functioning curriculum using programs like SMARTS for students with ADHD or related challenges, and structured social skills instruction using Social Stories, video modeling, and peer-mediated interventions for students with social, emotional and/or behavioral deficits.

Specially Designed Instruction principles guide all instruction through multiple means of engagement addressing motivation and persistence, multiple means of representation supporting diverse learning styles through visual, auditory, and kinesthetic modalities, and multiple means of action and expression allowing students to demonstrate knowledge through various formats including oral presentations, visual projects, written assignments, or digital portfolios.

Our AI platform provides specialized accessibility features including text-to-speech and speech-to-text capabilities integrated across all digital platforms, variable reading levels for content automatically adjusted based on individual reading abilities, executive functioning supports through digital organizers, reminder systems, and interactive checklists, customizable display options allowing font size adjustment, contrast modification, and reduced visual clutter, and alternative response options for digital assessments including drag-and-drop, multiple choice conversion, and extended time allocations.

Assistive technology integration includes communication devices for students with

speech-language impairments, alternative keyboards and mouse options for students with physical disabilities, screen readers and magnification software for students with visual impairments, and FM systems or hearing loops for students with hearing impairments. Technology training ensures both students and staff develop proficiency with assistive tools, while regular assessment determines evolving technology needs.

Related services are provided based on individual IEP needs through qualified professionals. Speech-language therapy addresses communication disorders using evidence-based approaches including articulation therapy, language intervention, fluency treatment, and augmentative and alternative communication (AAC) support. Occupational therapy focuses on fine motor development, sensory processing support, assistive technology training, and adaptive skills instruction for daily living activities. Physical therapy provides gross motor development, mobility training, adaptive equipment assessment, and coordination with medical providers when indicated.

Counseling services address social-emotional needs through individual counseling using cognitive-behavioral therapy techniques, group counseling for social skills development, behavioral intervention planning and implementation, and crisis intervention when necessary. School psychology services include ongoing consultation with teachers and families, behavioral assessment and intervention, and coordination with external mental health providers.

Progress monitoring employs systematic data collection using curriculum-based measurements aligned to IEP goals administered weekly or bi-weekly, standardized progress monitoring tools specific to intervention programs, work sample analysis documenting skill development over time, and behavioral data collection using systematic observation protocols. IEP goal progress is measured through specific, measurable criteria with baseline data, target performance levels, and evaluation schedules clearly defined.

Quarterly comprehensive progress reports detail advancement toward annual goals, effectiveness

of accommodations and modifications, service delivery documentation, and recommendations for continued or modified services. Annual IEP reviews analyze goal attainment, service effectiveness, and need for program modifications, while three-year reevaluations determine continued eligibility and evolving needs through updated assessments and functional performance data.

Transition planning begins at age 14 with formal transition assessments including career interest inventories, functional skills assessments, and post-secondary education readiness evaluation. Transition services include career exploration through internships and job shadowing, independent living skills instruction, post-secondary education preparation including college visit opportunities, and community-based instruction when appropriate.

Interagency collaboration connects families with Vocational Rehabilitation services, developmental disability services, mental health agencies, and post-secondary education disability support offices. Transition planning emphasizes student self-determination through choice-making opportunities, self-advocacy instruction, and goal-setting activities that prepare students for adult independence and success.

This comprehensive approach ensures students with disabilities receive exceptional services through legal compliance combined with innovative instructional methods, personalized learning technology, and evidence-based specialized instruction, providing equitable access to our rigorous academic program while delivering individualized supports necessary for each student's success and future independence.

Our school will also ensure students have appropriate furniture, materials, supplies and equipment to meet their needs, such as appropriately accessible door knobs, hard-ware, handicap buttons, Braille signage, grab bars in bathrooms, handicap accessible stalls, hallways and doorways compliant with wheelchair accessibility, sinks and automatic hand dryers, accessible water fountains, accessible curb cuts, ramps, etc.

Question 8: For English Learners (ELs), describe how the charter school will provide state- and federally-mandated services. Reciting the requirements of law and rule is insufficient. Please include in your description any diagnostic methods or instruments that will be used to identify and assess those students, as well as the instructional program that will be provided to ELs.

Power Public Schools provides comprehensive English Language Learner services that exceed compliance requirements by treating multilingualism as an asset while ensuring English proficiency and academic achievement. Our systematic approach combines precise identification, evidence-based instruction, and continuous monitoring to support students' linguistic and academic development.

Our identification process begins with a comprehensive Home Language Survey available in Spanish, Vietnamese, Chinese, Korean, and Haitian Creole, reflecting South Cobb County's linguistic diversity. When families indicate little to no English is spoken at home, our EL Coordinator conducts structured family interviews gathering detailed information about language use patterns, home language literacy levels, and educational history. We review all transfer student records for prior EL services, WIDA scores, or other language proficiency indicators to ensure continuity of support.

Students identified through screening undergo assessment using the WIDA Screener (grades 1-12) or WIDA MODEL (Kindergarten) within 10 days of enrollment, measuring English proficiency across listening, speaking, reading, and writing domains. Our assessment protocol includes domain-specific tools: WIDA MODEL Oral Language Assessment administered quarterly for listening and speaking development, Lexile assessments with EL-specific analysis conducted tri-annually for reading proficiency, and quarterly writing samples evaluated using WIDA Writing Rubric criteria. Academic content assessment employs modified protocols including linguistic accommodations on classroom assessments, native language assessment options when appropriate, portfolio-based alternatives, and performance-based demonstrations of mastery.

Annual WIDA ACCESS for ELLs testing measures growth in English proficiency and determines service levels, with results integrated into our custom EL Data Dashboard. This platform tracks individual student growth trajectories in each language domain, provides predictive analytics identifying specific

development needs, and correlates language development with academic achievement to identify effective instructional approaches.

Our instructional program implements the Sheltered Instruction Observation Protocol (SIOP) with all core content teachers receiving extensive training and coaching. Every lesson incorporates language objectives alongside content objectives, using comprehensible input techniques, scaffolded instruction, vocabulary development through multiple modalities, strategic visual supports and graphic organizers, activation of prior knowledge with cultural connections, and quarterly fidelity monitoring with feedback and coaching.

Students receive 45-60 minutes of daily targeted English Language Development (ELD) instruction using evidence-based curriculum with digital and hands-on components. Proficiency-based grouping allows targeted instruction, while integrated ELD embeds language development strategies in all content areas. Our AI-powered adaptive language learning platforms provide personalized practice with speech recognition technology for pronunciation feedback, authentic language practice in real-world contexts, and progress monitoring with actionable data.

We implement a dual language support approach developing primary language literacy when possible, providing content materials in multiple languages, offering explicit instruction in language transfer principles, using strategic translanguaging practices leveraging all linguistic resources, and providing home language electives developing academic proficiency in students' home languages. Our culturally responsive teaching framework includes ongoing cultural competence professional development for all staff, culturally diverse materials reflecting students' backgrounds, integration of students' funds of knowledge, identity affirmation activities celebrating linguistic diversity, and partnerships with South Cobb County cultural organizations.

Our robust staffing model includes an EL Coordinator overseeing program implementation and family engagement, minimum one ESOL-endorsed teacher per grade level, dedicated EL specialists with advanced TESOL qualifications maintaining a 1:35 ratio, bilingual paraprofessionals supporting

newcomers and beginning proficiency students, and a bilingual Family Engagement Specialist focused on EL family support. Bilingual educators will reflect the native languages represented in the school community to increase family support efforts.

Professional development features an in-house ESOL endorsement cohort for teachers, comprehensive SIOP training series for all instructional staff, required language acquisition fundamentals course for new teachers, ongoing cultural competence development training, and specialized training on using assessment data to guide EL instruction. Technology integration training ensures effective use of our adaptive platforms, translation tools, and digital language production opportunities.

Family engagement includes bilingual orientation sessions comprehensively introducing school programs, free English classes for parents offered on campus, native language literacy support helping families develop home language skills, digital navigation training for accessing online resources, and family literacy nights promoting multilingual literacy development. Community partnerships connect with cultural organizations, refugee support agencies, multilingual business owners, and universities for additional resources and research-based practices.

Progress monitoring includes monthly review of EL student performance data, quarterly language proficiency assessments, regular team meetings discussing individual needs, and service adjustments based on performance data. Students exit EL status after achieving a minimum WIDA ACCESS composite score of 5.0 in each domain, additional classroom performance consideration, formal exit conferences with families, and development of post-exit support plans.

Post-exit monitoring continues for two years with quarterly academic performance reviews, re-entry protocols if difficulties emerge, and continued access to support services as needed. Annual program evaluation analyzes language proficiency growth rates, compares academic achievement between ELs and non-ELs, reviews reclassification rates and post-exit success, and surveys stakeholder satisfaction. Our continuous improvement cycle uses data-based identification of strengths and

challenges, research review for evidence-based enhancements, targeted improvement implementation, and impact monitoring with adjustments as needed.

This comprehensive approach ensures English Learners develop both English proficiency and high academic achievement while maintaining their cultural and linguistic identities, preparing them for success in college, career, and community leadership roles where multilingualism is valued as the asset it truly represents.

Question 9: Describe the methods, strategies, and/or programs the charter school will use to provide remediation for students at risk for academic failure.

Power Public Schools uses a systematic, data-driven approach to place students in appropriate tiers of support within our MTSS framework. Our tiering decisions are based on multiple data sources, specific cut-scores, and clear decision-making protocols that ensure students receive the right level of intervention at the right time.

Our tiering process begins with comprehensive universal screening data collected three times yearly. DIBELS 8th Edition provides specific benchmark cut-scores: students scoring in the "well below benchmark" range (typically below 10th percentile) on composite scores immediately qualify for Tier 3 intensive support, while those scoring "below benchmark" (10th-40th percentile) receive Tier 2 targeted interventions. AIMSweb Plus mathematics assessments use similar criteria, with students scoring below the 25th percentile on computation and concepts applications receiving Tier 2 support, and those below the 10th percentile qualifying for Tier 3 intensive intervention.

Our AI-enhanced data integration platform analyzes multiple risk factors simultaneously. Students triggering two or more risk indicators, such as DIBELS composite scores below benchmark, AIMSweb mathematics scores below the 25th percentile, and chronic attendance issues (missing 10% or more school days)—automatically receive comprehensive evaluation for Tier 2 placement. When three or more significant risk factors align, including academic screening below the 10th percentile, BASC-3 behavioral concerns in the clinically significant range, and executive functioning deficits on the BRIEF-2,

students receive immediate Tier 3 intensive support consideration.

All students begin in Tier 1 with differentiated core instruction. However, our data systems continuously monitor student progress through weekly formative assessments, digital learning platform analytics, and teacher observation data. Students performing at or above benchmark levels on universal screening measures (typically 40th percentile and above on DIBELS and AIMSweb Plus) remain in Tier 1 with enrichment opportunities. Those showing early warning signs, such as declining performance on weekly curriculum-based measurements, increased time-to-mastery on digital platforms, or teacher-reported concerns using our structured referral protocols, receive enhanced Tier 1 supports including flexible grouping adjustments, additional scaffolding, and increased progress monitoring frequency before formal tier placement consideration.

Students qualify for Tier 2 when universal screening data indicates performance between the 10th-40th percentiles on academic measures, or when progress monitoring in enhanced Tier 1 shows inadequate response to initial interventions. Specific placement criteria include DIBELS composite scores in the “below benchmark” range, AIMSweb Plus scores indicating skill deficits in specific areas, or BASC-3 behavioral screening suggesting moderate concerns requiring targeted support.

Once placed in Tier 2, students receive 30-45 minutes of daily supplemental instruction using evidence-based programs selected based on diagnostic data. For reading, students with deficits in phonics identified through DIBELS phonics screening receive Really Great Reading’s Blast Foundations, while those with fluency concerns indicated by oral reading fluency measures below 25th percentile receive Read Naturally interventions. Mathematics placement follows similar precision: students with computation deficits on AIMSweb Plus receive Number Worlds intervention, while those with problem-solving difficulties receive Do The Math programming.

Progress monitoring occurs bi-weekly using intervention-specific assessments. Decision rules for Tier 2 include: students showing adequate progress (slope of improvement meeting or exceeding expected

growth rates) continue current interventions; those showing some progress, but below expected rates receive intervention modifications; students showing minimal progress after 6-8 weeks of consistent intervention receive evaluation for Tier 3 intensive support.

Tier 3 placement occurs when students score below the 10th percentile on multiple academic screening measures, demonstrate severe skill deficits requiring intensive support, or fail to respond adequately to Tier 2 interventions after 8-12 weeks of implementation. Comprehensive diagnostic assessments guide Tier 3 programming, including CTOPP-2 for phonological processing analysis, KeyMath-3 for mathematical reasoning assessment, and TOWL-4 for written expression evaluation.

Tier 3 students receive 45-60 minutes of daily intensive intervention using highly structured programs with interventionists (MTSS, ELL, or SPED). Reading intervention selection follows diagnostic results: students with severe phonological processing deficits receive Wilson Reading System implementation, those with comprehension difficulties receive Lindamood-Bell Visualizing and Verbalizing, and students with multiple reading deficits receive integrated Orton-Gillingham approaches. Mathematics interventions include TouchMath for students with number sense deficits, Corrective Mathematics for systematic skill building, and specialized programs for students with mathematics learning disabilities.

Weekly progress monitoring uses intervention-specific measures with strict decision rules: students must demonstrate consistent progress toward ambitious but achievable goals, with data points showing positive trend lines over time. Those failing to respond to intensive interventions receive comprehensive evaluations for special education services or alternative programming approaches.

Our MTSS teams use structured data analysis protocols during weekly meetings. Grade-level teams review progress monitoring data using specific decision-making frameworks: green zone performance (meeting or exceeding expected progress) continues current programming; yellow zone performance (some progress but below expectations) triggers intervention modifications; red zone

performance (little to no progress) initiates immediate tier intensification or comprehensive evaluation. The data integration platform provides real-time dashboards showing student performance across multiple measures. Teachers access color-coded displays indicating tier placement, intervention programming, progress monitoring results, and recommended next steps. Automated alerts notify team members when students require tier changes based on predetermined criteria, ensuring timely intervention adjustments.

Movement between tiers follows specific data-driven criteria. Students exit Tier 3 to Tier 2 when achieving benchmark performance on intervention-specific measures for 3-4 consecutive weeks and demonstrating grade-level performance on progress monitoring assessments. Tier 2 to Tier 1 transitions require sustained performance at or above the 40th percentile on screening measures, successful completion of intervention goals, and teacher documentation of independence in applying learned skills within core instruction.

Exit from all intervention tiers requires comprehensive data review including universal screening performance above benchmark levels, successful classroom performance without supports, and parent/teacher agreement that students can maintain progress independently. However, students receive continued monitoring for two full quarters after tier exit to ensure sustained success and prevent regression.

Our data utilization extends beyond individual student placement to system-wide improvement. Monthly data analysis identifies trends across student populations, intervention effectiveness rates, and staff implementation fidelity. When data indicates specific interventions are not producing expected outcomes for particular student groups, we adjust programming, provide additional staff training, or seek alternative evidence-based approaches.

Quarterly comprehensive data reviews examine tier distribution patterns, student movement between tiers, overall academic growth trends, and achievement gap reduction progress. This systems-level data analysis informs resource allocation, professional development priorities, and

continuous improvement planning. Annual data evaluation includes longitudinal student outcome analysis, intervention cost-effectiveness studies, and comparison with district and state performance indicators, ensuring our MTSS framework remains responsive, effective, and aligned with our mission of empowering all students to excellence through data-driven, personalized support system

ASSESSMENT METHODS

Question 10: Explain how the school will obtain individual student baseline achievement data, continue monitoring growth, and use that data to continuously inform and improve instruction (including formative assessments).

Power Public Schools will implement a comprehensive assessment system that establishes clear baselines, monitors growth through multiple measures, and creates actionable feedback loops to continuously improve instruction. Our assessment approach integrates traditional and innovative measurement tools to provide a holistic view of student achievement and growth.

Upon enrollment, each student completes a multi-faceted baseline assessment process during their first two weeks. All students take NWEA MAP Growth assessments in reading, language usage, and mathematics—these computer-adaptive tests provide detailed skill-level data aligned to Georgia Standards of Excellence. Students also complete grade-level performance tasks in writing, mathematical problem-solving, and scientific inquiry to assess application of knowledge and higher-order thinking skills. We capture learning profiles through surveys measuring non-cognitive factors including learning preferences, interests, and social-emotional competencies. Our operations team analyzes prior academic records, including previous standardized test scores, grades, attendance patterns, and intervention history. This comprehensive baseline gives us a complete picture of where each student starts their POWER journey, informing personalized learning pathways from day one.

Our ongoing assessment system operates at different intervals to capture real-time learning. Daily and weekly formative assessments include exit tickets aligned to learning objectives, standards-based quizzes with item analysis, digital learning platform analytics tracking mastery progression, and student self-assessment protocols. Every nine weeks, students complete standards-aligned benchmark assessments

in core content areas, performance tasks requiring cross-disciplinary skills application, writing assessments using standardized rubrics, and project-based learning outcomes measured against competency frameworks. Three times yearly, we administer NWEA MAP Growth assessments, conduct student-led portfolio conferences demonstrating progress toward goals, assess social-emotional learning competencies, and analyze attendance, behavior, and engagement metrics. This multi-layered approach ensures we capture both academic achievement and the whole child's development.

Power Public Schools implements a structured process to translate assessment data into instructional improvements through weekly grade-level team meetings using protocols to analyze formative data, bi-weekly content team meetings identifying patterns across classes, monthly whole-school data days examining interim results, and quarterly leadership reviews identifying schoolwide trends. Our AI-enhanced data visualization provides real-time dashboards showing standards mastery at student, class, and grade levels, predictive analytics identifying at-risk students, pattern recognition algorithms suggesting effective grouping strategies, and automated flagging of concepts requiring reteaching or extension. This data drives personalized learning adjustments including customized pathways updated based on results, targeted small group instruction formed through analysis, individual goal-setting conferences after each growth assessment, and tailored digital content recommendations. We refine instructional practices through video analysis of teaching correlated with student outcomes, peer observation cycles focused on data-informed strategies, collaborative planning for reteaching commonly missed concepts, and professional learning communities examining assessment-to-instruction connections. This comprehensive system ensures we establish accurate baselines, monitor growth through multiple measures, and create tight feedback loops between assessment results and instructional practices, enabling truly personalized learning experiences that maximize academic growth.

Question 11: Statewide Assessment Participation:Explain how the charter school will coordinate with the local school system to participate in statewide assessments.

Power Public Schools will work hand-in-hand with Cobb County School District to ensure our

students participate fully in Georgia's statewide assessments. We understand that assessment coordination isn't just about compliance—it's about demonstrating accountability and ensuring our innovative approach translates into measurable student success.

We will designate a School Testing Coordinator who becomes our primary bridge to Cobb County's Assessment Office. This person will attend every district testing meeting, training session, and planning conference because we believe in being proactive partners, not passive participants. Our school calendar will align with district and state testing windows, and we'll work closely with district officials to verify accommodations for our students with disabilities and English Learners. Before any assessment begins, we will conduct system readiness checks with district IT personnel to ensure our technology meets Georgia Department of Education specifications. Our staff will complete all required GaDOE training alongside district personnel, participating in the same test security and administration training that traditional schools receive.

When testing time arrives, we plan to coordinate directly with the district assessment office for secure delivery and return of all materials. Our chain-of-custody procedures will mirror district protocols exactly, with secure, locked storage and immediate reporting of any irregularities. We will collaborate with the district special education department to ensure proper documentation and implementation of accommodations for students with IEPs, 504 plans, and EL status. Our master testing schedule will align perfectly with district windows while minimizing disruption to our innovative programming. When students need extended time for their Georgia Milestones assessment or require small-group testing, we will provide appropriate environments that meet all state requirements while honoring their individual needs.

After assessments conclude, we will follow district procedures for secure materials return and complete all required documentation within established timeframes. We will collaborate with the district data team to access results and integrate state assessment data into our comprehensive Power Learning

AI™ analysis system. Our results will inform our curriculum improvements and help us refine our personalized learning approach. We'll provide transparent reporting to our board and community, showing how our innovative model translates into student achievement. Through post-assessment reviews with district personnel, we will continuously improve our processes and implement new requirements as they emerge. This partnership approach ensures our students benefit from both our cutting-edge educational model and the established systems that support Georgia's accountability framework.

ACADEMIC GOALS AND OBJECTIVES

State CCRPI		District CCRPI		Projected CCRPI				
Middle	High	Middle	High	Year 1	Year 2	Year 3	Year 4	Year 5
74.9	77.4	85	86.6	85	86	87	88	89

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Academic Goal #1: Literacy Achievement and Growth						
Measure 1: *Percentage of students scoring Proficient or Distinguished on Georgia Milestones ELA assessments*	*Georgia Milestones ELA assessments*	Establish baseline (expected 40%)	Baseline +5 percentage points	Baseline +10 percentage points	Baseline +15 percentage points	Baseline +20 percentage points
Measure 2: *Percentage of students meeting or exceeding their projected growth on NWEA MAP Reading*	*NWEA MAP Reading*	Establish baseline (expected 55%)	65%	70%	75%	80%
Measure 3: *Average Lexile growth per academic year compared to national norms*	*NWEA MAP Reading Growth*	Establish baseline	Exceed national growth norms by 10%	Exceed national growth norms by 15%	Exceed national growth norms by 20%	Exceed national growth norms by 25%
Academic Goal #2: Mathematics Achievement and Growth						

Measure 1: *Percentage of students scoring Proficient or Distinguished on Georgia Milestones Mathematics assessments*	*Georgia Milestones Mathematics assessments*	Establish baseline (expected 35%)	Baseline +5 percentage points	Baseline +10 percentage points	Baseline +15 percentage points	Baseline +20 percentage points
Measure 2: *Percentage of students meeting or exceeding their projected growth on NWEA MAP Mathematics*	*NWEA MAP Mathematics*	Establish baseline (expected 50%)	55%	60%	65%	70%
Measure 3: *Percentage of 8th grade students successfully completing Algebra I with proficient or higher score*	*Algebra I*	N/A (will begin in Year 2)	Establish baseline	Baseline +5 percentage points	Baseline +10 percentage points	Baseline +15 percentage points
Academic Goal #3: College and Career Readiness						
Measure 1: *Percentage of students demonstrating proficiency on digital literacy assessments*	AI Literacy Assessment	Establish baseline	Baseline +5 percentage points	Baseline +10 percentage points	Baseline +15 percentage points	Baseline +20 percentage points
Measure 2: *Percentage of high school students successfully completing at least one dual enrollment course by graduation*	Dual Credit Completion	N/A (will begin in Year 3)	N/A	30%	35%	40%
Measure 3: *Percentage of students meeting college readiness benchmarks on PSAT/SAT*	PSAT	N/A (will begin in Year 3)	N/A	Establish baseline	Baseline +5 percentage points	Baseline +10 percentage points

Question 12: What goals will the school use to hold itself academically accountable?

Power Public Schools will hold itself to rigorous academic standards that exceed district and state performance while demonstrating consistent growth for all student subgroups. Referencing the table above, our accountability framework includes both absolute achievement measures and growth metrics, with particular emphasis on closing opportunity gaps for educationally disadvantaged students.

These comprehensive academic goals will hold Power Public Schools accountable for rigorous academic achievement, consistent growth, and the elimination of opportunity gaps. All goals are aligned with Georgia Standards of Excellence, measurable on an annual basis, attainable with our innovative educational model, and reflective of our mission to prepare all students for future success. Our cohort measures will demonstrate the cumulative impact of our program as students progress through multiple years at Power Public Schools.

SCHOOL GOVERNANCE

Question 13: Describe the governing board's composition. Your description should:

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

At Power Public Schools, we've assembled a governing board that reflects our deep commitment to excellence, equity, and community. These aren't just names on letterhead, they're passionate advocates for South Cobb students who bring decades of real-world experience to guide our school's success.

Our Founding Board: Leaders Who Walk the Walk

- **Dena Aly, Proposed Board Chair and Partnership and Engagement Committee,** is a transformational executive with over 20 years leading complex, enterprise-wide initiatives for major corporations like NBCUniversal Comcast and WestRock. Her expertise in organizational change management, strategic communications, and digital workplace transformation brings invaluable skills for scaling operations and fostering strong organizational culture. As Board Chair, Dena understands how to manage growth while maintaining mission integrity and ensuring all voices are heard in governance decisions.
- **Kelvin Thomas, Vice Chair and Governance Committee,** is a results-driven executive leader with over 15 years of experience in business growth, brand strategy, and operational excellence in education and health-tech sectors. As a Chief Experience Officer and former Vice President of Business Development for a college, he's adept at optimizing the customer journey, leading high-performing teams, and scaling global programs. Kelvin brings the operational expertise needed to deliver excellent experiences for students and families.
- **Dr. Adrienne L. Walton, Proposed Academic Committee Chair,** brings two decades of turning around schools and elevating student outcomes. She's served as a principal, principal advisor, and consultant for public, private, and charter schools globally. Her expertise in coaching school leaders, establishing Professional Learning Communities, and using data to drive instructional best practices makes her invaluable for academic oversight. When we discuss what works for students like ours, Dr. Walton speaks from experience—she's been in the trenches and knows how to create environments where all students succeed.
- **Robin Power Kynaston, Proposed Secretary and AI Committee,** ensures we operate with integrity and innovation through her nearly 20 years of leadership at the intersection of law, technology, and innovation. As General Counsel at Honeywell, she's an expert in AI governance, data privacy, global regulatory compliance, and technology law. Her experience architecting enterprise-wide governance frameworks means our board doesn't just talk about

accountability—we live it through robust systems that ensure the highest standards of legal and ethical compliance.

- **Kenya Rae Browning, Proposed Treasurer and Finance Committee Chair,** brings the financial expertise that keeps innovative schools sustainable. As a seasoned CFO for nonprofit organizations, she specializes in enhancing operations, funder compliance, grants management, and fiscal processes. Her skills in budgeting, financial analysis, risk assessment, and managing multi-million dollar revenues ensure our school's financial stability and integrity. When Kenya reviews our budget, she's thinking about long-term stewardship of public resources and sustainable growth.
- **Karin Douglas, Proposed Development Committee,** brings more than 25 years of nonprofit experience in fundraising, strategic planning, and community outreach. As a proven fundraiser who has secured seven- and eight-figure gifts, she's an expert in building sustainable revenue models and coaching nonprofit boards to success. Her experience will be critical for our school's long-term resource development and community partnership building.
- **Evan P. Hill, Proposed Academic Committee,** brings a unique blend of experience in education, recruitment, and healthcare. As a Managing Director for Teach For America, she has deep experience recruiting culturally relevant educators. Her background also includes serving as a Director of Online Learning and as a Registered Nurse, providing our board with perspectives on both educational delivery and student well-being. Evan understands the whole child and what it takes to support students comprehensively.
- **Felicia McDade, Proposed Finance Committee,** is an accomplished sales and business development executive with over 15 years of experience in the public sector, energy, and infrastructure industries for companies like ENGIE and Georgia Power. Her expertise in strategic planning, public sector alignment, and driving revenue growth will guide our school's business initiatives and strategic partnerships. Felicia knows how to navigate complex public-private partnerships that benefit students.

- **Cayana Mackey-Nance, Proposed Development Committee Chair,** is a creative and digital strategist with extensive experience leading brand and social strategy for national organizations, including the Democratic National Convention and EMILY's List. Her expertise in content strategy, creator partnerships, campaign execution, and fan engagement will be instrumental in building our school's brand and fostering authentic community connections. Cayana understands how to tell our story in ways that resonate and inspire action.
- **Tayo M. Akigbogun, Proposed AI Committee,** brings deep expertise in cloud computing, data platforms, and artificial intelligence through his leadership at global technology firms like Microsoft, Databricks and IBM. As a Solutions Engineer, he helps organizations design secure, high-performing AI systems that drive innovation and efficiency. His experience ensures Power Public Schools integrates emerging technologies responsibly, using AI to enhance learning, protect data, and promote excellence.

This board isn't just overseeing Power Public Schools, they're championing a movement to prove that every student deserves an excellent education regardless of their zip code. Each member brings expertise, but more importantly, they bring a passion for changing outcomes for South Cobb students through innovative, accountable governance focused on results.

Our governing board has been intentionally assembled to provide comprehensive oversight and strategic guidance. The members possess deep expertise in the following key areas:

- Education, School Leadership & Policy: Dr. Adrienne L. Walton, Evan P. Hill, Kelvin Thomas
- Finance, Grants Management & Compliance: Kenya Rae Browning, Felicia McDade
- Legal, Governance & Technology Law: Robin Power Kynaston, Tayo A.
- Business, Strategy & Operations: Felicia McDade, Dena Aly, Kelvin Thomas, Tayo A
- Nonprofit Leadership, Fundraising & Board Development: Karin Douglas
- Community Engagement, Marketing & Digital Strategy: Cayana Mackey-Nance, Dena Aly

We're not just talking about community engagement, we're building it into our governance structure. At least one board seat is reserved for a parent representative because families deserve a direct voice in decisions affecting their children. Our Parent & Community Advisory Council meets quarterly to provide input on policies and student support initiatives, while biannual town halls and monthly parent forums ensure ongoing dialogue between families and leadership.

Power Public Schools is committed to maintaining a diverse governing board that reflects our mission, the communities we serve, and the highest standards of governance. Led by the Governance Committee, our structured, proactive approach to recruitment prioritizes diversity in race, gender, profession, and lived experiences to ensure a well-rounded and representative board. New members are onboarded through a structured orientation to familiarize them with our mission, policies, and strategic priorities.

Board Selection and Service (see Exhibit 2) Board members serve staggered three-year terms with eligibility for re-election for up to three consecutive terms, ensuring continuity while bringing in fresh perspectives. To ensure stability, founding board members will be assigned one-, two-, and three-year terms. Future vacancies will be filled by board appointment for the remainder of the term.

Removal from Office Board members may be removed from office under the following circumstances:

1. **Voluntary resignation** submitted in writing to the Board Chair
2. **Attendance violations** – Missing three consecutive meetings or more than 50% of meetings in a 12-month period without approved excuse
3. **Ethical violations** – Breach of conflict of interest policy, violation of confidentiality, or other ethical misconduct
4. **Failure to fulfill duties** – Consistent neglect of board responsibilities or violation of bylaws
5. **Conduct detrimental** to the school's mission, reputation, or operations

The removal process requires written documentation of cause for removal and review by the Governance Committee. The member will have the opportunity to respond to the concerns. For removal, there must be a two-thirds majority vote of the full board (excluding the member in question).

Committee Structure Our Board of Directors operates with a standing committee structure to enhance oversight and ensure compliance. Each committee is led by members with relevant expertise.

- **The Governance Committee:** Chaired by Dena Aly, this committee oversees compliance, develops policies for board recruitment, and monitors adherence to the charter contract, and reviews executive director. (Member: Kelvin Thomas)
- **The Finance and Facility Committee:** Chaired by Kenya Rae Browning, this committee manages the annual budget, reviews financial performance, and ensures fiscal responsibility. (Member: Felicia McDade)
- **The Academic Committee:** Chaired by Dr. Adrienne L. Walton, this committee focuses on student achievement, curriculum alignment, and tracking academic progress. (Members: Evan P. Hill,)
- **The Development Committee:** Chaired by Cayana Mackey-Nance, this committee leads efforts in fundraising, community outreach, and strategic partnerships. (Members: Dena Aly, Karin Douglas)
- **The AI and Innovation Committee**: Chaired by Robin Power Kynaston, this committee ensures the effective integration of artificial intelligence and emerging technologies across academic and operational systems. It advises on AI literacy, data ethics, and innovation strategy to enhance teaching, learning, and organizational efficiency. (Members:Tayo A)

Conflict of Interest Avoidance (Exhibits 3 and 4):

Power Public Schools has established comprehensive conflict of interest policies and procedures:

1. **Annual Disclosure** – All board members will read and commit to compliance with the conflict of interest policy as well as complete annual disclosure statements identifying potential conflicts related to financial interests, family relationships, or professional affiliations.
2. **Recusal Protocol** – Members must recuse themselves from discussions and votes where a conflict exists or could be perceived to exist.
3. **Prohibition on Self-Dealing** – Board members may not benefit financially or otherwise from their position or influence.
4. **Related Party Transactions** – Any transaction between the school and a board member or their family/business must be approved by the full board (excluding the conflicted member) and must be demonstrably fair and in the school's best interest.
5. **Whistleblower Protection** – The board maintains a confidential process for reporting potential conflicts or ethical concerns.
6. **Annual Training** – All board members receive annual training on ethical governance and conflict of interest identification and management.

Complete conflict of interest policies and procedures are detailed in Exhibits 3 and 4.

Question 14: Describe the governing board's functions, duties, and role in each of the following areas:

• Curriculum and school operations (including policies, legal compliance);
• Managing the school leader;
• Establishing and monitoring the achievement of school improvement goals;
• Personnel decisions (primarily school leader selection, evaluation, and termination); and
• Budget (including fundraising and resource allocation).

The Power Public Schools Board provides strategic oversight through data-driven governance and clear accountability systems. Our primary responsibility is to ensure the school fulfills its mission of delivering an excellent, innovative education that connects academic mastery with career readiness. We set policy, strategic direction, and measurable performance goals aligned to the state's Charter School

Performance Framework, monitoring academic, operational, and financial indicators and compliance through a comprehensive Power Performance Dashboard.

The dashboard - reviewed monthly - tracks student achievement (MAP, Milestones, and college/career readiness), attendance, teacher retention, and financial health, allowing the Board to identify trends, celebrate progress, and intervene early when metrics fall below targets. The Academic Committee collaborates with the Executive Director (ED) to monitor curriculum implementation, instructional quality, and assessment outcomes. The Finance Committee oversees budget approvals, monthly financial reports, and audits to ensure funds are directed toward student learning and long-term sustainability.

The Board's most critical function is managing and supporting the ED. We recruit a visionary leader aligned with our mission, establish annual goals tied to the performance framework, and conduct mid-year and end-of-year evaluations based on measurable outcomes. The Board Chair and Executive Committee meet monthly with the ED to review dashboard data, discuss strategic priorities, and ensure progress toward charter commitments.

To maintain legal compliance, the Governance Committee reviews policies and ensures adherence to all state and federal regulations, including student privacy, special education, and open meetings requirements. All policies—covering curriculum, enrollment, discipline, and operations—are reviewed annually to confirm alignment with current laws and mission objectives.

Question 15: Describe how current and future governing board members will comply with open meetings and records laws

The Power Board consists of 11 members with expertise in education, AI, finance, law, marketing, and facilities management. Monthly meetings ensure consistent oversight, with additional sessions called as needed to address urgent matters. Our established subcommittees, Finance, Academic,

Governance, and Partnership & Engagement, meet regularly and report to the full board, allowing focused attention on critical areas while maintaining comprehensive oversight.

Power Public Schools operate under Georgia's Open Meetings Act, ensuring complete transparency in governance decisions. All board meetings are held at the school and open to the public, with dates, agendas, and minutes, executive session affidavits, and the annual budget posted on our website. We utilize BoardDocs to maintain current records of policies, meeting materials, and board actions, providing stakeholders with easy access to governance information. Our BoardDocs will be kept updated with the most recent documents, including meeting summaries and approved minutes.

Virtual meeting access for spectators broadens community participation opportunities, while regular updates keep families and community members informed about board decisions affecting their school. This commitment to transparency builds trust and ensures our governance reflects the values we teach students about accountability and open communication

Question 16: How will the board comply with board training requirements? Include in this plan areas of focus that are specific to the board and school. Attach as Exhibit 5 a copy of the board's Governance Training Plan.

Power Public Schools' governing board will fully comply with the training requirements established in O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06, while also implementing additional training focused on the specific needs of our school model and community. Our comprehensive approach ensures board members are well-prepared to provide effective governance.

State-Mandated Training Requirements:

All Power Public Schools board members will comply with state requirements related to governance training hours and content: :

1. **Initial Training (New Board Members):**
    - Minimum of 15 hours of training from a SBOE-approved provider within the first year of service, with specific Board Chair training for elected Chair.

- Training must cover governance best practices, charter school law, financial governance, and academic oversight

2. **Annual Training (Continuing Board Members):**
    - Minimum of 12 hours of annual training from SBOE-approved providers
    - Training must include updates on charter school law, financial oversight, and effective governance practices

Training Implementation Plan:

1. **Onboarding Process:**
    - New board members receive a comprehensive orientation within 30 days of joining
    - Review of charter petition, bylaws, conflict of interest policies, and governance handbook
        i. Handbook will include the budget, strategic plan, charter contract, policy manual, and institutional overview
    - School tour and introduction to key leadership team members
    - Assignment of a mentor from existing board members
    - Onboarding checklist related to access, documents, and other critical tasks.
2. **Training Calendar:**
    - Annual board retreat (6-8 hours) focused on strategic planning and team building
    - Quarterly governance workshops (2-3 hours each) on rotating topics
    - Monthly pre-meeting mini-sessions (30 minutes) on specific governance topics
    - Participation in state charter school conferences and workshops
3. **Training Documentation:**
    - Maintenance of individual training logs for each board member
    - Annual reporting of training hours to authorizers
    - Certificates of completion for all formal training sessions

Power Public Schools is committed to ensuring our governing board members receive comprehensive training that goes beyond basic governance requirements to address the unique aspects of our innovative educational model, including specialized focus areas like technology integration and AI in education, South Cobb community engagement, career pathway program oversight, and blended learning model effectiveness that help board members understand our innovative technology model, navigate ethical considerations in AI-enhanced learning, develop effective community partnerships, oversee industry partnerships and dual enrollment programs, and evaluate the effectiveness of our personalized learning approaches. We utilize a diverse range of training providers from SBOE-approved sources like the Georgia Charter Schools Association and State Charter Schools Commission to specialized resources from the National Charter School Resource Center, Education Board Partners, Charter School Growth Fund, and Digital Promise, while also developing internal expertise through board member skill-sharing sessions, school leadership presentations, and community stakeholder panels. Our continuous improvement approach includes board member evaluations after each training session, annual self-assessments to identify ongoing needs, and regular review by our Governance Committee to adjust training plans based on governance challenges, ensuring our board has the knowledge and skills needed to provide effective oversight of Power Public Schools' innovative educational model while maintaining the highest standards of governance and accountability to our families and community.

Question 17: How will the charter school's governing board work collaboratively with the local school district and Board of Education?

Power Public Schools' governing board recognizes that effective collaboration with Cobb County School District benefits all South Cobb students while respecting our charter autonomy. We're establishing formal structures including a designated board liaison for ongoing communication, quarterly meetings between leadership teams, and annual presentations to the district board that showcase our progress and innovations. We'll share professional development opportunities, co-develop training when beneficial, and work together on challenges that affect both entities.

Our collaboration focuses on areas where working together creates greater impact than working alone**.** Academically, we'll share effective practices, align assessments to help student transitions, and invite district specialists to observe our innovative approaches. For student services, we will coordinate special education support, develop shared protocols for at-risk students, and collaborate on mental health initiatives. Operationally, we'll explore shared services, coordinate transportation when feasible, and participate in beneficial purchasing consortia. We'll also coordinate community engagement efforts to avoid duplication and present a unified commitment to educational excellence. We will comply with timely and accurate authorizer reports and data submission.

While committed to partnership, we'll maintain the autonomy necessary to fulfill our unique mission. We'll preserve decision-making independence in areas granted through charter flexibility and communicate respectfully when district initiatives don't align with our AI-powered, career-connected model. We'll measure collaborative success through annual reviews, district feedback, and impact on student transitions. When disagreements arise, we'll address them directly with student-centered solutions, use mediation when necessary, and document agreements. This approach ensures Power Public Schools contribute to a stronger educational ecosystem while maintaining the innovative autonomy that enables our unique educational model to thrive.

Question 18: Describe (and attach as Exhibit 6) what decisions the board will make and what decisions the school administration make. Describe how board members will stay out of daily management issues.

Power Public Schools maintains a clear delineation of authority between governance (board) and management (school administration) to ensure effective oversight while empowering professional educators to implement the school's mission. This separation is essential for maintaining appropriate accountability while avoiding micromanagement that can undermine school operations.

Board Decision Authority:

The Power Public Schools governing board retains authority over:

1. **Mission and Strategy:**
    - Establishing and protecting the school's mission, vision, and core values
    - Approving the strategic plan and major initiatives
    - Setting measurable goals for academic, operational, and financial performance
    - Evaluating progress toward strategic objectives
2. **Policy Development:**
    - Adopting and enforcing comprehensive school policies
    - Ensuring compliance with legal and regulatory requirements
    - Establishing ethical standards and expectations
    - Approving major program changes or expansions
3. **Financial Oversight:**
    - Approving annual budgets and amendments
    - Monitoring financial performance and fiscal health
    - Authorizing significant expenditures above predetermined thresholds
    - Approving audit firms and reviewing audit findings
    - Establishing financial policies and controls
4. **School Leadership:**
    - Hiring, evaluating, developing, monitoring, and if necessary, terminating the Executive Director
    - Setting compensation for the Executive Director
    - Approving the leadership structure and organizational chart
    - Succession planning for key leadership positions
5. **Legal and Contractual:**
    - Approving major contracts (typically over $25,000)
    - Authorizing legal actions
    - Approving facility decisions (leases, purchases, major renovations)
    - Ensuring charter contract compliance

School Administration Decision Authority:

The School Director and administrative team have authority over:

1. **Educational Program Implementation:**
    - Curriculum implementation and instructional methods
    - Student assessment and data analysis processes
    - Academic intervention strategies
    - Professional development design and delivery
    - Daily schedule and classroom organization
2. **Personnel Management:**
    - Hiring, supervising, evaluating, developing, monitoring, and, if necessary, terminating staff

- Assigning staff roles and responsibilities
- Managing employee benefits and leave
- Addressing staff performance issues
- Implementing professional development

3. **Student Affairs:**
    - Implementing discipline policies and procedures
    - Managing student enrollment and registration
    - Coordinating student support services
    - Organizing extracurricular activities and events
    - Handling day-to-day student concerns
4. **Operational Management:**
    - Managing daily school operations
    - Implementing safety and security procedures
    - Coordinating transportation and food services
    - Maintaining facilities and equipment
    - Managing and overseeing vendor relationships within approved contracts
5. **Budget Implementation:**
    - Managing expenditures within approved budget parameters
    - Allocating resources to meet school needs
    - Processing financial transactions
    - Monitoring spending against budget
    - Making recommendations for budget development and revisions

Preventing Board Micromanagement: To ensure board members remain focused on governance rather than management, Power Public Schools will implement the following safeguards:

1. **Clear Role Definition:**
    - Provide comprehensive board training on governance vs. management roles
    - Include role clarification in board member onboarding
    - Review governance boundaries annually at board retreats
    - Document roles in governance handbook and bylaws
2. **Structured Communication Protocols:**
    - Channel board requests for information through the Board Chair to the School Director
    - Establish procedures for board members to visit the school and observe operations
    - Create clear pathways for addressing parent or staff concerns that come to board members
    - Maintain appropriate confidentiality regarding personnel and student matters
3. **Effective Meeting Management:**
    - Prioritizing governance discussions
    - Use consent agendas for routine approvals to focus discussion on strategic issues
    - Structure committee work to align with governance responsibilities
    - Establish clear parameters for what operational information should be reported to the board
4. **Accountability Mechanisms:**

- Conduct annual board self-evaluations that include assessment of role boundaries
- Address boundary concerns promptly when they arise
- Include respect for management authority in board member agreements
- Provide feedback to members who may inadvertently cross into management territory

5. **Focus on Outcomes vs. Methods:**
   - Establish clear performance metrics for evaluating school success
   - Hold administration accountable for results rather than prescribing methods
   - Request data on outcomes rather than details on implementation
   - Trust professional judgment of educators in instructional matters

A detailed Decision-Making Authority Matrix is attached as Exhibit 6, providing specific guidance on which decisions fall under board authority, which belong to administration, and which require collaborative decision-making. By maintaining these clear boundaries between governance and management, Power Public Schools will benefit from both strong board oversight and empowered professional leadership, creating an environment where innovation can flourish and students can excel.

Question 19: Describe your plan for governing board succession.

Power Public Schools has a proactive plan for governing board succession that ensures continuity, stability, and sustained organizational effectiveness. The Governance Committee, chaired by Dena Aly, oversees succession planning as an ongoing process rather than a reactionary task. Each year, the committee conducts a skills inventory to identify current board strengths and gaps in areas such as finance, education, law, technology, fundraising, and community engagement. Using this analysis, the committee recruits diverse candidates who reflect the community's demographics and possess the expertise needed to support the school's evolving mission. All prospective members complete a structured vetting process that includes interviews, reference checks, and a formal orientation that covers charter obligations, bylaws, ethics, and conflict-of-interest policies.

To maintain continuity of leadership, Power Public Schools uses staggered board terms so that only a portion of members rotate off each year. A pipeline of potential candidates is developed through the Community Co-Design Team, advisory councils, and partnerships with organizations such as the Georgia Charter Schools Association. Officers are identified at least six months before their predecessors'

term ends to allow for shadowing and leadership transition. When vacancies arise, the Governance Committee nominates replacements for board approval, ensuring that transitions occur seamlessly and institutional knowledge is retained. This structured approach provides a clear, transparent process for maintaining an effective, mission-driven governing board that reflects both the expertise and community representation essential to Power Public Schools' long-term success.

ORGANIZATIONAL GOALS, PLANS, AND WAIVERS

Question 20: Although standard organizational goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself organizationally at the end of its first charter term. Goals should include areas such as governing board training; student and teacher recruitment/retention; school climate; student discipline; and student, parent, and teacher satisfaction. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: *Build and sustain a highly qualified, diverse, and committed staff aligned with the school's innovative educational model.*						
Measure 1: *Teacher retention rate (excluding relocations, retirements, and promotions)*	Teacher retention rate	Establish baseline (Target: 75%)	80%	82%	85%	85%
Measure 2: *Percentage of credentialed teachers (provisional or professional)*	*Percentage of technology integration certification program*	Establish baseline (Target: 50%)	75%	80%	85%	90%
Measure 3: *Percentage of teachers with advanced degrees, specialized certifications, or completing AI-integration training program*	*Percentage of teachers with advanced degrees*	Establish baseline (Target: 25%)	50%	65%	80%	90%
Organizational Goal #2: *Establish effective governance practices that ensure excellence, compliance, and sustainability.*						

Measure 1: *Governance training compliance (meets GA requirements)*	*Annual hours of governance training*	100%	100%	100%	100%	100%
Measure 2: *Governance performance benchmark (*	*Annual board self-evaluation*	Establish baseline: Developing	Developing	Proficient	Proficient	Exemplary
Measure 3: *Board member retention rate and percentage of board officer positions with identified successors*	*Board member retention rate*	Establish baseline; 50% of positions with successors	80% retention; 75% of positions with successors	85% retention; 100% of positions with successors	85% retention; 100% of positions with successors	85% retention; 100% of positions with successors
Organizational Goal #3: *Foster a positive, engaging, and safe school climate that supports student achievement and well-being..*						
Measure 1: *Student and family satisfaction (annual surveys)*	*Georgia School Climate Star Rating and Comprehensive School Climate Inventory*	Establish baseline: 70%	75%	80%	85%	90%
Measure 2: *Average daily attendance rate and percentage of students chronically absent*	*Average daily attendance*	Establish baseline (Target: 90% attendance)	91% attendance	92% attendance	93% attendance	94% attendance
Measure 3: *Chronic absenteeism (students missing 10%+ days)*	GOSA measurement of chronic absenteeism	Establish baseline	Decrease baseline by 2%	Decrease baseline by 4%	Decrease baseline by 6%	Decrease baseline by 8%

Power Public Schools has established ambitious yet attainable organizational goals that will guide our development throughout the charter term. These goals reflect our commitment to excellence in governance, human capital, school culture, and stakeholder satisfaction. Each goal includes specific, measurable targets with annual benchmarks to track progress toward our five-year vision.

Through these comprehensive organizational goals and detailed metrics, Power Public Schools will systematically build a strong, sustainable organization capable of delivering on our educational mission. Our measurement approach combines quantitative and qualitative indicators, with a focus on continuous improvement throughout the charter term. Regular monitoring of these metrics will allow us to make data-informed adjustments to our organizational practices, ensuring we achieve our vision of creating an innovative, inclusive, and high-performing school community.

Question 21: Describe the school's organizational structure, focusing on any innovations that will be implemented during the proposed charter term. Highlight any specific innovations requiring flexibility from law and Rule.Why are these innovations appropriate for this unique school?Explain how these innovations will increase organizational effectiveness.

Power Public Schools operates differently because we are preparing students for a future that looks nothing like the past. Integrating AI-driven learning, personalized professional growth, and agile operations requires innovative structures that go beyond traditional models while remaining fully compliant with all Georgia laws and the Local Units of Administration (LUAs) Manual.

Our flexible staffing model pairs certified teachers with industry experts to deliver instruction that bridges academics and innovation. Certified educators collaborate with AI engineers, data scientists, and business professionals serving as part-time instructors or virtual mentors. This approach requires flexibility from teacher certification requirements (O.C.G.A. § 20-2-200) so that professionals with specialized technical expertise can co-teach or mentor under the supervision of certified educators. By doing so, students gain access to current, real-world applications of AI, entrepreneurship, and emerging technologies.

Power Public Schools replaces one-size-fits-all evaluations with competency-based professional

learning. Teachers participate in weekly professional development every Wednesday through early-release days focused on data-driven instruction, AI integration, and project-based learning. Educators earn micro-credentials, receive embedded coaching, and advance through demonstrated mastery rather than traditional evaluation cycles. This model requires flexibility from the Teacher Keys Effectiveness System (TKES) to allow for ongoing performance assessments tied to real instructional growth.

Our operations use agile management practices modeled after successful technology organizations. Through sprint cycles and real-time data dashboards, leaders track academic, financial, and operational metrics to adjust quickly based on results. Predictive analytics guide staffing, procurement, and resource allocation to ensure efficiency and responsiveness. We seek flexibility in budgeting and procurement timelines (O.C.G.A. § 20-2-167) to allow rapid adjustments aligned with instructional innovation while maintaining compliance with state fiscal accountability standards and the LUAs manual.

These innovations are essential for transforming outcomes in South Cobb, where traditional structures have not met student needs. By combining certified teaching, industry expertise, and AI-supported systems, Power Public Schools creates a learning environment that is flexible, data-informed, and future-ready—one that maintains compliance while delivering the excellence every student deserves.

Question 22: Will the charter school utilize the local school board for fiscal management or other services?

Power Public Schools will have full autonomy over its budget and expenditures, operating in alignment with the Local Unit of Administration (LUA) Financial Management Manual and all applicable state and federal guidelines. The Board of Directors will be responsible for establishing fiscal policies, approving the annual budget, ensuring an annual external audit (as well as ensuring staff response to any findings), and approving monthly financial statements.

The Board will exercise financial oversight through the external, contracted Chief Financial Officer (CFO), Candy Yu, provided through our back-office provider Avolon Accounting & Charter CFO

Services (AABS LLC). Our CFO will report directly to the Board. In addition to the CFO and the Executive Director, Power Public Schools will hire a Director of Operations, who will be responsible for HR functions, administrative duties (including supplies inventory and purchasing), vendor agreements, and logistics.

As part of the Board, the Finance Committee, chaired by Board Treasurer Kenya Rae Browning, will work closely with management to ensure strong fiscal planning, close review of all financial documents, and presentation to the full Board for monthly review. The Finance Committee also provides financial counsel regarding major financial decisions by the Board, including votes on any contracts over $25,000.

On an annual basis, the Executive Director sets priorities for the upcoming year and works with the CFO to draft a proposed budget. The proposed budget is reviewed by the Finance Committee for feedback. After the committee's review, the budget is presented to the full Board for discussion and feedback, as well as in two public hearings held at least seven days apart for community input, before being brought to the full Board for final approval.

On a monthly basis, school leadership (Executive Director and Director of Operations) will work directly with the CFO to develop monthly budgets and financial statements for review by the Finance Committee. The Finance Committee will then present these reports for approval to the full Board. The CFO, under oversight from the Finance Committee and with support from the Executive Director, will be responsible for ensuring compliance with Generally Accepted Accounting Principles (GAAP), state and federal regulations, the LUA Financial Management Manual, and all charter school financial requirements. Power Public Schools will utilize a secure, cloud-based accounting system to ensure financial transparency, efficiency, and compliance with all required fiscal standards.

FISCAL FEASIBILITY AND CONTROLS

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

Candy Yu is the founder and president of Avolon Accounting & Charter CFO Services (AABS LLC).Over the past 22 years she has built extensive experience from bookkeeping through a multibillion corporation assistant controller. Ms. Yu, who holds a degree in accounting, was voted into the Top 3 of the Chamber of Commerce's 2014 Top Young Professionals. She has a proven track record of implementing successful financial and accounting solutions in charter schools throughout Georgia. Avolon is now the number one accounting firm among Georgia charters and has over 30 charters in Georgia in their portfolio. They have successfully turned around four high-risk charters to be back in compliance and successfully transitioned another four charters from national management companies to in-house operations. Over the past 9 years, Ms. Yu has been recognized for transforming charter schools through her comprehensive, personalized high-quality back office support & CFO model. She holds the GA Charter Schools Financial Management Certification and has taught charter school budget and petition budget courses on behalf of the Georgia Charter Schools Association, and at the Alabama, South Carolina, and GCSA charter conferences and independent charter school symposium.

Question 24: Describe how the school will fund planning and start-up operations prior to receiving state and local funding, including legal setup, facility identification, initial staffing, etc.

Power Public Schools has strategically secured and pursued diverse funding sources to support its planning and start-up operations before receiving state funding. This financial approach ensures stability for essential early-phase expenses, including legal setup, facility identification, and staffing.

Confirmed Funding Sources

Power Public Schools has secured $1.26 million in early-phase funding to establish a strong financial foundation:

- redefinED Atlanta ($1,162,500) – Multi-year unrestricted investment supporting operational capacity during the planning year and first three years of operation, including leadership coaching, facility planning through the Facility Resource Center, and startup expenses.
- PlayLab AI ($80,000) – Corporate partnership supporting the launch of the Power Learning AI Innovation Lab, summer AI camp programming, and professional development for teachers in AI-powered personalized learning.
- BES Fellowship ($15,000) – Unrestricted startup costs for Year 0 to support planning, leadership development, and early operational readiness.

Anticipated Funding Sources

Power Public Schools expects an additional $3.9 million to enhance its operational capacity and programming:

- Charter School Growth Fund ($1.5 million request) – Support for enrollment marketing, leadership capacity building, and curriculum development across four career pathways: AI & Entrepreneurship, Public Service, Business, and Education.
- Learner Studio ($1 million request) – Funding for instructional design innovation and AI-integrated learning model expansion. (Available Year 0 for 3 years)
- Google for Education ($700,000 request) – AI literacy tools, teacher training programs, and student certification pathways in emerging technologies. (Available upon approval for 5 years)
- CSP Grant ($750,000 request) – Year 0 and Year 1 support for staffing, professional development, technology, and academic resources.
- Additional National Funders – City Fund, Walton Family Foundation, Gates Foundation, Rainwater Foundation, and Goldman Sachs Philanthropy (collective target of $1,500,000) for facilities upgrades, curriculum innovation, and community engagement.

Power Public Schools is proactively pursuing these major funding opportunities to ensure comprehensive resources for launch and sustainability.

Fund Development Strategy

To ensure sustained financial health, Power Public Schools has developed a robust fundraising plan led by its Development Committee and Board of Directors, which collectively bring over 50 years of experience in finance, fundraising, education leadership, and community partnerships:

- Grant Writing – Actively applying for foundation, corporate, and government grants, with board members experienced in securing multimillion-dollar funding.
- Corporate & Philanthropic Partnerships – Leveraging board networks with redefinED Atlanta, Google, Microsoft, and national foundations to maximize funding and in-kind support.
- Community Engagement – Collaborating with the Cobb Chamber of Commerce, regional technology companies, and local businesses for sponsorships, donated resources, and recruitment event support.
- Financial Stewardship – The Finance Committee, chaired by Board Treasurer Kenya Rae Browning, ensures responsible fiscal oversight and compliance with all funding requirements.

Allocation of Funds

Power Public Schools' confirmed and anticipated funding will be strategically distributed to key start-up areas:

- Legal Setup – Tax-exemption filings, policy development, and charter compliance.
- Facility Identification & Preparation – Lease negotiations, architectural consultations, and early renovations.
- Staffing – Recruiting and onboarding teachers, instructional leaders, and administrative personnel.
- Curriculum Development – Investment in AI-integrated learning materials and career pathway programming.
- Marketing & Community Engagement – Branding, family outreach, and student recruitment efforts.

Risk Mitigation Strategies

To manage potential funding shortfalls or delays, Power Public Schools has implemented contingency plans:

- Phased Budgeting – Prioritizing essential expenses while deferring non-critical costs.
- Lean Leadership Model – During Year 0 and Year 1, the Executive Director will assume multiple responsibilities to minimize administrative overhead.
- Diversified Funding – Reducing reliance on any single source to ensure financial stability.
- Cash Flow Management – Maintaining responsible reserves and exploring low-interest nonprofit financing if needed, with clear repayment timelines.

Power Public Schools' comprehensive funding strategy reflects a commitment to responsible financial planning and sustainable growth. By leveraging confirmed, anticipated, and potential funding sources—supported by an experienced Board and Development Committee—Power Public Schools will confidently navigate its planning and start-up phases while laying the groundwork for long-term success.

Question 25: Describe the school's plans for securing other sources of funding, including funding from individuals, corporations, foundations, or any other source.

Power Public Schools has developed a proactive, diversified funding strategy to ensure financial sustainability and support its AI-powered, career-connected education model. By securing funding from corporations, foundations, individual donors, and community partnerships, Power will supplement state and local funding while maintaining long-term fiscal stability.

Power has already established active funding relationships and is in the funding process with several leading education and innovation partners. Confirmed partnerships include redefinED Atlanta ($1.16M) to strengthen operational capacity, leadership coaching, and facility planning; PlayLab AI ($160K) to launch the Power Learning AI Innovation Lab and provide AI teacher training; and BES ($15K) to support leadership development and planning-year operations.

In addition to these secured commitments, Power is currently advancing proposals and participating in active review processes with the Charter School Growth Fund, Learner Studio, Google for

Education, Microsoft Philanthropies, Walton Family Foundation, and Bill & Melinda Gates Foundation. These organizations have engaged directly with Power's leadership team through introductions, meetings, and ongoing correspondence—reflecting genuine interest and alignment around Power's mission to expand equitable access to AI and future-ready education.

Strategic partnerships with technology, business, and community-based organizations will provide financial sponsorships, workforce development initiatives, and in-kind contributions, including student technology, software licenses, and AI curriculum resources. The Georgia PEACH Education Tax Credit will further incentivize corporate and individual donations.

Power will cultivate a robust donor and partnership network through annual giving campaigns, major donor outreach, and grant initiatives, supported by a Development Committee and Board with more than 50 years of combined experience in fundraising, finance, and education leadership. Community engagement will also play a central role through AI innovation showcases, student pitch competitions, and local sponsorship events connecting families, businesses, and civic partners to Power's mission.

To sustain long-term growth, Power Public Schools will invest in development staffing, formalize donor stewardship systems, and pursue continuous funding opportunities aligned with its mission and regional workforce priorities.With a strong funding pipeline, confirmed commitments, and active proposals under review, Power Public Schools is well positioned to secure the resources necessary to launch and sustain its innovative educational model—ensuring students are prepared for high-demand careers in AI, business, education, and public service.

Question 26: Describe the steps the school will take to ensure the appropriate segregation of duties to establish proper internal controls, including compliance with O.C.G.A. § 20-2-2074 which states that the CFO cannot also serve as CEO or in any other position at the school.

Power Public Schools is committed to maintaining strong financial oversight and internal controls to ensure transparency, safeguard assets, and comply with O.C.G.A. § 20-2-2074, which prohibits the Chief Financial Officer (CFO) from serving as the Executive Director (ED) or in any other position at the

school. The school's financial structure balances external professional support with internal accountability, establishing clear segregation of duties from inception and evolving toward a sustainable long-term model.

During the start-up years, financial operations will be managed in partnership with Candy Yu of Avolon Accounting, who will serve as the external CFO. The Executive Director (ED) and Board Treasurer will oversee compliance, financial reporting, and all fiscal decision-making. The Director of Operations (DOO) will handle day-to-day financial functions, including processing invoices, managing accounts receivable, maintaining purchasing and inventory records, receiving shipments, and assisting with audit preparation. The DOO's work will be reviewed by the ED, while the external CFO will input payments, reconcile accounts, and issue checks to vendors, ensuring separation between those who authorize, record, and process transactions.

The Board Treasurer, who chairs the Finance and Facilities Committee, will review all financial reports, monitor budget adherence, and ensure policies and procedures are followed. This committee will meet monthly to review statements, verify reconciliations, and track fiscal performance.

Power Public Schools will implement clear approval thresholds:

- Routine expenses up to $5,000 require Executive Director approval.
- Expenditures between $5,000 and $20,000 require ED and Board Treasurer approval.
- Expenditures exceeding $20,000 require ED, Board Chair, and Board Treasurer authorization.

  All major financial actions, including budget adoption and financial policy revisions, will require full Board approval.

To maintain compliance with Georgia Department of Education internal control guidelines, authorization, custody, and recordkeeping functions will remain distinct. Bank reconciliations will be completed by the

external CFO and independently reviewed by the Board Treasurer. Purchasing approval will be separated from receiving and inventory management.

Monthly reconciliations, document reviews, and a formal Fraud Prevention and Whistleblower Policy will mitigate risk. Annual independent audits will be conducted by a certified public accounting firm, with results presented to the full Board for review and corrective action.

By Year 4, Power will hire a full-time internal CFO to oversee financial operations, manage compliance, and strengthen sustainability. Both the ED and Board Treasurer will complete the Georgia Charter Schools Association Financial Management Certification Program by the end of Year 0, ensuring strong fiscal leadership and adherence to best practices throughout the charter term.

Power Public Schools is committed to implementing strong financial oversight and internal controls to ensure transparency, safeguard assets, and maintain compliance with O.C.G.A. § 20-2-2074, which prohibits the Chief Financial Officer (CFO) from serving as Executive Director (ED) or in any other position at the school. The school's financial structure balances external professional support with internal accountability, ensuring clear segregation of duties from the start while transitioning toward a sustainable long-term model.

The school will implement strict access controls and segregation of duties in alignment with the Georgia Department of Education's internal control recommendations:

- Authorization, custody, and recordkeeping functions will remain separate.
- Bank reconciliations will be completed by the external CFO and independently reviewed by the Board Treasurer.
- The individual preparing checks will not be the same person recording transactions or reconciling accounts.
- Blank checks will be securely stored under the control of someone other than the preparer or bookkeeper.

- All signed checks will be mailed promptly by staff independent of those managing cash records.
- Purchasing approval will be separated from receiving and inventory management.

To further mitigate risk, Power will implement monthly reconciliations, systematic document reviews, and a fraud prevention policy with defined reporting procedures. The school will undergo annual independent audits conducted by a certified public accounting firm, with findings presented to the full Board for review and corrective action as needed. A whistleblower policy will be in place to encourage transparency and protect staff who report irregularities.

To ensure strong financial leadership and compliance capacity, both the Executive Director and Board Treasurer will complete the Georgia Charter Schools Association Financial Management Certification Program by the end of Year 0. This commitment to best practices, combined with structured oversight, secure systems, and a clear transition plan for in-house financial leadership, will ensure Power Public Schools maintains fiscal integrity, transparency, and operational excellence throughout its charter term.

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.*	Working Capital Ratio	1.1	1.2	1.3	1.4	1.5
Measure 2: *The school will maintain at least 45 days' worth of cash on hand.*	Cash on hand	45 days	50 days	60 days	75 days	80 days
Measure 3: *The school's enrollment variance will not be greater than 8%.*	Enrollment Variance	≤8% variance	≤6% variance	≤5% variance	≤4% variance	≤3% variance
Financial Goal #2: *The school will cover long term obligations and control cost.*						
Measure 1: *The school's debt-to-asset ratio will be less than 25%.*	*debt-to-asset ratio*	20%	18%	16%	15%	15%

Measure 2: *The school will maintain a balanced budget with net positive income annually.*	*net positive income*	1% net income	2% net income	3% net income	3% net income	4% net income
Financial Goal #3: *The school will develop diverse revenue streams and strategic reserves.*						
Measure 1: *The school will establish and grow a financial reserve fund.*	*financial reserve fund*	2% of annual revenue	3% of annual revenue	4% of annual revenue	5% of annual revenue	6% of annual revenue
Measure 2: *The school will secure supplemental funding through grants and partnerships.*	*supplemental funding*	$50,000 in supplemental funding	$100,000 in supplemental funding	$150,000 in supplemental funding	$200,000 in supplemental funding	$250,000 in supplemental funding
Measure 3: *The school will achieve clean annual audits with no material findings.*	*annual audit*	Clean audit	Clean audit	Clean audit	Clean audit	Clean audit

FINANCIAL SUSTAINABILITY

Question 27: Although standard financial goals will be included in your charter contract (see charter contract Appendix A), please list and provide a detailed description of SMART financial goals reflecting where the school envisions itself financially at the end of the initial charter term. Goals should emphasize fiscal health and sustainability. Each year of growth should be measured against the baseline data obtained during the first year of the charter term.

Power Public Schools at the end of its initial charter term will be a financially stable and sustainable institution that maintains strong fiscal health while strategically investing in growth, innovation, and long-term capacity. Power's financial goals emphasize liquidity, cost control, reserve building, and revenue diversification to ensure stability through each phase of expansion.

To ensure short-term liquidity, Power will maintain a working capital ratio above 1 throughout the charter term and will build from a baseline of 45 days of cash on hand in Year 1 to 80 days by Year 5.

Enrollment variance will remain within 3% by Year 5, reflecting accurate financial forecasting and stable revenue.

For long-term financial strength, the school will maintain a debt-to-asset ratio below 25%, reducing it from 20% in Year 1 to 15% by Year 5, and will sustain a balanced budget with positive net income every year. Power Public Schools will also develop diverse revenue streams and strategic reserves to fund innovation and protect against volatility. The school will build a financial reserve fund growing from 2% to 6% of annual revenue by Year 5 and will secure increasing levels of supplemental funding through grants and partnerships, reaching $250,000 annually. Each year, Power will achieve clean independent audits with no material findings, demonstrating transparency and fiscal integrity.

Question 28: Describe any financial innovations that will be implemented during the proposed charter term, noting, in particular, those that require flexibility from law and Rule.Why are these innovations appropriate for this unique school?Explain how these innovations will increase financial effectiveness.

Power Public Schools will implement targeted financial innovations that require flexibility from select state laws and rules to maximize efficiency and align resources with student outcomes. These include salary schedule flexibility (O.C.G.A. § 20-2-212), class-size waivers (SBOE Rule 160-5-1-.08), teacher certification flexibility (O.C.G.A. § 20-2-200), and seat-time-based funding flexibility to allow community-based and dual-enrollment learning. These waivers enable Power to hire adjunct instructors, industry professionals, and dual-enrollment professors while maintaining cost efficiency and expanding access to high-demand programs in AI, business, education, and public service.

Beginning in Years 1–2, Power will implement a performance-based budgeting system within Avolon Accounting's charter-school financial software, integrating with the school's AI-enabled data dashboard. Each budget line will be tagged to student performance indicators—attendance, certification attainment, and academic growth—allowing leadership and the Finance Committee to monitor real-time

return on investment. Quarterly budget reviews will reallocate funds toward programs showing measurable impact.

A tiered staffing model and dynamic procurement workflow will be embedded in this system. Requisitions, approvals, and vendor payments will be managed through a digital workflow with built-in authorization thresholds, ensuring segregation of duties while enabling rapid purchasing aligned with student needs.

Power's flexible leasing strategy (Years 1–3) will align facility costs with enrollment growth. Lease agreements will include scalable square-footage options and shared-use community spaces, allowing the school to expand as enrollment increases without committing to long-term debt.

Question 29: List the local schools that will feed into the charter school. Please also list the schools into which the charter school's students will feed.

Power Public Schools (PPS) is designed to provide a direct continuation of academic growth and support for students completing elementary school at nearby traditional public schools in South Cobb. PPS will primarily serve students matriculating from:

- Riverside Primary and Intermediate Schools (now known as City View)
- Bryant Elementary School
- Mableton Elementary School
- Clarkdale Elementary School

These schools are located within or adjacent to the designated attendance zone, and serve large populations of Black, Latino, and economically disadvantaged students—many of whom are seeking stronger middle and high school options. Families from these elementary schools have been actively involved in PPS engagement events, and have expressed strong interest in enrolling their children in a school with early college access, AI-powered support, and career exposure.

As a 6th–12th grade school model, Power Public Schools will not feed into a traditional public high school. Instead, students will complete their secondary education at PPS and graduate directly with multiple postsecondary pathways available. These include:

- Associate degree programs through partnerships with Georgia State University, Atlanta Metropolitan College, and Chattahoochee Technical College
- Four-year colleges and universities across Georgia and the U.S.
- Technical training programs and apprenticeships
- Direct-to-career opportunities aligned with one of our three Power Pathways: Education, Business & Entrepreneurship, and Law/Public Service

This feeder design strengthens continuity of instruction, provides long-term student support, and ensures that academic acceleration and career preparation begin early and continue through graduation.

Question 30: What are the demographics for the school's proposed attendance zone?

The South Cobb region, which includes the cities of Mableton, Austell, and portions of South Marietta, represents one of the most racially and socioeconomically diverse regions in Georgia.According to data from the Georgia Department of Education (2024) and the U.S. Census Bureau's American Community Survey (ACS) 2023 5-Year Estimates:

- Approximately 53% of students in the region identify as Black or African American
- 24% identify as Hispanic or Latino
- 15% identify as White
- 8% identify as Multiracial, Asian, or Other

This area also faces a significant socioeconomic challenge. Over 70% of students attending local public schools within the proposed attendance zone qualify for free or reduced-price lunch, categorizing them as economically disadvantaged. Many schools in this region hold Title I status and are located in neighborhoods where household income levels fall below both the Cobb County and state medians.

These demographics highlight deep-rooted equity gaps in both academic access and outcomes. Schools within this area consistently underperform compared to county and state averages, particularly in literacy, math proficiency, and college readiness indicators. Chronic absenteeism and low school climate survey scores (some as low as 23% compared to a county average of 72%) further indicate systemic disengagement and lack of culturally relevant, responsive support systems.

Power Public Schools is designed to address the specific needs of this population through a culturally affirming, academically rigorous, and community-driven school model. Our emphasis on AI-driven support, career-connected learning, and early college access directly responds to the intersectional barriers - racial, economic, and educational - that students in this region face.

Question 31: Please check any of the following enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1) that will apply to the school. Indicate in the rightmost column the rank order in which they will be applied. If the school will not utilize a particular enrollment priority, please insert "N/A" in the first and the last columns for that priority.

Check any applicable enrollment priorities	O.C.G.A. § 20-2-2066(a)(1) Enrollment Priorities	Ranking
✔	A sibling of a student enrolled in the charter school.	1
	A sibling of a student enrolled in another local school designated in the charter contract (school name:).	
✔	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
✔	Students matriculating from a local school designated in the charter contract (school name: Riverside Primary and Intermediate Schools (now known as City View),Bryant Elementary School, Mableton Elementary School Clarkdale Elementary School).	3
	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.	

Question 32: Explain the rules and procedures that will govern student application and registration in the school.

Check any applicable categories	O.C.G.A. § 20-2-2066(a)(1) Weighted Lottery Categories	Weight Given
✔	Economically disadvantaged students	1.1x
✔	Students with disabilities	1.1x
✔	Migrant students	1.1x
✔	Limited English proficient students	1.1x
✔	Neglected or delinquent students	1.1x
✔	Homeless students	1.1x

At Power Public Schools, our application and registration process reflects our commitment to

equity and accessibility. We've designed every step to remove barriers that historically prevent South Cobb families from accessing excellent education, ensuring that language, technology, or unfamiliarity with school systems never stand between a child and their potential.

Power Public Schools conducts open enrollment from January 15 to March 15 each year. Applications are available online and at community hubs such as libraries, faith centers, and local businesses in English and Spanish, with additional languages available upon request. Families may attend in-person assistance sessions led by bilingual staff across South Cobb.

The application collects only basic information including the student's name, grade, contact details, and sibling status. We do not require essays, test scores, interviews, or fees because every child deserves an equal opportunity to attend. The public lottery is held on April 1, with results shared by April 5 and families confirming enrollment by April 20. The event is livestreamed for accessibility and overseen by an independent third party using computerized random selection verified by multiple staff members for transparency.

Enrollment priorities include siblings of enrolled students and children of full-time staff or governing board members, as permitted by Georgia law. A weighted lottery increases access for educationally disadvantaged students using a 1.1 weight for each category: economically disadvantaged students, students with disabilities, English Learners, and students experiencing homelessness. Families self-identify eligibility, which is verified confidentially after selection. When a student qualifies for multiple categories, the highest applicable weight is used.

Accepted families have 15 days to complete registration, with evening and weekend sessions available. Required documents include proof of residency, a birth certificate, immunization forms, and health records. Staff provide hands-on support and flexibility for families who need assistance or more time.

Waitlisted students are ordered according to lottery results with weighted factors applied. Families are notified promptly when seats open and have 72 hours to respond. Each year, the school reviews application and enrollment data to identify barriers, improve outreach, and strengthen accessibility. Power Public Schools ensures every family has a fair chance to join a community built on academic excellence, opportunity, and belonging.

33. Describe the steps the school will take to recruit students who are representative of the demographics in the attendance zone for the charter school.

Power Public Schools is committed to creating a diverse learning community that reflects the rich demographic makeup of South Cobb County. Our student recruitment strategy will ensure representation across racial, socioeconomic, linguistic, and ability backgrounds through the following comprehensive approach.

Data-Driven Recruitment Planning

We will analyze demographic data from South Cobb County to the housing and apartment complex communities to prioritize in our recruitment efforts. This analysis will include but not be limited to examining racial demographics, household income levels, English language learner populations, homeless, migrant, and special education needs to ensure our outreach efforts are proportionally directed to all community segments.

Multilingual and Culturally Responsive Outreach

All recruitment materials will be available in multiple languages, including English and Spanish, with additional translations based on community needs. Our recruitment team will include bilingual staff members and community representatives who understand the cultural nuances of South Cobb's diverse communities. Marketing materials will feature diverse student and family images reflecting the community we aim to serve.

Strategic Community Partnerships

We will establish partnerships with community organizations serving diverse populations, including:

- Local churches and faith-based organizations
- Community centers and recreation facilities
- Public housing communities
- Social service agencies
- Cultural organizations representing various ethnic communities
- After-school programs

Targeted Information Sessions

We have already and will continue to host information sessions throughout South Cobb County, strategically scheduling these events at various times (evenings, weekends) and locations (community centers, libraries, apartment complexes, churches) to maximize accessibility for working families and those with transportation limitations.

Digital Equity in Recruitment

While maintaining a strong digital presence through our website and social media, we recognize the digital divide affecting many families. Therefore, we will balance digital recruitment with traditional methods including:

- Direct mail campaigns to targeted neighborhoods
- Door-to-door canvassing in underrepresented communities
- Flyers and informational materials at community gathering places
- Local radio and print media outlets serving diverse communities

Transportation and Accessibility Messaging

Our recruitment materials will emphasize our transportation services and the accessibility of our school location to ensure transportation barriers don’t discourage families from applying.

Application Support Services

We will provide direct assistance to families throughout the application process, including:

- In-person application completion support at community locations

- Phone hotline for application questions
- Extended evening and weekend hours during application periods
- Translation services for non-English speaking families
- Technical support for online applications

Monitoring and Adjustment

We will continuously monitor our applicant pool demographics against community demographics, making real-time adjustments to our recruitment strategies if we identify underrepresentation of specific groups. Monthly recruitment reports will track our progress toward achieving a representative student body.Through these comprehensive strategies, Power Public Schools will ensure our student recruitment efforts result in a school community that truly reflects the diversity of South Cobb County, creating an inclusive learning environment that benefits all students.

34. How will the school maintain/increase its student enrollment during the charter term?

Our enrollment strategy is simple: deliver an exceptional educational experience that families can't find anywhere else, then tell that story authentically throughout our community. When students thrive academically through our AI-integrated curriculum, when families feel genuinely welcomed and supported, and when our graduates are prepared for success, enrollment takes care of itself.

We maintain enrollment through academic excellence that delivers real results, a positive school culture where every student feels valued and connected, and comprehensive family engagement including monthly community events, parent education workshops, and transparent communication in multiple languages. Our early intervention systems address challenges before they become reasons to leave, supported by individual student success plans and family check-ins at key transition points like mid-semester and year-end. Peer mentoring programs connect struggling students with successful upperclassmen, while our strong community partnerships work to support the whole family.

For growth, we leverage our greatest asset: satisfied families who become authentic ambassadors. We will host quarterly open houses, participate in community events throughout South Cobb, and

maintain an active social media presence showcasing real student achievements, innovative classroom experiences, and family testimonials across Facebook, Instagram, and TikTok platforms. Our targeted social media campaigns will reach prospective families where they spend time online, featuring diverse student voices and authentic success stories. Regular community forums and parent advisory committees will ensure we're responsive to community input, demonstrating that families' voices directly shape our school's evolution. Our partnerships with local businesses and service learning projects increase community visibility while demonstrating our commitment to South Cobb's success.

Our operations team will track everything - application rates, acceptance patterns, attrition data, social media engagement metrics, and exit survey feedback, using this information to continuously improve our approach. Monthly enrollment dashboards help leadership make real-time adjustments, while annual comprehensive analyses drive strategic planning.

When challenges arise, whether academic concerns, staff transitions, or community issues, we maintain enrollment through transparent communication and proactive problem-solving, turning potential crises into opportunities to demonstrate our commitment to continuous improvement.

But the foundation of our enrollment strategy is this: when you create a school that truly empowers all students to excellence, when families feel heard and valued, and when the community sees tangible impact through both in-person connections and authentic social media storytelling, enrollment growth becomes a natural result of doing our core work exceptionally well. That's not a marketing strategy, it's a commitment to being the school South Cobb families choose because it's the best choice for their children's futures.

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

At Power Public Schools, we don’t just manage behavior—we build character. Our PBIS framework creates a community where positive choices feel natural and success becomes a habit for every student.

Our core expectations aren't just words on walls—they're lived values that define our community:

- Perseverance: Pushing through challenges with determination
- Ownership: Taking responsibility for actions and learning
- Winning mentality: Believing in your ability to succeed
- Excellence: Striving for your personal best in everything
- Reflection: Thinking about the learning opportunities in each moment

Students see these values modeled by teachers daily and practice them in every interaction. When a student helps a struggling classmate or admits a mistake and works to fix it, that's POWER in action.

Our three-tiered system provides the right level of support for every student. Tier 1 serves all students through clear expectations, our "Power Points" digital recognition system, and weekly celebrations of students exemplifying our values. Tier 2 provides targeted support for students needing additional help through daily check-in/check-out systems, social skills groups, and our Success Block intervention time.

Tier 3 offers intensive, individualized support through functional behavioral assessments, comprehensive intervention plans, and wraparound services coordinating school, family, and community resources.

Our PBIS team, which includes our counselors, grade team lead teachers, and leadership team, reviews data monthly not to identify problems, but to understand how we can better support students. This team will consist of administration, a teacher for each grade level, and the guidance counselor. We track behavior patterns, conduct regular social-emotional screenings, and monitor intervention progress to adjust our approaches based on what works. When positive behaviors increase and office referrals decrease, we know we're succeeding.

When conflicts arise, we focus on restoration rather than punishment. Daily classroom circles build community and prevent problems. Restorative conferences help students understand impact and repair relationships when harm occurs. We teach conflict resolution skills so students become

problem-solvers, creating a culture where mistakes become learning opportunities and relationships grow stronger through adversity.

Families serve on our PBIS team and participate in workshops that help them understand and apply our principles at home. Our communication systems create ongoing dialogue about student progress, while community partnerships provide wraparound support for families. When everyone works together, students thrive.

We're building this system deliberately over three years. Year 1 establishes strong Tier 1 foundations while introducing targeted supports. Year 2 refines universal approaches while developing comprehensive intensive interventions. Year 3 and beyond feature a mature system serving every student effectively with continuous improvement based on outcomes.

All staff will receive comprehensive training and ongoing professional development, while our PBIS coordinator ensures consistent implementation. Monthly team meetings analyze data, celebrate successes, and adjust approaches based on student needs.

This isn't about compliance, it's about developing young people who understand how their choices impact their community. Power Public Schools graduates don't just know academic content; they know how to persevere through challenges, take ownership of their actions, maintain a winning mentality, pursue excellence, and treat others with respect. They become contributors who lift others up while achieving their own dreams. That's the POWER way.

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

Power Public Schools has established a comprehensive, fair, and equitable discipline framework that aligns with our Positive Behavioral Interventions and Supports (PBIS) system. Our approach promotes accountability, restoration, and learning rather than punishment. The goal is to teach appropriate behaviors, maintain student dignity, and sustain a safe, inclusive, and productive learning environment. Our discipline system is guided by the belief that discipline should be instructive, not punitive or

shaming. Interventions are progressive and proportional to the behavior, consequences are designed to preserve educational opportunity, and restorative practices are used to repair harm and rebuild relationships. All students are guaranteed full due process protections.

Power follows a four-level discipline structure aligned with PBIS:

- Level 1 (Minor Infractions): Managed by teachers through verbal redirection, reflection forms, and parent contact.
- Level 2 (Moderate Infractions): Addressed with support from the student support team through behavior contracts, parent conferences, and restorative conversations.
- Level 3 (Major Infractions): Managed by administration and may include in-school suspension, counseling, or a behavior intervention plan.
- Level 4 (Severe Infractions): Managed by administration, potentially involving the board or law enforcement for incidents such as weapons, serious threats, or controlled substances.

Students receive written notice of charges, an opportunity to respond, and timely notification to parents. Appeals are available for both short- and long-term suspensions. Long-term suspensions and expulsions include formal hearings before an impartial officer, with rights to representation, evidence presentation, and appeals to the governing board.

Students with disabilities receive all IDEA and Section 504 protections, including manifestation determination reviews and continued access to educational services. Additional supports include Solutionary Discipline Plans for recurring behaviors and an Alternative to Suspension Program offering structured academic and social-emotional support.Further details on disciplinary expectations, interventions, consequences, and PBIS implementation are provided in Exhibit 11 (Student Code of Conduct and Discipline Procedures) and Exhibit 12 (PBIS Implementation Plan)

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

Power Public Schools has established a comprehensive Grievance and Complaint Resolution Policy to ensure that all stakeholders—students, families, staff, and community members—can raise concerns in a transparent, fair, and respectful manner. The policy emphasizes early, informal resolution

whenever possible, while maintaining clear, formal procedures for issues requiring further review. This approach reflects our commitment to equity, accountability, and community partnership.Concerns are addressed promptly and at the lowest appropriate level. Stakeholders are encouraged to begin with direct communication, supported by mediation when needed. If concerns remain unresolved, a structured, four-level formal process ensures due process and documentation—from administrative review to Executive Director and Board oversight. Each stage includes defined timelines for acknowledgment, investigation, and written response to guarantee consistency and fairness.

Specialized procedures are in place for specific types of complaints, including student grievances, employment matters, special education issues, discrimination or harassment claims, and whistleblower reports. These processes align fully with all relevant federal and state laws, such as Title VI, Title IX, Section 504, IDEA, ADA, PPRA, and Georgia statutes including O.C.G.A. § 20-1-11 (Protect Students First Act) and O.C.G.A. § 45-1-4 (Whistleblower Protection Act).The Board of Directors maintains active oversight through a Grievance Committee composed of three members who review appeals, conduct hearings when necessary, and make recommendations to the full board. The board's final decision is issued in writing, ensuring resolution within 45 business days.To promote accessibility and trust, grievance policies and forms are provided in multiple languages, included in student and employee handbooks, and made available both online and in print. Anonymous reporting options and a designated staff liaison ensure every individual can voice concerns safely and without fear of retaliation. Through this comprehensive policy (Exhibit 13), Power Public Schools ensures that all grievances are handled with integrity, respect, and a steadfast commitment to continuous improvement and transparency.

38. What is the school's plan to recruit, hire, train, and retain highly-qualified teachers?

Power Public Schools recognizes that teacher quality is the most critical factor in student success. Our talent strategy ensures a consistent pipeline of highly-qualified, mission-aligned educators and industry experts through targeted recruitment, comprehensive training, and strong retention support.

We implement a year-round, data-driven recruitment plan focused on excellence and diversity. We are working toward formal MOUs with Kennesaw State University, Georgia State University, and local HBCUs including Spelman College and Morehouse College to establish Power Public Schools as a clinical practicum and student teaching site. These partnerships will create a direct pipeline for pre-service teachers to gain experience in innovative, AI-integrated classrooms while completing their degree programs.

Our Grow Your Own initiative supports paraprofessionals and community members completing teacher certification through degree programs, tuition assistance, and mentorship. Experienced educators are recruited through national job boards, regional career fairs, and a targeted social media campaign highlighting our innovation and competitive compensation. Our Teacher Referral Program incentivizes current staff to identify exceptional candidates aligned with our mission and values.

To deliver our unique AI and career-integrated model, we also recruit AI specialists, industry professionals, and virtual instructors as part-time instructors or mentors. These professionals are sourced through developing partnerships with Playlab AI and Google for Education, as well as professional networks and contract-based hiring. Each specialist completes orientation, background checks, and structured onboarding to ensure quality instruction and compliance with state standards.

All new teachers and specialists participate in a two-week Summer Institute focused on instructional excellence, AI integration, and culturally responsive pedagogy. Our Principal and Executive Director lead weekly professional learning sessions every Wednesday through early release, providing time for collaborative planning, data analysis, and continuous improvement. Teachers receive ongoing instructional coaching, access to AI integration training through Playlab AI, and professional learning on standards-based grading, project-based learning, and differentiation for special populations.

We retain top educators by investing in both professional and personal well-being. Our compensation package includes salaries competitive with the districts, performance bonuses tied to student growth, comprehensive benefits, and tuition reimbursement for advanced degrees and teacher

certification. Teachers receive reduced teaching loads during their first year, structured mentorship, and clear pathways to leadership through micro-credentials and internal promotions.We foster a supportive culture with a Teacher Advisory Council, shared decision-making, and flexible scheduling to promote work-life balance. Modern facilities, technology-rich classrooms, and collaborative workspaces support innovation.

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

Power Public Schools has developed comprehensive employment procedures and policies that ensure compliance with all applicable laws while fostering a professional, equitable, and mission-aligned work environment. These policies govern all aspects of employment—from recruitment through separation—and are designed to attract, develop, and retain exceptional educators and staff.

Power Public Schools is committed to equal employment opportunity for all qualified individuals regardless of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, genetic information, veteran status, or any other protected characteristic. This commitment applies to recruitment, hiring, compensation, benefits, professional growth, and termination. We actively promote workforce diversity and maintain an inclusive environment where all employees can thrive.

Our staffing model includes both traditional educators and innovative specialists who bring real-world expertise into classrooms.

- Full-Time Employees work 40 hours per week with full benefits.
- Part-Time Employees work fewer than 40 hours per week and may receive prorated benefits.
- 10-Month Instructional Staff follow the academic calendar.
- 12-Month Administrative Staff work year-round.
- AI Specialists, Industry Professionals, and Virtual Instructors are classified as part-time or contract-based employees, depending on role and funding availability. They receive defined compensation through stipends or hourly pay but are not benefits-eligible unless classified as

part-time employees meeting threshold requirements.

- Exempt employees are salaried and not eligible for overtime; non-exempt employees are hourly and eligible for overtime pay.

Hiring Procedures
Our standardized hiring process includes:

1. Position requisition approval by the Executive Director and Board Treasurer.
2. Job postings distributed through multiple platforms for at least 14 days.
3. Initial screening by the HR Coordinator.
4. First-round interviews and performance demonstrations.
5. Final interviews with leadership.
6. Reference and background checks before offer.
7. Board notification of new hires.

Hiring decisions prioritize mission alignment, instructional quality, and staff diversity.

Power Public Schools offers competitive salaries that align with market averages and sustainable funding models. Salary structures are based on experience, education, and role-specific responsibilities, with modest annual increases tied to performance and available funding. We recognize that higher salaries also increase employer retirement contributions; therefore, our compensation model is designed to remain fiscally responsible while rewarding excellence.Comprehensive benefits include health, dental, and vision insurance; retirement with employer match; paid time off and sick leave; professional development stipends; and tuition reimbursement.

All employees participate in an annual evaluation process. Teachers receive multiple formal observations, mid-year progress reviews, and year-end evaluations tied to student growth and professional goals. Administrative staff are evaluated through quarterly check-ins and performance metrics aligned to school priorities. Evaluation results inform coaching, compensation, and retention decisions.

Our Code of Ethics, aligned with Georgia Professional Standards Commission requirements,

establishes clear professional expectations. We maintain strong boundaries, mandatory reporting, and progressive discipline policies ensuring fairness and due process.

Voluntary resignations require 30 days' notice for instructional staff and 14 days for others. Terminations include documentation, board notification, and appeal rights. Reduction-in-force decisions follow transparent criteria with recall rights when feasible.

Our policies address attendance, confidentiality, technology use, professional appearance, outside employment, grievance procedures, whistleblower protections, ADA accommodations, FMLA compliance, and sexual harassment prevention.

The complete Employment Policies and Procedures Manual (Exhibit 14) provides detailed guidance for all staff. Through these policies, Power Public Schools maintains a legally compliant, inclusive, and empowering workplace that supports innovation and long-term sustainability.

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

Power Public Schools has developed a comprehensive insurance program in consultation with education insurance specialists to protect the school's assets, operations, and community. The coverage includes $2 million per occurrence general liability insurance with abuse and molestation protection, $2 million educators legal liability covering directors and officers and employment practices, replacement cost property insurance with business interruption coverage, statutory workers' compensation with $1 million employer's liability limits, $1 million automobile liability for all vehicles, $25,000 student accident insurance with catastrophic injury coverage up to $1 million, $1 million cyber liability protection for data breaches and technology risks, and a $5 million umbrella policy providing additional coverage above primary policies.

All insurance will be placed with carriers having minimum A.M. Best ratings of A- (Excellent) and licensed to operate in Georgia, with the program managed through annual coverage reviews, regular

property appraisals, risk management committee oversight, and prompt claims reporting protocols. The complete insurance documentation is provided as Exhibit 15, and all coverage will be in place before the first day of school operations and maintained throughout the charter term to ensure comprehensive protection for students, staff, and school operations.

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

Power Public Schools understands that getting to school shouldn't be a struggle for any family, which is why our governing board spent considerable time studying transportation needs in South Cobb County and listening to community concerns. After mapping where our students live, analyzing public transit options, and hearing directly from families, we discovered that about 65% of our students would need help getting to school. This led us to create a flexible transportation system that works for different families in different ways. We're providing two school buses with GPS tracking that families can monitor in real-time, along with free Cobb Linc passes for older students who can safely use public transportation. For families who prefer carpooling, we've set up a secure platform (Gokid) to help connect neighbors and created incentives to make it work smoothly. We're also ensuring that students with disabilities have the specialized, safe transportation they need according to their individual plans.

Beyond just getting students to and from school each day, we've thought about the bigger picture of school life. We will run late buses three days a week so students can participate in after-school activities, clubs, and sports without worrying about how they'll get home. Our safety measures include thoroughly trained drivers, regular vehicle maintenance, and clear emergency procedures, while our communication systems keep families informed through a mobile app and text alerts in multiple languages. The governing board stays actively involved through a Transportation Committee that reviews how well everything is working and makes improvements based on feedback from families and ridership data. We've dedicated about 5% of our budget to transportation and actively seek grants and partnerships because we believe that where you live shouldn't determine whether you can access a great education.

CONTRACTS WITH CHARTER PARTNERS/EDUCATION SERVICE PROVIDERS

42. Identify all ESPs or charter partner(s) and explain how this arrangement will be in the best educational and financial interests of the charter school.

Power Public Schools will not utilize an education service provider.

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

Power Public Schools will not utilize an education service provider.

44. Briefly describe the range of services the ESP or charter partner will provide for the charter school.

Power Public Schools will not utilize an education service provider.

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

Power Public Schools will not utilize an education service provider.

46. Attach a copy of any and all signed ESP or partner contracts as Exhibit 16.

Power Public Schools will not utilize an education service provider.

FACILITIES

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

1..Describe the school facility that the charter school proposes to use. Include in your description:

- **The location of the facility;**
- **Whether the facility is new or existing; and**
- **Whether the facility requires any renovations for utilizing the space for educational purposes. If yes, describe the extent of the renovations and the source of funding to pay for the renovations.**

Power Public Schools has developed a robust two-site facilities strategy to ensure a successful and on-time opening that fully supports our AI-driven, career-connected learning model.

Our primary site is located at 4293 Austell Road, Austell, GA, a former school facility spanning approximately 85,000 square feet. The property includes 25 classrooms, a cafeteria, and a multi-purpose space, making it highly suitable for immediate educational use. A Letter of Intent (LOI) is already in place for this property. Power Public Schools plans to occupy 11,000 square feet in Year 1 and expand to 24,000 square feet by Year 2, aligning with our grade-level growth model and providing flexibility to lease additional classrooms, offices, or specialty labs as enrollment increases.

Potential lease inclusions will cover lawn care, HVAC maintenance, janitorial services, pest control, parking lot upkeep, and basic utilities, ensuring that the facility remains safe, functional, and cost-efficient. The agreement will also include options to access additional square footage in future years as the school grows, supporting the expansion of grade levels and career pathway programming.

Our secondary option is located at 4961 Brownsville Road, Powder Springs, GA, a 32,663-square-foot campus on 11.5 acres that previously housed a school. It features three buildings designated for instruction, administration, and athletics, as well as a full gymnasium and ample parking. This multi-building layout offers long-term potential for specialized career pathways in AI, business, public service, hospitality, and education.

Both properties are existing school facilities, minimizing renovation needs. Planned improvements will focus on cosmetic upgrades (painting, ceiling tiles, flooring), AI-enabled technology installations, and minor ADA and safety compliance updates. No major structural renovations are anticipated. Renovation and tenant improvement costs will be covered through start-up grants, philanthropic contributions, and operating reserves, with a 5% contingency fund set aside for unforeseen expenses. Facility costs will remain under 15% of total expenditures, consistent with best practices.

Facilities planning is overseen by Board Treasurer Kenya Rae Browning, an experienced project management and finance executive with over 15 years in commercial real estate and construction

budgeting, in collaboration with Executive Director China Cardriche, who brings extensive experience in facilities operations and compliance.

Power Public Schools will finalize facility selection by August 2026 and immediately coordinate with the Georgia Department of Education's Facilities Services Unit for approval. A Georgia-registered architect and licensed general contractor will manage all necessary work. After walkthroughs, environmental and safety inspections, and required approvals, the school anticipates receiving its site code by April 2027 and a Certificate of Occupancy by summer 2027, ensuring readiness for a smooth and timely opening.

2. Does the charter school have an MOU for the purchase or lease of the facility, pending charter and facility approval?

- ___X__ Yes, we have a MOU and it is provided as Exhibit 19.*
- _____ No, we do not have a MOU.

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

3. Does the charter school have a lease for an approved facility?

- _____ Yes, we have a lease and it is provided as Exhibit 19.
- ___X__ No, we do not have a lease, but plan to submit one to the OCSC by ___August 2026_____ (date).

4. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?

- _____ Yes, we have a CO and it is provided as Exhibit 20.
- ___X__ No, we do not have a CO, but plan to submit one to the OCSC by ____May 2027____ (date).*

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

5. Does the charter school provide evidence that they understand they must submit an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility?

- ___X__ Yes
- _____ No

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

EXHIBIT 1: CERTIFICATE OF INCOPORATION
POWER PUBLIC SCHOOLS

Control Number : 25154664

STATE OF GEORGIA

Secretary of State

Corporations Division
313 West Tower
2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF INCORPORATION

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

Power Public Schools Inc.
a **Domestic Nonprofit Corporation**

has been duly incorporated under the laws of the State of Georgia on **08/01/2025** by the filing of articles of incorporation in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated.

WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on **08/08/2025**.

Brad Raffensperger

Brad Raffensperger
Secretary of State

ARTICLES OF INCORPORATION

Electronically Filed
Secretary of State
Filing Date: 8/1/2025 1:00:55 PM

BUSINESS INFORMATION

CONTROL NUMBER	25154664
BUSINESS NAME	Power Public Schools Inc.
BUSINESS TYPE	Domestic Nonprofit Corporation
EFFECTIVE DATE	08/01/2025

The corporation is organized pursuant to the Georgia Nonprofit Corporation Code.

PRINCIPAL OFFICE ADDRESS

ADDRESS	850 Windy Hill Rd, Unit 1514, Smyrna, GA, 30081, USA

REGISTERED AGENT

NAME	ADDRESS	COUNTY
Power Public Schools LLC	3036 Smyrna Grove Drive, Smyrna, GA, 30082, USA	Cobb

INCORPORATOR(S)

NAME	TITLE	ADDRESS
China Cardriche	INCORPORATOR	3036 Smyrna Grove Drive, Smyrna, GA, 30082, USA

MEMBER INFORMATION

The corporation will have members.

OPTIONAL PROVISIONS

N/A

AUTHORIZER INFORMATION

AUTHORIZER SIGNATURE	China Cardriche
AUTHORIZER TITLE	Incorporator

EXHIBIT 2
POWER PUBLIC SCHOOLS

BYLAWS OF POWER PUBLIC SCHOOLS, INC.

ARTICLE I: NAME, PURPOSE, AND OFFICES

Section 1. Name

The name of the organization shall be Power Public Schools, Inc. (hereinafter referred to as the "Corporation").

Section 2. Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The specific purpose of the Corporation is to establish and operate a public charter school in South Cobb County, Georgia, serving students in grades 6-12 with an innovative, AI-integrated educational model that prepares students for college and career success.

Section 3. Principal Office

The principal office of the Corporation shall be located in Cobb County, Georgia. The Corporation may have such other offices as the Board of Directors may determine or as the affairs of the Corporation may require.

Section 4. Registered Office and Agent

The Corporation shall have and continuously maintain in the State of Georgia a registered office and a registered agent whose office is located in the registered office. The registered office may be, but need not be, identical with the principal office of the Corporation.

ARTICLE II: BOARD OF DIRECTORS

Section 1. General Powers

The affairs of the Corporation shall be managed by its Board of Directors (the "Board"). The Board shall have all powers and duties necessary for the administration of the affairs of the Corporation and may do all such acts and things as are permitted by law, the Articles of Incorporation, or by these Bylaws.

Section 2. Number and Qualifications

The Board shall consist of no fewer than five (5) Directors. Directors shall be at least eighteen (18) years of age, shall support the mission and purpose of the Corporation, and shall have expertise in one or more of the following areas: education, finance, law, governance, community engagement, fundraising, facilities management, or other areas beneficial to the Corporation.

Section 3. Term

Directors shall serve staggered terms of three (3) years, except during the initial formation of the Board. Initial Board members shall be assigned terms of one (1), two (2), or three (3) years to establish staggered terms. Directors may serve up to two (2) consecutive terms.

Section 4. Election

New Directors shall be elected by a majority vote of the existing Board members. Elections shall be held at the annual meeting of the Board.

Section 5. Resignation and Removal

Any Director may resign at any time by giving written notice to the Chair of the Board. Any Director may be removed with or without cause by a two-thirds (2/3) vote of the remaining Directors.

Section 6. Vacancies

Any vacancy occurring in the Board shall be filled by a majority vote of the remaining Directors. A Director elected to fill a vacancy shall serve for the unexpired term of their predecessor.

Section 7. Compensation

Directors shall not receive any salaries or compensation for their services as Directors. However, nothing herein shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving reasonable compensation for such service.

ARTICLE III: MEETINGS OF THE BOARD

Section 1. Regular Meetings

The Board shall hold regular monthly meetings at such time and place as determined by the Board. The Board shall hold no fewer than eight (8) meetings per fiscal year.

Section 2. Annual Meeting

An annual meeting of the Board shall be held in June of each year for the purpose of electing Directors and officers and for the transaction of such other business as may come before the meeting.

Section 3. Special Meetings

Special meetings of the Board may be called by the Chair of the Board or by any two Directors. The person(s) calling a special meeting shall inform the Secretary of the purpose of the meeting.

Section 4. Notice

Notice of regular and annual meetings shall be given to each Director at least seven (7) days prior to the meeting. Notice of special meetings shall be given at least twenty-four (24) hours prior to the meeting. All meetings shall comply with the Georgia Open Meetings Act.

Section 5. Quorum

A majority of the Directors in office shall constitute a quorum for the transaction of business at any meeting of the Board.

Section 6. Manner of Acting

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless a greater number is required by law, the Articles of Incorporation, or these Bylaws.

Section 7. Participation by Electronic Means

Directors may participate in and act at any meeting through the use of a conference telephone or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Such participation shall constitute attendance at the meeting.

Section 8. Action Without a Meeting

Any action required or permitted to be taken at a meeting of the Board may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the Directors. Such consent shall have the same effect as a unanimous vote of the Board.

ARTICLE IV: OFFICERS

Section 1. Officers

The officers of the Corporation shall be a Chair, Vice Chair, Secretary, Treasurer, and such other officers as may be elected by the Board. Officers must be members of the Board.

Section 2. Election and Term of Office

The officers of the Corporation shall be elected annually by the Board at the annual meeting. Each officer shall hold office for one (1) year or until their successor has been duly elected and qualified.

Section 3. Removal

Any officer may be removed by a two-thirds (2/3) vote of the Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies

A vacancy in any office may be filled by a majority vote of the Board for the unexpired portion of the term.

Section 5. Chair

The Chair shall preside at all meetings of the Board; sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed; and in general shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board from time to time.

Section 6. Vice Chair

In the absence of the Chair or in the event of the Chair's inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall

have all the powers of and be subject to all the restrictions upon the Chair.

Section 7. Secretary

The Secretary shall keep the minutes of the meetings of the Board; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records; and in general perform all duties incident to the office of Secretary and such other duties as may be assigned by the Chair or by the Board.

Section 8. Treasurer

The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever; deposit all such monies in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board; and in general perform all the duties incident to the office of Treasurer and such other duties as may be assigned by the Chair or by the Board.

ARTICLE V: COMMITTEES

Section 1. Standing Committees

The Board may establish standing committees including, but not limited to, a Governance Committee, Finance Committee, Development Committee, and Academic Excellence Committee. Each committee shall consist of at least two (2) Directors and may include non-Board members with expertise in the committee's area of responsibility.

Section 2. Ad Hoc Committees

The Board may create ad hoc committees as needed. The Chair of the Board shall appoint the members and chairs of all ad hoc committees.

Section 3. Committee Authority

No committee shall have the authority to: (a) amend, alter, or repeal these Bylaws;(b) elect, appoint, or remove any member of any committee or any Director or officer of the Corporation; (c) amend the Articles of Incorporation; (d) adopt a plan of merger or consolidation with another corporation; (e) authorize the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; (f) authorize the voluntary dissolution of the Corporation; (g) revoke proceedings for the voluntary dissolution of the Corporation; (h) adopt a plan for the distribution of the assets of the Corporation; or (i) amend, alter, or repeal any resolution of the Board.

ARTICLE VI: CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

Section 1. Contracts

The Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Checks and Drafts

All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer and countersigned by the Chair or Vice Chair of the Corporation.

Section 3. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section 4. Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

Section 5. Annual Budget

The Board shall adopt an annual budget prior to the beginning of each fiscal year.

ARTICLE VII: BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board. All books and records of the Corporation may be inspected by any Director, or their agent or attorney, for any proper purpose at any reasonable time.

ARTICLE VIII: FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE IX: CONFLICT OF INTEREST

Section 1. Purpose

The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation or might result in a possible excess benefit transaction.

Section 2. Definitions

a. Interested Person: Any Director, officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

b. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: i. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

ii. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or iii. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Section 3. Procedures

a. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board.

b. Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

c. Procedures for Addressing the Conflict of Interest: i. An interested person may make a presentation at the Board meeting, but after the presentation, they shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. ii. The Chair of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. iii. After exercising due diligence, the Board shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Section 4. Violations of the Conflict of Interest Policy

a. If the Board has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 5. Records of Proceedings

The minutes of the Board shall contain: a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives

to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 6. Annual Statements

Each Director, officer, and member of a committee with Board-delegated powers shall annually sign a statement which affirms such person: a. Has received a copy of the conflict of interest policy, b. Has read and understands the policy, c. Has agreed to comply with the policy, and d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE X: INDEMNIFICATION

The Corporation shall indemnify any Director or officer, or former Director or officer of the Corporation against expenses actually and necessarily incurred by them in connection with the defense of any action, suit, or proceeding in which they are made a party by reason of being or having been such Director or officer, except in relation to matters as to which they shall be adjudged in such action, suit, or proceeding to be liable for negligence or misconduct in the performance of a duty.

ARTICLE XI: COMPLIANCE WITH GEORGIA OPEN MEETINGS AND RECORDS ACTS

The Corporation shall comply with the Georgia Open Meetings Act, O.C.G.A. § 50-14-1 et seq., and the Georgia Open Records Act, O.C.G.A. § 50-18-70 et seq., as now or hereafter amended.

ARTICLE XII: AMENDMENTS TO BYLAWS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a two-thirds (2/3) majority of the Directors present at any regular meeting or at any special meeting, if at least seven (7) days' written notice is given of intention to alter, amend, or repeal or to adopt new Bylaws at such meeting.

ARTICLE XIII: DISSOLUTION

Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

EXHIBIT 3: CONFLICT OF INTEREST POLICY

POWER PUBLIC SCHOOLS

ARTICLE I: PURPOSE

The purpose of this Conflict of Interest Policy is to protect Power Public Schools' interests when it contemplates entering into a transaction or arrangement that might benefit the private interests of an officer, director, or employee of the School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations, as well as the specific requirements for charter schools under Georgia law (O.C.G.A. § 20-2-2084).

ARTICLE II: DEFINITIONS

1. **Interested Person**: Any director, principal officer, employee with financial decision-making authority, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest**: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: a. An ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement, b. A compensation arrangement with Power Public Schools or with any entity or individual with which Power Public Schools has a transaction or arrangement, or c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Power Public Schools is negotiating a transaction or arrangement.
3. **Compensation**: Direct and indirect remuneration including gifts or favors that are not insubstantial.
4. **Conflict of Interest**: A conflict of interest exists when the interests of an interested person have the potential to be at odds with the best interests of Power Public Schools. These conflicts may be actual, potential, or perceived.

ARTICLE III: PROCEDURES

1. **Duty to Disclose**: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of Interest Exists**: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest**: a. An interested person may make a presentation at the governing board or committee meeting, but after the

presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. c. After exercising due diligence, the governing board or committee shall determine whether Power Public Schools can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Power Public Schools' best interest, for its own benefit, and whether it is fair

Exhibit 4

POWER PUBLIC SCHOOLS

Conflict of Interest Forms

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) NBCUniversal _____ _____

b) VERSANT Media _____ _____

c) n/a _____ _____

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: Dena Aly _____

Date: 2025-11-05 _____

Print Name: Dena Aly _____

Position: Proposed Governance Committee Chair _____

Audit trail

Details

FILE NAME	Conflict of Interest Form - 11/4/25, 6:31 PM
STATUS	Signed
STATUS TIMESTAMP	2025/11/05 23:22:39 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • Dena Aly (denaaaly@gmail.com)	2025/11/04 23:37:16 UTC
SIGNED	**Signed** by Dena Aly (denaaaly@gmail.com)	2025/11/05 23:22:39 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/11/05 23:22:39 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: Rochelle Lindsey _____

Date: 2025-11-05 _____

Print Name: Rochelle Lindsey _____

Position: Proposed Board Member _____

Audit trail

Details

FILE NAME	Conflict of Interest Form - 11/4/25, 6:38 PM
STATUS	Signed
STATUS TIMESTAMP	2025/11/05 23:48:59 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • Rochelle Lindsey (rochellelindsey@gmail.com)	2025/11/04 23:38:52 UTC
SIGNED	**Signed** by Rochelle Lindsey (rochellelindsey@gmail.com)	2025/11/05 23:48:59 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/11/05 23:48:59 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) Frontline Response - 501c3 - Chair, Board of Directors

b) Davidson College - 501c3 - Member, Board of Visitors

c) Kingdom Journey - 501c3 - Member, Board of Directors

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) n/a

b) n/a

c) n/a

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: Karin Douglas _____

Date: 2025-11-07 _____

Print Name: Karin Douglas _____

Position: Member _____

Audit trail

Details

FILE NAME	Conflict of Interest Form - 11/4/25, 6:38 PM
STATUS	Signed
STATUS TIMESTAMP	2025/11/07 21:32:42 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • Karin Douglas (karin@theintermissiongroup.com)	2025/11/04 23:39:24 UTC
SIGNED	**Signed** by Karin Douglas (karin@theintermissiongroup.com)	2025/11/07 21:32:42 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/11/07 21:32:42 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) NA _____ _____

b) NA _____ _____

c) NA _____ _____

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) NA _____ _____

b) NA _____ _____

c) NA _____ _____

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a) NA _____ _____

b) NA _____ _____

c) NA _____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) NA _____ _____

b) NA _____ _____

c) NA _____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: Adrienne L. Walton _____

Date: 2025-11-05 _____

Print Name: Adrienne L. Walton _____

Position: Board Member, Proposed Academic Chair _____

Audit trail

Details

FILE NAME	Conflict of Interest Form - 11/4/25, 6:38 PM
STATUS	Signed
STATUS TIMESTAMP	2025/11/05 15:24:50 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • Adrienne L. Walton (btss@bridgetostudentsuccess.com)	2025/11/04 23:38:14 UTC
SIGNED	**Signed** by Adrienne L. Walton (btss@bridgetostudentsuccess.com)	2025/11/05 15:24:50 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/11/05 15:24:50 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) _____ COURIER Newsroom _____

b) _____ N/A _____

c) _____ N/a _____

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) _____ N/A _____

b) _____ N/A _____

c) _____ N/A _____

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a) N/A _____ _____

b) N/A _____ _____

c) N/A _____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) N/A _____ _____

b) N/A _____ _____

c) N/A _____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: __ Cayana Mackey _____

Date: __ 2025-11-05 _____

Print Name: _____ Cayana Mackey _____

Position: _____ Development Chair _____

Audit trail

Details

FILE NAME	Conflict of Interest Form - 11/4/25, 6:39 PM
STATUS	Signed
STATUS TIMESTAMP	2025/11/05 23:33:29 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • Cayana Mackey (jcnance1222@gmail.com)	2025/11/04 23:39:51 UTC
SIGNED	**Signed** by Cayana Mackey (jcnance1222@gmail.com)	2025/11/05 23:33:29 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/11/05 23:33:29 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) N/A _____ _____

b) N/A _____ _____

c) N/A _____ _____

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) N/A _____ _____

b) N/A _____ _____

c) N/A _____ _____

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a) N/A _____ _____

b) N/A _____ _____

c) N/A _____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) N/A _____ _____

b) N/A _____ _____

c) N/A _____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: Kenya Browning _____

Date: 2025-11-05 _____

Print Name: Kenya Browning _____

Position: Proposed Treasurer and Finance Committee Chair _____

Audit trail

Details

FILE NAME	Conflict of Interest Form - 11/4/25, 6:40 PM
STATUS	Signed
STATUS TIMESTAMP	2025/11/05 23:49:23 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • Kenya Browning (kbrowning@raedash.com)	2025/11/04 23:40:39 UTC
SIGNED	**Signed** by Kenya Browning (kbrowning@raedash.com)	2025/11/05 23:49:23 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/11/05 23:49:23 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) Microsoft _____ _____

b) n/a _____ _____

c) n/a _____ _____

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) n/a _____ _____

b) n/a _____ _____

c) n/a _____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: Tayo Akigbogun _____

Date: 2025-11-07 _____

Print Name: Tayo Akigbogun _____

Position: Ai & Innovation Committee _____

Audit trail

Details

FILE NAME	Conflict of Interest Form - 11/4/25, 6:41 PM
STATUS	Signed
STATUS TIMESTAMP	2025/11/07 14:52:21 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • Tayo Akigbogun (tayom@att.net)	2025/11/04 23:42:04 UTC
SIGNED	**Signed** by Tayo Akigbogun (tayom@att.net)	2025/11/07 14:52:21 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/11/07 14:52:21 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) I am an employee of Honeywell International.

b) Na

c) Na

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) Na

b) Na

c) Na

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a) Na _____ _____

b) Na _____ _____

c) Na _____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) Na _____ _____

b) Na _____ _____

c) Na _____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: Robin Kynaston _____

Date: 2025-11-05 _____

Print Name: Robin Kynaston _____

Position: Proposed Board Member _____

Audit trail

Details

FILE NAME	Conflict of Interest Form - 11/5/25, 3:12 PM
STATUS	Signed
STATUS TIMESTAMP	2025/11/05 23:34:36 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • Robin Kynaston (bobrobinkynaston@gmail.com)	2025/11/05 20:13:23 UTC
SIGNED	**Signed** by Robin Kynaston (bobrobinkynaston@gmail.com)	2025/11/05 23:34:36 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/11/05 23:34:36 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a)

_____ _____

b)

_____ _____

c)

_____ _____

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a)

_____ _____

b)

_____ _____

c)

_____ _____

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a)

_____ _____

b)

_____ _____

c)

_____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a)

_____ _____

b)

_____ _____

c)

_____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

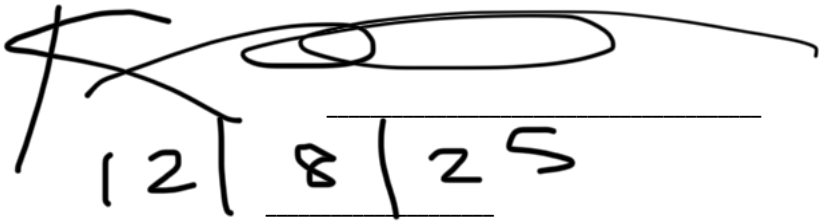
1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: __ 

Date: __ 12/8/25

Print Name: _____ Kelvin Thomas

Position: _____ Vice Chair

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

Power Public Schools | Phone: (678)-763-3482 | Email: China.Cardriche@powerps.org | Website: www.powerps.org

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) Teach For America, employee

b)

c)

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) N/A

b)

c)

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

POWER
PUBLIC SCHOOLS

a)

_____ _____

b)

_____ _____

c)

_____ _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) N/A

_____ _____

b)

_____ _____

c)

_____ _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.

POWER
PUBLIC SCHOOLS

3. Agree to comply with the policy.

4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

Signature: Evan P Hill

Date: 12/2/25

Print Name: Evan P Hill

Position: Proposed Founding Board member

POWER
PUBLIC SCHOOLS

GOVERNING BOARD CONFLICT OF INTEREST FORM

Purpose

The purpose of this Conflict of Interest form is to ensure that decisions made by the Power Public Schools Governing Board are based solely on the best interests of the school and its students. This policy is designed to prevent any personal, financial, or professional interests from influencing—or appearing to influence—the judgment of any board member or officer. Power Public Schools complies with all applicable state and federal conflict of interest requirements, including O.C.G.A. §20-2-2074.

Definitions

Interested Person: Any director, officer, employee with financial decision-making authority, or member of a committee with board-delegated powers who has a direct or indirect financial interest.

Financial Interest: A person has a financial interest if they, directly or indirectly, through business, investment, or family:

- Have an ownership or investment interest in any entity with which Power Public Schools has a transaction or arrangement.
- Have a compensation arrangement with Power Public Schools or any entity with which it has a transaction or arrangement.
- Are negotiating a transaction or arrangement with Power Public Schools or any related entity.

A financial interest is not necessarily a conflict of interest. A conflict exists only when the Board determines that a financial interest may influence an individual's judgment or actions.

Disclosure

POWER
PUBLIC SCHOOLS

Each board member, officer, and key employee must disclose any relationships, positions, or circumstances that could create a conflict of interest. Please complete each section below.

1. Business Affiliations

List any corporations, partnerships, associations, or organizations of which you are an officer, director, trustee, partner, or employee, and describe your affiliation.

a) NA _____

b) _____

c) _____

2. Financial Interests

List any firms, partnerships, or corporations in which you or a member of your immediate family have a material financial interest.

a) NA _____

b) _____

c) _____

3. Transactions with Power Public Schools

List any contracts, agreements, or transactions between you (or your immediate family) and Power Public Schools, or between Power Public Schools and any entity in which you have a financial interest.

a) NA _____

b) _____

c) _____

4. Other Potential Conflicts

List any other relationships, activities, or circumstances that could present a potential conflict of interest.

a) NA

b) _____

c) _____

Annual Acknowledgment

Each board member, officer, and committee member with board-delegated powers shall annually sign a statement affirming that they:

1. Have received a copy of the Conflict of Interest Policy.
2. Have read and understand the policy.
3. Agree to comply with the policy.
4. Understand that Power Public Schools is a charitable organization, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Certification

I hereby certify that the information provided above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Power Public Schools Conflict of Interest Policy. If a potential conflict arises in the future, I will promptly disclose it to the Board Chair.

POWER
PUBLIC SCHOOLS

Signature: Felicia McDade

Date: 12/18/225

Print Name: Felicia McDade

Position:

EXHIBIT 5

POWER PUBLIC SCHOOLS

GOVERNING BOARD GOVERNANCE TRAINING PLAN

INTRODUCTION

This Governance Training Plan outlines the comprehensive training strategy for the Power Public Schools (PPS) Governing Board. In accordance with O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06, all PPS board members will complete required training to ensure effective governance, compliance with applicable laws, and the successful implementation of the school's mission and vision in South Cobb County.

TRAINING REQUIREMENTS

Annual Training Requirements

All PPS Governing Board members will complete a minimum of fifteen (15) hours of training annually, consisting of:

1. **Whole Board Governance Team Training (9 hours minimum)**
    - Conducted with all board members and the school leader present
    - Facilitated by SBOE-approved training providers
    - Focused on the specific governance needs of Power Public Schools
2. **Individual Board Member Training (6 hours minimum)**
    - Individualized training addressing specific board member needs
    - May include conferences, workshops, and specialized sessions
    - Conducted by SBOE-approved providers

New Board Member Training

In addition to annual requirements, new board members will complete:

1. **New Board Member Orientation (6 hours)**
    - To be completed within the first three months of board service
    - Overview of charter school governance, fiduciary responsibilities, and PPS-specific operations
    - Introduction to the charter contract, bylaws, and governing documents

TRAINING CONTENT AREAS

The PPS Governing Board training will address the following core areas:

1. General Governance (Required for All Board Members)

- Board roles and responsibilities
- Charter school law and compliance
- Open meetings and open records requirements
- Ethical standards and conflict of interest policies

- Strategic planning and mission alignment

2. Financial Governance (Required for All Board Members)

- Charter school funding in Georgia
- Budget development and oversight
- Financial controls and audit procedures
- Resource allocation aligned with school priorities
- Fundraising and development strategies

3. PPS-Specific Focus Areas

- **AI-Integrated Educational Models**: Training on oversight of Power Public Schools' innovative AI-enhanced curriculum
- **Career Pathway Development**: Understanding the school's 6-12 career pathway program and dual enrollment partnerships
- **South Cobb Community Engagement**: Strategies for effective community partnership and stakeholder engagement
- **Data-Driven Decision Making**: Training on analyzing academic performance data and making informed governance decisions

APPROVED TRAINING PROVIDERS

All training will be conducted by providers approved by the State Board of Education, which may include:

1. Georgia Charter Schools Association (GCSA)
2. Georgia School Boards Association (GSBA)
3. Georgia Education Training Agency (GETA)
4. Other SBOE-approved providers

DOCUMENTATION AND REPORTING

The PPS Governing Board will:

1. Maintain detailed records of all board training activities
2. Document attendance, content covered, and hours completed
3. Include training reports in the Annual Report to the authorizer
4. Review the effectiveness of training annually and adjust the plan as needed

TRAINING SCHEDULE (2024-2025)

Timeline	Training Type	Focus Areas	Hours	Provider
July 2024	New Board Member Orientation	Governance Fundamentals, PPS Model	6	GCSA
August 2024	Whole Board Training	Strategic Planning, Charter Compliance	3	GSBA
October 2024	Whole Board Training	Financial Oversight, Budget Management	3	GCSA
January 2025	Whole Board Training	Academic Performance Monitoring	3	GETA
March	Individual Board	Role-specific training	6	Various

2025	Training	(varies by member)		
May 2025	Annual Board Retreat	Evaluation and Planning for Next Year	6	GCSA/Internal

BOARD DEVELOPMENT BEYOND MINIMUM REQUIREMENTS

In addition to required training, PPS board members will engage in:

1. **Monthly Learning Sessions**: 30-minute learning components in regular board meetings
2. **School Site Visits**: Quarterly visits to observe school operations and connect governance to practice
3. **Cross-School Collaboration**: Annual visits to high-performing charter schools with similar models
4. **Board Self-Assessment**: Annual evaluation of board effectiveness and identification of growth areas

APPROVAL AND REVIEW

This Governance Training Plan has been approved by the Power Public Schools Governing Board on [DATE] and will be reviewed annually to ensure it meets the evolving needs of the board and school.

[Board Chair Name] Board Chair, Power Public Schools

[School Leader Name] School Leader, Power Public Schools

EXHIBIT 6

POWER PUBLIC SCHOOLS

LOCALLY-APPROVED CHARTER SCHOOL PARTNERS ROLES AND RESPONSIBILITIES CHART

OVERVIEW

This document outlines the distribution of authority and responsibilities among the Power Public Schools Governing Board, School Leadership, and the Local School District (Cobb County School District). It establishes clear lines of authority and ensures the charter school maintains appropriate independence while fulfilling all compliance requirements.

Function	Power Public Schools Governing Board	Power Public Schools Leadership Team	Cobb County School District
PERSONNEL DECISIONS			
Select, evaluate, and terminate the School Leader/Principal	(Primary Authority)		
Select, evaluate, and terminate teaching staff		(Primary Authority)	
Select, evaluate, and terminate administrative staff		(Primary Authority)	
Determine work schedules and assignments	(Approves policies)	(Primary Authority)	
Approve personnel policies	(Primary Authority)	(Input)	
Determine compensation structure and salary scales	(Primary Authority)	(Input)	
FINANCIAL DECISIONS AND RESOURCE ALLOCATION			
Develop and approve	(Primary	(Develops draft)	

annual budget	Authority)		
Monitor budget implementation and make adjustments	(Oversight)	(Primary Authority)	
Establish financial policies and internal controls	(Primary Authority)	(Implementation)	
Maintain financial records	(Oversight)	(Primary Authority)	
Manage accounts payable/receivable		(Primary Authority)	
Select independent auditor	(Primary Authority)		
Allocate school resources aligned with strategic priorities	(Approves framework)	(Primary Authority)	
Determine facility use	(Major decisions)	(Primary Authority - daily operations)	
Fundraising and development	(Strategic direction)	(Implementation)	
CURRICULUM AND INSTRUCTION			
Approve educational program and curriculum	(Primary Authority)	(Development and recommendation)	
Implement curriculum		(Primary Authority)	
Select instructional materials and equipment		(Primary Authority)	
Establish classroom management policies	(Approves policies)	(Development and implementation)	
Set academic achievement goals	(Primary Authority)	(Input and implementation)	(Verification of alignment with state standards)
Establish grading and reporting systems	(Approves policies)	(Development and implementation)	
SCHOOL OPERATIONS			
Establish school	(Approval)	(Development)	(Coordination

calendar			for district-wide activities)
Set school daily schedule		✓ (Primary Authority)	
Establish enrollment policies and procedures	✓ (Primary Authority)	✓ (Implementation)	✓ (Verification of compliance)
Manage student recruitment and enrollment		✓ (Primary Authority)	
Establish discipline policies and code of conduct	✓ (Primary Authority)	✓ (Implementation)	✓ (Verification of compliance)
Expulsion decisions	✓ (Final approval)	✓ (Recommendation)	✓ (Appeals process)
Food service operations		✓ (Primary Authority)	✓ (Optional services if contracted)
Transportation services	✓ (Policy approval)	✓ (Implementation)	✓ (Optional services if contracted)
Health and safety procedures	✓ (Policy approval)	✓ (Primary Authority)	✓ (Verification of compliance)
SCHOOL CULTURE AND CLIMATE			
Establish school mission and vision	✓ (Primary Authority)	✓ (Input and implementation)	
Create and maintain school culture		✓ (Primary Authority)	
Parent and community engagement	✓ (Strategic direction)	✓ (Primary Authority)	
External partnerships and relationships	✓ (Major partnerships)	✓ (Implementation and day-to-day)	
PERFORMANCE MONITORING AND ACCOUNTABILITY			
Establish performance goals and metrics	✓ (Primary Authority)	✓ (Input and implementation)	✓ (Verification of alignment with state requirements)
Monitor academic performance	✓ (Regular oversight)	✓ (Primary Authority - data	✓ (Annual review)

		collection and analysis)	
Evaluate instructional staff		☐ (Primary Authority)	
Evaluate non-instructional staff		☐ (Primary Authority)	
Evaluate School Leader	☐ (Primary Authority)		
Evaluate overall school performance	☐ (Primary Authority)	☐ (Input and data provision)	☐ (Annual review)
Ensure compliance with charter terms	☐ (Primary Authority)	☐ (Implementation)	☐ (Oversight)
COMPLIANCE AND REPORTING			
Federal program compliance	☐ (Oversight)	☐ (Primary Authority)	☐ (Verification)
State reporting requirements	☐ (Oversight)	☐ (Primary Authority)	☐ (Verification)
Special education compliance	☐ (Oversight)	☐ (Primary Authority)	☐ (Verification)
Facilities compliance and safety	☐ (Oversight)	☐ (Primary Authority)	☐ (Verification)
GOVERNANCE			
Establish board policies	☐ (Primary Authority)		
Recruit and select board members	☐ (Primary Authority)		
Conduct board meetings	☐ (Primary Authority)		
Strategic planning	☐ (Primary Authority)	☐ (Input and implementation)	
Charter contract negotiation and renewal	☐ (Primary Authority)	☐ (Input)	☐ (Approval and recommendation to State)

INDEPENDENCE ASSURANCES

Power Public Schools will maintain independence from the local school district in the following ways:

1. **Governance Independence**: The Power Public Schools Governing Board will operate as an autonomous entity with full authority to make decisions regarding school governance, policies, and operations without district approval (except where specifically required by law).
2. **Financial Independence**: Power Public Schools will maintain separate financial accounts, accounting systems, and financial controls from the district, with full authority to allocate resources according to the school's mission and strategic priorities.
3. **Personnel Independence**: Power Public Schools will have sole authority to recruit, hire, evaluate, and terminate all school staff, including the school leader, teachers, and support staff, independent of district personnel policies or procedures.
4. **Curricular Independence**: Power Public Schools will independently develop, implement, and evaluate its AI-integrated educational program and curriculum, aligned with state standards but designed specifically for the school's mission and student population in South Cobb County.
5. **Operational Independence**: Power Public Schools will establish its own school culture, operational procedures, and day-to-day management practices without district interference.

COORDINATION WITH LOCAL DISTRICT

While maintaining independence, Power Public Schools will coordinate with Cobb County School District in the following areas:

1. **Compliance Reporting**: Providing required data and information for state reporting purposes.
2. **Special Education Services**: Coordinating with district special education departments as needed to ensure appropriate services for students with disabilities.
3. **Testing Administration**: Adhering to state testing protocols and security measures as overseen by the district.
4. **Shared Services** (if applicable): Coordinating any contracted services from the district, such as transportation, food service, or facilities maintenance.
5. **Professional Development**: Participating in relevant district professional development opportunities when beneficial to Power Public Schools staff.

This Roles and Responsibilities Chart has been approved by the Power Public Schools Governing Board on [DATE].

[Board Chair Name] Board Chair, Power Public Schools

[School Leader Name] School Leader, Power Public Schools

[District Representative Name] [Title], Cobb County School District

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

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

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Personnel Decisions	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post- Secondary Education Partner (s) (if applicable)**	**Business Partner (s) (if applicable)**	**Community Partner(s) (if applicable)**
Select, retain, transfer, promote, demote, and/or terminate the principal or school leader	□	□				
Evaluate the principal or school leader (LKES)	□	□				
Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff		□				
Evaluate the teachers (TKES) and all other staff		□				
Determine whether teacher certification will be required	□	□				
Plan professional development for staff		□				
Financial Decisions and Resource Allocation	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post- Secondary Education Partner (s) (if applicable)**	**Business Partner (s) (if applicable)**	**Community Partner(s) (if applicable)**
Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	□	□				
Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated) for all employees	□	□				
Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	□	□				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Financial Decisions and Resource Allocation (cont'd)	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post- Secondary Education Partner (s) (if applicable)**	**Business Partner (s) (if applicable)**	**Community Partner(s) (if applicable)**
Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	□	□	□			
Raise additional funds through fundraising efforts	□	□				
Exercise discretion over expenditures for all state and local funds and, as permissible, federal funds		□				
Final school budget approval	□					
Establish financial policies and standard operating procedures	□					
Maintain a reserve fund	□					
Determine facility uses	□	□				
Ensure sound fiscal management and monitor budget implementation	□	□				
Curriculum and Instruction	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post- Secondary Education Partner (s) (if applicable)**	**Business Partner (s) (if applicable)**	**Community Partner(s) (if applicable)**
Recommend/Adopt instructional delivery model	□	□				
Recommend/Adopt curriculum, including any changes in curriculum as needed to improve student achievement	□	□				
Recommend/Adopt courses and programs to offer	□	□				
Recommend/Adopt textbooks, technology, and instructional materials	□	□				
Recommend/Establish additional graduation requirements	□	□				
Recommend/Adopt course and credit requirements, including technology and physical education skill requirements	□	□				
Recommend/Adopt seat time requirements	□	□				
Recommend/Adopt opportunities for student acceleration/remediation	□	□				
Create or modify Career Pathway curricula		□				
Choose dual enrollment options	□	□				
Choose credit recovery options	□	□				
Utilize online learning platforms (e.g., Georgia Virtual School)	□	□				
Establish additional mastery level requirements for performance	□	□				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Curriculum and Instruction *(cont'd)*	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post- Secondary Education Partner (s) (if applicable)**	**Business Partner (s) (if applicable)**	**Community Partner(s) (if applicable)**
Select additional formative and/or summative assessments to determine student levels of mastery and growth		□				
Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs	□	□				

Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		□				
Establish lesson plan requirements for teachers		□				
Establish placement and promotion criteria	□	□				
Set grading and reporting policies, plans, process, schedules, and formats	□	□				

Establishing and Monitoring the Achievement of School Improvement Goals	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post- Secondary Education Partner (s) (if applicable)**	**Business Partner (s) (if applicable)**	**Community Partner(s) (if applicable)**
Complete self-assessment based on Georgia School Performance Standards		□				
Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		□				
Set a timeline for implementing school improvement timeline	□	□				
Set a budget for implementing school improvement timeline	□	□				
Recommend/Approve school improvement plan and provide oversight of its implementation	□	□				
Hold principal or school leader accountable for school improvement plan implementation and timeline	□					
Hold faculty and staff accountable for school improvement plan implementation and timeline		□				
Evaluate success of school improvement plan and recommend/make revisions as needed	□	□				
Regularly communicate student and school performance data to all stakeholders		□				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

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

Locally-Approved Charter School Partners Roles and Responsibilities Chart

School Operations (cont'd)	**Charter School Nonprofit Governing Board**	**Charter School Management**	**Local School District***	**Post- Secondary Education Partner (s) (if applicable)**	**Business Partner (s) (if applicable)**	**Community Partner(s) (if applicable)**
Establish school size	□	□				
Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12)	□	□				
Establish attendance policies	□	□				
Establish student code of conduct and behavior policies, plans, processes, and formats	□	□				
Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	□	□				
Ensure access to support to address the physical, social, financial, and emotional needs of students in the school	□	□				

**The LBOE retains its constitutional authority*

EXHIBIT 7
POWER PUBLIC SCHOOLS
STUDENT ADMISSIONS APPLICATION

STUDENT ADMISSIONS APPLICATION

For the 2025-2026 School Year

Power Public Schools is a free public charter school open to all students residing in South Cobb County, Georgia. Power Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its admissions policies and programs.

STUDENT INFORMATION

(Please print clearly)

Student's Legal Name: ___ (Last) (First) (Middle)

Date of Birth: __ / __ / __ **Gender:** ☐ Male ☐ Female ☐ Non-binary (Month) (Day) (Year)

Grade Applying For (2025-2026): ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

PARENT/GUARDIAN INFORMATION

Parent/Guardian Name: __ (Last) (First)

Relationship to Student: ____

Primary Phone: (**)** _-____ **Secondary Phone:** (**)** _-____

Email Address: ____

Home Address: ____

(City) (State) (Zip Code)

This address will be used to verify the student's residence within the attendance zone.

ENROLLMENT PRIORITY INFORMATION

Please check any that apply:

☐ Sibling of a student currently enrolled at Power Public Schools

Sibling's Name: _____ Current Grade: _____

☐ Child of a governing board member or full-time employee of Power Public Schools

Employee/Board Member Name: ___

Position: _____

CERTIFICATION

I certify that the information provided in this application is true and correct to the best of my knowledge. I understand that submitting this application does not guarantee enrollment, and if the number of applications exceeds available spaces, a public random lottery will be held to determine admission.

Parent/Guardian Signature Date

HOW TO SUBMIT THIS APPLICATION

Application Deadline: [DATE], 5:00 PM

Submit Completed Applications:

- Online: www.powerpublicschools.org/apply
- Email: admissions@powerpublicschools.org
- Mail or In-Person: Power Public Schools, [ADDRESS], [CITY], GA [ZIP]
- Fax: [FAX NUMBER]

Questions? Call (XXX) XXX-XXXX or email admissions@powerpublicschools.org

---

IMPORTANT DATES

- **Application Deadline:** [DATE]
- **Public Lottery (if needed):** [DATE], [TIME], [LOCATION]
- **Notification of Admission Status:** [DATE]
- **Registration Deadline for Admitted Students:** [DATE]

For Office Use Only

Date Received: _____ Time: _____ Received By: _____

Application Number: _____ Verified Address: ☐ Yes ☐ No

NOTICE OF NON-DISCRIMINATION

Power Public Schools admits students of any race, color, national and ethnic origin, religion, sex, sexual orientation, gender identity, disability, or any other legally protected status to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, religion, sex, sexual orientation, gender identity, disability, or any other legally protected status in administration of its educational policies, admissions policies, scholarship and financial aid programs, and athletic and other school-administered programs.

This application complies with Georgia law by:

1. Only collecting essential information required for enrollment priority verification and attendance zone confirmation
2. Not requesting any information that could be used to discriminate against applicants
3. Maintaining a simple, accessible format for all families
4. Clearly stating the open enrollment policy and lottery process
5. Not including questions about academic performance, behavior, or other selective criteria

EXHIBIT 8

POWER PUBLIC SCHOOLS

ENROLLMENT, RE-ENROLLMENT, AND LOTTERY POLICY

I. INTRODUCTION

Power Public Schools (PPS) is committed to providing equal educational opportunities to all students residing within South Cobb County, Georgia. This policy establishes the procedures for student enrollment, re-enrollment, and the lottery process in accordance with O.C.G.A. § 20-2-2066, State Board of Education Rule 160-4-9-.05, and all applicable federal and state laws.

II. OPEN ENROLLMENT PERIOD

A. Timeline for New Student Enrollment

Event	Date	Description
Open Enrollment Begins	January 15, 2025	Applications available online and at school office
Application Workshops	January-February 2025	Weekly assistance sessions for families needing help with applications
Open Enrollment Ends	March 15, 2025 at 5:00 PM	Final deadline for all applications to be considered for the initial lottery
Application Verification	March 16-31, 2025	Staff verifies application information and enrollment priorities
Public Lottery (if needed)	April 15, 2025 at 6:00 PM	Held at Power Public Schools main campus
Notification of Results	April 16-20, 2025	Families notified of acceptance or waitlist status
Acceptance Confirmation Deadline	May 1, 2025	Deadline for families to confirm acceptance of offered seat
Registration Period	May 1-31, 2025	Required documentation submitted for confirmed students
Waitlist Notifications	Rolling basis after May 1, 2025	As seats become available

B. Application Submission Methods

1. **Online Application**: Available through the school's website (www.powerpublicschools.org)
2. **Paper Application**: Available at the school office
3. **Email Submission**: admissions@powerpublicschools.org
4. **Mail**: Power Public Schools, [ADDRESS], [CITY], GA [ZIP]
5. **In-Person Submission**: School office during business hours

III. RE-ENROLLMENT PROCEDURES

A. Timeline for Current Student Re-Enrollment

Event	Date	Description
Re-Enrollment Period Opens	December 1, 2024	Current families receive re-enrollment forms
Re-Enrollment Deadline	February 1, 2025	Deadline for current students to confirm return
Seat Confirmation	February 15, 2025	Families receive confirmation of secured seat

B. Re-Enrollment Process

1. Current students are automatically eligible to re-enroll for the following school year.
2. Families must complete and submit a re-enrollment form by the specified deadline to secure their child's seat.
3. Students who do not submit re-enrollment forms by the deadline forfeit their guaranteed seat and must reapply during open enrollment.
4. Re-enrollment forms will be available through:
    - Online student information system
    - Paper forms sent home with students
    - School office

IV. LOTTERY PROCEDURES

A. Lottery Requirement

A lottery will be conducted when the number of timely applications exceeds the available spaces in any grade level. If the number of applications does not exceed available spaces, all applicants will be admitted.

B. Lottery Process

1. **Public Notice**: The date, time, and location of the lottery will be published at least two weeks in advance through:
    - School website
    - Email to all applicants
    - Posted notice at school building
    - Social media channels
    - Local community centers
2. **Lottery Execution**:

- The lottery will be conducted in a public setting open to all interested parties.
- A neutral third party will oversee the lottery process.
- Each application will be assigned a unique identification number.
- The lottery will be conducted using an electronic random number generator or physical drawing of numbers.
- The process will be projected on a screen visible to all attendees.
- A recording of the lottery will be maintained and available upon request.

3. **Grade-Level Lotteries**:

    - A separate lottery will be conducted for each grade level where applications exceed available seats.
    - Lotteries will proceed in ascending order beginning with 6th grade.

C. Enrollment Priorities

In accordance with O.C.G.A. § 20-2-2066(a)(1), enrollment priorities will be applied in the following order:

1. **First Priority**: Siblings of students currently enrolled at Power Public Schools
2. **Second Priority**: Children of full-time teachers, staff, and governing board members of Power Public Schools (not to exceed 10% of total student population)
3. **General Pool**: All other applicants

D. Application of Enrollment Priorities

1. **Sibling Priority**:

    - Defined as children who share at least one biological or legal parent/guardian
    - Must reside in the same household at least 50% of the time
    - If a student with sibling priority is selected in the lottery, their sibling(s) applying for other grade levels will move to the top of the waitlist for their respective grade(s)

2. **Employee/Board Member Children Priority**:

    - Limited to children of current full-time employees and current board members
    - Employee must maintain full-time status for child to maintain enrollment
    - Board member must be active on the board at the time of application

E. Waitlist Procedures

1. **Waitlist Creation**:

    - Students not selected for admission through the lottery will be placed on a waitlist in the order their names were drawn.
    - Waitlists are maintained for one academic year only.

2. **Waitlist Notification**:

    - When a seat becomes available, the family at the top of the waitlist will be contacted.
    - Families will have 48 hours to accept or decline the offered seat.

- If a family declines or does not respond within the timeframe, the next family on the waitlist will be contacted.

V. TRANSPARENCY ASSURANCES

Power Public Schools is committed to a fully transparent enrollment and lottery process. The following measures ensure complete transparency:

1. **Public Access**:
    - All lottery procedures will be conducted in a public venue accessible to all interested parties.
    - The lottery will be open to all applicants, families, and community members.
    - A minimum of two weeks' notice will be provided before the lottery.
2. **Documentation and Recording**:
    - The lottery process will be documented through video recording.
    - Results will be certified by a neutral third-party observer.
    - A record of the lottery results will be maintained at the school.
3. **Multiple Communication Channels**:
    - All deadlines, procedures, and results will be communicated through multiple channels:
        - School website
        - Direct email to applicants
        - Posted notices at school
        - Social media
        - Local community centers
        - Phone calls for families without internet access
4. **Language Accessibility**:
    - All enrollment materials will be available in English and Spanish.
    - Translators will be available during the lottery for non-English speaking families.
    - Application workshops will include multilingual support.
5. **Verification Process**:
    - The verification of enrollment priorities will be conducted by a committee rather than a single individual.
    - Documentation of the verification process will be maintained.
6. **Complaint Procedure**:
    - A formal process for addressing concerns about the lottery procedure will be available.
    - Any complaints will be reviewed by the governing board.

VI. POST-LOTTERY REGISTRATION REQUIREMENTS

Families of students admitted through the enrollment process must complete registration by submitting:

1. Proof of residency in South Cobb County
2. Birth certificate or other proof of age
3. Georgia Certificate of Immunization (Form 3231)
4. Certificate of Vision, Hearing, Dental, and Nutrition Screening (Form 3300)
5. Social Security number or waiver form
6. Previous school records (if applicable)

Failure to submit required documentation by the registration deadline may result in forfeiture of the student's seat.

VII. MID-YEAR ENROLLMENT

After the school year begins, applications will be accepted on a rolling basis. If seats are available, students will be admitted in the order applications are received. If no seats are available, students will be added to the existing waitlist in the order applications are received.

VIII. POLICY REVIEW

This Enrollment, Re-Enrollment, and Lottery Policy will be reviewed annually by the Power Public Schools Governing Board to ensure compliance with all applicable laws and regulations.

Approved by the Power Public Schools Governing Board on [DATE].

[Board Chair Name] Board Chair, Power Public Schools

[School Leader Name] School Leader, Power Public Schools

EXHIBIT 9
POWER PUBLIC SCHOOLS
DAILY SCHOOL SCHEDULE

2027-2028 School Year Calendar

July 2027

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

July 4 - Independence Day (observed)

August 2027

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

September 2027

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

Sept. 6 - Labor Day

October 2027

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

November 2027

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

Nov. 2 - Election Day
Nov. 25 - Thanksgiving Day

December 2027

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

Dec. 25 - Christmas Day

January 2028

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15

February 2028

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

March 2028

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18

16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jan. 1 - New Year's Day

20	21	22	23	24	25	26
27	28	29				

Feb. 21 - Presidents' Day

19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2028

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

Apr. 3-7 - Spring Holidays

May 2028

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

May 29 - Memorial Day

June 2028

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

- First and Last Days of School
- Holiday - School Closed
- Student Holiday/Staff Day
- Early Release Day

EXHIBIT 10
POWER PUBLIC SCHOOLS
COURSE DESCRIPTION SCOPE AND SEQUENCE

COURSE DESCRIPTION

Introduction to AI and Computer Science is a foundational course designed for 9th-grade students at Power Public Schools. This course introduces students to the fundamental concepts of computer science with a special emphasis on artificial intelligence applications. Students will develop computational thinking skills, learn basic programming concepts, explore data science fundamentals, and gain an understanding of AI systems and their ethical implications. The course integrates project-based learning, real-world applications, and cross-curricular connections to prepare students for advanced coursework in STEM fields and AI-related career pathways.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Apply computational thinking strategies to analyze and solve problems
2. Write basic programs using Python programming language
3. Collect, analyze, and visualize data using appropriate tools
4. Explain fundamental AI concepts and identify various AI applications
5. Describe how machine learning algorithms function
6. Evaluate ethical considerations in AI development and implementation
7. Design and develop AI-enhanced solutions to real-world problems
8. Collaborate effectively in team-based technology projects

ALIGNMENT WITH GEORGIA STANDARDS

This course aligns with the following Georgia standards:

- **Georgia Standards of Excellence in Computer Science (9-12)**
    - CSS.CS.9-12.1: Demonstrate proficiency in developing algorithms
    - CSS.CS.9-12.3: Create programs to solve problems
    - CSS.CS.9-12.5: Implement problem solutions using appropriate data structures
    - CSS.CS.9-12.7: Evaluate the ethical and social implications of computing
- **Georgia Standards of Excellence in Mathematics**
    - MGSE9-12.S.ID: Interpreting categorical and quantitative data
    - MGSE9-12.S.IC: Making inferences and justifying conclusions
- **Georgia Standards of Excellence in Science**
    - SPS7: Obtain, evaluate, and communicate information to explain transformations and flow of energy
    - SEP8: Obtaining, evaluating, and communicating information
- **Georgia Standards of Excellence in ELA**
    - ELAGSE9-10.SL.1: Initiate and participate effectively in collaborative discussions
    - ELAGSE9-10.W.1: Write arguments to support claims with clear reasons and relevant evidence

INSTRUCTIONAL MATERIALS

- **Primary Textbook**: "Introduction to Computer Science with Python" (customized edition)
- **Supplementary Resources**:
  - "AI for Everyone" (online course adapted for high school)
  - "Ethics in AI: A Student Guide" (digital resource)
  - Georgia Tech AI4K12 curriculum resources
  - MIT App Inventor platform
  - Python programming environment
  - Jupyter Notebooks
  - TensorFlow and TensorFlow Lite
  - Various open-source datasets

TECHNOLOGY REQUIREMENTS

- Laptop/Chromebook (1:1 student devices)
- Internet access
- Python programming environment
- Data visualization tools
- AI simulation platforms
- Cloud-based collaboration tools

ASSESSMENT METHODS

- **Formative Assessments**:
  - Daily coding exercises
  - Concept checks
  - Discussion participation
  - Peer code reviews
  - Reflective journals
- **Summative Assessments**:
  - Unit projects
  - Programming assignments
  - Written assessments
  - Data analysis reports
  - AI ethics case studies
  - End-of-semester capstone project

DETAILED SCOPE AND SEQUENCE

UNIT 1: COMPUTATIONAL THINKING FOUNDATIONS (4 WEEKS)

Week 1: Introduction to Computational Thinking

- **Standards**: CSS.CS.9-12.1, ELAGSE9-10.SL.1
- **Topics**:
  - Course overview and expectations
  - What is computational thinking?
  - Decomposition, pattern recognition, abstraction, and algorithms
  - Problem-solving methodologies
- **Activities**:
  - Unplugged computational thinking exercises
  - Problem decomposition practice
  - Team-based algorithm design challenge

- **Assessments**:
  - Computational thinking journal
  - Problem decomposition worksheet

Week 2: Algorithms and Flowcharts

- **Standards**: CSS.CS.9-12.1, MGSE9-12.S.ID
- **Topics**:
  - Algorithm design principles
  - Flowchart creation and interpretation
  - Pseudocode development
  - Algorithm efficiency introduction
- **Activities**:
  - Creating flowcharts for everyday processes
  - Converting flowcharts to pseudocode
  - Analyzing algorithm efficiency
- **Assessments**:
  - Flowchart design exercise
  - Pseudocode development quiz

Week 3: Binary and Data Representation

- **Standards**: CSS.CS.9-12.1, SPS7
- **Topics**:
  - Binary number system
  - Data representation in computers
  - Text and image encoding
  - Data storage and transmission
- **Activities**:
  - Binary conversion exercises
  - Text-to-binary encoding practice
  - Creating pixel art with binary
- **Assessments**:
  - Binary conversion quiz
  - Data representation project

Week 4: Logic and Boolean Operations

- **Standards**: CSS.CS.9-12.1, MGSE9-12.S.ID
- **Topics**:
  - Boolean logic concepts
  - Truth tables and logical operators
  - Conditional statements
  - Logic gates introduction
- **Activities**:
  - Creating truth tables
  - Solving logic puzzles
  - Designing simple logic circuits
- **Assessments**:
  - Logic gate simulation
  - Unit 1 Project: Computational solution to a real-world problem

UNIT 2: PROGRAMMING FUNDAMENTALS WITH PYTHON (5 WEEKS)

Week 5: Introduction to Python

- **Standards**: CSS.CS.9-12.3, ELAGSE9-10.W.1
- **Topics**:
  - Python programming environment setup
  - Basic syntax and structure
  - Variables and data types
  - Input and output operations
- **Activities**:
  - Setting up Python environment
  - Writing first Python programs
  - Interactive coding exercises
- **Assessments**:
  - Basic Python syntax quiz
  - Simple program development

Week 6: Control Structures

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.5
- **Topics**:
  - Conditional statements (if, else, elif)
  - Comparison operators
  - Logical operators
  - Nested conditionals
- **Activities**:
  - Decision-making programs
  - Debugging conditional code
  - Creating a text-based adventure game
- **Assessments**:
  - Conditional logic coding exercises
  - Program flow analysis

Week 7: Loops and Iteration

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.5
- **Topics**:
  - For loops
  - While loops
  - Loop control statements (break, continue)
  - Iterating through collections
- **Activities**:
  - Loop-based pattern generation
  - Iterative calculation programs
  - Loop optimization challenges
- **Assessments**:
  - Loop implementation quiz
  - Iterative algorithm development

Week 8: Functions and Modular Programming

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.5

- **Topics**:
  - Function definition and calling
  - Parameters and return values
  - Scope and lifetime of variables
  - Function libraries and imports
- **Activities**:
  - Creating reusable functions
  - Building a function library
  - Collaborative function development
- **Assessments**:
  - Function implementation exercises
  - Modular program design

Week 9: Lists, Dictionaries, and Data Structures

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.5, MGSE9-12.S.ID
- **Topics**:
  - Lists and list operations
  - Dictionaries and key-value pairs
  - Tuples and sets
  - Choosing appropriate data structures
- **Activities**:
  - Data structure manipulation exercises
  - Building a contact management system
  - Data structure efficiency analysis
- **Assessments**:
  - Data structure implementation quiz
  - Unit 2 Project: Interactive Python application

UNIT 3: DATA SCIENCE BASICS (4 WEEKS)

Week 10: Introduction to Data Science

- **Standards**: CSS.CS.9-12.5, MGSE9-12.S.ID, MGSE9-12.S.IC
- **Topics**:
  - What is data science?
  - Types of data (structured vs. unstructured)
  - Data collection methods
  - Introduction to data analysis
- **Activities**:
  - Data collection exercise
  - Data categorization practice
  - Real-world data source exploration
- **Assessments**:
  - Data classification quiz
  - Data source analysis report

Week 11: Data Manipulation with Python

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.5, MGSE9-12.S.ID
- **Topics**:
  - Introduction to NumPy and Pandas

    - Loading and inspecting datasets
    - Data cleaning and preprocessing
    - Basic data manipulations
- **Activities**:
    - Dataset loading and exploration
    - Data cleaning exercises
    - Feature extraction practice
- **Assessments**:
    - Data manipulation coding exercises
    - Dataset preprocessing project

Week 12: Data Visualization

- **Standards**: CSS.CS.9-12.3, MGSE9-12.S.ID, SEP8
- **Topics**:
    - Principles of data visualization
    - Creating charts and graphs with Matplotlib
    - Interactive visualizations
    - Choosing appropriate visualizations
- **Activities**:
    - Creating various chart types
    - Building interactive dashboards
    - Visualization critique and improvement
- **Assessments**:
    - Visualization creation exercises
    - Data storytelling presentation

Week 13: Statistical Analysis Basics

- **Standards**: CSS.CS.9-12.3, MGSE9-12.S.ID, MGSE9-12.S.IC
- **Topics**:
    - Descriptive statistics
    - Measures of central tendency
    - Correlation and relationships
    - Introduction to inferential statistics
- **Activities**:
    - Statistical calculation exercises
    - Correlation analysis practice
    - Data-driven decision making scenarios
- **Assessments**:
    - Statistical analysis quiz
    - Unit 3 Project: Data analysis and visualization of a real-world dataset

UNIT 4: ARTIFICIAL INTELLIGENCE CONCEPTS (4 WEEKS)

Week 14: Introduction to Artificial Intelligence

- **Standards**: CSS.CS.9-12.7, SEP8, ELAGSE9-10.W.1
- **Topics**:
    - What is artificial intelligence?
    - History and evolution of AI
    - Types of AI (narrow vs. general)

    - AI applications in daily life
- **Activities**:
    - AI identification scavenger hunt
    - Timeline of AI development
    - AI application analysis
- **Assessments**:
    - AI concepts quiz
    - AI application research report

Week 15: Natural Language Processing

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.7
- **Topics**:
    - Text processing basics
    - Sentiment analysis
    - Chatbots and conversational AI
    - Language generation
- **Activities**:
    - Text analysis exercises
    - Simple sentiment analyzer creation
    - Chatbot interaction and analysis
- **Assessments**:
    - NLP concept quiz
    - Simple text analyzer implementation

Week 16: Computer Vision

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.7, SPS7
- **Topics**:
    - Image representation in computers
    - Image processing techniques
    - Object detection and recognition
    - Applications of computer vision
- **Activities**:
    - Image manipulation exercises
    - Using pre-trained object detection models
    - Computer vision application design
- **Assessments**:
    - Computer vision concept quiz
    - Image analysis mini-project

Week 17: AI in Robotics and Automation

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.7, SPS7
- **Topics**:
    - Robotics fundamentals
    - Autonomous systems
    - Sensor integration
    - AI in industrial automation
- **Activities**:
    - Virtual robot programming
    - Sensor data interpretation

    - Automation simulation
- **Assessments**:
    - Robotics concept quiz
    - Unit 4 Project: Design an AI solution for a community problem

UNIT 5: MACHINE LEARNING FUNDAMENTALS (3 WEEKS)

Week 18: Introduction to Machine Learning

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.7, MGSE9-12.S.ID
- **Topics**:
    - What is machine learning?
    - Types of machine learning (supervised, unsupervised, reinforcement)
    - Training and testing data
    - Model evaluation basics
- **Activities**:
    - Machine learning concept mapping
    - Dataset splitting practice
    - Model evaluation exercises
- **Assessments**:
    - Machine learning concepts quiz
    - Learning model identification exercise

Week 19: Supervised Learning

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.7, MGSE9-12.S.ID
- **Topics**:
    - Classification vs. regression
    - Decision trees and random forests
    - Simple neural networks
    - Model training process
- **Activities**:
    - Using pre-built classification models
    - Decision tree visualization
    - Simple prediction exercises
- **Assessments**:
    - Supervised learning quiz
    - Classification model implementation

Week 20: Machine Learning Applications

- **Standards**: CSS.CS.9-12.3, CSS.CS.9-12.7, SEP8
- **Topics**:
    - Real-world ML applications
    - ML tools and platforms
    - Edge ML and TensorFlow Lite
    - Future of machine learning
- **Activities**:
    - Using ML application demos
    - ML application design workshop
    - Future ML brainstorming
- **Assessments**:

    - ML application analysis
    - Unit 5 Project: Implementing a simple machine learning model

UNIT 6: AI ETHICS AND RESPONSIBLE INNOVATION (3 WEEKS)

Week 21: Ethical Considerations in AI

- **Standards**: CSS.CS.9-12.7, ELAGSE9-10.W.1, ELAGSE9-10.SL.1
- **Topics**:
    - Ethical frameworks for AI
    - Bias and fairness in AI systems
    - Privacy concerns
    - Transparency and explainability
- **Activities**:
    - AI ethics case studies
    - Bias identification exercises
    - Ethical AI design principles
- **Assessments**:
    - AI ethics reflection paper
    - Bias identification exercise

Week 22: AI Impact on Society

- **Standards**: CSS.CS.9-12.7, ELAGSE9-10.W.1, ELAGSE9-10.SL.1
- **Topics**:
    - AI and employment
    - Digital divide and accessibility
    - AI in education and healthcare
    - Global AI governance
- **Activities**:
    - AI impact debate
    - Future scenario planning
    - Community impact assessment
- **Assessments**:
    - AI impact presentation
    - Policy recommendation paper

Week 23: Responsible AI Development

- **Standards**: CSS.CS.9-12.7, ELAGSE9-10.W.1, SEP8
- **Topics**:
    - AI safety principles
    - Human-centered AI design
    - Testing and validation practices
    - Ethical guidelines for developers
- **Activities**:
    - Responsible AI checklist development
    - AI system audit exercise
    - Ethical guidelines workshop
- **Assessments**:
    - Responsible AI development plan
    - Unit 6 Project: Ethical analysis of an existing AI system

UNIT 7: APPLIED AI PROJECTS (4 WEEKS)

Week 24-25: Project Planning and Design

- **Standards**: CSS.CS.9-12.1, CSS.CS.9-12.3, CSS.CS.9-12.7, ELAGSE9-10.W.1
- **Topics**:
  - Project management fundamentals
  - User-centered design
  - Requirements gathering
  - Solution architecture
- **Activities**:
  - Project proposal development
  - User needs assessment
  - Solution design and planning
  - Team role assignments
- **Assessments**:
  - Project proposal presentation
  - Design document submission

Week 26-27: Project Implementation

- **Standards**: CSS.CS.9-12

EXHIBIT 11: STUDENT CODE OF CONDUCT

POWER PUBLIC SCHOOLS

RATIONALE/OBJECTIVE:

Power Public Schools is dedicated to sound discipline practices in the continuing effort to provide students an effective, safe, and innovative learning environment. The school recognizes its responsibility for student welfare from their entry on school property to their departure, whether by bus, personal transportation, or on foot. This Code of Conduct is designed to support our mission to ignite the power within every student by providing a rigorous, real-world, and relationship-driven education that equips them to thrive in college, career, and community.

APPLICABILITY:

The following code provisions apply to offenses that students commit while on Power Public Schools property at any time, engaging in or attending a school-sponsored event, while using school technology resources, or in the case of cyberbullying, whether or not the offense occurred on school property or with school equipment.

As used in this Code of Conduct:

A. School property includes, but is not limited to:

1. The land and improvements which constitute Power Public Schools;
2. Any other property or building, including school bus stops, wherever located, where any school function or activity is conducted;
3. Any bus or other vehicle used in connection with school functions and activities, including but not limited to, school buses, buses leased by the school and privately-owned vehicles used for transportation to and from school activities; and
4. Personal belongings, automobiles or other vehicles which are located on school property.

B. School technology resources includes, but is not limited to:

1. Electronic media systems such as computers, electronic networks, messaging, and website publishing; and
2. The associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.

Any and all violations of the Code of Conduct will be part of a student's disciplinary record and may be used in a student disciplinary hearing pursuant to the school's progressive discipline process.

PROGRESSIVE DISCIPLINE:

Power Public Schools utilizes progressive discipline processes designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior. In addition, consideration will be given to each student's previous discipline history and other relevant factors, including repeated offenses.

DISCIPLINE LEVELS:

1. Level 1 Discipline:

- Level 1 discipline is used for minor acts of misconduct which interfere with the good order of school.
- Following appropriate teacher/staff intervention, students may be referred to an administrator.
- Level 1 consequences range from a minimum of an administrative conference to a maximum of five (5) days of In-School Suspension (ISS) and may include restitution.

2. Level 2 Discipline:

- Level 2 discipline offenses are intermediate acts of misconduct.
- Students should be referred to an administrator.
- Level 2 consequences range from a minimum of one (1) day of Out-of-School Suspension (OSS) to a maximum of ten (10) days of Out-of-School Suspension (OSS) and may include restitution.
- Repeated violations of any Level 2 offense may result in that violation being considered a Level 3 offense which may result in long-term suspension/expulsion.

3. Levels 3, 4, and 5 Discipline:

- Levels 3, 4, and 5 discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property and other acts of serious misconduct.
- Students must be referred to an administrator. Administrators will notify the appropriate authorities, as well as other law enforcement agencies as deemed appropriate.
- Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to ten (10) school days, pending disciplinary investigation of the allegations.
- Level 3 consequences range from a minimum of ten (10) days of Out-of-School Suspension (OSS) to a maximum of ten (10) days OSS with a recommendation for long-term suspension for the remainder of the current semester.
- Level 4 consequences include ten (10) days OSS with a recommendation for expulsion for the remainder of the current semester and for one additional semester.
- Level 5 consequences include ten (10) days OSS with a recommendation for expulsion for the remainder of the current semester and for two additional semesters.

REMOVING DISRUPTIVE STUDENTS FROM THE CLASSROOM:

1. Power Public Schools fully supports the authority of every teacher to remove a disruptive student from their class pursuant to O.C.G.A. § 20-2-738. This applies to a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with students in the class or with the student's classmates' ability to learn where the student's behavior is in violation of the Student Code of Conduct.
2. The teacher shall follow the school's administrative referral guidelines and, when necessary, the procedures outlined in state law regarding teacher authority to remove students from the classroom.

STUDENT ENROLLMENT/CONDUCT RELATIVE TO GEORGIA DRIVER'S LICENSES:

The issuance of driver's licenses and permits to minors will be based on student enrollment rather than school attendance. The Department of Driver Services (DDS) shall not issue an instruction permit or driver's license to a person who is younger than 18 years of age unless, at the time such minor submits an application for an instruction permit or driver's license, the records of the department indicate that said applicant is enrolled in and not under suspension from school.

TRUANCY:

When a child is absent, parents, guardians, or other persons who have control of a child enrolled in Power Public Schools should comply with school guidelines to report reasons for absences. Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, guardian, or other person who has control or charge of that child shall be in violation of O.C.G.A. § 20-2-690.1. Any child that is subject to compulsory attendance who, during the school calendar year, has more than five (5) days of unexcused absences is considered truant.

REPORTING TO LAW ENFORCEMENT:

In addition to discipline of students by Power Public Schools, student conduct may be reported to appropriate law enforcement authorities. The school encourages parents/guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

CHRONIC DISCIPLINARY PROBLEM STUDENTS:

A chronic disciplinary problem student is a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur.

PARTICIPATION IN ACTIVITIES WHILE ON SUSPENSION:

Students shall not be allowed to participate in school-related activities while suspended, including extracurricular activities, athletics, and school ceremonies.

TECHNOLOGY OFFENSES:

Students who violate the Code of Conduct with regards to misuse of technology may lose the privilege of utilizing school-issued technology for a time period to be determined by administration, which may include a permanent revocation of technology privileges. Administration may also limit use of student-owned technology on school campuses or use of the school network for academic purposes.

AI-ENHANCED INTERVENTIONS AND SUPPORTS:

In alignment with Power Public Schools' innovative approach to education, the school implements AI-enhanced intervention strategies to support positive student behavior:

1. **POWER AI Early Intervention**: Students exhibiting early signs of behavioral challenges may be referred to the POWER AI system, which provides personalized intervention strategies based on student data and evidence-based practices.

2. **Data-Informed Restorative Practices**: The school utilizes AI-enhanced data systems to identify patterns and provide targeted restorative interventions before minor behavioral issues escalate.

3. **Character Development Integration**: All disciplinary responses include appropriate character development components aligned with Power Public Schools' POWER Principles.

STUDENT OFFENSES:

A student shall not violate any of the following rules of Power Public Schools. Pursuant to state requirements, disciplinary levels have been assigned to each offense. These levels correspond to the disciplinary levels detailed above. However, administrators working in conjunction with the appropriate authorities may give greater discipline in egregious circumstances, as identified on a case-by-case basis by the severity of the behavior, student's previous discipline history, and other relevant factors.

A. ALCOHOL/ILLEGAL DRUGS/INHALANTS:

1. No student shall possess, consume, store, or be under any degree of influence of alcoholic beverages (including related products such as "near" beer, non-alcoholic beer, and non-alcoholic wine coolers), illegal drugs (including, but not limited to narcotics, hallucinogens, amphetamines, barbiturates, marijuana, cannabis oil, CBD products, THC, or any other substance listed under the Georgia Controlled Substances Act), or any substance believed by the student to be alcohol or an illegal drug in any form. Legal intoxication is not required for violation of this Code of Conduct.

2. No student shall possess, transmit, store, buy, sell, distribute, or possess with intent to sell any drug-related paraphernalia.

3. No student shall falsely present or identify a substance to be alcohol or an illegal drug.

4. No student shall buy, sell, or otherwise distribute or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute alcoholic beverages, illegal drugs, or any substance falsely identified as such, or is believed by the purchaser to be an alcoholic beverage or illegal drug in any form.

5. No student shall sniff or be under the influence of inhalants and/or other substances.

6. No student shall be in possession or under the influence of synthetic Cannabinoids such as "K-2" (also known as, Spice, Blayze II, RedBird, Mojo, VooDoo Magic, Spice Gold, Yucatan Fire, Demon and Serenity).

B. ATTENDANCE VIOLATIONS:

1. A student shall not be truant by failing to attend school in compliance with the Georgia Compulsory Attendance Laws.

2. No student shall be tardy for a class or activity for which he/she is enrolled without a valid excuse.

3. No student shall miss any class or activity for which he/she is enrolled without a valid excuse including, but not limited to, leaving class without permission.
4. Students shall not leave school grounds during the course of the regularly scheduled school day without the permission of a parent/guardian and the Principal or designee. Students must follow the established procedures for checking in or out of school.

C. BOMB THREATS:

Bomb threat is defined as: Transmitting in any manner a false alarm to the effect that a bomb or other explosive of any nature is concealed on school property creating a potentially dangerous situation.

D. BULLETS, BB'S, PAINT BALL PELLETS:

Students may not possess ammunition, BB's, paint pellets, water/gel beads, or CO2 cartridges. These items are disruptive to the function of the school and may pose a safety risk.

E. BUS BEHAVIORS:

Students shall follow all student behavior policies and regulations while at the bus stop and on school-provided transportation including, but not limited to, the prohibitions on physical violence, bullying, assault, battery, disrespectful conduct, or other unruly behavior.

F. PERSONAL COMMUNICATIONS/ELECTRONIC DEVICES:

1. Students shall not use, display, or turn on smart watches, cellular phones, video phones, or electronic devices during instructional time for non-instructional purposes and without the express permission of the teacher. The Principal shall determine specified times on campus when cell phones and other electronic devices may be used and will publish this information in student handbooks, the school website, on posters, and/or by other means.
2. Students shall not use personal technology resources to capture, distribute, or display inappropriate material.
3. Students shall not use personal technology devices to access chat rooms/social networking sites during the regular school day for non-instructional purposes and without the express permission of the teacher.
4. Students shall not use any device for audio or visual recording without the permission of a school administrator. This includes, but is not limited to, using recording devices to video, photograph, or record misbehaviors or to violate the privacy of others.

G. DISRESPECTFUL CONDUCT:

1. No student shall use any type of profane, vulgar, obscene, or offensive language (written or oral) or gestures. Offensive language may include, but is not limited to, disparaging statements on the basis of disability, race, ethnicity, gender, or religion.

2. No student shall possess or distribute profane, vulgar, pornographic, obscene, or ethnically offensive materials.
3. A student shall not use profane, obscene, or abusive language (written or oral) or gestures toward school personnel or other adults on school property or at school sponsored events.
4. Insubordination: All students shall comply with direct commands or reasonable directions of all authorized school personnel or designees.
5. All students shall comply with the directions of all authorized school personnel or designees to remove themselves from the location of a disruptive situation.
6. No student shall refuse to identify himself/herself upon request of any school employee or designee or attempt to conceal his/her identity.
7. No student shall violate the school dress code.
8. No student shall fail to attend Saturday School, Detention, or In-School Suspension.
9. No student shall violate a no-contact or stay-away agreement issued by the school.

H. DISRUPTION OF SCHOOL:

1. Class Disruption: No students shall intentionally make noise or act in any other manner so as to interfere with a teacher's ability to conduct a class or a student's ability to learn.
2. School Disruption: No student shall, in any manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process or function of the school, or engage in any such conduct for the purpose of causing the disruption or obstruction of any such lawful mission, process or function.
3. Students shall not be on the campus of a school in which they are not enrolled during that school's hours or while that school is operational without permission from that school's administration. Students also may not enter a school building after hours without express permission.
4. Students may not return to campus or attend any school function while on suspension.
5. Students may not be present in an unauthorized area or gather in an area for any purpose other than the intended purpose of that area.
6. Students shall not occupy nor block the entrance/exit of any school building, gymnasium, school grounds, properties, or parts(s) thereof with the intent to deprive others of its use, or when the effect thereof is to deprive others of such use.
7. Students shall not prevent or attempt to prevent the convening or continued functioning of any school, class, activity or lawful meeting or assembly on the school campus.

8. Students shall not prevent students from attending a class or school activity.
9. No student shall, except under the direct instruction of the Principal, block normal pedestrian or vehicular traffic on a school campus or adjacent grounds.
10. No student shall be involved in a serious verbal altercation that disrupts the school, class, or school activity.

I. FALSE INFORMATION:

1. No student shall knowingly and willfully make false reports or statements whether orally or in writing; falsely accuse other students of wrong actions; hold himself/herself out to be another person; falsely accuse school employees of wrong action or inappropriate conduct; falsify school records; or forge signatures.
2. No student shall make false calls to emergency services including false fire alarms which create a potentially dangerous interruption to the normal school operation and to both the physical and emotional well-being of students and staff.

J. GAMBLING:

No student shall participate in any type of gambling activity as defined by state law or that involves the wagering or betting of services, money, or other items.

K. GANG RELATED ACTIVITY:

A "gang" is defined as any group or association of three or more persons, whether formal or informal, which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity or behavior of any kind, whether on or off school campuses or school property.

1. No student shall engage in any activity while participating in a gang which interferes with the orderly conduct of school activities, with discipline in the schools, or with the rights of other students or faculty members.
2. No student shall display identified gang tattoos.
3. No student shall hold himself/herself out as a member of a gang.
4. No student shall recruit or solicit membership in any gang or gang-related organization.
5. No student shall engage in any other gang-related behavior which is subversive to good order and discipline in the schools, even if such behavior is not specified in the Code of Conduct.

L. HARASSMENT, INTIMIDATION, THREATS, AND BULLYING BEHAVIOR:

1. Harassment is defined as: Intentional, substantial, and unreasonable verbal, physical or written contact that is initiated, maintained, or repeated. No student shall engage in harassment, intimidation, or abuse of or toward any other student(s), school employees or other adults for any reason. This prohibition includes but is not limited to, harassment, intimidation or abuse

of students or others based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity or a physical characteristic.

2. No student shall threaten, either verbally, in writing, electronically, or by physical presence, expressed or implied, or conspire to cause bodily injury to any student, school employee or non-school employee.

3. Bullying: No student shall bully another student or students. Bullying behavior is defined as:

    - Willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so; or
    - Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm; or
    - Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate that:
        - Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts;
        - Has the effect of substantially interfering with the victim student's education;
        - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
        - Has the effect of substantially disrupting the orderly operation of the school.

    Bullying behavior is also defined as cyberbullying which occurs through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

    - Is directed specifically at students or school personnel; AND
    - Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school; AND
    - Creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

4. Stalking: Stalking is defined as a student following, placing under surveillance, or contacting another student or school employee without consent for the purpose of harassment or intimidation, which includes behavior that would cause a reasonable person to: (a) fear for their safety or the safety of others; or (b) suffer emotional distress.

M. INCENDIARY DEVICES:

No student shall possess, light, and/or discharge smoke bombs, stink bombs, fireworks, cigarette lighters, matches, or similar devices.

N. OFF-CAMPUS OFFENSES:

Off-campus misconduct for which a student shall be disciplined includes any off-campus conduct which:

- Could result in the student being criminally charged with a felony; AND
- Makes the student's continued presence at school a potential danger to persons or property at the school or disrupts the educational process.

O. OTHER BEHAVIORS:

No student shall participate in any activity that is subversive to good order and discipline of the school not specifically addressed in the other sections of this Code of Conduct (Possession or use of counterfeit money is included in this category).

P. OVER-THE-COUNTER MEDICATION:

Possession of all over-the-counter medication on school property must be in compliance with school medication policy and procedures. A student is prohibited from selling, distributing, or possessing with intent to distribute any over-the-counter medication. Over-the-counter medications specifically include, but are not limited to, nicotine replacement therapies such as nicotine gum and candy, nicotine lozenges, nicotine patches, nicotine inhalers, nicotine nasal sprays and the like.

Q. PARTIES TO THE OFFENSE:

No student shall urge, encourage, counsel, further, promote, assist, cause, advise, procure, or abet any other student(s) to violate any section or paragraph of this Code of Conduct.

R. PHYSICAL OFFENSES:

Administrators will exercise professional discretion in determining incidents of horseplay, intentional spitting, physical altercation, fighting or physical bullying, or self-defense as defined by Georgia law in O.C.G.A. § 16-3-21. Administrators will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case-by-case basis.

1. No student shall use any device, chemical, irritant, or substance in a manner inconsistent with its intended or prescribed use, or in a manner designed to cause harm, physical irritation, or allergic reaction. Examples include, but are not limited to, directing a laser optical pointer or similar device at another person's eyes, and applying "itching powder" or like substances to another person.
2. Students may not possess or use any device designed to produce a mild electrical shock.
3. Students shall not engage in rough or boisterous activities, including but not limited to horseplay.
4. No student shall participate in any kind of physical altercation.
5. No student shall participate in any kind of physical harassment, including but not limited to hazing, intentionally spitting on another person, intentionally urinating on another person, lifting a student's skirt, or pantsing (pulling down a student's pants/shorts/skirt, etc.).

6. No student shall participate in any type of fighting.
7. No student shall act in concert with any student or students to physically attack another student or other persons.
8. Physical Threat of a Student or a Person who is not a School Employee: Physical Threat is defined as: when a student attempts to commit a violent injury to the person of another; or commits an act which places another in reasonable apprehension of immediately receiving a physical injury.
9. Battery on a Student or a Person who is not a School Employee: Battery is defined as when a student: intentionally causes physical harm to a person; or causes or attempts to cause injury or behaves in such a way as to cause physical injury to a student.
10. Physical Offenses upon School Employees: a. Physical Threat: Physical Threat is defined as: when a student attempts to commit a violent injury to the person of a staff member; or commits an act which places a staff member in reasonable apprehension of immediately receiving a serious or violent injury.

    b. Physical Violence Without Harm: No student shall intentionally commit an act of assault or battery of an insulting or provoking nature with the person of a school employee, unless such contact was in self-defense, as provided in Georgia law in O.C.G.A. § 16-3-21.

    c. Physical Violence With Harm: No student shall intentionally commit an act of assault or battery, which causes physical harm to a school employee, unless such physical contacts or physical harms were in self-defense, as provided in Georgia law in O.C.G.A. § 16-3-21.
11. Unauthorized Confinement/Detention: No student shall engage in unauthorized confinement or detention of another person, which is defined as violating the personal liberty of another through confinement or detainment without legal authority.

S. PRESCRIPTION DRUGS:

No student shall be in possession of prescription medication not prescribed for the student. In addition, a student shall not sell, distribute, or possess with intent to distribute any prescribed medication on school property.

T. PROPERTY RELATED OFFENSES:

Parents/guardians and/or students will be held responsible for restitution of the full value of any damaged or stolen property.

1. No student shall intentionally cause substantial damage to personal property belonging to a school employee or another student.
2. No student shall set fire to any private property or school property either while on school grounds or off school grounds during a school activity, function, or event.
3. No student shall attempt to, threaten to, or actually damage, destroy, vandalize, or steal private property.

4. No student shall attempt to, threaten to, or actually damage, destroy, vandalize, or steal school property.

5. No student shall possess stolen private property or school property on school grounds.

U. SEXUAL OFFENSES:

1. Sexual Misconduct: a. No student shall be engaged in amorous kissing or other inordinate displays of affection.

   b. No student shall consent to and participate in any form of sexual activity.

   c. No student shall expose one's intimate body parts or "moon" in public. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female.

   d. No student shall commit any act of verbal, written, gesture-oriented, or physical sexual misconduct on school property, school buses, at school-sponsored events, or while using school technology resources.

2. Sexual Harassment: a. No student shall participate in verbal, non-verbal, printed, or digital conduct of a sexual nature (including, but not limited to, unwelcome sexual advances, requests for sexual favors, sexually offensive slurs, sexually offensive drawings, photographs, or posters directed towards another person) where there is a pattern of harassing behavior or a single significant incident.

   b. No student shall participate in physical conduct of a sexual nature (including, but not limited to, unwelcome sexual advances or gestures) where there is a pattern of harassing behavior or a single significant incident.

3. Contact with Intimate Body Parts: No student shall intentionally make physical contact with the intimate parts of the body of another person without the consent of that person. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female or male. No student shall commit any act of sexual battery on school property, school transportation, or at school-sponsored events.

4. Sexual Molestation: Sexual molestation is defined as a student doing any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes a student forcing another person to make physical contact with the student's intimate body parts. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female or male. No student shall commit any act of sexual molestation or the attempts thereof on school property, school buses, or at school-sponsored events.

V. STIMULANTS:

A student shall not consume, possess, sell, distribute, or possess with intent to distribute diet pills, caffeine pills, or other stimulant on school property.

W. SCHOOL TECHNOLOGY OFFENSES:

All students using school technology, including on or off campus use of school-issued devices, must have a signed Internet use form on file with the school. Unauthorized access and prohibited behaviors are fully discussed and defined in the school's technology acceptable use policy.

1. Students shall not attempt to identify ways to gain access or otherwise hack school technology resources including on or off campus use of school-issued devices. Phishing is strictly prohibited.
2. Students shall not attempt to disrupt school technology resources, including on or off campus use of school-issued devices by destroying, altering, or otherwise modifying technology. This includes use of unauthorized web browsers and utilizing virtual private networks (VPNs), proxies, or network sniffers. Hacking is strictly prohibited.
3. Students shall not use school technology resources, including on or off campus use of school-issued devices to solicit business, advertise, or engage in any other selling activities in support of non-school related fund-raising or private business enterprises.
4. Students shall not engage in any activity that monopolizes, wastes, or compromises school technology resources, including on or off campus use of school-issued devices.
5. Students shall not copy computer programs, software or other technology provided by the school for personal use. Downloading unauthorized files is strictly prohibited.
6. No student shall attempt to, threaten to, or actually damage, destroy, vandalize, or steal private property or school property while using school technology resources, including on or off campus use of school-issued devices.
7. Students shall not use school technology resources, including on or off campus use of school-issued devices to distribute or display inappropriate material. Inappropriate material does not serve an instructional or educational purpose and includes but is not limited to material that:
    - Is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic, or threatening;
    - Advocates illegal or dangerous acts;
    - Causes disruption to the school, its employees, or students;
    - Advocates violence;
    - Contains knowingly false, recklessly false, or defamatory information; or
    - Is otherwise harmful to minors as defined by the Children's Internet Protection Act.
8. Students shall not commit any other prohibited act discussed in the school's technology acceptable use policy or violate the User Device Agreement. This includes any modification of school records.
9. Students shall not use school technology devices, including on or off campus use of school-issued devices to access chat rooms/social networking sites including, but not limited to Facebook, Twitter, Instagram, TikTok, BeReal, or Snapchat.

10. Students may not use audio or visual recording devices without the permission of a school administrator. This includes, but is not limited to, using recording devices to video or record misbehaviors or to violate the privacy of others.

X. TOBACCO, SMOKING PRODUCTS, AND VAPING:

1. Student possession or use of tobacco, tobacco product substitutes (e.g., tobacco look-alikes), cigarette look-alikes (e.g., electronic cigarettes), hookahs and hookah look-alikes (e.g., electronic hookahs), vaping devices, or vaping cartridges is prohibited.

2. No student shall buy, sell, or otherwise distribute or possess with the intent to distribute or attempt to buy, sell, or otherwise distribute or possess with the intent to distribute tobacco, tobacco product substitutes (e.g., tobacco look-alikes), cigarette look-alikes (e.g., electronic cigarettes), hookahs and hookah look-alikes (e.g., electronic hookahs), vaping devices, or vaping cartridges.

Y. WEAPONS:

A student who wants to use a weapon or look-alike weapon in an exhibit, presentation, or activity in a classroom or at a school-sponsored event must meet the following requirements:

- Verbal approval of the teacher in whose class the weapon will be used;
- Prior written permission from the Principal which includes a description of the weapons authorized and the time period during which the weapons may be on campus;
- Transport of the weapon or look-alike weapon to and from the school by the parent/guardian of the student making the request; and
- The teacher or school administration storing the weapon or look-alike weapon in a secure location when it is not being used in the above classroom activities.

Prohibition: A student shall not possess, handle, transmit, or cause to be transmitted; use or threaten to use; sell, attempt to sell, or conspire to sell a weapon, either concealed or open to view, on school property. A weapon includes a dangerous weapon, firearm, or hazardous object, as further defined below. All weapons shall be confiscated and given to law enforcement agencies as appropriate. The disposition of confiscated weapons shall be determined by the superintendent or his/her designated school official, in conjunction with law enforcement.

Note: The definition of "weapon" for purposes of this Code of Conduct is one that includes, but is not limited to, the following items:

Category I Weapon - Dangerous Weapon or Firearm (Loaded or Unloaded): Dangerous weapon means any weapon which fires explosive or non-explosive rockets or weapon which is designed to explode to injure, kill, destroy armor, or similar weapon used for such purpose as defined in O.C.G.A. § 16-11-121. Firearm means a handgun, rifle, shotgun, or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge.

Category II Weapon – Hazardous Object: Hazardous object means any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from

metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun (including but not limited to BB, paintball, and certain water or water gel guns), and any stun gun or taser as defined O.C.G.A. § 16-11-106 or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.

Category III Weapon: Any knife or instrument having a blade of less than two inches, any "look-alike" firearm, any "look-alike" or practice knife, or plastic disposable razor or sling shot.

Note: For items such as smoke bombs, stink bombs, fireworks, cigarette lighters, matches, or similar devices, see Paragraph M (Incendiary Devices) above.

POWER PUBLIC SCHOOLS ADDITIONAL PROVISIONS:

POWER PRINCIPLES AND CHARACTER DEVELOPMENT:

Power Public Schools believes that character development is essential to student success. Our POWER Principles framework is integrated into our discipline system to ensure students develop not just academically but also as ethical leaders. The POWER Principles are:

1. **Perseverance**: Students demonstrate determination and grit in the face of challenges, continuing to strive toward their goals despite obstacles.
2. **Ownership**: Students take responsibility for their actions, their learning, and their impact on others and the school community.
3. **Winning Mentality**: Students approach their education with a growth mindset, believing in their ability to achieve at high levels and viewing challenges as opportunities.
4. **Excellence**: Students consistently strive for their personal best in all endeavors, maintaining high standards for their academic work, behavior, and contributions to the community.
5. **Reflection**: Students regularly engage in thoughtful consideration of their actions, choices, and progress, using insights gained to improve and grow.

When disciplinary infractions occur, students will participate in reflective practices aligned with these principles to foster growth and positive behavior change. Each disciplinary response will incorporate opportunities for students to connect their choices to these core values and develop strategies for embodying the POWER Principles in future situations.

RESTORATIVE PRACTICES:

Power Public Schools implements restorative practices as a cornerstone of our discipline approach. These practices focus on:

1. **Repairing Harm**: Students who have engaged in misconduct participate in processes to understand the impact of their actions and work to repair any harm caused.
2. **Community Circles**: Regular community-building circles help establish trust and positive relationships before conflicts arise.
3. **Restorative Conferences**: Facilitated meetings between affected parties to address harm and develop solutions.
4. **Student Leadership**: Peer mediation and student-led restorative processes empower students to resolve conflicts.
5. **AI-Enhanced Progress Monitoring**: Our POWER AI system helps track student progress in developing positive behaviors and identifying needed supports.

PBIS INTEGRATION:

Power Public Schools implements Positive Behavioral Interventions and Supports (PBIS) as part of our multi-tiered system of supports:

1. **Tier 1 (Universal)**: School-wide expectations are clearly taught, modeled, and reinforced for all students. These expectations are aligned with our POWER Principles.
2. **Tier 2 (Targeted)**: Students who need additional support receive targeted interventions, including check-in/check-out systems, small group instruction in social skills, and behavior contracts.
3. **Tier 3 (Intensive)**: Students with significant behavioral needs receive intensive, individualized interventions based on functional behavioral assessments and behavior intervention plans.
4. **Data-Driven Decision Making**: Our POWER AI system collects and analyzes behavioral data to identify patterns and guide intervention decisions.
5. **Recognition Systems**: Students are recognized for demonstrating positive behaviors aligned with our POWER Principles through various acknowledgment systems.

BULLYING PREVENTION AND INTERVENTION:

Power Public Schools is committed to providing a safe, positive learning environment for all students. The school prohibits bullying of any kind, including cyberbullying. In compliance with the Georgia Department of Education's Bullying Law O.C.G.A. 20-2-751.4, Power Public Schools implements a comprehensive bullying prevention and intervention program.

Definition of Bullying: Bullying is defined as:

1. Willful attempts or threats to inflict injury on another person when accompanied by an apparent present ability to do so;
2. Intentionally displaying force in a way that would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act which a reasonable person would perceive as intended to threaten, harass, or intimidate that:
    - Causes substantial physical harm or visible bodily harm;

    - Substantially interferes with a student's education;
    - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
    - Substantially disrupts the orderly operation of the school.

Cyberbullying is defined as bullying that occurs through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

- Is directed specifically at students or school personnel;
- Is maliciously intended to threaten the safety of those specified or substantially disrupt the orderly operation of the school; and
- Creates a reasonable fear of harm or has a high likelihood of succeeding in that purpose.

No-Tolerance Policy Communication: Power Public Schools will clearly communicate its No-Tolerance policy for bullying to all stakeholders through:

- Student handbooks distributed and reviewed at the beginning of each school year
- Dedicated assemblies and classroom lessons on bullying prevention
- Parent/guardian information sessions and materials
- Staff professional development on recognizing and responding to bullying
- Prominent posting of anti-bullying policies throughout the school
- Regular communication through school newsletters, website, and social media
- Incorporation of bullying prevention into the curriculum at all grade levels

Reporting Procedures: Any student, parent, guardian, or staff member who suspects that bullying has occurred should take the following steps:

Step 1: Reporting

- Students should immediately report bullying incidents to any staff member.
- Staff members must report suspected bullying to school administration within 24 hours.
- Parents/guardians should report concerns to a teacher, counselor, or administrator.
- Anonymous reporting options are available through the school website and physical drop boxes.

Step 2: Investigation

- All reports will be thoroughly investigated by designated school personnel within 3 school days.
- The investigation will include interviews with the alleged victim, alleged bully, and witnesses.
- All involved parties' privacy will be respected.
- Parents/guardians of all involved students will be notified.

Step 3: Intervention & Consequences If bullying is confirmed, Power Public Schools will take immediate action:

- Support for the victim, including counseling, safety planning, and regular check-ins
- Interventions for the student who bullied, which may include:
    - Restorative justice practices
    - Counseling or social skills training
    - Disciplinary actions according to the Code of Conduct

- Behavior contracts and monitoring

Step 4: Follow-Up & Monitoring

- Ongoing monitoring to ensure the bullying has stopped
- Regular check-ins with the victim and the student who bullied
- Continued family communication and support resources
- Data collection to identify patterns and improve prevention efforts

Prevention Strategies: Power Public Schools implements a comprehensive approach to bullying prevention that includes:

- Social-emotional learning curriculum for all students
- Bystander intervention training
- Digital citizenship education
- Celebration of diversity and inclusion
- Student leadership opportunities
- Regular climate surveys to assess school safety

CLUBS AND ORGANIZATIONS:

The names of student clubs and organizations, the mission or purpose of such clubs or organizations, the names of the club's or organization's contacts or faculty advisors, and a description of past or planned activities will be available in student handbooks, school-provided information and/or on school websites. This information is updated periodically throughout the year and is available on the school's website and/or the school's administrative office.

PARENT/GUARDIAN AND STUDENT ACKNOWLEDGMENT:

Each student and parent/guardian shall sign an acknowledgment of receipt of this Code of Conduct. While lack of signature does not exempt any student from compliance with the Code, the acknowledgment provides confirmation that the Code has been received and reviewed.

This Student Code of Conduct has been developed in accordance with Georgia law, including the Charter Schools Act of 1998, as amended (O.C.G.A. §§ 20-2-2060 through 20-2-2071), State Board of Education Rule 160-4-9-.04 et seq., and all applicable local, state, and federal laws and regulations.

Power Public Schools is committed to providing a safe, supportive, and intellectually challenging environment that empowers all students to thrive academically, socially, and emotionally. This Code of Conduct supports that commitment by establishing clear expectations, responsibilities, and procedures that foster a positive school culture where teaching and learning can flourish.

Adopted by the Power Public Schools Governing Board on: _____

Board Chair Signature: ___

School Leader Signature: _____

EXHIBIT 12

POWER PUBLIC SCHOOLS

STUDENT DISCIPLINE POLICY AND PROCEDURES

INCLUDING POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

TABLE OF CONTENTS

1. Purpose and Philosophy
2. Multi-Tiered System of Supports for Behavior
3. Positive Behavioral Interventions and Supports (PBIS) Framework
4. Restorative Practices
5. Disciplinary Procedures and Due Process
6. Special Considerations for Students with Disabilities
7. Behavior Crisis Response Procedures
8. Parent/Guardian Communication and Involvement
9. Staff Development and Training
10. Data Collection and Evaluation

---

1. PURPOSE AND PHILOSOPHY

1.1 Mission Alignment

Power Public Schools is committed to creating a safe, supportive, and inclusive learning environment where all students can thrive academically, socially, and emotionally. Our approach to student discipline aligns with our school's mission to empower students in South Cobb County through innovative, AI-integrated education that prepares them for future success.

1.2 Core Beliefs About Student Behavior

Our discipline policy and procedures are based on the following core beliefs:

1. **Prevention is more effective than reaction.** We prioritize teaching appropriate behaviors and creating positive school environments over punitive responses to misbehavior.
2. **Behavior is a form of communication.** Student conduct often communicates underlying needs, challenges, or skills deficits that require support rather than punishment.
3. **Relationships are fundamental.** Strong, trusting relationships between students, staff, and families are essential to effective discipline and school culture.
4. **Discipline should be instructional.** Consequences should help students learn from mistakes, develop better decision-making skills, and restore relationships

harmed by their actions.

5. **Equity matters.** Our approach to discipline must be fair, consistent, and free from bias based on race, ethnicity, gender, disability status, or other characteristics.

2. MULTI-TIERED SYSTEM OF SUPPORTS FOR BEHAVIOR

Power Public Schools implements a Multi-Tiered System of Supports (MTSS) framework to address student behavior. This approach provides differentiated levels of intervention based on student needs.

2.1 Tier 1: Universal Supports (All Students)

Preventive Strategies:

- Clearly communicated schoolwide expectations (The Power Path)
- Explicit teaching of behavioral expectations
- Consistent classroom management practices
- Social-emotional learning curriculum
- Positive reinforcement systems
- Regular community building activities
- Supportive school climate initiatives

Implementation:

- All students receive Tier 1 supports
- Approximately 80-90% of students typically respond to this level of support
- Staff use common language and consistent practices across all settings

2.2 Tier 2: Targeted Interventions (Some Students)

Support Strategies:

- Check-in/Check-out systems
- Small group social skills instruction
- Behavior contracts
- Mentoring programs
- Self-monitoring tools
- Targeted skill development
- Increased home-school communication

Implementation:

- Provided to students who need more support than Tier 1 alone (approximately 10-15% of students)
- Based on data showing specific behavioral needs
- Progress monitored weekly
- Typically delivered in small groups with similar needs

2.3 Tier 3: Intensive Interventions (Few Students)

Intensive Strategies:

- Functional Behavioral Assessment (FBA)
- Individualized Behavior Intervention Plan (BIP)
- Wraparound services coordination

- Individual counseling
- Crisis intervention planning
- Collaboration with external agencies
- Family support services

Implementation:

- Reserved for students with significant behavioral challenges (approximately 1-5% of students)
- Highly individualized based on comprehensive assessment
- Involves collaboration among school staff, families, and sometimes community providers
- Progress monitored daily or weekly
- May include modified school schedules or environments

3. POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) FRAMEWORK

Power Public Schools implements PBIS as our schoolwide approach to promoting positive behavior and creating a supportive school culture.

3.1 The Power Path: Schoolwide Expectations

Our schoolwide behavioral expectations are organized around the acronym POWER:

P - Purposeful

- Set goals and work toward them
- Make choices that support learning
- Use time efficiently
- Persist through challenges

O - Ownership

- Take responsibility for actions
- Complete assignments thoroughly
- Care for school property
- Follow through on commitments

W - Wisdom

- Make thoughtful decisions
- Consider consequences before acting
- Apply knowledge to new situations
- Seek help when needed

E - Excellence

- Strive for high quality work
- Participate actively
- Support others' success
- Demonstrate continuous improvement

R - Respect

- Treat others with kindness
- Listen when others speak

- Honor differences
- Resolve conflicts peacefully

3.2 Teaching Behavioral Expectations

Power Public Schools explicitly teaches behavioral expectations to all students:

- **Beginning of Year Orientation:** Dedicated time to teach the Power Path expectations across all school settings
- **Weekly Advisory Lessons:** Ongoing instruction in social-emotional skills and behavioral expectations
- **Setting-Specific Instruction:** Teaching appropriate behaviors for different areas (classroom, hallways, cafeteria, etc.)
- **Booster Sessions:** Reteaching expectations after school breaks or when data indicates a need
- **New Student Onboarding:** Orientation to behavioral expectations for students who enroll mid-year

3.3 Recognition Systems

Power Public Schools acknowledges and reinforces positive behavior through:

Daily Recognition:

- Verbal praise and specific feedback
- Power Points awarded by staff members for demonstrating expectations
- Positive notes or messages to students and families

Weekly Recognition:

- "Power Student of the Week" in each advisory
- Recognition during community meetings
- Positive phone calls home

Monthly Recognition:

- "Power Leader" certificates for exemplary behavior
- Special privileges or activities
- Recognition on school displays and newsletters

Quarterly Recognition:

- Honor roll for academic and behavioral excellence
- Celebration events for students meeting behavioral goals
- Special field trips or experiences

3.4 Consistent Response to Behavioral Errors

When students do not meet behavioral expectations, staff respond with:

1. **Calm, respectful redirection** to the expected behavior
2. **Reteaching** the appropriate behavior
3. **Logical consequences** related to the specific behavior
4. **Restorative practices** to repair harm and relationships
5. **Data collection** to identify patterns and needs
6. **Communication with families** about significant or repeated concerns
7. **Referral to higher tiers of support** when needed

4. RESTORATIVE PRACTICES

Power Public Schools integrates restorative practices into our discipline approach to build community, repair harm, and restore relationships.

4.1 Community Building

Proactive Strategies:

- Daily morning meetings or advisory circles
- Regular community-building circles
- Relationship-building activities
- Collaborative problem-solving
- Class agreements instead of rules
- Student voice in decision-making

4.2 Responding to Conflict and Harm

When behavioral incidents occur, we utilize restorative approaches such as:

Restorative Conversations:

- Private, structured conversations between the student and staff member
- Focus on understanding impact and making things right
- Collaborative problem-solving
- Plan for moving forward

Restorative Conferences:

- Facilitated meeting between those involved in an incident
- All participants share their perspective
- Discussion of impact on all parties
- Agreement on how to repair harm
- Plan to prevent future incidents

Reintegration Circles:

- Supportive process for students returning after absence or suspension
- Focus on successful transition back to the community
- Clear expectations and support plan
- Opportunity to make amends if needed

4.3 Restorative Questions

Staff use consistent restorative questions when addressing behavioral incidents:

For the person who caused harm:

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

For those affected by harm:

- What happened?
- How have you been affected?
- What has been the hardest part for you?

- What do you think needs to happen to make things right?

5. DISCIPLINARY PROCEDURES AND DUE PROCESS

5.1 Progressive Discipline Approach

Power Public Schools implements a progressive discipline approach that matches interventions to the severity of the behavior while maintaining student dignity and learning opportunities.

Level 1: Minor Infractions

- Managed primarily by classroom teachers
- Focus on redirection and reteaching
- May include brief time away from activity, reflection, or logical consequences
- Documentation in classroom behavior log

Level 2: Repeated or Moderate Infractions

- May involve administrator support
- Restorative conference with teacher and/or administrator
- Parent/guardian notification
- Behavior contract or plan
- Loss of privileges
- After-school reflection time
- Documentation in student information system

Level 3: Serious Infractions

- Administrator-managed
- Parent/guardian conference
- Restorative conference with all affected parties
- In-school suspension with academic support and reflection
- Behavior intervention plan
- Referral to counseling services
- Community service
- Documentation in student information system

Level 4: Severe Infractions

- Administrator-managed with potential district involvement
- Formal parent/guardian conference
- Short-term out-of-school suspension (1-10 days)
- Re-entry plan with supports
- Referral to external services
- Consideration of alternative placement
- Possible law enforcement notification (when required by law)
- Formal documentation and due process procedures

5.2 Due Process Procedures

All students are entitled to due process when facing disciplinary action:

For Minor Consequences (classroom-managed):

- Explanation of the behavioral concern
- Opportunity for student to explain their perspective
- Clear explanation of the consequence

- Documentation of the incident

For In-School Suspension:

- Notification of the specific rule violation
- Opportunity for student to explain their perspective
- Notification to parent/guardian
- Right to appeal to school administrator

For Out-of-School Suspension (1-10 days):

- Written notice to student and parent/guardian of charges
- Opportunity for informal hearing with administrator
- Presentation of evidence supporting charges
- Opportunity to present student's version of events
- Written notification of decision and appeal rights
- Educational services provided during suspension period

For Long-Term Suspension or Expulsion:

- Written notice to student and parent/guardian of charges
- Formal hearing with impartial hearing officer
- Right to legal representation
- Right to present witnesses and evidence
- Right to cross-examine witnesses
- Written decision with findings of fact
- Right to appeal to Board of Directors
- Educational services provided during exclusionary period

5.3 Alternatives to Suspension

Power Public Schools prioritizes alternatives to suspension whenever possible:

- **Restorative conferences** with affected parties
- **Community service** related to the behavior
- **Skill-building sessions** targeting specific behavioral needs
- **Counseling referrals** for underlying issues
- **Behavior contracts** with clear goals and supports
- **Parent/guardian shadowing** in the school environment
- **Temporary placement** in a different classroom
- **Loss of privileges** with opportunity to earn them back
- **Natural consequences** that logically connect to the behavior

6. SPECIAL CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

6.1 Protections Under IDEA and Section 504

Students with disabilities receive additional protections in the discipline process:

- **Manifestation Determination Review** for removals exceeding 10 cumulative school days
- **Functional Behavioral Assessment** to understand the function of challenging behaviors
- **Behavior Intervention Plan** with positive strategies and supports
- **Continued educational services** during periods of removal
- **Consideration of disability** in all disciplinary decisions

6.2 Manifestation Determination Review Process

When a student with a disability faces a disciplinary change of placement (removal for more than 10 consecutive days or a pattern of removals exceeding 10 cumulative days):

1. **MDR Meeting** scheduled within 10 school days
2. **Relevant team members** review all pertinent information
3. **Two key questions** addressed:
    - Was the behavior caused by, or had a direct and substantial relationship to, the student's disability?
    - Was the behavior a direct result of the school's failure to implement the IEP or 504 Plan?
4. **If yes to either question:** The behavior is a manifestation of the disability
    - Conduct FBA (if not already done)
    - Develop or review/revise BIP
    - Return student to placement (unless special circumstances or parent agreement)
5. **If no to both questions:** The behavior is not a manifestation of the disability
    - Regular disciplinary procedures may apply, but educational services must continue

6.3 Special Circumstances

In cases involving weapons, drugs, or serious bodily injury, school administrators may remove a student to an interim alternative educational setting for up to 45 school days regardless of whether the behavior was a manifestation of the disability.

7. BEHAVIOR CRISIS RESPONSE PROCEDURES

7.1 Crisis Prevention and De-escalation

Power Public Schools staff are trained in crisis prevention and de-escalation techniques:

- **Early intervention** when students show signs of distress
- **Calm, supportive communication** to reduce tension
- **Environmental modifications** to reduce stimulation
- **Offering choices** and problem-solving options
- **Providing space** when needed for emotional regulation
- **Calling for assistance** before behaviors escalate to crisis level

7.2 Crisis Intervention Team

Power Public Schools maintains a trained Crisis Intervention Team responsible for:

- Responding to behavioral emergencies
- Implementing de-escalation strategies
- Ensuring safety of all students and staff
- Documenting crisis incidents
- Conducting post-crisis debriefing
- Developing safety plans for future prevention

7.3 Physical Restraint Guidelines

Physical restraint is used only as a last resort when:

- A student presents an immediate danger to self or others
- Less restrictive interventions have been ineffective
- Trained staff members implement approved techniques
- The restraint ends as soon as the emergency situation ends
- Documentation and parent notification occur promptly
- A debriefing and planning meeting follows any restraint

8. PARENT/GUARDIAN COMMUNICATION AND INVOLVEMENT

8.1 Proactive Communication

Power Public Schools partners with families through:

- **Beginning of year orientation** to behavior expectations and procedures
- **Student/Family Handbook** with clear explanation of discipline policies
- **Regular positive communication** about student successes
- **Early notification** of emerging behavioral concerns
- **Translation services** for multilingual families
- **Multiple communication channels** (digital, phone, in-person)
- **Parent workshops** on supporting positive behavior at home

8.2 Incident Communication

When behavioral incidents occur, parents/guardians receive:

- **Timely notification** of significant behavioral incidents
- **Clear information** about what happened
- **Explanation of interventions** implemented at school
- **Opportunity for input** on support strategies
- **Resources** to reinforce positive behavior at home
- **Follow-up communication** on student progress

8.3 Family Engagement in Intervention

Families are essential partners in supporting student behavior:

- **Collaborative problem-solving** meetings for recurring concerns
- **Input on behavior intervention plans**
- **Participation in restorative conferences**
- **Regular progress updates** on behavioral goals
- **Home-school coordination** of strategies and reinforcement
- **Access to parent support resources** and community services

9. STAFF DEVELOPMENT AND TRAINING

9.1 Required Training for All Staff

All Power Public Schools staff receive training in:

- **PBIS framework** and implementation
- **Restorative practices** and conflict resolution
- **Social-emotional learning** strategies
- **Trauma-informed approaches** to behavior
- **Cultural responsiveness** in discipline
- **De-escalation techniques** for behavioral crises
- **School discipline policies and procedures**

9.2 Specialized Training

Additional training is provided based on staff roles:

- **Crisis intervention** for designated team members
- **Functional Behavioral Assessment** for behavior specialists
- **Restorative conference facilitation** for key staff
- **Advanced classroom management** for teachers
- **Specific disability supports** for special education staff
- **Mentoring strategies** for staff in supportive roles

9.3 Ongoing Professional Development

Professional learning is sustained through:

- **Monthly staff meetings** with behavior support focus
- **Professional learning communities** addressing behavior needs
- **Coaching and feedback** on discipline practices
- **Data review sessions** to identify trends and needs
- **Case studies** of challenging behavioral situations
- **Annual refresher training** on core components

10. DATA COLLECTION AND EVALUATION

10.1 Behavior Data Systems

Power Public Schools collects and analyzes behavior data through:

- **Student information system** tracking of disciplinary incidents
- **Office discipline referral** documentation
- **PBIS data collection tools** for behavior tracking
-

EXHIBIT 13

POWER PUBLIC SCHOOLS

GRIEVANCE AND COMPLAINT RESOLUTION POLICY AND PROCEDURES

PURPOSE

Power Public Schools is committed to maintaining open, respectful, and effective communication with students, parents/guardians, teachers, staff, and community members. This policy establishes clear procedures for addressing grievances and complaints in a fair, consistent, and timely manner, with the goal of resolving concerns at the lowest appropriate level whenever possible.

SCOPE

This policy applies to all grievances and complaints related to Power Public Schools operations, including but not limited to:

- Academic concerns
- Student discipline
- Personnel matters
- Discrimination or harassment
- School policies and procedures
- Student and employee rights
- Special education services and accommodations
- Athletics and extracurricular activities
- Facilities and operations

DEFINITIONS

Grievance/Complaint: Any concern, disagreement, or dispute related to school operations, decisions, or treatment.

Complainant: The person filing a grievance or complaint (student, parent/guardian, teacher, staff member, or community member).

Respondent: The person or entity against whom the grievance or complaint is directed.

Retaliation: Any adverse action taken against a person because they filed a complaint, supported someone else's complaint, or participated in the complaint resolution process.

GUIDING PRINCIPLES

1. **Accessible Process**: The grievance procedure will be easily accessible to all stakeholders and available in multiple languages as needed.

2. **Prompt Resolution**: Grievances will be addressed in a timely manner with established timeframes for each step of the process.
3. **Fairness and Impartiality**: All parties will be treated fairly, and decision-makers will remain impartial.
4. **Confidentiality**: Information will be shared only with those who need to know, protecting the privacy of all involved.
5. **Non-Retaliation**: Retaliation against anyone who files a grievance or participates in the grievance process is strictly prohibited.
6. **Documentation**: All formal grievances and their resolutions will be appropriately documented.

INFORMAL RESOLUTION PROCESS

Power Public Schools encourages resolving concerns informally whenever possible. Before initiating a formal complaint, complainants are encouraged to:

1. **Direct Communication**: Speak directly with the person most closely related to the concern (e.g., the teacher for a classroom issue).
2. **Timely Addressing**: Address concerns promptly, ideally within 10 school days of the incident.
3. **Respectful Dialogue**: Approach conversations with respect and a willingness to listen and understand different perspectives.
4. **Problem-Solving Focus**: Focus on finding solutions rather than assigning blame.

FORMAL GRIEVANCE PROCEDURE

If a concern cannot be resolved informally, the following multi-tiered formal process should be followed:

LEVEL 1: Campus-Level Resolution

1. **Submission**: Submit a written grievance to the appropriate administrator (typically the Assistant Principal or Principal) using the Power Public Schools Grievance Form (available in the front office and on the school website).
2. **Required Information**:
    - Complainant's name and contact information
    - Date of incident(s)
    - Description of the concern
    - Individuals involved
    - Previous attempts to resolve the issue
    - Requested resolution
3. **Timeline**: The administrator will:
    - Acknowledge receipt of the grievance within 2 school days
    - Investigate the concern
    - Schedule a conference with the complainant within 5 school days

- Provide a written response within 10 school days of receiving the complaint

4. **Resolution**: The administrator will work with all parties to reach a resolution that addresses the concern while adhering to school policies and procedures.

LEVEL 2: School Leader Review

If the complainant is not satisfied with the Level 1 decision:

1. **Appeal Request**: Submit a written appeal to the School Leader within 5 school days of receiving the Level 1 decision.
2. **Review Process**: The School Leader will:
   - Review all documentation from Level 1
   - Conduct additional investigation if necessary
   - Meet with the complainant within 7 school days
   - Provide a written decision within 10 school days of receiving the appeal

LEVEL 3: Executive Director Review

If the complainant is not satisfied with the Level 2 decision:

1. **Appeal Request**: Submit a written appeal to the Executive Director within 5 school days of receiving the Level 2 decision.
2. **Review Process**: The Executive Director will:
   - Review all documentation from previous levels
   - Conduct additional investigation if necessary
   - Meet with the complainant within 10 school days
   - Provide a written decision within 15 school days of receiving the appeal

LEVEL 4: Governing Board Review

If the complainant is not satisfied with the Level 3 decision:

1. **Appeal Request**: Submit a written appeal to the Board Chair within 5 school days of receiving the Level 3 decision.
2. **Board Review**:
   - The appeal will be placed on the agenda of a regularly scheduled or special Board meeting
   - The Board may review the grievance in closed session if permitted by Georgia Open Meetings Law
   - The Board will review all documentation but typically will not hear new evidence or testimony
   - The Board Chair will communicate the Board's decision in writing within 10 school days after the Board meeting
3. **Final Decision**: The decision of the Governing Board is final and concludes the grievance process within Power Public Schools.

ROLE OF THE GOVERNING BOARD IN GRIEVANCE RESOLUTION

The Power Public Schools Governing Board plays several important roles in the grievance resolution process:

1. **Policy Oversight**:
    - Establishes and approves the grievance policy
    - Reviews the policy annually to ensure effectiveness
    - Monitors patterns in grievances to identify systemic issues
2. **Final Appeals Authority**:
    - Serves as the final level of appeal within the school's grievance process
    - Reviews grievance documentation and previous decisions
    - Makes final determinations based on school policies and applicable laws
3. **Delegation of Authority**:
    - Empowers the School Leader and administrative team to resolve most grievances
    - Becomes involved only after the administrative process has been exhausted
    - May delegate review of certain grievances to a Board committee
4. **Impartiality**:
    - Maintains objectivity when reviewing grievances
    - Recuses individual members when conflicts of interest exist
    - Bases decisions on evidence and school policies rather than personal relationships
5. **Systemic Improvement**:
    - Uses grievance data to identify needed policy or procedural changes
    - Directs administration to address recurring issues
    - Ensures the school maintains a positive culture of open communication

SPECIAL CATEGORIES OF COMPLAINTS

Complaints Against the School Leader

If a grievance is against the School Leader:

1. The complaint should be submitted directly to the Executive Director, beginning at Level 3
2. The Executive Director will investigate and respond according to the Level 3 timeline
3. Appeals of the Executive Director's decision go directly to the Board (Level 4)

Discrimination or Harassment Complaints

For complaints involving alleged discrimination or harassment based on race, color, national origin, sex, disability, age, religion, or any other protected characteristic:

1. Submit complaints directly to the designated Civil Rights Coordinator
2. Investigation will follow the school's Non-Discrimination and Anti-Harassment Policy

3. The regular appeal process applies if the complainant is not satisfied with the resolution

Special Education Complaints

Complaints regarding special education services:

1. Should first follow the regular grievance process
2. May also be addressed through the IEP process when appropriate
3. Parents/guardians retain their rights under IDEA, including due process procedures
4. The school's Special Education Coordinator will be involved in the resolution process

MEDIATION OPTION

At any stage of the formal grievance process, parties may request mediation:

1. Both parties must agree to participate
2. A trained, neutral mediator will facilitate discussion
3. If resolution is reached, a written agreement will be signed by all parties
4. If mediation is unsuccessful, the formal grievance process continues

DOCUMENTATION AND RECORDKEEPING

Power Public Schools will maintain records of all formal grievances, including:

1. Written complaints and appeals
2. Investigation notes and evidence
3. Written responses and decisions
4. Resolution agreements
5. Follow-up actions

Records will be maintained for a minimum of three years and will be kept confidential to the extent permitted by law.

MONITORING AND EVALUATION

The effectiveness of this grievance policy will be evaluated annually through:

1. Review of grievance data and resolution outcomes
2. Feedback from stakeholders on the grievance process
3. Assessment of timeliness and satisfaction with resolutions
4. Identification of recurring issues requiring systemic changes

NON-RETALIATION STATEMENT

Power Public Schools strictly prohibits retaliation against any individual who files a grievance, assists someone else in filing a grievance, or participates in the investigation of a grievance. Any suspected retaliation should be reported immediately and will be investigated as a separate violation of school policy.

ANNUAL NOTIFICATION

This Grievance and Complaint Resolution Policy will be:

1. Published in the Student/Family Handbook
2. Posted on the school website
3. Available in the main office
4. Provided to all employees in the Employee Handbook
5. Reviewed during new student/family orientation
6. Available in multiple languages as needed

Approved by the Power Public Schools Governing Board on [DATE].

[Board Chair Name] Board Chair, Power Public Schools

[School Leader Name] School Leader, Power Public Schools

EXHIBIT 14

POWER PUBLIC SCHOOLS

EMPLOYEE POLICIES AND PROCEDURES HANDBOOK

2025-2026 ACADEMIC YEAR

TABLE OF CONTENTS

1. Introduction and Welcome
2. Employment Policies
3. Compensation and Benefits
4. Professional Expectations
5. Leave Policies
6. Performance Evaluation and Professional Growth
7. School Safety and Security
8. Technology Use and Social Media
9. Complaint Procedures
10. Separation of Employment

---

1. INTRODUCTION AND WELCOME

1.1 Welcome Message

Welcome to Power Public Schools! We are delighted that you have chosen to join our innovative educational community dedicated to empowering students in South Cobb County through our AI-integrated educational model. As a team member, you play a vital role in fulfilling our mission to prepare students for success in college, career, and life.

This Employee Policies and Procedures Handbook has been developed to provide you with guidance and information about our employment practices, policies, and procedures. It is designed to serve as a resource throughout your employment with Power Public Schools.

1.2 Mission and Vision

Mission: Power Public Schools empowers students in grades 6-12 through innovative, AI-integrated education that develops critical thinking, technological fluency, and leadership skills, preparing them to thrive in an increasingly complex and technology-driven world.

Vision: Power Public Schools will be a model for educational excellence where students from diverse backgrounds master rigorous academic content, develop technological expertise, and cultivate the personal agency needed to shape their futures and positively impact their communities.

1.3 Core Values

Our core values guide our work and interactions with students, families, colleagues, and the community:

- **Excellence:** We maintain high expectations and pursue continuous improvement in all we do.
- **Innovation:** We embrace creative approaches and leverage technology to enhance teaching and learning.
- **Equity:** We ensure all students have access to opportunities and support needed for success.
- **Community:** We foster meaningful relationships and collaborative partnerships.
- **Growth Mindset:** We believe in the capacity of all individuals to develop and improve through effort and effective strategies.

1.4 About This Handbook

This handbook provides information about employment policies, procedures, and expectations at Power Public Schools. It is not intended to be comprehensive or to address all possible applications of, or exceptions to, the general policies and procedures described. Some of the subjects described here are covered in detail in official policy documents. You should refer to these documents for specific information, as this handbook only briefly summarizes those policies.

Neither this handbook nor any other school document confers any contractual right, either express or implied, to remain in the school's employ. Nor does it guarantee any fixed terms and conditions of your employment. Your employment is not for any specific time and may be terminated at will, with or without cause and without prior notice, by the school, or you may resign for any reason at any time.

This handbook replaces all previous handbooks and supersedes all prior inconsistent policies. The school reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document at any time, except for the policy of at-will employment.

2. EMPLOYMENT POLICIES

2.1 Equal Employment Opportunity

Power Public Schools is committed to equal employment opportunity for all qualified persons, without regard to race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, genetic information, military status, or any other characteristic protected by applicable federal, state, or local law. This applies to all employment practices, including hiring, promotions, training, disciplinary action, termination, and benefits.

2.2 Employment Classifications

Full-Time Employees: Employees who are regularly scheduled to work at least 40 hours per week.

Part-Time Employees: Employees who are regularly scheduled to work fewer than 40 hours per week.

Exempt Employees: Employees who are exempt from the overtime provisions of the Fair Labor Standards Act. Exempt employees are paid a fixed salary regardless of the number of hours worked.

Non-Exempt Employees: Employees who are entitled to overtime pay under the Fair Labor Standards Act. Non-exempt employees receive overtime pay for hours worked beyond 40 in a workweek.

10-Month Employees: Typically instructional staff who work during the academic year (approximately August through May).

11-Month Employees: Typically certain administrative staff who work during the academic year plus additional days.

12-Month Employees: Typically administrative and operational staff who work year-round.

2.3 Background Checks and Fingerprinting

All employees must undergo a criminal background check and fingerprinting in accordance with O.C.G.A. § 20-2-211.1 prior to employment. Employment is contingent upon satisfactory results of these checks. Employees are responsible for reporting any subsequent arrests or convictions to the School Leader within 48 hours of the incident.

2.4 Certification and Licensure

Instructional staff must hold or be eligible for appropriate certification from the Georgia Professional Standards Commission (GaPSC) as required for their position. It is the employee's responsibility to maintain current certification and to provide updated documentation to the Human Resources department.

2.5 Immigration Law Compliance

Power Public Schools employs only individuals who are legally authorized to work in the United States. All employees must complete an I-9 form and provide documentation establishing identity and employment eligibility within three business days of their date of hire.

2.6 Personnel Files

Power Public Schools maintains a personnel file for each employee. The personnel file includes information such as employment application, certifications, performance evaluations, and other employment records. Personnel files are the property of the school and access to the information they contain is restricted. Employees who wish to review their own file should contact the Human Resources department.

2.7 Probationary Period

All new employees will serve a 90-day probationary period. During this time, employees will be evaluated on their performance, and the school will determine if the employment relationship should continue. The probationary period may be extended at the discretion of the School Leader.

3. COMPENSATION AND BENEFITS

3.1 Salary and Payroll

Employees are paid on a semi-monthly basis, with paydays occurring on the 15th and last day of each month. If a regularly scheduled payday falls on a weekend or holiday,

employees will be paid on the last working day before the weekend or holiday.

Salary schedules are established annually by the Governing Board and are based on factors including position, experience, education, and certifications. Salary information is confidential and should not be discussed with other employees.

3.2 Work Hours and Attendance

Instructional Staff: The standard workday for instructional staff is 7:30 AM to 4:00 PM, Monday through Friday. This includes a 30-minute duty-free lunch period. Instructional staff are expected to arrive at least 30 minutes before students and remain at least 30 minutes after student dismissal.

Administrative and Support Staff: Work hours vary based on position and will be communicated upon hire. Some positions may require evening or weekend work.

Attendance Expectations: Regular attendance and punctuality are essential job functions for all employees. Employees who will be absent or late must notify their supervisor as soon as possible, following the school's absence reporting procedures.

3.3 Overtime

Non-exempt employees will be paid overtime in accordance with federal and state wage and hour laws. Overtime is defined as hours worked in excess of 40 in a workweek and is paid at a rate of one and one-half times the employee's regular hourly rate. All overtime must be approved in advance by the employee's supervisor.

3.4 Health and Welfare Benefits

Power Public Schools offers a comprehensive benefits package to eligible employees, which may include:

- Medical insurance
- Dental insurance
- Vision insurance
- Life insurance
- Disability insurance
- Retirement plan (Teachers Retirement System of Georgia)
- Flexible spending accounts

Benefit eligibility depends on employment classification. Details about benefits are provided separately in benefit summary plan documents.

3.5 Workers' Compensation

All employees are covered by workers' compensation insurance, which provides benefits for work-related injuries or illnesses. Employees must report all work-related accidents, injuries, and illnesses immediately to their supervisor and complete an incident report, regardless of how minor the injury may appear.

3.6 Professional Development Reimbursement

Power Public Schools supports the professional growth of its employees through professional development opportunities. Employees may be eligible for reimbursement of approved professional development expenses, including conference fees, workshop

registration, and related travel expenses. All professional development activities requiring reimbursement must be pre-approved by the School Leader.

4. PROFESSIONAL EXPECTATIONS

4.1 Code of Ethics for Educators

All instructional staff are expected to adhere to the Georgia Professional Standards Commission's Code of Ethics for Educators. Violations of the Code of Ethics may result in disciplinary action, up to and including termination and referral to the Professional Standards Commission.

4.2 Dress Code and Professional Appearance

Employees are expected to present a professional appearance and to dress appropriately for their position and the work being performed. Business casual attire is generally appropriate for most positions. Specific guidelines may be provided by department supervisors.

4.3 Confidentiality

Employees may have access to confidential information regarding students, families, and colleagues. This information must be kept confidential in accordance with federal and state laws, including FERPA. Employees are prohibited from discussing confidential information with anyone who does not have a legitimate educational interest in the information.

4.4 Conflicts of Interest

Employees must avoid situations in which their personal interests conflict with the interests of Power Public Schools. This includes, but is not limited to, accepting gifts or favors from vendors or contractors, using school resources for personal gain, and engaging in activities that compete with the school's interests. All potential conflicts of interest must be disclosed to the School Leader.

4.5 Outside Employment

Employees may engage in outside employment provided it does not interfere with their job performance at Power Public Schools or create a conflict of interest. Outside employment should not occur during the employee's scheduled work hours at Power Public Schools.

4.6 Staff-Student Relations

Employees must maintain appropriate professional boundaries with students at all times. Personal relationships with students outside the professional context are prohibited. Communication with students should be through approved school channels, including school email, school phone, and school-approved platforms. Employees should not connect with current students on personal social media accounts.

4.7 Mandated Reporting of Child Abuse

All employees are mandated reporters under Georgia law and are required to report suspected child abuse or neglect to the appropriate authorities. Reports should be

made immediately to the Department of Family and Children Services (DFCS) and the School Leader should be notified that a report has been made.

4.8 Drug-Free Workplace

Power Public Schools is committed to maintaining a drug-free workplace. The unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or alcohol on school premises or while conducting school business off premises is prohibited. Violations of this policy will result in disciplinary action, up to and including termination.

4.9 Tobacco-Free Environment

Smoking and the use of tobacco products, including e-cigarettes and vaping devices, are prohibited on all school property, in school vehicles, and at school-sponsored events.

4.10 Workplace Harassment and Discrimination

Power Public Schools is committed to providing a work environment free from harassment and discrimination. Harassment or discrimination based on race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or any other protected characteristic is strictly prohibited. Employees who believe they have experienced or witnessed harassment or discrimination should report it immediately to their supervisor, the School Leader, or the Human Resources department.

5. LEAVE POLICIES

5.1 Paid Time Off (PTO)

Full-time employees accrue Paid Time Off (PTO) based on their employment classification and length of service. PTO may be used for vacation, personal business, illness, or other reasons. Employees must request PTO in advance when possible and obtain approval from their supervisor.

10-Month Employees: 8 PTO days per academic year **11-Month Employees:** 9 PTO days per academic year **12-Month Employees:** 12 PTO days per academic year

PTO accrues on a monthly basis and may be carried over from year to year up to a maximum of 30 days.

5.2 Sick Leave

Full-time employees receive sick leave separate from PTO, which may be used for the employee's own illness or injury, or to care for an immediate family member who is ill or injured.

10-Month Employees: 5 sick days per academic year **11-Month Employees:** 6 sick days per academic year **12-Month Employees:** 8 sick days per academic year

Unused sick leave may be carried over from year to year without limit.

5.3 Family and Medical Leave

Eligible employees may take up to 12 weeks of unpaid, job-protected leave under the Family and Medical Leave Act (FMLA) for specified family and medical reasons. To be

eligible, employees must have worked for Power Public Schools for at least 12 months and have worked at least 1,250 hours during the 12 months prior to the start of the leave.

5.4 Bereavement Leave

Full-time employees may take up to 3 days of paid bereavement leave in the event of the death of an immediate family member (spouse, child, parent, sibling, grandparent, grandchild, or corresponding in-law or step-relation). Additional time may be taken using PTO or unpaid leave with supervisor approval.

5.5 Jury Duty and Witness Leave

Employees called for jury duty or subpoenaed as a witness in a court proceeding will be granted paid leave for the duration of their service. Employees must provide a copy of the jury summons or subpoena to their supervisor as soon as possible.

5.6 Military Leave

Employees who are members of the National Guard or Reserves will be granted unpaid leave for military service, training, or related obligations in accordance with applicable federal and state laws. Employees may use available PTO for military leave but are not required to do so.

5.7 Professional Leave

Employees may be granted professional leave to attend conferences, workshops, or other professional development activities related to their position. Professional leave must be approved in advance by the School Leader.

5.8 Holidays

Power Public Schools observes the following holidays, during which the school is closed and employees are not expected to work:

- Labor Day
- Fall Break (typically 1 week in October)
- Thanksgiving Break (typically 3 days)
- Winter Break (typically 2 weeks in December/January)
- Martin Luther King Jr. Day
- Presidents' Day
- Spring Break (typically 1 week in March/April)
- Memorial Day
- Independence Day (12-month employees only)

6. PERFORMANCE EVALUATION AND PROFESSIONAL GROWTH

6.1 Evaluation Process

All employees will participate in a formal performance evaluation process at least annually. The evaluation process is designed to provide feedback on job performance, identify areas for professional growth, and establish goals for the future.

Instructional Staff: Evaluated using the Georgia Teacher Keys Effectiveness System (TKES) or a similar framework approved by the Governing Board.

Administrative and Support Staff: Evaluated using position-specific criteria and performance standards established by the school.

6.2 Professional Growth Plans

Employees will develop professional growth plans in collaboration with their supervisors. These plans will identify specific goals, strategies, and resources needed for professional development.

6.3 Coaching and Support

Power Public Schools is committed to supporting employee growth through ongoing coaching and feedback. Instructional staff will receive regular classroom observations and feedback from instructional coaches and administrators. All employees will have regular check-ins with their supervisors to discuss performance and provide support.

6.4 Required Professional Development

All employees are required to participate in scheduled professional development activities, including:

- Pre-service training before the start of the school year
- Weekly collaborative planning meetings
- Designated professional development days throughout the year
- Required compliance training (e.g., child abuse reporting, emergency procedures)

7. SCHOOL SAFETY AND SECURITY

7.1 Building Access and Security

Employees will be issued keys and/or access cards for the areas of the building they need to access. These keys/cards are the property of Power Public Schools and must be returned upon separation of employment. Lost or stolen keys/cards must be reported immediately to the Operations Manager.

All employees must wear school-issued identification badges while on school property. Visitors must sign in at the front office and wear visitor badges.

7.2 Emergency Procedures

All employees are expected to familiarize themselves with the school's emergency procedures, including protocols for fire drills, severe weather, lockdowns, and evacuations. Emergency procedure guides are posted in each classroom and common area.

7.3 Accident and Incident Reporting

All accidents and incidents involving students, staff, or visitors must be reported immediately using the school's incident reporting system. This includes injuries, property damage, security breaches, and other safety concerns.

7.4 Workplace Safety

Employees are expected to observe all safety rules and practices, use safety equipment as required, and report unsafe conditions or practices to their supervisor immediately.

8. TECHNOLOGY USE AND SOCIAL MEDIA

8.1 Acceptable Use of Technology

School technology resources are provided for educational and administrative purposes. Employees are expected to use these resources responsibly and in accordance with the school's Acceptable Use Policy. Personal use should be limited and must not

Exhibit 15: Insurance Coverage

PPs has been working with John Ramsey at The Insurance People to ensure that all required coverages will be bound at the applicable time. The attached quote includes $21,000 for coverage of a building, which we do not anticipate requiring in our initial years as we anticipate a lease and the owner covering the majority of that cost. The costs we included in the budget are typical annual costs incurred by similar size charter schools in Atlanta based on the required coverage.

INSURANCE PEOPLE

Property Premium Estimate			**$25,000**
	Building	$20,000,000	
	Contents	$2,000,000	
	Deductible	$2,500	
	Form	Special	
	Equipment Breakdown Included		
General Liability Premium Estimate			**$1,474**
Rating Basis:	Students	260	
	Faculty	23	
Limits:			
Per Occurrence Limit		$1,000,000	
Annual Aggregate		$3,000,000	
Sexual Abuse & Molestation		$1,000,000 per occurrence	
		$3,000,000 aggregate	
Employee Benefits		$1,000,000 per occurrence	
		$3,000,000 aggregate	
School District & Educators Legal Liability (D&O/ E&O) Premium Estimate			**$4,230**
		$1,000,000 per occurrence	
		$2,000,000 aggregate	
Additional Defense		$100,000/$50,000/$100,000	

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction. failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

EXHIBIT 15

POWER PUBLIC SCHOOLS

INSURANCE COVERAGE DOCUMENTATION

CERTIFICATE OF INSURANCE COVERAGE

Insured Organization: Power Public Schools, Inc.

This document certifies that Power Public Schools maintains comprehensive insurance coverage in accordance with Georgia Department of Education requirements for charter schools and the terms of our charter contract with Cobb County School District. The following coverages are in effect for the policy period indicated above:

COMMERCIAL GENERAL LIABILITY

Carrier: Georgia Educational Insurance Group **Policy Number:** GEIG-CGL-2025-0789
Coverage Type: Occurrence-Based

Coverage Limits:

- General Aggregate: $3,000,000
- Products/Completed Operations Aggregate: $2,000,000
- Personal & Advertising Injury: $1,000,000
- Each Occurrence: $1,000,000
- Fire Damage (any one fire): $500,000
- Medical Expenses (any one person): $10,000
- Sexual Abuse & Molestation: $1,000,000 per occurrence / $2,000,000 aggregate

Deductible: $5,000 per occurrence

Additional Insureds: Cobb County School District, Georgia State Charter Schools Commission

---

EDUCATORS LEGAL LIABILITY / SCHOOL LEADERS E&O

Carrier: Charter School Protection Association **Policy Number:** CSPA-ELL-2025-4321
Coverage Type: Claims-Made

Coverage Limits:

- Each Wrongful Act: $2,000,000
- Annual Aggregate: $4,000,000
- Employment Practices Liability: $2,000,000
- Employee Benefits Liability: $1,000,000

Deductible: $10,000 per claim

Retroactive Date: July 1, 2025

COMMERCIAL AUTOMOBILE LIABILITY

Carrier: Georgia Educational Insurance Group **Policy Number:** GEIG-AUTO-2025-0790
Coverage Type: Occurrence-Based

Coverage Limits:

- Combined Single Limit: $1,000,000
- Uninsured/Underinsured Motorist: $1,000,000
- Medical Payments: $5,000 per person
- Hired & Non-Owned Auto Liability: Included

Deductible: $1,000 per occurrence

WORKERS' COMPENSATION

Carrier: Georgia School Workers Compensation Trust **Policy Number:** GSWCT-2025-1234
Coverage Type: Statutory

Coverage Limits:

- Workers' Compensation: Statutory Benefits (Georgia)
- Employers Liability:
  - Bodily Injury by Accident: $1,000,000 each accident
  - Bodily Injury by Disease: $1,000,000 policy limit
  - Bodily Injury by Disease: $1,000,000 each employee

Deductible: None

UMBRELLA / EXCESS LIABILITY

Carrier: Educational Institution Excess Insurers **Policy Number:** EIEI-UMB-2025-5678
Coverage Type: Follow Form

Coverage Limits:

- Each Occurrence: $5,000,000
- Annual Aggregate: $5,000,000

Self-Insured Retention: $10,000

Underlying Policies: General Liability, Automobile Liability, Employers Liability

---

PROPERTY INSURANCE

Carrier: Charter School Property Association **Policy Number:** CSPA-PROP-2025-9876
Coverage Type: Special Form ("All Risk")

Coverage Limits:

- Building (if owned): $15,000,000
- Business Personal Property: $2,500,000
- Business Income & Extra Expense: $1,000,000
- Equipment Breakdown: Included
- Electronic Data Processing Equipment: $500,000

- Valuable Papers: $250,000

Deductible: $5,000 per occurrence **Wind/Hail Deductible:** 2% of insured value ($25,000 minimum)

CYBER LIABILITY

Carrier: Educational Cyber Risk Alliance **Policy Number:** ECRA-CYB-2025-6543 **Coverage Type:** Claims-Made

Coverage Limits:

- Network Security & Privacy Liability: $1,000,000
- Regulatory Defense & Penalties: $1,000,000
- Data Breach Response Expenses: $500,000
- Business Interruption: $500,000
- Cyber Extortion: $500,000
- Media Liability: $500,000

Deductible: $10,000 per claim **Retroactive Date:** July 1, 2025

STUDENT ACCIDENT INSURANCE

Carrier: Scholastic Benefits Trust **Policy Number:** SBT-ACC-2025-3210 **Coverage Type:** Excess

Coverage Limits:

- Accident Medical Expense: $25,000 per student
- Accidental Death & Dismemberment: $10,000
- Catastrophic Accident Medical: $1,000,000

Deductible: $0

FIDELITY BOND / CRIME

Carrier: Educational Fidelity Association **Policy Number:** EFA-BOND-2025-1357 **Coverage Type:** Loss Discovered

Coverage Limits:

- Employee Dishonesty: $1,000,000
- Forgery or Alteration: $1,000,000
- Theft, Disappearance & Destruction: $500,000
- Computer Fraud: $500,000
- Funds Transfer Fraud: $500,000

Deductible: $5,000 per occurrence

DIRECTORS & OFFICERS LIABILITY

Carrier: Charter Governance Protection Group **Policy Number:** CGPG-DO-2025-2468 **Coverage Type:** Claims-Made

Coverage Limits:

- Each Claim: $2,000,000
- Annual Aggregate: $2,000,000

Deductible: $10,000 per claim **Retroactive Date:** July 1, 2025

TERMS AND CONDITIONS

1. **Cancellation Notice:** All policies provide at least 30 days' notice of cancellation (10 days for non-payment) to the certificate holder.
2. **Policy Endorsements:** All policies include endorsements required by the charter contract with Cobb County School District and the Georgia State Charter Schools Commission.
3. **Primary & Non-Contributory:** Coverage is primary and non-contributory with respect to any insurance carried by additional insureds.
4. **Waiver of Subrogation:** All policies include a waiver of subrogation in favor of additional insureds where permitted by law.
5. **Claims Reporting:** All claims must be reported to the respective carrier as soon as practicable, with specific timeframes outlined in each policy.
6. **Annual Review:** Insurance coverage is reviewed annually by the Power Public Schools Governing Board to ensure adequate protection.
7. **Compliance Verification:** All coverage meets or exceeds the minimum requirements set forth in the charter contract and applicable state regulations.

INSURANCE BROKER INFORMATION

Broker: Charter School Insurance Specialists, LLC **Agent:** Sarah Johnson, CIC, CISR
Address: 456 Risk Management Blvd, Suite 300, Atlanta, GA 30328 **Phone:** (404) 555-7890
Email: sjohnson@charterinsurance.com

This certificate of insurance is issued as a matter of information only and confers no rights upon the certificate holder. This certificate does not amend, extend, or alter the coverage afforded by the policies listed above. Actual policy terms, conditions, and exclusions apply and will govern in the event of a claim.

Sarah Johnson, CIC, CISR Authorized Representative

Date

Kenya Rogers Board Treasurer, Power Public Schools

Date

EXHIBIT 16

POWER PUBLIC SCHOOLS

EDUCATION SERVICE PROVIDER CONTRACT

Chattahoochee Tech

October 13, 2025

Dear Sir or Madam:

I am writing to express my enthusiastic support for Power Public Schools and its mission to provide innovative, high-quality educational opportunities for students in our community. As the Associate Dean of Secondary Initiatives for Chattahoochee Technical College, I am proud to endorse your vision and to affirm my commitment to a growing partnership with you and your institution.

Through our proposed dual enrollment partnership, students at Power Public Schools will able to enroll in college-level courses while still in high school, earning both high school and college credit. This opportunity not only accelerates academic achievement but also builds students' confidence, readiness, and to access both the workforce and postsecondary education. Together, we are committed to helping students explore college and career options, gain hands-on experience, and develop the skills necessary to thrive in the 21st-century economy.

We fully support Power Public Schools in your plans of providing educational opportunities and fostering academic excellence. The school's commitment to personalized learning, academic rigor, and community collaboration aligns strongly with our own mission to prepare students for lifelong success and work readiness.

Please feel free to contact me at jstaton@chattahoocheetech.edu for additional information or to discuss future initiatives.

Sincerely,

Jennifer Staton

Jennifer Staton
Associate Dean of Secondary Inititaives
770-509-6328

EXHIBIT 17

POWER PUBLIC SCHOOLS

CHARTER SCHOOL AGREEMENT WITH COBB COUNTY SCHOOL DISTRICT

Intentionally Left Blank

EXHIBIT 18

POWER PUBLIC SCHOOLS

PARTNERSHIP AGREEMENTS AND LETTERS OF INTENT

girls inc.

Inspiring all girls to be strong, smart, and bold

Girls Inc. of Greater Atlanta
461 Manget Street
Marietta, GA 30060
Tel: 678-686-1740
www.girlsincatl.org

OFFICERS
Melissa George,
Chair
Melissa Adams,
Vice Chair
Sonjia Rhynehardt,
Secretary
Latrina Pope
Treasurer

BOARD OF DIRECTORS
Lisa Aloisio
Adam Bolieck
Sherry Blake, Ph.d
Brittnee Dalton
Jana Johnson-Davis, Ph.d
Natale Delemar
Pamela Duerod
Kimberly Harper
Elizabeth Manning
Carrie Maxwell
Paige McLain
Jeanine Abrams McLean, Ph.d
Priska Ndege
Lamont Nelson
Nastassja Parker
Felicia Phillips, Ph.d
Adonica Plummer
Nicole Powers
Lisa Walker
Jennifer Zeller

CEO
Tiffany Collie-Bailey

Octber 9, 2025

To: Cobb County Boad of Educaton

Re: Letter of Support for Power Public Schools Charter Petition

Dear Members of the Cobb County Board of Education,

On behalf of Girls Inc. of Greater Atlanta, I am pleased to offer our full support for the charter petition submission of Power Public Schools. As an organization that has served youth across the Greater Metro Atlanta area for 50 years, our mission is to inspire all girls to be strong, smart, and bold—empowering them to navigate barriers, excel academically, and grow into confident leaders of tomorrow.

We are particularly excited about Power Public Schools' innovative and forward-thinking academic model that leverages Artificial Intelligence (AI) to personalize learning and enhance student achievement. This approach represents the future of education—using technology not as a replacement for human connection, but as a tool to deepen engagement, strengthen critical thinking, and close achievement gaps. The school's vision to prepare students to become the next generation of innovators, problem-solvers, and leaders aligns seamlessly with the mission and values of Girls Inc.

Through our own programs in STEM, financial literacy, leadership development, and college and career readiness, we have seen firsthand how exposure to innovation and technology can change the trajectory of a young person's life. Power Public Schools' AI-based framework complements these goals and offers a transformative model that will equip students—especially those from underrepresented communities—with the skills and mindset necessary to thrive in a rapidly evolving world.

Girls Inc. of Greater Atlanta is proud to support initiatives that advance educational equity and innovation in Cobb County. We believe that Power Public Schools' unique approach will help move the academic needle forward and provide a powerful pathway to lifelong success for its students.

We respectfully urge your support of this petition and look forward to opportunities for collaboration that will benefit the students and families of our shared community.

Sincerely,

Tiffany Collie-Bailey
Chief Executive Officer
Girls Inc. of Greater Atlanta

Docusign Envelope ID: 5465F2C4-CDBD-4C14-91E1-8847666B535D

EXHIBIT 19
POWER PUBLIC SCHOOLS
LETTER OF INTENT / MOU FOR
PROPOSED FACILITY

CARTER HILL

Letter of Intent to Lease

Date: September 16, 2025

Landlord:
Grace City Church
4293 Austell Road
Austell, GA 30106

Tenant:
Power Public Schools
ccardriche@fellow.bes.org

In Process

---

1. Premises

Landlord agrees to lease to Tenant approximately **24,000 rentable square feet** of space located at **Grace City Church, 4293 Austell Rd, Austell, GA 30106** ("Premises").

2. Lease Term

The initial term of the Lease shall be for **36 months**, commencing on **August 1, 2026** and expiring on **July 31, 2029**.

3. Renewal Options

Tenant shall have **(1) one option** to renew the Lease for **3 years** upon providing Landlord at least **90 days'** prior written notice before the expiration of the then-current term.

4. Rent

Tenant shall pay Rent as follows:

- Year 1 -$15,000 for 800 sqft

Docusign Envelope ID: 5465F2C4-CDBD-4C14-91E1-8847666B535D

- Year 2 - $750.00 per Student (minimum 50 Students) for 11,000 sqft
- Year 3 - $750.00 per Student (minimum 120 Students) for 24,000 sqft

Tenant shall also be responsible for its pro rata share of **operating expenses, taxes, insurance, and utilities** (if applicable).

5. Use

The Premises shall be used for the operation of **Power Public Schools**, including educational, administrative, and extracurricular activities, in compliance with zoning and applicable laws.

6. Improvements / Build-Out

- **As-Is Condition**: The Premises will be delivered in its current "as-is" condition.

7. Occupancy / Licenses

In Process

Tenant's obligation to open shall be subject to securing all **licenses, permits, and approvals** necessary to operate a charter/public school at the Premises.

8. Parking

Tenant shall have the right to use parking at no additional charge, for staff and visitors.

9. Signage

Tenant shall have the right to install **exterior and interior signage**, subject to Landlord's approval and compliance with local ordinances.

10. Miscellaneous

- This Letter of Intent is **non-binding**. A formal Lease Agreement shall be drafted and executed by both parties.

Docusign Envelope ID: 5465F2C4-CDBD-4C14-91E1-8847666B535D

Acknowledgement

If the above terms are acceptable, please sign below. This LOI is intended as a basis for further negotiation and is not a binding agreement to lease.

Landlord:
Grace City Church

By:
Name:
Title:
Date:

Tenant:
Power Public Schools

By:
Name:
Title: Founder
Date: 9/17/25

In Process

EXHIBIT 20

POWER PUBLIC SCHOOLS

CERTIFICATE OF OCCUPANCY STATUS

Immediately upon authorization, we will commit to securing a facility and begin the necessary renovations. We plan to complete inspections by March 2027, allowing ample time for any unforeseen permitting or construction delays, as well as the installation of furniture, fixtures, and equipment. Once all construction and final inspections are complete, we will:
a) Apply for our Certificate of Occupancy. b) Submit our application and collaborate with the GaDOE facilities department to obtain a site code no later than May 1, 2027.

EXHIBIT 21

POWER PUBLIC SCHOOLS

EMERGENCY SAFETY PLAN

Exhibit 21
Power Public Schools
Emergency Safety Plan

(To be finalized no later than 45 days before the start of the charter contract term on July 1, 2027)

The Power Public Schools (PPS), as a public charter school committed to the well-being of its students, staff, and stakeholders, recognizes the importance of establishing a robust and actionable safety plan. In accordance with O.C.G.A. § 20-2-1185, the school will take a strategic, inclusive, and evidence-based approach to developing its safety plan and submitting it to the local Emergency Management Agency (EMA) by the specified deadline of May 15, 2027. Below is a detailed outline of the PPS will take to achieve this goal.

Assemble a Safety Planning Team
The first step involves creating a multidisciplinary safety planning team. This team will consist of:

- School leaders, including the principal and director of operations.
- Faculty and staff representatives.
- Parents and community members.
- Local first responders, including law enforcement, fire services, and emergency medical personnel.
- Representatives from the local Emergency Management Agency and Cobb County Schools'safety department.

The team will convene regularly to ensure comprehensive collaboration and alignment with state and local requirements.

Conduct a Comprehensive Risk Assessment
The planning process will begin with a thorough risk assessment to identify potential safety and security vulnerabilities in the school's environment. This includes:

- Reviewing historical data on school safety incidents in the area.
- Inspecting the physical premises for potential hazards or security gaps.
- Assessing proximity to external risks, such as busy roads, industrial sites, or crime-prone areas.
- Consulting with local law enforcement and EMA for regional threat intelligence.

This assessment will form the foundation of the safety plan, ensuring that all identified risks are addressed.

Develop the Safety Plan Framework

The safety plan will be structured to address the four phases of emergency management: prevention/mitigation, preparedness, response, and recovery. Key components include:

Prevention and Mitigation

- Implementing access control measures such as visitor management systems, secure entrances,and perimeter fencing.

• Establishing anti-bullying initiatives and mental health resources to address potential internal threats.
• Conducting routine facility maintenance to mitigate risks such as fire or structural hazards.

Preparedness

• Establishing clear emergency protocols for various scenarios (e.g., active shooter, fire, natural disasters, and medical emergencies).
• Developing evacuation routes, lockdown procedures, and reunification plans.
• Equipping classrooms and common areas with emergency supplies, including first-aid kits, two-way radios, and emergency lighting.

Response

• Identifying roles and responsibilities for all staff during emergencies.
• Establishing communication protocols, including parent notification systems and coordination with first responders.
• Training all staff and students in emergency procedures through regular drills.

Recovery

• Planning for post-incident counseling and support for students and staff.
• Developing strategies to restore normal school operations as quickly as possible.

Engage Stakeholders

Stakeholder engagement is critical to ensure the plan is effective and supported by the community. The school will:

• Host community forums to gather input and address concerns from parents and residents.
• Collaborate with Cobb County Schools to ensure alignment with district-wide safety initiatives.
• Partner with local organizations to provide additional resources, such as crisis counseling or security enhancements.

Provide Training and Conduct Drills

Power Public Schools will conduct regular training sessions for staff, students, and volunteers on emergency protocols. These will include:

• Monthly fire drills and semi-annual lockdown drills.
• Active shooter training conducted by local law enforcement.
• Workshops on mental health awareness and de-escalation techniques.

Training materials will be reviewed annually and updated as needed to incorporate feedback and changes in best practices.

Draft and Review the Safety Plan

The safety planning team will draft the plan in alignment with state guidelines and using resources provided by the Georgia Emergency Management and Homeland Security Agency (GEMA/HS). The draft will be reviewed by:

• The local EMA for compliance and feedback.
• Cobb County Public Schools' safety department for additional recommendations.

• The school's board of directors for approval.

Monitor, Evaluate, and Update
Power Public Schools will treat its safety plan as a living document, subject to ongoing evaluation and improvement. Annual reviews will ensure the plan reflects:
• Changes in school operations, such as enrollment growth or new facilities.
• Updates to state and local safety regulations.
• Lessons learned from drills or actual incidents.

Power Public Schools is deeply committed to creating a safe and secure learning environment for all members of its community. By following the steps outlined above, the school will not only meet its obligations under O.C.G.A. § 20-2-1185 but also set a standard for proactive and comprehensive school safety planning. PPS uses current and practices to be well-prepared to prevent,respond to, and recover from emergencies while fostering a culture of safety and resilience.

EXHIBIT 22

POWER PUBLIC SCHOOLS

START-UP BUDGET GUIDANCE

5 YEAR BUDGET PROJECTION

School Name:	FY2026		FY2027		FY2028		FY2029		FY2030		FY2031		
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	
ASSUMPTIONS													**Notes**
Number of Students	0		50		120		200		253		313		360
Facility Square Footage	0		24000		24000		24000		40000		40000		Assumes the school remains in a smaller facility for longer due to lower enrollment, delaying expansion to manage costs. [Source: Operational Assumption]
Number of Full Time Employees	2		6		13		20		28		31		Staffing levels adjusted to align with 50% enrollment while maintaining effective student-teacher ratios. [Source: Staffing Model Adjustment]
Full Time Employees (eligible for benefits)	2		6		13		20		28		31		Aligns with the total number of full-time employees. [Source: HR Policy]
Number of Administrators	1		2		2		2		3		3		Administrative staff scaled down. One administrator can manage a smaller initial student body. [Source: Leadership Plan]
Number of Teachers	0		2		5		8		12		13		Teacher count is halved from the original plan to match the 50% reduction in students. [Source: Academic Staffing Plan]
Number of Other Instructional Staff	0		1		3		5		6		7		Support staff (aides, specialists) reduced proportionally to student and teacher numbers. [Source: Academic Support Plan]
Number of Clerical Staff	1		1		1		2		2		3		Clerical needs are lower with fewer students and staff to manage. [Source: Administrative Plan]
Number of Maintenance Staff	0		1		1		1		2		2		Maintenance needs are tied to facility size, which is assumed to be smaller for longer. [Source: Facilities Plan]
Number of Food Service Staff	0		0		1		1		2		2		Food service staff is not needed initially; scales with enrollment. [Source: Operations Plan]
Student Teacher Ratio	25		24		23		22		21		20		Maintained a similar student-teacher ratio to the original model to ensure quality of instruction. [Source: Academic Model]
Revenue Per Pupil (State and/or Local)	$0		$15,622		$15,622		$15,622		$15,622		$15,622		Per-pupil funding amount held constant as per user instruction. [Source: User Request]
Average Teacher Salary	$0		$55,000		$56,650		$58,350		$60,100		$61,903		
REVENUES													
State and/or Local Revenue (Rev Per Pupil*# of students)	$0	0.0%	$781,100	67.5%	$1,874,640	81.4%	$3,124,400	86.2%	$3,952,366	89.8%	$4,889,686	89.8%	
3% District Administrative Fee (Explain any changes in notes)	$0	0.0%	($23,433)	-2.0%	($56,239)	-2.4%	($93,732)	-2.6%	($118,571)	-2.7%	($146,691)	-2.7%	
Meal Fees	$0	0.0%	$59,850	5.2%	$143,640	6.2%	$239,400	6.6%	$302,841	6.9%	$374,661	6.9%	Ex: $7/student (breakfast/lunch) for 190 instructional days, anitipcipate 90% paricipation rate ($7 x190 days=$1330 x 150 students=$199,500@90%=$179,550 eating cost)
CSP	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	redefinEd is my sponsor for my bes fellowship
redefined	$150,000	43.5%	$288,000	24.9%	$216,000	9.4%	$144,000	4.0%	$0	0.0%	$0	0.0%	Assumes no CSP
Federal funding	$0	0.0%	$52,500	4.5%	$126,000	5.5%	$210,000	5.8%	$265,650	6.0%	$328,650	6.0%	
Playlab AI	$180,000	52.2%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
BES	$15,000	4.3%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Revenues	**$345,000**		**$1,158,017**		**$2,304,041**		**$3,624,068**		**$4,402,286**		**$5,446,306**		
EXPENSES													
PERSONNEL													
Principal	$0	0.0%	$92,700	8.7%	$95,481	4.6%	$98,345	3.3%	$101,296	2.6%	$104,335	2.1%	starting salary 90K with 3% increase
Other Administrators (Deans, APS, Coaches)	$0	0.0%	$0	0.0%	$65,000	3.1%	$141,950	4.7%	$220,471	5.6%	$306,653	6.1%	included Assistant Priniicpal,Dean of Students, Dean of Instruction
Social Services (Social Worker/Counselor/Nurse)	$0	0.0%	$25,000	2.4%	$113,300	5.4%	$178,500	5.9%	$245,653	6.2%	$393,023	7.8%	includes Social Worker, School Psychologist, Nurse or Health Aide,MTSS/RTI/504 Coordinator, College Counselor, and Social Emotional Counselor
Technology Support	$0	0.0%	$0	0.0%	$0	6.4%	$0	0.0%	$0	0.0%	$65,000	1.3%	media specialist will be hired year 5- DOO will deal with tech
Teachers	$0	0.0%	$110,000	10.4%	$283,250	13.5%	$466,796	15.5%	$721,200	18.3%	$804,739	16.0%	63k starting with 3% increase annually
Arts/PE/Comp Sci	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	included in teachers
Athletics/Extracurricular Coaches	$0	0.0%	$10,000	0.9%	$20,000	1.0%	$30,000	1.0%	$40,000	1.0%	$50,000	1.0%	Stipend for coaches
Guidance Counselor	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	included in social services
Special Education Teacher	$0	0.0%	$85,000	8.0%	$133,900	6.4%	$178,231	5.9%	$213,081	5.4%	$292,633	5.8%	SPed teacher and and Paras
Director of Opperations	$37,500	12.7%	$77,250	7.3%	$79,568	3.8%	$81,955	2.7%	$84,413	2.1%	$86,946	1.7%	starting salary of 75k with 3% increase but hire in January
Office Assistant	$0	0.0%	$0	0.0%	$91,350	4.4%	$94,090	3.1%	$151,550	3.8%	$283,041	5.6%	includes registratr and office manager
Safety Officer	$0	0.0%	$35,000	3.3%	$36,050	1.7%	$37,132	1.2%	$38,245	1.0%	$39,393	0.8%	35k starting with 3% increase annually
Maintenance	$0	0.0%	$0	0.0%	$32,000	1.5%	$65,920	2.2%	$67,898	1.7%	$69,935	1.4%	32k starting with 3% increase annually
Food Service	$0	0.0%	$0	0.0%	$30,900	1.5%	$63,654	2.1%	$65,564	1.7%	$101,296	2.0%	30k starting with 3% increase annually
Executive Director	$120,000	40.6%	$130,000	12.3%	$140,000	6.7%	$150,000	5.0%	$160,000	4.1%	$170,000	3.4%	120k with 10k increase until year 8
Retirement Benefits	$31,500	10.6%	$112,990	10.7%	$224,160	10.7%	$317,314	10.5%	$421,874	10.7%	$553,398	11.0%	Assumes 20% retirement
Health Benefits	$12,000	4.1%	$36,000	3.4%	$78,000	3.7%	$120,000	4.0%	$168,000	4.3%	$186,000	3.7%	Assumes 6k per employee annually
FICA	$12,049	4.1%	$43,219	4.1%	$85,741	4.1%	$121,373	4.0%	$161,367	4.1%	$211,675	4.2%	Assumes 7.65%
Other Payroll Expenses/Taxes	$0	0.0%	$6,000	0.6%	$6,000	0.3%	$6,000	0.2%	$6,000	0.2%	$6,000	0.1%	Assumes 6k for back office payroll
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Personnel	**$213,049**	**72.0%**	**$763,159**	**72.0%**	**$1,514,699**	**72.3%**	**$2,151,260**	**71.4%**	**$2,866,611**	**72.7%**	**$3,724,065**	**74.1%**	
INSTRUCTION													
Curriculum	$0	0.0%	$6,250	0.6%	$15,000	0.7%	$25,000	0.8%	$31,625	0.8%	$39,125	0.8%	Rough Estimate of $125 per student
Assessments	$0	0.0%	$6,850	0.6%	$16,440	0.8%	$27,400	0.9%	$34,661	0.9%	$42,881	0.9%	119 per student for MAP and 18 for PSAT
Staff Technology	$500	0.2%	$5,000	0.5%	$12,500	0.6%	$20,000	0.7%	$30,000	0.8%	$32,500	0.6%	Est. $2500/teacher for laptop & work accessories
Books (Libraray and Media Center)	$0	0.0%	$3,750	0.4%	$9,000	0.4%	$15,000	0.5%	$18,975	0.5%	$23,475	0.5%	Rough Estimate of $75 per student
Field Trips	$0	0.0%	$5,000	0.5%	$12,000	0.6%	$20,000	0.7%	$25,300	0.6%	$31,300	0.6%	Est. $100/student/year for 4 trips at $25 each
Staff Development	$5,000	1.7%	$5,100	0.5%	$5,202	0.2%	$5,306	0.2%	$5,412	0.1%	$5,520	0.1%	Rough Estimate of 10000/year (adjust 2% escalation)
Software for Classroom Instruction	$1,500	0.5%	$7,500	0.7%	$18,000	0.9%	$30,000	1.0%	$37,950	1.0%	$46,950	0.9%	Rough Estimate of $150 per student
Travel & conferences, board retreat	$2,500	0.8%	$4,000	0.4%	$6,250	0.3%	$8,500	0.3%	$11,500	0.3%	$12,250	0.2%	Rough Estimate of $750 per teacher, plus $2,500 board retreat
PE Equipment	$0	0.0%	$1,250	0.1%	$3,000	0.1%	$5,000	0.2%	$6,325	0.2%	$7,825	0.2%	Rough Estimate of $25 per student
Art Supplies	$0	0.0%	$1,250	0.1%	$3,000	0.1%	$5,000	0.2%	$6,325	0.2%	$7,825	0.2%	Rough Estimate of $25 per student
Classroom Supplies	$0	0.0%	$4,000	0.4%	$10,000	0.5%	$16,000	0.5%	$24,000	0.6%	$26,000	0.5%	Rough Estimate of $2000 per teacher
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Instruction	**$9,500**	**3.2%**	**$49,950**	**4.7%**	**$110,392**	**5.3%**	**$177,206**	**5.9%**	**$232,073**	**5.9%**	**$275,651**	**5.5%**	
SERVICES & SUPPLIES													
Back office	$3,000	1.0%	$3,060	0.3%	$3,121	0.1%	$3,184	0.1%	$3,247	0.1%	$3,312	0.1%	Rough Estimate of $250/month bookeeping, with 2% escalation
Legal	$6,000	2.0%	$6,120	0.6%	$6,242	0.3%	$6,367	0.2%	$6,495	0.2%	$6,624	0.1%	Rough Estimate of $4,000 retainer, $2,000 reserve
Audit	$6,000	2.0%	$6,120	0.6%	$6,242	0.3%	$6,367	0.2%	$6,495	0.2%	$6,624	0.1%	6,000 audit with 2% escalation
Special Ed Contracted Serv.	$0	0.0%	$5,000	0.5%	$12,000	0.6%	$20,000	0.7%	$25,300	0.6%	$31,300	0.6%	Rough Estimate of $200 per student average cost
Property/Casualty Insurance	$0	0.0%	$10,000	0.9%	$10,200	0.5%	$10,404	0.3%	$10,612	0.3%	$10,824	0.2%	Rough Estimate of $10000/year w/ 2% escalator
Food Services	$0	0.0%	$59,850	5.6%	$143,640	6.9%	$239,400	7.9%	$302,841	7.7%	$374,661	7.5%	Ex: $7/student (breakfast/lunch) for 190 instructional days, anitipcipate 90% paricipation rate ($7 x190 days=$1330 x 150 students=$199,500@90%=$179,550 eating cost)
Transportation	$0	0.0%	$25,000	2.4%	$60,000	2.9%	$100,000	3.3%	$126,500	3.2%	$156,500	3.1%	Est. $500/student/year based on metro area bus costs (50%)
Student Funiture	$7,500	2.5%	$12,000	1.1%	$7,950	0.4%	$9,000	0.3%	$7,050	0.2%	$7,191	0.1%	Est. $150/student for one-time seating & desk setup
Office Funiture	$2,000	0.7%	$3,000	0.3%	$3,000	0.1%	$4,000	0.1%	$1,000	0.0%	$3,000	0.1%	Est. $1000/teacher for desks, chairs, and storage
Student Technolgy	$6,250	2.1%	$8,750	0.8%	$10,000	0.5%	$6,625	0.2%	$7,500	0.2%	$5,875	0.1%	Rough Estimate of $125/student
Custodial supplies	$600	0.2%	$3,600	0.3%	$3,672	0.2%	$3,745	0.1%	$3,820	0.1%	$3,897	0.1%	Rough Estimate of $300/month
Waste management	$1,600	0.5%	$9,600	0.9%	$9,792	0.5%	$9,988	0.3%	$10,188	0.3%	$10,391	0.2%	Rough Estimate of $800/month
Marketing	$3,000	1.0%	$4,200	0.4%	$4,800	0.2%	$3,180	0.1%	$3,600	0.1%	$2,820	0.1%	Est. $60/student/year for digital & print marketing
Staff Recruitment	$700	0.2%	$1,200	0.1%	$1,800	0.1%	$2,500	0.1%	$2,800	0.1%	$2,856	0.1%	Est. $100/staff/year for hiring platforms & events

5 YEAR BUDGET PROJECTION

School Name:	FY2026		FY2027		FY2028		FY2029		FY2030		FY2031		
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	
Student Recruitment	$3,000	1.0%	$7,000	0.7%	$8,000	0.4%	$5,300	0.2%	$6,000	0.2%	$4,700	0.1%	Est. $100/student/year for digital & print marketing
Phone Internet Servcies	$100	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	erate offers free internet and internet will be included in the lease agreement
Office Computers and software	$0	0.0%	$6,552	0.6%	$6,683	0.3%	$6,817	0.2%	$6,953	0.2%	$7,092	0.1%	Rough Estimate of $546/month- Copy Smart
Postage	$1,440	0.5%	$1,469	0.1%	$1,498	0.1%	$1,528	0.1%	$1,559	0.0%	$1,590	0.0%	Rough Estimate of $120/month
Student Uniforms	$1,750	0.6%	$4,200	0.4%	$7,000	0.3%	$8,855	0.3%	$10,955	0.3%	$12,600	0.3%	Rough Estimate of 35 per sudent
Extracurricular Program	$0	0.0%	$8,125	0.8%	$19,500	0.9%	$32,500	1.1%	$41,113	1.0%	$50,863	1.0%	Rough Estimate of Estimate Per Student Coaching stipends $60,Equipment & uniforms $80,Facilities/transportation $40, Competition fees & insurance $30,Performing arts materials $25, Misc. (printing, awards, etc) $15,Total $250
Health Supplies	$0	0.0%	$500	0.0%	$1,200	0.1%	$2,000	0.1%	$2,530	0.1%	$3,130	0.1%	Rough Estimate of $10 per student
Office Supplies	$400	0.1%	$2,400	0.2%	$2,448	0.1%	$2,497	0.1%	$2,547	0.1%	$2,598	0.1%	Roughly $200/month
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Services & Supplies	**$43,340**	**14.6%**	**$187,746**	**17.7%**	**$328,789**	**15.7%**	**$484,257**	**16.1%**	**$589,104**	**14.9%**	**$708,449**	**14.1%**	

FACILITIES													
Rent/Lease/Mortgage	$15,000	5.1%	$37,500	3.5%	$90,000	4.3%	$150,000	5.0%	$189,750	4.8%	$234,750	4.7%	Year 0 -$15,000 for 800 sqft ● Year 1 - $750.00 per Student (minimum 50 Students) for 11,000 sqft ● Year 2 - $750.00 per Student (minimum 120 Students) for 24,000 sqft
Grounds Maintenance	$1,500	0.5%	$3,750	0.4%	$9,000	0.4%	$15,000	0.5%	$18,975	0.5%	$23,475	0.5%	10% of facility cost for maintence
Maintenance & Repair	$10,000	3.4%	$10,000	0.9%	$24,000	1.1%	$5,947	0.2%	$7,067	0.2%	$8,633	0.2%	
Utilities	$3,000	1.0%	$7,500	0.7%	$18,000	0.9%	$30,000	1.0%	$37,950	1.0%	$46,950	0.9%	20% of lease amount
Fire Safety and Compliance	$500	0.2%	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%	500 fee annually
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Facilities	**$30,000**	**10.1%**	**$59,250**	**5.6%**	**$141,500**	**6.8%**	**$201,447**	**6.7%**	**$254,242**	**6.4%**	**$314,308**	**6.3%**	

Total Expenses	**$295,889**		**$1,060,104**		**$2,095,381**		**$3,014,170**		**$3,942,030**		**$5,022,474**		
Contingency Fund	$0		$0		$0		$0		$0		$0		For Emergencies (50%)
Sinking Fund	$7,632		$7,000		$28,378		$300,000		$200,000		$200,000		For Long term Building Construction (50%)
Surplus (Deficit)	**$41,479**		**$90,913**		**$180,282**		**$309,898**		**$260,256**		**$223,833**		

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)	**$0**	**$41,479**	**$132,392**	**$312,674**	**$622,572**	**$882,828**	
Net Surplus (Deficit)	**$41,479**	**$90,913**	**$180,282**	**$309,898**	**$260,256**	**$223,833**	
Ending Cash	**$41,479**	**$132,392**	**$312,674**	**$622,572**	**$882,828**	**$1,106,661**	
	45	45	50	60	75	80	Days Cash On hand
Cash On hand	$36,479.43	$130,697.81	$287,038.42	$495,480.03	$810,006.22	$1,100,816.11	Amount of Cash on Hand
Daily Surplus	114	249	494	849	713	613	
Cash on Hand Day	51	31	31	38	24	16	
Cash on Hand for Contingencies	61	34	36	74	43	31	

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH		$2,909	$7,219	$12,253	$14,487	$16,721	$21,320	$26,104	$30,838	$35,672	$40,157	$44,316	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fe	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Meal Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
CSP	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
redefined	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$150,000
Federal funding	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Playlab AI	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$180,000
BES	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
													$0
													$0
													$0
													$0
(B) Total Receipts	**$28,750**	**$28,750**	**$28,750**	**$28,750**	**$28,750**	**$28,750**	**$28,750**	**$28,750**	**$28,750**	**$28,750**	**$28,750**	**$28,750**	**$345,000**
Cash Disbursements:													
PERSONNEL													
Principal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Administrators (Deans, APS, Coaches)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Social Services (Social Worker/Counselor/Nurse)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Manager	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$37,500
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Executive Director	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$120,000
Retirement Benefits	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$31,500
Health Benefits	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
FICA	$1,004	$1,004	$1,004	$1,004	$1,004	$1,004	$1,004	$1,004	$1,004	$1,004	$1,004	$1,004	$12,049
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Personnel	**$17,754**	**$17,754**	**$17,754**	**$17,754**	**$17,754**	**$17,754**	**$17,754**	**$17,754**	**$17,754**	**$17,754**	**$17,754**	**$17,754**	**$213,049**
INSTRUCTION													
Curriculum	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Assessments	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Technology	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Books (Libraray and Media Center)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Development	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Software for Classroom Instruction	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
Travel & conferences, board retreat	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
PE Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Art Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classroom Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Instruction	**$792**	**$792**	**$792**	**$792**	**$792**	**$792**	**$792**	**$792**	**$792**	**$792**	**$792**	**$792**	**$9,500**
SERVICES & SUPPLIES													
Back office	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Legal	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Audit	$0	$0	$0	$3,000	$3,000	$0	$0	$0	$0	$0	$0	$0	$6,000
Special Ed Contracted Serv.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Property/Casualty Insurance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Funiture	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$7,500
Office Funiture	$1,200	$600	$200	$0	$0	$0	$0	$0	$0	$0	$0	$0	$2,000
Student Technolgy	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$6,250
Custodial supplies	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$600
Waste management	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$1,600
Marketing	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Staff Recruitment	$25	$25	$0	$0	$0	$0	$150	$200	$100	$150	$25	$25	$700
Student Recruitment	$600	$300	$0	$0	$0	$0	$300	$300	$300	$600	$300	$300	$3,000
Phone Internet Servcies	$8	$8	$8	$8	$8	$8	$8	$8	$8	$8	$8	$8	$100
Office Computers and software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Postage	$120	$120	$120	$120	$120	$120	$120	$120	$120	$120	$120	$120	$1,440
Student Uniforms	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$1,750
Extracurricular Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$400
Total Services & Supplies	**$4,462**	**$3,562**	**$2,837**	**$5,637**	**$5,637**	**$2,637**	**$3,087**	**$3,137**	**$3,037**	**$3,387**	**$2,962**	**$2,962**	**$43,340**
FACILITIES													
Rent/Lease/Mortgage	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Grounds Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$750	$750	$1,500
Maintenance & Repair	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Utilities	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000

CASH FLOW PROJECTIONS-YEAR 0/Planning Year													
School Name:	**July**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**March**	**April**	**May**	**June**	**Total**
Fire Safety and Compliance	$500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$500
													$0
													$0
Total Facilities	**$2,833**	**$2,333**	**$2,333**	**$2,333**	**$2,333**	**$2,333**	**$2,333**	**$2,333**	**$2,333**	**$2,333**	**$3,083**	**$3,083**	**$30,000**
(C) TOTAL DISPURSEMENTS	**$25,841**	**$24,441**	**$23,716**	**$26,516**	**$26,516**	**$23,516**	**$23,966**	**$24,016**	**$23,916**	**$24,266**	**$24,591**	**$24,591**	**$295,889**
Contingency Fund	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Sinking Fund	$0	$0	$0	$0	$0	$636	$0	$0	$0	$0	$0	$0	$7,632
(D) NET REVENUE	**$2,909**	**$4,309**	**$5,034**	**$2,234**	**$2,234**	**$4,598**	**$4,784**	**$4,734**	**$4,834**	**$4,484**	**$4,159**	**$4,159**	**$41,479**
ENDING CASH (A+D)	**$2,909**	**$7,219**	**$12,253**	**$14,487**	**$16,721**	**$21,320**	**$26,104**	**$30,838**	**$35,672**	**$40,157**	**$44,316**	**$48,475**	

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$41,479	$41,720	$47,618	$56,358	$59,979	$69,720	$79,461	$88,245	$96,943	$105,812	$113,896	$122,894	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fe	$63,139	$63,139	$63,139	$63,139	$63,139	$63,139	$63,139	$63,139	$63,139	$63,139	$63,139	$63,139	$757,667
Meal Fees		$5,985	$5,985	$5,985	$5,985	$5,985	$5,985	$5,985	$5,985	$5,985	$5,985		$59,850
CSP	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
redefined	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$288,000
Federal funding	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$52,500
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$91,514**	**$97,499**	**$97,499**	**$97,499**	**$97,499**	**$97,499**	**$97,499**	**$97,499**	**$97,499**	**$97,499**	**$97,499**	**$91,514**	**$1,158,017**
Cash Disbursements:													
PERSONNEL													
Principal	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$92,700
Other Administrators (Deans, APS, Coaches)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Social Services (Social Worker/Counselor/Nurse)	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$25,000
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$110,000
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$85,000
Office Manager	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$77,250
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$35,000
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Executive Director	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$130,000
Retirement Benefits	$9,416	$9,416	$9,416	$9,416	$9,416	$9,416	$9,416	$9,416	$9,416	$9,416	$9,416	$9,416	$112,990
Health Benefits	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$36,000
FICA	$3,602	$3,602	$3,602	$3,602	$3,602	$3,602	$3,602	$3,602	$3,602	$3,602	$3,602	$3,602	$43,219
Other Payroll Expenses/Taxes	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Total Personnel	**$63,597**	**$63,597**	**$63,597**	**$63,597**	**$63,597**	**$63,597**	**$63,597**	**$63,597**	**$63,597**	**$63,597**	**$63,597**	**$63,597**	**$763,159**
INSTRUCTION													
Curriculum	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$6,250
Assessments	$571	$571	$571	$571	$571	$571	$571	$571	$571	$571	$571	$571	$6,850
Staff Technology	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Books (Libraray and Media Center)	$313	$313	$313	$313	$313	$313	$313	$313	$313	$313	$313	$313	$3,750
Field Trips	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Staff Development	$2,550	$232	$232	$232	$232	$232	$232	$232	$232	$232	$232	$232	$5,100
Software for Classroom Instruction	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$7,500
Travel & conferences, board retreat	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$4,000
PE Equipment	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$1,250
Art Supplies	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$1,250
Classroom Supplies	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$333	$4,000
													$0
													$0
Total Instruction	**$6,288**	**$3,969**	**$3,969**	**$3,969**	**$3,969**	**$3,969**	**$3,969**	**$3,969**	**$3,969**	**$3,969**	**$3,969**	**$3,969**	**$49,950**
SERVICES & SUPPLIES													
Back office	$255	$255	$255	$255	$255	$255	$255	$255	$255	$255	$255	$255	$3,060
Legal	$510	$510	$510	$510	$510	$510	$510	$510	$510	$510	$510	$510	$6,120
Audit	$0	$0	$0	$6,120	$0	$0	$0	$0	$0	$0	$0	$0	$6,120
Special Ed Contracted Serv.	$0	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$0	$5,000
Property/Casualty Insurance	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Food Services	$0	$5,985	$5,985	$5,985	$5,985	$5,985	$5,985	$5,985	$5,985	$5,985	$5,985	$0	$59,850
Transportation	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$25,000
Student Funiture	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
Office Funiture	$1,000	$1,000	$1,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$3,000
Student Technolgy	$729	$729	$729	$729	$729	$729	$729	$729	$729	$729	$729	$729	$8,750
Custodial supplies	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$3,600
Waste management	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$9,600
Marketing	$350	$350	$350	$350	$350	$350	$350	$350	$350	$350	$350	$350	$4,200
Staff Recruitment	$43	$43	$0	$0	$0	$0	$257	$343	$171	$257	$43	$43	$1,200
Student Recruitment	$1,400	$700	$0	$0	$0	$0	$700	$700	$700	$1,400	$700	$700	$7,000
Phone Internet Servcies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers and software	$3,549	$273	$273	$273	$273	$273	$273	$273	$273	$273	$273	$273	$6,552
Postage	$122	$122	$122	$122	$122	$122	$122	$122	$122	$122	$122	$122	$1,469
Student Uniforms	$2,100	$2,100	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$4,200
Extracurricular Program	$677	$677	$677	$677	$677	$677	$677	$677	$677	$677	$677	$677	$8,125
Health Supplies	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Office Supplies	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Total Services & Supplies	**$15,994**	**$18,503**	**$15,660**	**$20,780**	**$14,660**	**$14,660**	**$15,617**	**$15,703**	**$15,531**	**$16,317**	**$15,403**	**$8,918**	**$187,746**
FACILITIES													
Rent/Lease/Mortgage	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$37,500
Grounds Maintenance	$313	$313	$313	$313	$313	$313	$313	$313	$313	$313	$313	$313	$3,750

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Maintenance & Repair	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Utilities	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$7,500
Fire Safety and Compliance	$500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$500
													$0
													$0
Total Facilities	**$5,396**	**$4,896**	**$4,896**	**$4,896**	**$4,896**	**$4,896**	**$4,896**	**$4,896**	**$4,896**	**$4,896**	**$4,896**	**$4,896**	**$59,250**
(C) TOTAL DISPURSEMENTS	**$91,274**	**$90,965**	**$88,122**	**$93,242**	**$87,122**	**$87,122**	**$88,079**	**$88,165**	**$87,993**	**$88,779**	**$87,865**	**$81,380**	**$1,060,104**
Contingency Fund	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Sinking Fund	$0	$636	$636	$636	$636	$636	$636	$636	$636	$636	$636	$636	$7,000
(D) NET REVENUE	**$240**	**$5,898**	**$8,741**	**$3,621**	**$9,741**	**$9,741**	**$8,784**	**$8,698**	**$8,869**	**$8,084**	**$8,998**	**$9,498**	**$90,913**
ENDING CASH (A+D)	**$41,720**	**$47,618**	**$56,358**	**$59,979**	**$69,720**	**$79,461**	**$88,245**	**$96,943**	**$105,812**	**$113,896**	**$122,894**	**$132,392**	

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$132,392	$149,322	$164,172	$179,022	$193,873	$208,723	$223,573	$238,423	$253,273	$268,124	$282,974	$297,824	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fe	$151,533	$151,533	$151,533	$151,533	$151,533	$151,533	$151,533	$151,533	$151,533	$151,533	$151,533	$151,533	$1,818,401
Meal Fees	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$143,640
redefined	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$216,000
Federal funding	$10,500	$10,500	$10,500	$10,500	$10,500	$10,500	$10,500	$10,500	$10,500	$10,500	$10,500	$10,500	$126,000
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$192,003**	**$192,003**	**$192,003**	**$192,003**	**$192,003**	**$192,003**	**$192,003**	**$192,003**	**$192,003**	**$192,003**	**$192,003**	**$192,003**	**$2,304,041**
Cash Disbursements:													
PERSONNEL													
Principal	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$95,481
Other Administrators (Deans, APS, Coaches)	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$65,000
Social Services (Social Worker/Counselor/Nurse)	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$113,300
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$23,604	$23,604	$23,604	$23,604	$23,604	$23,604	$23,604	$23,604	$23,604	$23,604	$23,604	$23,604	$283,250
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$11,158	$11,158	$11,158	$11,158	$11,158	$11,158	$11,158	$11,158	$11,158	$11,158	$11,158	$11,158	$133,900
Office Manager	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$79,568
Office Assistant	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$91,350
Business manager	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$36,050
Maintenance	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$32,000
Food Service	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$30,900
Executive Director	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$140,000
Retirement Benefits	$18,680	$18,680	$18,680	$18,680	$18,680	$18,680	$18,680	$18,680	$18,680	$18,680	$18,680	$18,680	$224,160
Health Benefits	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$78,000
FICA	$7,145	$7,145	$7,145	$7,145	$7,145	$7,145	$7,145	$7,145	$7,145	$7,145	$7,145	$7,145	$85,741
Other Payroll Expenses/Taxes	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	**$126,225**	**$126,225**	**$126,225**	**$126,225**	**$126,225**	**$126,225**	**$126,225**	**$126,225**	**$126,225**	**$126,225**	**$126,225**	**$126,225**	**$1,514,699**
INSTRUCTION													
Curriculum	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Assessments	$1,370	$1,370	$1,370	$1,370	$1,370	$1,370	$1,370	$1,370	$1,370	$1,370	$1,370	$1,370	$16,440
Staff Technology	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$12,500
Books (Libraray and Media Center)	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$9,000
Field Trips	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
Staff Development	$434	$434	$434	$434	$434	$434	$434	$434	$434	$434	$434	$434	$5,202
Software for Classroom Instruction	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Travel & conferences, board retreat	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$6,250
PE Equipment	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Art Supplies	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Classroom Supplies	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Total Instruction	**$9,199**	**$9,199**	**$9,199**	**$9,199**	**$9,199**	**$9,199**	**$9,199**	**$9,199**	**$9,199**	**$9,199**	**$9,199**	**$9,199**	**$110,392**
SERVICES & SUPPLIES													
Back office	$260	$260	$260	$260	$260	$260	$260	$260	$260	$260	$260	$260	$3,121
Legal	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$6,242
Audit	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$6,242
Special Ed Contracted Serv.	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
Property/Casualty Insurance	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$10,200
Food Services	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$143,640
Transportation	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$60,000
Student Funiture	$663	$663	$663	$663	$663	$663	$663	$663	$663	$663	$663	$663	$7,950
Office Funiture	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Student Technolgy	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Custodial supplies	$306	$306	$306	$306	$306	$306	$306	$306	$306	$306	$306	$306	$3,672
Waste management	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$9,792
Marketing	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$4,800
Staff Recruitment	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$1,800
Student Recruitment	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$8,000
Phone Internet Servcies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers and software	$557	$557	$557	$557	$557	$557	$557	$557	$557	$557	$557	$557	$6,683
Postage	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,498
Student Uniforms	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$7,000
Extracurricular Program	$1,625	$1,625	$1,625	$1,625	$1,625	$1,625	$1,625	$1,625	$1,625	$1,625	$1,625	$1,625	$19,500
Health Supplies	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200
Office Supplies	$204	$204	$204	$204	$204	$204	$204	$204	$204	$204	$204	$204	$2,448
Total Services & Supplies	**$27,399**	**$27,399**	**$27,399**	**$27,399**	**$27,399**	**$27,399**	**$27,399**	**$27,399**	**$27,399**	**$27,399**	**$27,399**	**$27,399**	**$328,789**
FACILITIES													

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Rent/Lease/Mortgage	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$90,000
Grounds Maintenance	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$9,000
Maintenance & Repair	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Utilities	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Fire Safety and Compliance	$500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$500
													$0
													$0
Total Facilities	**$12,250**	**$11,750**	**$11,750**	**$11,750**	**$11,750**	**$11,750**	**$11,750**	**$11,750**	**$11,750**	**$11,750**	**$11,750**	**$11,750**	**$141,500**
(C) TOTAL DISPURSEMENTS	**$175,073**	**$174,573**	**$174,573**	**$174,573**	**$174,573**	**$174,573**	**$174,573**	**$174,573**	**$174,573**	**$174,573**	**$174,573**	**$174,573**	**$2,095,381**
Contingency Fund	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Sinking Fund	$0	$2,580	$2,580	$2,580	$2,580	$2,580	$2,580	$2,580	$2,580	$2,580	$2,580	$2,580	$28,378
(D) NET REVENUE	**$16,930**	**$14,850**	**$14,850**	**$14,850**	**$14,850**	**$14,850**	**$14,850**	**$14,850**	**$14,850**	**$14,850**	**$14,850**	**$14,850**	**$180,282**
ENDING CASH (A+D)	**$149,322**	**$164,172**	**$179,022**	**$193,873**	**$208,723**	**$223,573**	**$238,423**	**$253,273**	**$268,124**	**$282,974**	**$297,824**	**$312,674**	

School Name:	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus (Deficit)	OK	OK	OK	OK	OK	OK
Ending Cash Balance	OK	OK	OK	OK	OK	OK
Total Facilities Costs>15% of Total Expenses	OK	OK	OK	OK	OK	OK

Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	YES	YES	YES	

5 YEAR BUDGET PROJECTION

School Name:	FY2026		FY2027		FY2028		FY2029		FY2030		FY2031		
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	
ASSUMPTIONS													**Notes**
Number of Students	0		100		240		400		505		625		720
Facility Square Footage	0		24000		24000		85000		85000		85000		
Number of Full Time Employees	2		12		26		40		50		62		
Full Time Employees (eligible for benefits)	2		12		26		40		50		62		
Number of Administrators	1		2		3		4		5		6		
Number of Teachers	0		4		10		16		22		25		
Number of Other Instructional Staff	0		2.5		5		10		11		14		
Number of Clerical Staff	1		1		3		3		4		5		
Number of Maintenance Staff	0		1		1		2		2		2		
Number of Food Service Staff	0		0		1		2		2		3		
Student Teacher Ratio	25		24		23		22		21		20		
Revenue Per Pupil (State and/or Local)	$0		$15,622		$15,622		$15,622		$15,622		$15,622		
Average Teacher Salary	$0		$55,000		$56,650		$58,350		$60,100		$61,903		3% salary increase
REVENUES													
State and/or Local Revenue (Rev Per Pupil*# of students)	$0	0.0%	$1,562,200	65.7%	$3,749,280	85.4%	$6,248,800	88.0%	$7,889,110	89.8%	$9,763,750	89.8%	
3% District Administrative Fee (Explain any changes in notes)	$0	0.0%	($46,866)	-2.0%	($112,478)	-2.6%	($187,464)	-2.6%	($236,673)	-2.7%	($292,913)	-2.7%	
Meal Fees	$0	0.0%	$119,700	5.0%	$287,280	6.5%	$478,800	6.7%	$604,485	6.9%	$748,125	6.9%	Ex: $7/student (breakfast/lunch) for 190 instructional days, anitipcipate 90% paricipation rate ($7 x190 days=$1330 x 150 students=$199,500@90%=$179,550 eating cost)
CSP	$350,000	50.4%	$350,000	14.7%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	redefined is my sponsor for my bes fellowship
redefined	$150,000	21.6%	$288,000	12.1%	$216,000	4.9%	$144,000	2.0%	$0	0.0%	$0	0.0%	
Federal funding	$0	0.0%	$105,000	4.4%	$252,000	5.7%	$420,000	5.9%	$530,250	6.0%	$656,250	6.0%	
Playlab AI	$180,000	25.9%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
BES	$15,000	2.2%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Revenues	**$695,000**		**$2,378,034**		**$4,392,082**		**$7,104,136**		**$8,787,172**		**$10,875,213**		
EXPENSES													
PERSONNEL													
Principal	$0	0.0%	$92,700	5.7%	$95,481	3.0%	$98,345	1.9%	$101,296	1.5%	$104,335	1.3%	starting salary 90K with 3% increase
Other Administrators (Deans, APS, Coaches)	$0	0.0%	$0	0.0%	$65,000	2.0%	$141,950	2.7%	$220,471	3.3%	$306,653	3.7%	included Assistant Priniicpal,Dean of Students, Dean of Instruction
Social Services (Social Worker/Counselor/Nurse)	$0	0.0%	$25,000	1.5%	$113,300	3.5%	$178,500	3.4%	$245,653	3.7%	$393,023	4.8%	includes Social Worker, School Psychologist, Nurse or Health Aide,MTSS/RTI/504 Coordinator, College Counselor, and Social Emotional Counselor
Technology Support	$0	0.0%	$0	0.0%	$0	6.9%	$0	0.0%	$0	0.0%	$65,000	0.8%	media specialist will be hired year 5- DOO will deal with tech
Teachers	$0	0.0%	$220,000	13.4%	$566,500	17.6%	$933,592	17.8%	$1,322,200	20.0%	$1,547,575	18.7%	63k starting with 3% increase annually
Arts/PE/Comp Sci	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	included in teachers
Athletics/Extracurricular Coaches	$0	0.0%	$10,000	0.6%	$20,000	0.6%	$30,000	0.6%	$40,000	0.6%	$50,000	0.6%	Stipend for coaches
Guidance Counselor	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	included in social services
Special Education Teacher	$0	0.0%	$111,000	6.8%	$220,420	6.9%	$385,106	7.4%	$427,795	6.5%	$544,747	6.6%	SPed teacher and and Paras
Director of Opperations	$75,000	16.9%	$77,250	4.7%	$79,568	2.5%	$81,955	1.6%	$84,413	1.3%	$86,946	1.1%	starting salary of 75k with 3% increase
Office Assistant	$0	0.0%	$45,000	2.7%	$91,350	2.8%	$94,090	1.8%	$151,550	2.3%	$283,041	3.4%	includes regristratr and office manager
Safety Officer	$0	0.0%	$35,000	2.1%	$36,050	1.1%	$37,132	0.7%	$38,245	0.6%	$39,393	0.5%	35k starting with 3% increase annually
Maintenance	$0	0.0%	$0	0.0%	$32,000	1.0%	$65,920	1.3%	$67,898	1.0%	$69,935	0.8%	32k starting with 3% increase annually
Food Service	$0	0.0%	$0	0.0%	$30,900	1.0%	$63,654	1.2%	$65,564	1.0%	$101,296	1.2%	30k starting with 3% increase annually
Executive Director	$120,000	27.0%	$130,000	7.9%	$140,000	4.4%	$150,000	2.9%	$160,000	2.4%	$170,000	2.1%	120k with 10k increase until year 8
Retirement Benefits	$39,000	8.8%	$149,190	9.1%	$298,114	9.3%	$452,049	8.6%	$585,017	8.9%	$752,388	9.1%	Assumes 20% retirement
Health Benefits	$12,000	2.7%	$72,000	4.4%	$156,000	4.9%	$240,000	4.6%	$300,000	4.5%	$372,000	4.5%	Assumes 6k per employee annually
FICA	$14,918	3.4%	$57,065	3.5%	$114,028	3.6%	$172,909	3.3%	$223,769	3.4%	$287,789	3.5%	Assumes 7.65%
Other Payroll Expenses/Taxes	$0	0.0%	$6,000	0.4%	$6,000	0.2%	$6,000	0.1%	$6,000	0.1%	$6,000	0.1%	Assumes 6k for back office payroll
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Personnel	**$260,918**	**58.7%**	**$1,030,205**	**62.9%**	**$2,064,711**	**64.3%**	**$3,131,201**	**59.8%**	**$4,039,870**	**61.2%**	**$5,180,119**	**62.7%**	
INSTRUCTION													
Curriculum	$0	0.0%	$12,500	0.8%	$30,000	0.9%	$50,000	1.0%	$63,125	1.0%	$78,125	0.9%	Rough Estimate of $125 per student
Assessments	$0	0.0%	$13,700	0.8%	$32,880	1.0%	$54,800	1.0%	$69,185	1.0%	$85,625	1.0%	119 per student for MAP and 18 for PSAT
Staff Technology	$1,000	0.2%	$10,000	0.6%	$25,000	0.8%	$40,000	0.8%	$55,000	0.8%	$62,500	0.8%	Est. $2500/teacher for laptop & work accessories
Books (Libraray and Media Center)	$0	0.0%	$7,500	0.5%	$18,000	0.6%	$30,000	0.6%	$37,875	0.6%	$46,875	0.6%	Rough Estimate of $75 per student
Field Trips	$0	0.0%	$10,000	0.6%	$24,000	0.7%	$40,000	0.8%	$50,500	0.8%	$62,500	0.8%	Est. $100/student/year for 4 trips at $25 each
Staff Development	$10,000	2.2%	$10,200	0.6%	$10,404	0.3%	$10,612	0.2%	$10,824	0.2%	$11,041	0.1%	Rough Estimate of 10000/year (adjust 2% escalation)
Software for Classroom Instruction	$3,000	0.7%	$15,000	0.9%	$36,000	1.1%	$60,000	1.1%	$75,750	1.1%	$93,750	1.1%	Rough Estimate of $150 per student
Travel & conferences, board retreat	$2,500	0.6%	$5,500	0.3%	$10,000	0.3%	$14,500	0.3%	$19,000	0.3%	$21,250	0.3%	Rough Estimate of $750 per teacher, plus $2,500 board retreat
PE Equipment	$0	0.0%	$2,500	0.2%	$6,000	0.2%	$10,000	0.2%	$12,625	0.2%	$15,625	0.2%	Rough Estimate of $25 per student
Art Supplies	$0	0.0%	$2,500	0.2%	$6,000	0.2%	$10,000	0.2%	$12,625	0.2%	$15,625	0.2%	Rough Estimate of $25 per student
Classroom Supplies	$0	0.0%	$8,000	0.5%	$20,000	0.6%	$32,000	0.6%	$44,000	0.7%	$50,000	0.6%	Rough Estimate of $2000 per teacher
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Instruction	**$16,500**	**3.7%**	**$97,400**	**5.9%**	**$218,284**	**6.8%**	**$351,912**	**6.7%**	**$450,509**	**6.8%**	**$542,916**	**6.6%**	
SERVICES & SUPPLIES													
Back office	$12,000	2.7%	$30,000	1.8%	$30,600	1.0%	$31,212	0.6%	$31,836	0.5%	$32,473	0.4%	Rough Estimate of $2500/month bookeeping, with 2% escalation
Legal	$8,000	1.8%	$8,160	0.5%	$8,323	0.3%	$8,490	0.2%	$8,659	0.1%	$8,833	0.1%	Rough Estimate of $6,000 retainer, $2,000 reserve
Audit	$6,000	1.3%	$6,120	0.4%	$6,242	0.2%	$6,367	0.1%	$6,495	0.1%	$6,624	0.1%	6,000 audit with 2% escalation
Special Ed Contracted Serv.	$0	0.0%	$10,000	0.6%	$24,000	0.7%	$40,000	0.8%	$50,500	0.8%	$62,500	0.8%	Rough Estimate of $200 per student average cost
Property/Casualty Insurance	$0	0.0%	$10,000	0.6%	$10,200	0.3%	$10,404	0.2%	$10,612	0.2%	$10,824	0.1%	Rough Estimate of $10000/year w/ 2% escalator
Food Services	$0	0.0%	$119,700	7.3%	$287,280	8.9%	$478,800	9.1%	$604,485	9.2%	$748,125	9.1%	Ex: $7/student (breakfast/lunch) for 190 instructional days, anitipcipate 90% paricipation rate ($7 x190 days=$1330 x 150 students=$199,500@90%=$179,550 eating cost)
Transportation	$0	0.0%	$50,000	3.1%	$120,000	3.7%	$200,000	3.8%	$252,500	3.8%	$312,500	3.8%	Est. $500/student/year based on metro area bus costs (50%)
Student Funiture	$30,000	6.7%	$48,000	2.9%	$31,500	1.0%	$36,000	0.7%	$28,500	0.4%	$25,650	0.3%	Est. $300/student for one-time seating & desk setup
Office Funiture	$4,000	0.9%	$6,000	0.4%	$6,000	0.2%	$6,000	0.1%	$3,000	0.0%	$3,000	0.0%	Est. $1000/teacher for desks, chairs, and storage
Student Technolgy	$12,500	2.8%	$17,500	1.1%	$20,000	0.6%	$13,125	0.3%	$15,000	0.2%	$11,875	0.1%	Rough Estimate of $125/student
Custodial supplies	$600	0.1%	$3,600	0.2%	$3,672	0.1%	$3,745	0.1%	$3,820	0.1%	$3,897	0.0%	Rough Estimate of $300/month
Waste management	$1,600	0.4%	$9,600	0.6%	$9,792	0.3%	$9,988	0.2%	$10,188	0.2%	$10,391	0.1%	Rough Estimate of $800/month
Marketing	$6,000	1.3%	$8,400	0.5%	$9,600	0.3%	$6,300	0.1%	$7,200	0.1%	$5,700	0.1%	Est. $60/student/year for digital & print marketing
Staff Recruitment	$1,050	0.2%	$2,200	0.1%	$3,500	0.1%	$4,400	0.1%	$5,200	0.1%	$5,304	0.1%	Est. $100/staff/year for hiring platforms & events
Student Recruitment	$20,000	4.5%	$28,000	1.7%	$32,000	1.0%	$21,000	0.4%	$24,000	0.4%	$19,000	0.2%	Est. $200/student/year for digital & print marketing
Phone Internet Servcies	$100	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	erate offers free internet and internet will be included in the lease agreement
Office Computers and software	$0	0.0%	$6,552	0.4%	$6,683	0.2%	$6,817	0.1%	$6,953	0.1%	$7,092	0.1%	Rough Estimate of $546/month- Copy Smart
Postage	$1,440	0.3%	$1,469	0.1%	$1,498	0.0%	$1,528	0.0%	$1,559	0.0%	$1,590	0.0%	Rough Estimate of $120/month
Student Uniforms	$3,500	0.8%	$8,400	0.5%	$14,000	0.4%	$17,675	0.3%	$21,875	0.3%	$25,200	0.3%	Rough Estimate of 35 per sudent
Extracurricular Program	$0	0.0%	$16,250	1.0%	$39,000	1.2%	$65,000	1.2%	$82,063	1.2%	$101,563	1.2%	Rough Estimate of Estimate Per Student Coaching stipends $60,Equipment & uniforms $80,Facilities/transportation $40, Competition fees & insurance $30,Performing arts materials $25, Misc. (printing, awards, etc) $15,Total $250
Health Supplies	$0	0.0%	$1,000	0.1%	$2,400	0.1%	$4,000	0.1%	$5,050	0.1%	$6,250	0.1%	Rough Estimate of $10 per student
Office Supplies	$400	0.1%	$2,400	0.1%	$2,448	0.1%	$2,497	0.0%	$2,547	0.0%	$2,598	0.0%	Roughly $200/month
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	

5 YEAR BUDGET PROJECTION

School Name:	FY2026		FY2027		FY2028		FY2029		FY2030		FY2031		
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Services & Supplies	**$107,190**	**24.1%**	**$393,351**	**24.0%**	**$668,739**	**20.8%**	**$973,348**	**18.6%**	**$1,182,041**	**17.9%**	**$1,410,989**	**17.1%**	
FACILITIES													
Rent/Lease/Mortgage	$15,000	3.4%	$75,000	4.6%	$180,000	5.6%	$594,720	11.4%	$706,710	10.7%	$863,270	10.4%	Based on LoI- Year 0 -$15,000 for 800 sqft ● Year 1 - $750.00 per Student (minimum 50 Students) for 11,000 sqft ● Year 2 - $750.00 per Student (minimum 120 Students) for 24,000 sqft
Grounds Maintenance	$1,500	0.3%	$7,500	0.5%	$18,000	0.6%	$59,472	1.1%	$70,671	1.1%	$86,327	1.0%	10% of facility cost for maintence
Maintenance & Repair	$40,000	9.0%	$20,000	1.2%	$24,000	0.7%	$5,947	0.1%	$7,067	0.1%	$8,633	0.1%	
Utilities	$3,000	0.7%	$15,000	0.9%	$36,000	1.1%	$118,944	2.3%	$141,342	2.1%	$172,654	2.1%	20% of lease amount
Fire Safety and Compliance	$500	0.1%	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%	$500	0.0%	500 fee annually
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Facilities	**$60,000**	**13.5%**	**$118,000**	**7.2%**	**$258,500**	**8.1%**	**$779,583**	**14.9%**	**$926,290**	**14.0%**	**$1,131,384**	**13.7%**	
Total Expenses	**$444,608**		**$1,638,956**		**$3,210,234**		**$5,236,044**		**$6,598,711**		**$8,265,407**		
Contingency Fund	$63,653		$243,507		$302,069		$371,096		$391,281		$374,105		For Emergencies (50%)
Sinking Fund	$63,653		$243,507		$302,069		$371,096		$391,281		$374,105		For Long term Building Construction (50%)
Surplus (Deficit)	**$123,086**		**$252,063**		**$577,710**		**$1,125,899**		**$1,405,900**		**$1,861,596**		

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)	**$0**		**$123,086**		**$375,149**		**$952,859**		**$2,078,758**		**$3,484,658**		
Net Surplus (Deficit)	**$123,086**		**$252,063**		**$577,710**		**$1,125,899**		**$1,405,900**		**$1,861,596**		
Ending Cash	**$123,086**		**$375,149**		**$952,859**		**$2,078,758**		**$3,484,658**		**$5,346,254**		
	50		60		60		75		75		80		
Cash On Hand Target	$73,086		$202,063		$527,710		$1,075,899		$1,355,900		$1,811,596		
Daily Surplus	$337		$691		$1,583		$3,085		$3,852		$5,100		
Cash on Hand Day	101		56		66		78		78		82		
Cash on Hand for Contingencies	206		165		134		130		121		115		

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH		$82,558	$82,774	$86,524	$87,673	$94,822	$96,666	$101,591	$106,440	$111,439	$114,363	$118,725	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fe	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Meal Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
CSP	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$350,000
redefined	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$150,000
Federal funding	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Playlab AI	$180,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$180,000
BES	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
													$0
													$0
													$0
													$0
(B) Total Receipts	**$222,917**	**$42,917**	**$42,917**	**$42,917**	**$42,917**	**$42,917**	**$42,917**	**$42,917**	**$42,917**	**$42,917**	**$42,917**	**$42,917**	**$695,000**
Cash Disbursements:													
PERSONNEL													
Principal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Administrators (Deans, APS, Coaches)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Social Services (Social Worker/Counselor/Nurse)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Manager	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$75,000
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Executive Director	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$120,000
Retirement Benefits	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$39,000
Health Benefits	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
FICA	$1,243	$1,243	$1,243	$1,243	$1,243	$1,243	$1,243	$1,243	$1,243	$1,243	$1,243	$1,243	$14,918
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Personnel	**$21,743**	**$21,743**	**$21,743**	**$21,743**	**$21,743**	**$21,743**	**$21,743**	**$21,743**	**$21,743**	**$21,743**	**$21,743**	**$21,743**	**$260,918**
INSTRUCTION													
Curriculum	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Assessments	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Technology	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Books (Libraray and Media Center)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Development	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Software for Classroom Instruction	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Travel & conferences, board retreat	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
PE Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Art Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classroom Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Instruction	**$1,375**	**$1,375**	**$1,375**	**$1,375**	**$1,375**	**$1,375**	**$1,375**	**$1,375**	**$1,375**	**$1,375**	**$1,375**	**$1,375**	**$16,500**
SERVICES & SUPPLIES													
Back office	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
Legal	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$8,000
Audit	$0	$0	$0	$6,000	$0	$0	$0	$0	$0	$0	$0	$0	$6,000
Special Ed Contracted Serv.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Property/Casualty Insurance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Funiture	$18,000	$9,000	$3,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$30,000
Office Funiture	$2,400	$1,200	$400	$0	$0	$0	$0	$0	$0	$0	$0	$0	$4,000
Student Technolgy	$12,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$12,500
Custodial supplies	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$600
Waste management	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$1,600
Marketing	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Staff Recruitment	$38	$38	$0	$0	$0	$0	$225	$300	$150	$225	$38	$38	$1,050
Student Recruitment	$4,000	$2,000	$0	$0	$0	$0	$2,000	$2,000	$2,000	$4,000	$2,000	$2,000	$20,000
Phone Internet Servcies	$8	$8	$8	$8	$8	$8	$8	$8	$8	$8	$8	$8	$100
Office Computers and software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Postage	$120	$120	$120	$120	$120	$120	$120	$120	$120	$120	$120	$120	$1,440
Student Uniforms	$3,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$3,500
Extracurricular Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$400
Total Services & Supplies	**$42,949**	**$14,749**	**$5,912**	**$8,512**	**$2,512**	**$2,512**	**$4,737**	**$4,812**	**$4,662**	**$6,737**	**$4,549**	**$4,549**	**$107,190**
FACILITIES													
Rent/Lease/Mortgage	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Grounds Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$750	$750	$1,500
Maintenance & Repair	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Utilities	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000

CASH FLOW PROJECTIONS-YEAR 0/Planning Year													
School Name:	**July**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**March**	**April**	**May**	**June**	**Total**
Fire Safety and Compliance	$500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$500
													$0
													$0
Total Facilities	**$5,333**	**$4,833**	**$4,833**	**$4,833**	**$4,833**	**$4,833**	**$4,833**	**$4,833**	**$4,833**	**$4,833**	**$5,583**	**$5,583**	**$60,000**
(C) TOTAL DISPURSEMENTS	**$71,401**	**$42,701**	**$33,863**	**$36,463**	**$30,463**	**$30,463**	**$32,688**	**$32,763**	**$32,613**	**$34,688**	**$33,251**	**$33,251**	**$444,608**
Contingency Fund	$10,609	$0	$5,304	$5,304	$5,304	$5,304	$5,304	$5,304	$5,304	$5,304	$5,304	$5,304	$63,653
Sinking Fund	$58,349	$0	$0	$0	$0	$5,304	$0	$0	$0	$0	$0	$0	$63,653
(D) NET REVENUE	**$82,558**	**$216**	**$3,749**	**$1,149**	**$7,149**	**$1,845**	**$4,924**	**$4,849**	**$4,999**	**$2,924**	**$4,362**	**$4,362**	**$123,086**
ENDING CASH (A+D)	**$82,558**	**$82,774**	**$86,524**	**$87,673**	**$94,822**	**$96,666**	**$101,591**	**$106,440**	**$111,439**	**$114,363**	**$118,725**	**$123,086**	

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$123,086	$130,879	$131,314	$150,844	$168,188	$198,551	$225,581	$252,673	$279,608	$306,857	$331,149	$358,634	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fe	$126,278	$126,278	$126,278	$126,278	$126,278	$126,278	$126,278	$126,278	$126,278	$126,278	$126,278	$126,278	$1,515,334
Meal Fees		$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970	$11,970		$119,700
CSP	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$350,000
redefined	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$288,000
Federal funding	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$105,000
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$188,195**	**$200,165**	**$200,165**	**$200,165**	**$200,165**	**$200,165**	**$200,165**	**$200,165**	**$200,165**	**$200,165**	**$200,165**	**$188,195**	**$2,378,034**
Cash Disbursements:													
PERSONNEL													
Principal	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$7,725	$92,700
Other Administrators (Deans, APS, Coaches)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Social Services (Social Worker/Counselor/Nurse)	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$25,000
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$18,333	$18,333	$18,333	$18,333	$18,333	$18,333	$18,333	$18,333	$18,333	$18,333	$18,333	$18,333	$220,000
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$9,250	$9,250	$9,250	$9,250	$9,250	$9,250	$9,250	$9,250	$9,250	$9,250	$9,250	$9,250	$111,000
Office Manager	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$6,438	$77,250
Office Assistant	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$45,000
Business manager	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$35,000
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Executive Director	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$10,833	$130,000
Retirement Benefits	$12,433	$12,433	$12,433	$12,433	$12,433	$12,433	$12,433	$12,433	$12,433	$12,433	$12,433	$12,433	$149,190
Health Benefits	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$72,000
FICA	$4,755	$4,755	$4,755	$4,755	$4,755	$4,755	$4,755	$4,755	$4,755	$4,755	$4,755	$4,755	$57,065
Other Payroll Expenses/Taxes	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Total Personnel	**$85,850**	**$85,850**	**$85,850**	**$85,850**	**$85,850**	**$85,850**	**$85,850**	**$85,850**	**$85,850**	**$85,850**	**$85,850**	**$85,850**	**$1,030,205**
INSTRUCTION													
Curriculum	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$12,500
Assessments	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$13,700
Staff Technology	$3,333	$0	$3,333	$0	$0	$3,333	$0	$0	$0	$0	$0	$0	$10,000
Books (Libraray and Media Center)	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$7,500
Field Trips	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Staff Development	$5,100	$464	$464	$464	$464	$464	$464	$464	$464	$464	$464	$464	$10,200
Software for Classroom Instruction	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Travel & conferences, board retreat	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458	$458	$5,500
PE Equipment	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
Art Supplies	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
Classroom Supplies	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$8,000
													$0
													$0
Total Instruction	**$14,867**	**$6,897**	**$10,230**	**$6,897**	**$6,897**	**$10,230**	**$6,897**	**$6,897**	**$6,897**	**$6,897**	**$6,897**	**$6,897**	**$97,400**
SERVICES & SUPPLIES													
Back office	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$30,000
Legal	$680	$680	$680	$680	$680	$680	$680	$680	$680	$680	$680	$680	$8,160
Audit	$0	$0	$0	$6,120	$0	$0	$0	$0	$0	$0	$0	$0	$6,120
Special Ed Contracted Serv.	$0	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$0	$10,000
Property/Casualty Insurance	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Food Services	$9,975	$9,975	$9,975	$9,975	$9,975	$9,975	$9,975	$9,975	$9,975	$9,975	$9,975	$9,975	$119,700
Transportation	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$50,000
Student Funiture	$24,000	$14,400	$4,800	$4,800	$0	$0	$0	$0	$0	$0	$0	$0	$48,000
Office Funiture	$3,600	$1,800	$600	$0	$0	$0	$0	$0	$0	$0	$0	$0	$6,000
Student Technolgy	$8,750	$8,750	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$17,500
Custodial supplies	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$3,600
Waste management	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$9,600
Marketing	$700	$700	$700	$700	$700	$700	$700	$700	$700	$700	$700	$700	$8,400
Staff Recruitment	$79	$79	$0	$0	$0	$0	$471	$629	$314	$471	$79	$79	$2,200
Student Recruitment	$5,600	$2,800	$0	$0	$0	$0	$2,800	$2,800	$2,800	$5,600	$2,800	$2,800	$28,000
Phone Internet Servcies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers and software	$3,549	$273	$273	$273	$273	$273	$273	$273	$273	$273	$273	$273	$6,552
Postage	$122	$122	$122	$122	$122	$122	$122	$122	$122	$122	$122	$122	$1,469
Student Uniforms	$2,100	$2,100	$2,100	$2,100	$0	$0	$0	$0	$0	$0	$0	$0	$8,400
Extracurricular Program	$1,354	$1,354	$1,354	$1,354	$1,354	$1,354	$1,354	$1,354	$1,354	$1,354	$1,354	$1,354	$16,250
Health Supplies	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Office Supplies	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Total Services & Supplies	**$69,392**	**$52,916**	**$30,488**	**$36,008**	**$22,988**	**$22,988**	**$26,259**	**$26,416**	**$26,102**	**$29,059**	**$25,866**	**$24,866**	**$393,351**
FACILITIES													
Rent/Lease/Mortgage	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$75,000
Grounds Maintenance	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$7,500

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Maintenance & Repair	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
Utilities	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Fire Safety and Compliance	$500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$500
													$0
													$0
Total Facilities	**$10,292**	**$9,792**	**$9,792**	**$9,792**	**$9,792**	**$9,792**	**$9,792**	**$9,792**	**$9,792**	**$9,792**	**$9,792**	**$9,792**	**$118,000**
(C) TOTAL DISPURSEMENTS	**$180,401**	**$155,456**	**$136,360**	**$138,547**	**$125,527**	**$128,860**	**$128,798**	**$128,956**	**$128,641**	**$131,598**	**$128,406**	**$127,406**	**$1,638,956**
Contingency Fund	$0	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$243,507
Sinking Fund	$0	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$22,137	$243,507
(D) NET REVENUE	**$7,793**	**$435**	**$19,530**	**$17,343**	**$30,363**	**$27,030**	**$27,092**	**$26,935**	**$27,249**	**$24,292**	**$27,485**	**$16,515**	**$252,063**
ENDING CASH (A+D)	**$130,879**	**$131,314**	**$150,844**	**$168,188**	**$198,551**	**$225,581**	**$252,673**	**$279,608**	**$306,857**	**$331,149**	**$358,634**	**$375,149**	

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$375,149	$473,178	$516,786	$560,393	$604,000	$647,608	$691,215	$734,822	$778,430	$822,037	$865,644	$909,252	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fe	$303,067	$303,067	$303,067	$303,067	$303,067	$303,067	$303,067	$303,067	$303,067	$303,067	$303,067	$303,067	$3,636,802
Meal Fees	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$287,280
redefined	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$216,000
Federal funding	$21,000	$21,000	$21,000	$21,000	$21,000	$21,000	$21,000	$21,000	$21,000	$21,000	$21,000	$21,000	$252,000
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$366,007**	**$366,007**	**$366,007**	**$366,007**	**$366,007**	**$366,007**	**$366,007**	**$366,007**	**$366,007**	**$366,007**	**$366,007**	**$366,007**	**$4,392,082**
Cash Disbursements:													
PERSONNEL													
Principal	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$7,957	$95,481
Other Administrators (Deans, APS, Coaches)	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$65,000
Social Services (Social Worker/Counselor/Nurse)	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$9,442	$113,300
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$47,208	$47,208	$47,208	$47,208	$47,208	$47,208	$47,208	$47,208	$47,208	$47,208	$47,208	$47,208	$566,500
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$18,368	$18,368	$18,368	$18,368	$18,368	$18,368	$18,368	$18,368	$18,368	$18,368	$18,368	$18,368	$220,420
Office Manager	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$6,631	$79,568
Office Assistant	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$7,613	$91,350
Business manager	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$3,004	$36,050
Maintenance	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$32,000
Food Service	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$2,575	$30,900
Executive Director	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$140,000
Retirement Benefits	$24,843	$24,843	$24,843	$24,843	$24,843	$24,843	$24,843	$24,843	$24,843	$24,843	$24,843	$24,843	$298,114
Health Benefits	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$156,000
FICA	$9,502	$9,502	$9,502	$9,502	$9,502	$9,502	$9,502	$9,502	$9,502	$9,502	$9,502	$9,502	$114,028
Other Payroll Expenses/Taxes	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	**$172,059**	**$172,059**	**$172,059**	**$172,059**	**$172,059**	**$172,059**	**$172,059**	**$172,059**	**$172,059**	**$172,059**	**$172,059**	**$172,059**	**$2,064,711**
INSTRUCTION													
Curriculum	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$30,000
Assessments	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$32,880
Staff Technology	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$25,000
Books (Libraray and Media Center)	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Field Trips	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Staff Development	$867	$867	$867	$867	$867	$867	$867	$867	$867	$867	$867	$867	$10,404
Software for Classroom Instruction	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$36,000
Travel & conferences, board retreat	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
PE Equipment	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Art Supplies	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Classroom Supplies	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
Total Instruction	**$18,190**	**$18,190**	**$18,190**	**$18,190**	**$18,190**	**$18,190**	**$18,190**	**$18,190**	**$18,190**	**$18,190**	**$18,190**	**$18,190**	**$218,284**
SERVICES & SUPPLIES													
Back office	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$2,550	$30,600
Legal	$694	$694	$694	$694	$694	$694	$694	$694	$694	$694	$694	$694	$8,323
Audit	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$6,242
Special Ed Contracted Serv.	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Property/Casualty Insurance	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$10,200
Food Services	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$23,940	$287,280
Transportation	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$120,000
Student Funiture	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$31,500
Office Funiture	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$6,000
Student Technolgy	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
Custodial supplies	$306	$306	$306	$306	$306	$306	$306	$306	$306	$306	$306	$306	$3,672
Waste management	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$816	$9,792
Marketing	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$9,600
Staff Recruitment	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$3,500
Student Recruitment	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$32,000
Phone Internet Servcies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers and software	$557	$557	$557	$557	$557	$557	$557	$557	$557	$557	$557	$557	$6,683
Postage	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,498
Student Uniforms	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	$14,000
Extracurricular Program	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$39,000
Health Supplies	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Office Supplies	$204	$204	$204	$204	$204	$204	$204	$204	$204	$204	$204	$204	$2,448
Total Services & Supplies	**$55,728**	**$55,728**	**$55,728**	**$55,728**	**$55,728**	**$55,728**	**$55,728**	**$55,728**	**$55,728**	**$55,728**	**$55,728**	**$55,728**	**$668,739**
FACILITIES													

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Rent/Lease/Mortgage	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$180,000
Grounds Maintenance	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Maintenance & Repair	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Utilities	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$36,000
Fire Safety and Compliance	$500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$500
													$0
													$0
Total Facilities	**$22,000**	**$21,500**	**$21,500**	**$21,500**	**$21,500**	**$21,500**	**$21,500**	**$21,500**	**$21,500**	**$21,500**	**$21,500**	**$21,500**	**$258,500**
(C) TOTAL DISPURSEMENTS	**$267,978**	**$267,478**	**$267,478**	**$267,478**	**$267,478**	**$267,478**	**$267,478**	**$267,478**	**$267,478**	**$267,478**	**$267,478**	**$267,478**	**$3,210,234**
Contingency Fund	$0	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$302,069
Sinking Fund	$0	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$27,461	$302,069
(D) NET REVENUE	**$98,029**	**$43,607**	**$43,607**	**$43,607**	**$43,607**	**$43,607**	**$43,607**	**$43,607**	**$43,607**	**$43,607**	**$43,607**	**$43,607**	**$577,710**
ENDING CASH (A+D)	**$473,178**	**$516,786**	**$560,393**	**$604,000**	**$647,608**	**$691,215**	**$734,822**	**$778,430**	**$822,037**	**$865,644**	**$909,252**	**$952,859**	

School Name:	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus (Deficit)	OK	OK	OK	OK	OK	OK
Ending Cash Balance	OK	OK	OK	OK	OK	OK
Total Facilities Costs>15% of Total Expenses	OK	OK	OK	OK	OK	OK

Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	YES	YES	YES	

EXHIBIT 22

POWER PUBLIC SCHOOLS

FUNDING LETTERS

Docusign Envelope ID: 329E67CD-9C14-488D-9498-6566358E38C5

redefinED atlanta

830 Glenwood Ave SE
Suite 510-224
Atlanta, GA 30316

redefinEDatlanta.org
@redefinEDatl

September 2, 2025

Attention:
Cobb County Board of Education
514 Glover Street SE
Marietta, GA 30060

Dear Cobb County Board of Education,

On behalf of redefinED atlanta, I write to express support for Power Public School, a proposed Cobb County charter school currently engaged in the charter petition process.

redefinED atlanta has been proud to support their petitioning team through this planning process. Upon receipt of charter approval from Cobb County Schools and the State Board of Education in Georgia, redefinED atlanta is committed to supporting Power Public School with up to $587,500 in estimated grant funding as follows:

Support Type	**Amount**	**Details**	**Expected Funding Timeline**
Year Zero Support	$150,000	Unrestricted funding to support Power Public School with all Year Zero pre-operational activities.	SY27
Year 1 School Launch Support	$250,000	Unrestricted funding to support Power Public School with general operating needs upon successful launch and start of the school.	SY27
Year 2 School Support	$187,500	Unrestricted funding to support Power Public School with general operating needs upon the start of its second year of school operations.	SY28

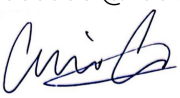
redefinED atlanta works to support and build momentum for progress in K–12 public education so that metro Atlanta is a place where every student has opportunities, well-being, and self-determination through access to a great K–12 public education. We believe Power Public School has the potential to be a strong charter school that will serve up to 625 students by the end of its first charter term, raising the bar for what excellence can look like in Cobb County. Upon petition approval, redefinED is committed to supporting Power Public School to and through a successful launch.

Docusign Envelope ID: 329E67CD-9C14-488D-9498-6566358E38C5

Thank you for your continued work and commitment to ensuring high-quality public-school options for Cobb County families.

Sincerely,

Angira Sceusi
Executive Director
asceusi@redefinEDatlanta.org



build. excel. sustain.

September 22, 2025

Power Public School
% China Cardriche
850 Windy Hill Rd, Unit 1514
Smyrna, GA 30081

Dear China,

Thank you for submitting an application to BES for startup funding. After careful review of your application, we are pleased to inform you that **BES has awarded Power Public School a startup grant in the amount of $15,000**. Congratulations!

Please note that for the current fiscal year, BES only has a total of $250,000 to be awarded as startup funding to BES Fellows, making funds limited. As a result, no award is greater than $25,000 during the first round of funding. If additional funding becomes available at any point during the Fellowship year, we will follow up with next steps.

This decision was made after carefully considering each applicant's access to other funding sources and current financial need, among other factors shared as part of the application process. **This award is contingent upon authorizer approval of your charter application by February 1, 2027, signing of the grant agreement, and completion of all milestones listed in the agreement.** As a reminder, the award is only to be used as startup funding during the school's planning year.

We are excited to support the great work you are leading and look forward to working alongside you moving forward. Please let us know if you have any questions.

Sincerely,

Aasimah Navlakhi (Sep 22, 2025 16:42:49 EDT)

Aasimah Navlakhi
CEO

August 22, 2025

To Whom It May Concern:

Re: Letter of Support for Power Public Schools' Charter Application — AI-Powered Model in Partnership with Playlab

On behalf of Playlab, a nonprofit organization dedicated to responsible, high-impact AI in K–12, I am pleased to offer this formal letter of support for Power Public Schools and its partnership proposal with Playlab. At the request of China Cardriche and the Power team, we affirm our commitment to co-designing and implementing a first-of-its-kind, AI-native school model that is equitable, rigorous, and community-rooted for the students and families of South Cobb.

Why Playlab + Power is a strong bet for students and the community

- **Clear, phased plan:** The partnership launches with a 2026 **"Build for Community" Summer AI Camp** that introduces local students to AI as a creative and problem-solving medium, followed by development of a **custom AI infrastructure** that will power teaching, learning, operations, and family engagement as Power prepares for its planned 2027 launch.
- **Concrete, measurable outcomes:** The summer program will engage **~30–50 students** for 2–6 weeks and yield **5–8 community-focused AI applications** created by participants, culminating in a public showcase. The infrastructure phase will deliver a **suite of student-, teacher-, and leader-facing tools**, aligned to Power's pillars and career pathways, plus implementation guides to support scale and replication.
- **Capacity building for lasting impact:** Playlab will upskill Power's founding team through targeted professional learning so they can **build, adapt, and govern** AI tools responsibly over time, including parent/community AI literacy offerings.
- **Responsible and safe by design:** Playlab's platform provides **multi-model support with built-in safeguards appropriate** for student use and adheres to strong data-privacy practices aligned with applicable laws and district expectations.

Scope and resources (summary)

- **Summer Camp (2026) total investment: $160,000–$180,000**, including curriculum and facilitation, instructor compensation, site rental, technology/materials, transportation/meals, student stipends, and a culminating showcase.
- **Software access:** A dedicated Playlab workspace and enterprise license for the camp period.
- **Funding approach:** A mixed strategy leveraging educational technology grants, philanthropic partners, corporate sponsorships, community foundations, and applicable public innovation funds.

Anticipated benefits for authorizers and stakeholders

- **Academic rigor & relevance:** AI tools support mastery of core content, project-based learning, and real-time feedback, connecting classroom work to authentic community needs and career pathways.
- **Teacher effectiveness:** Custom applications streamline planning, differentiation, feedback, and assessment, helping educators focus on high-impact instruction.
- **Operational excellence:** Leadership and administrative tools improve data-informed decisions and reduce friction in enrollment, attendance, and family communication.

- **Equity & access:** Family-facing features and community programming build AI literacy and invite caregivers into students' learning journeys.
- **Evidence & replication:** The partnership will document outcomes through case studies and implementation playbooks, positioning Power as a **demonstration site** for responsible AI integration.

Our commitment
Playlab stands ready to deliver the services and outcomes outlined in the proposal and to work in close coordination with Power Public Schools, community partners, and authorizers to ensure high-quality, compliant, and student-centered implementation. We are confident this partnership will produce a replicable model that elevates student agency, accelerates learning, and strengthens the South Cobb community.

If you require additional information, references, or technical details, we are happy to provide them.

With strong support,

Mera Keltner Dougherty
National Head of K-12 Partnerships, Playlab

EXHIBIT 23
POWER PUBLIC SCHOOLS
CHIEF FINANCIAL OFFICER RÉSUMÉ

Yui (Candy) Yu

(678) 462-1197 E-Mail: candy@avolonabs.com
2959 Chapel Hill Road, D208, Douglasville, GA 30135
http://www.avolonabs.com

Achievement

2014 Top Ten Young Professional by Chamber of Commerce

2013 Assisted Brighten Academy (2014 Charter School of the Year) obtained over 10 in bond issuance

2011 President's Award for Excellence by American Business Woman Association

2005-Current: Avolon Accounting has presents in 13 states with it's two office locations (GA and CA)

Education

1998-2005 California State University, Hayward. Hayward, CA

- B.S. Business Administration, Major in Accounting & CIS

Skills

Computer: Microsoft Excel, Word, Publisher, PowerPoint, Access, 10 Key by touch, Lotus 123, QuickBooks (multiple version), Porpack, Advantage, and Great Plains.

Accounting: Earned London of Chamber Commerce and Industry Examinations Boards' certificate of second level of bookkeeping and accounts.

Languages: English, Mandarin, Cantonese, Kunming Dialect.

Related Work Experiences

01/06 – Current Avolon Accounting & CFO Service Atlanta, GA
Owner/ CFO consultant

- Established sole proprietorship in Jan 05 with CA & GA locations.
- Provide full charge of bookkeeping services included but not limit to A/R, A/P, period ending closing, financial statements, cash flows, payroll, etc and secretary services.
- Provide CFO consultant services provide strategy planning in streamline accounting infrastructure, establish effective financial business models for expansion, and merge and acquisitions or exit strategy.
- Customized financial statements and reports to meet individual clients need.
- Provide HR services included but not limited to payroll processing, HR hire process and training, monitor employee benefits, etc.

02/03 – 12/06 American Baptist Homes of the West. Pleasanton, CA
Accountant

- Elected as Financial Department Representative in Steering Committee.
- Oversees 9 individual senior community properties' monthly operations by review their monthly operation reports such as tenant report, SD reports, monthly revenue reports, etc.
- Prepare each property's monthly financial statements by record their monthly activities and reconcile their individual bank statements and all related G/L accounts.
- Review and adjust each property's monthly financial statements & reports for board meeting and year ended audit. Provide reports and assistant to outside audit firms for these properties year ended audit and prepare adjustments accordingly.

Yui (Candy) Yu

(678) 462-1197 E-Mail: candy@avolonabs.com
2959 Chapel Hill Road, D208, Douglasville, GA 30135
http://www.avolonabs.com

Sr. Accountant

- Oversees 12 companies' (over 17 office locations) monthly operation and manage their month end closing process by interact with AP, AR and Payroll department.
- Review all companies' financial statements on individual and consolidated basis. Analysis COS costs and SGA expensive monthly.
- Prepare final financial statement for controller and CFO reviews, prepare and coordinate annually audit and varies due diligence.
- Perform special analytic management reports per management request.
- Lead two staff accountants to achieve month end closing date from 45 days to 25 days.

Trained 1 Sr. accountant, 4 staff accountants & 4 GL Interns.

08/00 – 02/03 **Robert Half International Inc.** **Walnut Creek, CA**

Accountant

Completed following temporary assignments:

- 02/02 -- 02/03 GWF Energy Power System, Inc. Pittsburg, CA

Audit varies contractors and subcontractors' monthly billings for three in progress energy power station constructions by complying individual construction code, contract terms and restrictions. Prepare varies accounting reports upon request by contractors.

- 02/01 – 03/01 Pinkerton Systems Integration Walnut Creek, CA

  Reconciled 5 banks' monthly statements, various individual Asset and Liabilities accounts. Prepared the adjustment JE entries accordingly.

- 10/00 – 02/01 Hilton Farnkopf & Hobson LLC. Walnut Creek, CA

  Processed cash receipts & disbursement, over 15 employee's payroll and expense reimbursements. Reconciled whole Year 2000 monthly bank statements, G/L balance, employee's accrue time schedule, 401K a/c and payroll ach a/c. Prepared the adjustment entries accordingly. Assist CFO with monthly financial statements.

- 10/00 JVC Partners, Inc. Walnut Creek, CA

Reconciled 5 rental properties' individual bank statements, tenant a/c and trial balance. Prepared the adjustment entries accordingly. Assist CFO with monthly and quarterly financial statements.

- 08/00 – 10/00 Bi-Bett Concord, CA

  Audited branch's cash receipts for 1 & 2 quarters. Assisted CEO to prepare over 6 branches' quarterly profit and loss statements. Reconciled and update employee's accrue time schedule. Reconciled over 20 banks' monthly statements.

09/99 – 07/00 **Orion Pacific Traders, Inc.** **Walnut Creek, CA**

Accountant

- Fully responsible for A/R after 3 months of hiring, and fully responsible for both A/R and A/P after 6 months of hiring.
- Established and responsible for weekly cash flow projection for the following three weeks. Achieved to maintain average of $100,000.00 cash flow by carefully budget weekly cash receipt and disbursement, especially during peak trading season.
- Reconciled monthly bank statement, control petty cash and employee expenses reimbursement. Assisted CFO with monthly and annually financial statements.
- Trained three new employees for A/R, A/P and office assistant duties.

EXHIBIT 24 -
POWER PUBLIC SCHOOLS
BOARD AND PROPOSED SCHOOL
LEADER RESUMES

Dena Aly

RESUME SUMMARY

Transformational executive with 20+ years of cross-industry leadership delivering complex, enterprise-wide initiatives across media and entertainment, manufacturing, retail, restaurant, and agency environments. Expert in aligning strategy, program execution, and organizational change to drive adoption, accelerate outcomes, and unlock business value.

Proven leader in enterprise-wide transformation, aligning complex portfolios to strategy, KPIs, and measurable outcomes. Skilled in program governance, stakeholder alignment, and leading change across people, systems, and processes. Trusted C-suite advisor with expertise in communications strategies, vendor performance, and developing high-impact delivery teams.

Recognized for scaling enterprise change ecosystems that enable operational excellence, employee engagement, and long-term value capture. Bring a distinct ability to bridge strategy with execution — from enabling digital workplace transformation to leading post-merger integration, business process redesign, and innovation adoption at scale.

EXPERIENCE HIGHLIGHTS

NBCUniversal Comcast (2021 – Present)
Led enterprise transformation initiatives across Operations and Technology, impacting ~35,000 global employees. Trusted advisor to senior leadership on change enablement, digital adoption, and program execution for strategic priorities — including workforce transformation, product rollouts, and cross-functional communications.

WestRock (2016 – 2021)
Trusted internal consultant for a Fortune 250 $18 billion paper and packaging provider with ~50,000 employees globally in 320+ locations. Focused on providing thought leadership on future ready capabilities around growth and change mindset, employee and transformation communications, organizational change management, digital innovation, and design thinking to enable a leading-edge and resilient organization.

ThinkWell Consulting, LLC, Richardson, TX (2015-2016)
Growth strategist for a startup agency focused on communications, culture, and marketing programs that align to clients' go-to- market efforts with their core cultural and business strategies. Client portfolio spans various industries such as healthcare, retail, sport science and technology, real estate, oil and gas, and non-profit.

LSG Sky Chefs, Inc. (subsidiary of Lufthansa Airlines), Irving, TX (2010 – 2015)
Member of North America senior leadership team and consultant for functional leaders, Global Human Resources, Global Corporate Communications teams. Reviewed, identified, and orchestrated stakeholder needs to develop communications that fostered inclusion and transparency, and managed internal and external crisis communications for North America Regional Headquarters and 40 locations.

Yum! Restaurants International (YRI), Dallas, TX (2007-2010)
(A&W, KFC, Pizza Hut, Long John Silver, Taco Bell)
Internal communications consultant to YRI's Senior Leadership Team, local cross-functional teams, and international equity and franchisee units (14 global). Provided breakthrough results via innovative single-source communications strategy for a Fortune 500, 12,000+ store chain, which generates over $2.1billion in annual sales.

Blockbuster Inc., Dallas, TX (2004 – 2007)
Internal expert in the planning, creation, and execution of all communications and marketing programs for a Fortune 500, 5,000+ store chain, generating over $6 billion in annual sales.

CONTACT

(817)-602-5533

Atlanta Area

Dena.A.Aly@gmail.com

VALUES

- Servant Leadership
- Vision
- Integrity
- Resilience

COMMUNITY

- Hour of Code
- Junior Achievement

CERTIFICATIONS

- **Prosci:** Change Management Professional (CCMP), TTT1, TTT2
- **IDEO U:** AIxDesign Thinking
- **Cornell University:** Innovation & Change Leadership
- **Southern Methodist University:** Social Media and Digital Communications

TECHNOLOGIES

- Microsoft Suite: Expertise in SharePoint, Teams, PowerPoint
- Program Management: Jira, SmartSheet, Mondays, Asana, Microsoft Project
- Web and Social Media: Sprout Social, Hootsuite, MailChimp, X, Facebook, LinkedIn, Instagram, and Google
- Communications: WordPress, Constant Contact, Campaign Monitor, Emma

EDUCATION

Southern Connecticut State University, New Haven, CT

- Master's Degree in Instructional Technology, Concentration: Corporate Training and Development
- Bachelor of Science in Corporate Communication, Concentration: Advertising, Marketing, and Video Production

LINKED IN

EXPERIENCE

NBCUniversal Comcast (2021 – Present)

Workstream Lead, Separation Management Office (SMO), SpinCo (Present)

Leading critical transformation efforts within the SMO to support production operations, technical, and workforce readiness for NBCUniversal's upcoming spin-off entity, Versant.

- Oversee cross-functional coordination for the Technical & Production workstream, partnering with NBCU/Versant leaders and vendors to drive key milestones across application inventory, data migration, branding, and procurement readiness.
- Develop scalable User Acceptance Testing (UAT) deployment and Standard User Onboarding strategies to streamline employee transitions, align system access, and optimize digital/physical readiness.
- Provide strategic communications and change leadership across SMO, enabling business continuity, stakeholder engagement, and adoption of transformation plans to support the Versant employee experience.
- Co-lead the development of Versant's Operations & Technology Knowledge Management strategy in partnership with Qvest — standardizing processes for SOP collection, training materials, and support documentation to ensure post-separation continuity, while establishing metadata foundations to enable future AI integration.

Operations & Technology – Director, Change & Adoption (2022 – 2024)

Enterprise advisor leading digital and organizational transformation across NBCUniversal's Operations & Technology division. Partnered with cross-functional business units, product, and engineering teams to align strategic initiatives with execution, adoption, and measurable ROI.

- Directed enterprise adoption and change strategies across workforce transformation and system modernization programs impacting 35,000+ global employees — including SAP Hana S/4, Fieldglass, LMS, Chosen Name, and Payroll migration initiatives.
- Institutionalized change management frameworks, playbooks, and success metrics for Technical Operations and Engineering PMOs, accelerating deployment timelines and improving enterprise adoption rates.
- Designed and executed integrated stakeholder engagement campaigns, increasing cross-functional alignment, executive sponsorship, and change readiness across multiple business units.
- Led enablement strategy and upskilling for program and delivery teams, embedding change fluency and agile alignment into enterprise delivery practices.
- Served as strategic thought partner to senior leadership on business transformation priorities, roadmap development, risk mitigation, and user experience optimization.
- Established a virtual bench of Prosci-certified OCM practitioners to strengthen business resilience and ensure continuity of change delivery — creating a flexible backup model through strategic vendor partnerships ready to activate on demand.
- Engaged and managed Simpleshow as a strategic communications partner to deliver visual storytelling assets supporting key initiatives — including the TechOps Operating Model, SAP Payroll transition, Chosen Name, and Microsoft MFA.
- Built and scaled a high-performing change enablement team, growing direct leadership capacity fourfold while mentoring delivery leaders across matrixed programs to embed enterprise-wide change fluency and strengthen transformation capability.

Enterprise Engineering – Director, Workplace Transformation (2021 – 2022)

Led enterprise workforce transformation initiatives focused on streamlining digital tools, operational workflows, and employee experiences across NBCUniversal's technology ecosystem.

- Developed and executed change and communications strategies to support global rollout of digital workplace tools and collaboration platforms, ensuring alignment with operational goals and employee needs.
- Oversaw redesign of business processes and system integrations to improve workforce productivity, cross-functional coordination, and technology adoption.
- Partnered with IT, HR, and Corporate Communications to drive readiness and adoption across distributed employee groups and technical stakeholders.

WestRock (2016 – 2021)

Digital & Information Technology – Senior Manager, Technology Strategy Adoption (2019 – 2021)

- Designed, piloted, and facilitated design thinking and organizational change management frameworks, and workshops that enabled 300+ team members to apply the structured techniques to their technology, digital, and business implementations, delivering ~$1 million in value in the program's inaugural year.
- Expert thought partner for Digital and Information Technology leadership, Strategy, and Enterprise Program Management Office groups (Project and Product Managers), focused on aligning strategic and organizational change management objectives. Including collaborating on plans for executing top-tier multi-year enterprise technology programs focused on empowering them to integrate change management strategies into their existing program plans, increasing teammate awareness, minimizing risk, and tracking success metrics.

WestRock (2016 – 2021)

Digital & Information Technology – Senior Manager, Technology Strategy Adoption (2019 – 2021)

- Organizational Change Management Lead for six (6) of the top 20 portfolio programs with responsibility for sponsorship engagement, core team coaching, and development of plans, collateral, and training for multi-year deployments to increase end-user adoption by 50% and speed to market by 10%. Programs included enterprise resource planning systems, analytics management software, data governance models, global deployment Microsoft Teams Conferencing and Collaboration, Third-Party risk management, etc.
- Instituted the Annual Digital & IT global summit (in-person and 100% virtually during Covid-19) to drive strategic alignment and understanding during the one-week event, as well as creating and managing the monthly reinforcement communications, education, and engagement efforts to increase teammate and leader to achieve company targets.
- Leader for Digital Innovation program focused on 1:1 coaching for the Innovation Technology Council (12 members across each area of IT) and innovators (100) to engage with diverse and cross-functional teams to ideate, experiment, prototype, and pilot innovations (e.g., emerging technology and robotic process automation, etc.).
- Established a scalable digital innovation challenge model resulting in a 2x factor in idea collection and ~40% engagement across IT. Model included modular events focused on campaign-specific idea collection, identified business case hackathons, and tiger team problem-solving activities.

Digital & Information Technology – Senior Manager, Transformation Communications (2018 – 2019)

- Built Digital and Technology engagement cadence, enabling leadership to increase strategic awareness, business acumen and elevate employee mindset from transactional to business partner-orientation resulting in stronger delivery and alignment with various business units. Including annual global leadership meeting, quarterly forums, and monthly knowledge series.
- Implemented an acquisition framework and website to centralize communications, schedules, and resources for new employee and operations technology platform onboarding (e.g., enterprise resource planning, email, and information security).
- Coached 12 program leads to produce comprehensive campaigns, including digital communication and centralized Microsoft Teams collaboration sites, animated awareness, and testimonial videos, as well as core messaging components to standardize and accelerate program execution.
- Consulted high profile leads to develop wired employee technology communications strategies, materials, and partnerships to increase end-user acceptance and sustained adoption.

Corporate Communications – Director, Employee Communications (2016-2017)

- Collaborated with Transformation, Communications, and Human Resources c-suite heads to expand the culture framework to reflect WestRock post the MeadWestvaco and RockTenn merger and continue transforming the organization to the desired future state.
- Aligned multiple sponsors and stakeholders to integrate and build internal communications for a mix of six (6) mergers, acquisitions, and divestitures.
- Co-led persona development, journey mapping, and buy or build analysis to refresh the company intranet and deploy the first-ever mobile application with Information Technology leadership and key partners.

LSG Sky Chefs, Inc. (subsidiary of Lufthansa Airlines), Irving, TX (2010 – 2015)

Director, Corporate Communications (Corporate Communications) (2011-2015)

- Advised chief operations officer, c-suite, and department heads to plan, develop, and implement media, customers, and employee campaigns via print, digital, and live mediums.
- Led crisis communication resolutions and managed internal playbook in conjunction with various operations experts.
- Shaped Corporate Social Responsibility guidelines, oversight committee, and reporting efforts for North America.
- Grew the team to represent the business' needs, including two direct reports, interns, and agencies. Concurrently empowered the team to coach other groups in communication development, deployment, and success metrics.

Director, Internal Communications (Human Resources) (2010-2011)

- Built and sustained comprehensive internal communication (e.g., brand standard application, government relations, media, and crisis management) processes to align with the regional business needs. Enabling project teams to increase communications engagement 149% from 2009 to 2010 based on the Engagement Survey results.
- Led engagement processes and participated in advisory bodies to coach regional and headquarters' employee engagement teams. Awarded global recognition for the highest increase in survey participation (7%).
- Partnered with Human Resources to implement compensation and benefits programs, including job leveling, performance management cycle, annual benefits, and wellness initiatives.

Yum! Restaurants International (YRI), Dallas, TX (2007-2010)

Internal Communications and Employee Engagement Manager (Human Resources)

- Coached diverse and cross-functional teams to analyze existing internal communications structure. Developing an adaptable internal communications strategy and structure to elevate process efficiency and drive systematic employee engagement.
- Relaunched the global intranet with consistent content standards and brand identity, a new intuitive content management system that translated into a new trusted single source of information and increased unique users over by 40%.
- Achieved a 30% increase in President's quarterly business update videos by highlighting regional in-store teams that were successfully deploying new initiatives and showcasing guest appearances from our 14 global regions to elevate awareness and knowledge about key objectives coming to life around the globe.
- Orchestrated all global communication aspects and message distribution from Human Resources and Senior Leadership.

Blockbuster Inc., Dallas, TX (2004 – 2007)

Project Manager, Business Planning (Marketing) (2006-2007)

- Refined company-wide project authorization process including documentation, training, budget management, legal contract, and creative plan reviews.
- Led governance for all internal project initiatives to ensure they were within the planned budget, timelines, and deployment.
- Developed weekly performance reports and presentations on behalf of the Chief Marketing Officer, highlighting program targets, actuals, risks, mitigation management, and success recognition stories.

Field, Franchise, Product & Marketing Communication Writer (Operations) (2004-2006)

- Led communication as part of a special operations group to build, prototype, and pilot digital innovation solutions including mail-order, USB streaming services, and other new capabilities to transform from exclusively brick and mortar models.
- Modernized processes by implementing an enhanced communication cycle, delivery channels, approval workflow database, and templates, resulting in cost and time savings with real-time digital communication delivery to stores.
- Elevated communication collaboration across departments and operations, marketing, product, and project managers to ensure all in-store programs were executable and supported accelerated deployment in stores to reach sales targets.

Evan P. Hill (Gray)

Osage Nation Tribal Member • Kennesaw, GA • 405.323.7755 • Evan.P.Hill@icloud.com

EDUCATION

REGIS COLLEGE, WESTON, MASSACHUSETTS — SUMMER 2020- DECEMBER 2021
- B.S., R.N., Cum Laude
- Nominated for outstanding academic performance, Health Assessment Fall 2020

UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA — SPRING 2016- JULY 2017
- M.S., Pharmaceutical Science: DNA & Serology, GPA 4.0/4.0

DARTMOUTH COLLEGE, HANOVER, NEW HAMPSHIRE — SEPTEMBER 2009-JUNE 2013
- B.A. in English and Religion, GPA: 3.23/4.0, Third Honor Group (top 35% of graduating class)
- National Residence Hall Honorary (top 1% of student leaders within residential halls and GLOS communities)
- Citation for Meritorious Performance in English
- Pitched for Division I, Dartmouth Softball (2009-2012); career high 68 strikeouts

WORK & LEADERSHIP EXPERIENCE

TEACH FOR AMERICA

Managing Director, Native Recruitment — AUGUST 2022 – PRESENT
- Oversee strategy of the Native serving regions and recruitment to ensure that Hawai'i, South Dakota and Oklahoma regions receive the incoming corps of leaders that include regionally rooted, culturally relevant educators
- In FY 2025, saw increase of 120% Native American representation in our South Dakota region

Director of Management, Recruitment Team — JUNE 2019 – JUNE 2020
- 115% to end of year goal for qualified candidates (FY 2019)
- Co-lead National Native Recruitment that led to 59% app growth from FY19 (mid-year progress, FY20)

Manager, Recruitment Team — AUGUST 2017 - MAY 2019
- Engaged in all aspects of college recruitment at Princeton University and Dartmouth College: vision-setting & strategy, pipeline development, talent outreach, one-on-one cultivation, event planning, & hiring
- Managed two teams of campus interns to plan events, implement marketing strategies, and build pipelines that led to 135% to end of year goal for qualified candidates; 18% growth in overall end-of-year campaign with 122% growth of junior campaigns (FY 2018)

MARIANAPOLIS PREPARATORY SCHOOL, THOMPSON, CT

Director of Online Learning — AUGUST 2025 – PRESENT
- Oversee curriculum, quality control, hiring and onboarding of all teachers and students for our International Diploma and Joint Diploma Programs

Dean of Students, International Diploma Program — FALL 2017-JULY 2025

Teacher, Assistant Coach, Dorm Parent, Advisor — AUGUST 2015-FALL 2017
- Manage all aspects of communication between international partner schools, faculty, and students
- Facilitate and design trainings for online faculty to maximize student mastery and engagement
- Collaborated with Head of School to increase program matriculation that led to 72% growth (FY 2017- FY 2018)

NATIONAL NATIVE ALLIANCE COUNCIL MEMBER — SEPTEMBER 2019 - JULY 2022

Committee Chair, Coalition Building
- Elected for three-year term to serve on National Native Alliance Council to advise, recruit, and further Native educator representation; attends Native Legislative Summit annually in Washington, D.C. advocating for Native programming

TUFTS MEDICAL CENTER, BOSTON, MA — MARCH 2022 – JULY 2022

Registered Nurse
- Part of nursing team on geriatric medical-surgical floor
- Received Daisy Nursing Award nomination, 2022

TEACH FOR AMERICA, OKLAHOMA CITY, OKLAHOMA — SUMMER 2013-JUNE 2015

Lead Level Kindergarten Teacher, Faculty Advisory Committee Member
- Led 71% of students to score above reading level for first grade, 2013-2015
- Attended bimonthly professional development sessions with Teach for America focused on content, best practices, family engagement, leadership, and diversity, equity & inclusiveness

OTHER SKILLS

CEHRT, Salesforce, Canvas, WebEx, Zoom, Microsoft PowerPoint, Word, & Excel, LinkedIn

Karin Douglas

(404) 857-5991 • karindouglas@gmail.com

Chief Executive Officer leveraging more than 25 years of experience in fundraising, strategic planning, community outreach, and board engagement to drive sustainable growth for nonprofits. Energetic fundraiser with a proven track record of securing seven- and eight-figure gifts from individuals, foundations, and corporations. Emotionally intelligent leader adept at securing investment in impactful programming that strengthens and supports communities and institutions while adhering to the philanthropic intent of donors. Versatile problem solver committed to coaching nonprofit boards and staff to foster long-term development and success.

Areas of Expertise

- ✔ *Nonprofit Leadership*
- ✔ *Budget Development*
- ✔ *Community Engagement*
- ✔ *Strategic Planning*
- ✔ *Major Gift Fundraising*
- ✔ *Partnership Development*
- ✔ *Team Leadership*
- ✔ *Donor Stewardship*
- ✔ *Board Recruitment*

Select Achievements

- Transitioned grant-dependent organizations into sustainable revenue models comprised of a balanced mix of earned income, annual giving, major gifts, corporate investment, and grant support through organizationally aligned resource development strategies.
- Managed 150-member+ portfolios with a gift capacity of $50M and annual goals ranging from $5M to $30M across restricted, unrestricted, and planned gifts, overseeing identification, research, cultivation, solicitation, and stewardship to achieve objectives.
- Engaged and leveraged civic, philanthropic, and corporate leaders to accomplish fundraising and strategic goals, including board and advisory committee recruitment and management.
- Served as the executive coach and strategist for board members of seven nonprofits in gentrifying communities as part of a 3-year, $10M A.M.Blank Foundation investment; acted as cohort advisor for 18 nonprofit executive directors of black-led organizations with budgets ranging from $10K-$50M.
- Identified environmental, administrative, resource development, and programmatic trends that affected organizational viability and led to the re-envisioning of intended impact, the institution of new initiatives, and the strengthening of existing policies and best practices.

Professional Experience & Accomplishments

Freelance — 1995 -Present

Consultant

- Provide clients with executive-level counsel and implementation support spanning resource development, strategic planning, board development, and next-generation leadership cultivation.
- Worked with a variety of clients including professional associations, charter schools, affordable housing coalitions, faith-based initiatives, corporations, social enterprises, and private nonprofits.

Kids Alive International – Alpharetta, GA — 2021 – 2023

Chief Partnership Officer

- Led a team of 12 with responsibilities including fundraising, project management, communications, social media, volunteer recruitment, and global partnership development for a nonprofit organization supporting children and families in eight countries through schooling, short-term residential homes, and community centers.
- Devised and implemented a resource development strategy focused on long-term organizational sustainability, board engagement, and donor stewardship.
- Established a stewardship program for major donors that increased major donor retention by 37% and bolstered participation in new monthly giving program initiatives.

KARIN DOUGLAS karindouglas@gmail.com

PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS CONTINUED

The National Math and Science Initiative – Remote **2020 – 2021**
Director of Development, Southeast

- Solicited individuals, corporations, and foundations for six- and seven-figure gifts to support core programs and strategic initiatives for a national nonprofit organization focused on closing the STEM opportunity gap for children furthest from opportunity.
- Built the vision and strategy for regional fundraising operations in collaboration with program and communications staff.
- Grew a portfolio of 156 prospects with $12M in submitted and planned asks within eight months.
- Secured funding for the STEM teacher pipeline partnership with HBCUs.

Georgia Campaign for Adolescent Power and Potential – Atlanta, GA **2015 – 2019**
Chief Strategist, VP of Development, and VP of Strategic Initiatives & Partnerships

- Initially hired as a consultant to create the organization's first resource development plan, receiving full-time employment to lead the integration of resource development with state-wide program expansion and board development; transformed the organization from reliance on a celebrity founder to a stable, diversified funding stream.
- Managed a department of employees and contractors that produced $1M+ in annual event revenue, developed major and annual gift programs, solicited private and public grants, and guided a rural community engagement strategy.

Communities in Schools of Georgia – Atlanta, GA **2012 – 2014**
Chief Development Officer

- Oversaw resource development, board recruitment, and public relations committees of the board of directors for a state office of a national dropout prevention organization, supporting 42 local affiliates with data management, fundraising, and advocacy.
- Strengthened the fiscal viability and capacity of local affiliates by acting as a coach and creating tools, training, and processes to facilitate fundraising success.
- Increased the number of individual donors by 173% and enlarged the corporate and foundation prospect pipeline by nearly 1,000% during tenure.
- Solicited and stewarded gifts ranging from $5K to $6M.

Georgia Institute of Technology – Atlanta, GA **2011**
Regional Director of Development, Southeast & Midwest

- Managed a 450-member portfolio of $50K-$50M capacity prospects, with active solicitations, and donor stewardship responsibilities.
- Recruited both alumni and non-alumni for campus and regional committees as well as coordinated presidential, dean, and faculty visits across the region.
- Secured regional participation and sponsorship for capital campaign events.

Duke University – Durham, NC **2008 – 2010**
Associate Director of Major Gifts, Fuqua School of Business

- Cultivated and solicited a 200-prospect portfolio of alumni and non-alumni constituents for outright and planned corporate and individual gifts of up to $20M.
- Traveled and strategized with the dean and faculty to exceed the annual individual $5M goal while working with the team on multi-faceted eight-figure philanthropic investments.
- Collaborated with academic, program, and research staff to engage prospects that had substantive subject-matter expertise or major gift potential.

Karin Douglas karindouglas@gmail.com

Professional Experience & Accomplishments Continued

Previous Experience

Children's Defense Fund – *Director of Major & Planned Gifts*
University of North Carolina at Chapel Hill – *Director of Development, Frank Porter Graham Child Development Institute*
Davidson College – *Assistant Director of Capital Gifts*

Education

Bachelor of Science (BS), Mathematics
Davidson College

Nonprofit Management Certificate
Duke University

Certifications

Pursuing **Advanced Certified Fundraising Executive (ACFRE)**
Association of Fundraising Professionals

Proficiencies

Chat GPT | Otter.ai | Salesforce

Raiser's Edge | iWave | Lexis Nexis | CRM Systems

Leadership

Davidson College Board of Visitors

Frontline Response – Board Chair

Georgia Center for Opportunity – Board of Trustees, Secretary (past)

Association of Fundraising Professionals – Member

Council for the Advancement and Support of Education – Member

Georgia Farmers Market Association – Former Board Member

Communities in Schools of Durham – Former Board of Directors Member, Treasurer

Presentations

Panelist Topic: Ethical Storytelling," Oklahoma City, OK, Christian Alliance for Orphans Annual Conference, September 2023

Presenter "Trust Your Intuition: Building A Board Is NOT Rocket Science," Memphis, TN; MidSouth Nonprofit Conference, May 2023

Presenter "Empowering Your Community Through Nonprofit Board Service," Atlanta, GA; Turner Broadcast System (TBS), November 2016

KARIN DOUGLAS karindouglas@gmail.com

Full list of presentations/speaking engagements available upon request

Rochelle Lindsey

rochellelindsey@gmail.com
404-759-7034

Executive Summary

Proven advancement professional with 10+ years driving **major gift strategy, donor engagement, and campaign execution across higher education, workforce development, and nonprofits**. Expertise in portfolio management, pipeline development, alumni relations, and corporate/foundation partnerships. Recognized for exceeding fundraising benchmarks, advancing new endowed commitments, and designing award-winning donor experiences.

Core Competencies:

- Major & Planned Gift Strategy | Donor Cultivation & Retention
- Campaign & Event Leadership (In-Person, Virtual, Hybrid)
- Corporate & Foundation Sponsorship Acquisition
- Prospect Research & Fundraising Analytics
- Alumni Engagement & Regional Network Growth

Key Accomplishments

- Secured $500K+ in new endowed scholarships and unrestricted support at Xavier University; led campaign events generating $1M+ in commitments for campus improvements, athletics, and scholarships.
- Advanced foundation and corporate partnerships at OneTen, focusing on securing $2M in commitments during early-stage organizational growth.
- Increased alumni giving 26% at Morehouse School of Medicine, raised $250K+ in major gifts, and launched the first student-funded scholarship with 100% student participation.
- Earned two CASE Circle of Excellence Awards for alumni programming (Bronze District, Silver Global).
- Designed and led signature alumni and donor events across multiple institutions to drive engagement and fundraising.
- Recruited 160+ corporate leaders annually into donor and mentoring pipelines at Year Up Atlanta.

Relevant Professional Experience

Regional Major Gift Officer (East Coast Region) - Xavier University of Louisiana
New Orleans. Louisiana | Jan 2024 – Mar 2025

- Re-engaged 10% of lapsed donors, expanding the major gift pipeline with new high-value prospects.
- Executed high-impact campaign events, generating $1M in commitments to advance campus improvements, athletics, and scholarships.
- Managed a portfolio of 125+ major gift prospects, securing $300K in endowed scholarships and unrestricted support, and $1M in planned gifts.
- Increased Xavier's East Coast visibility by 10% in alumni participation through strategic events and targeted stewardship that expanded the donor pipeline.

Senior Director, Philanthropic Development – OneTen
(Promoted from Director of National Resources & Talent Support)
New Orleans, Louisiana | June 2021 – Dec. 2023

- Developed and advanced philanthropic strategy by engaging corporate, family, and private foundations to align funding with sponsored program priorities.
- Laid the groundwork for $2M in philanthropic commitments during early-stage organizational growth, positioning OneTen for long-term sustainability.
- Built and led the inaugural advancement team, instilling a metrics-driven, relationship-focused culture that supported organizational expansion.

Director, Alumni & Constituent/Gift Officer - Morehouse School of Medicine
Atlanta, Georgia | *Dec. 2018 – May 2021*

- Increased alumni giving by 18–26% during tenure, advancing participation goals within the institution's $500M capital campaign and securing $250K+ in major gifts and sponsorships**.**
- Enhanced signature alumni events *(Reunion, Alumni Day, Legacy Day, Blue Heart Gala),* strengthening donor pipelines and increasing alumni and donor giving by 10% through each event.
- Elevated donor retention and brand visibility through integrated digital campaigns and a comprehensive rebrand of alumni communications (website. Magazine, social media), generating $100K+ in new revenue and expanding digital engagement by 30%.
- Established the institution's first student-funded scholarship with 100% participation.

Regional Director – TEACH.org
Remote | Jul 2014 – Apr 2016

- Forged partnerships with 7 leading universities *(Spelman, UGA, Morehouse, Emory, etc.)* to expand student pipelines and strengthen institutional capacity.
- Directed regional campaign initiatives, balancing stakeholder engagement and on-campus events to maximize visibility and participation.

Events & Program Director - Year Up Atlanta
Atlanta, Georgia | Sep 2010 – Jul 2014

- Orchestrated high-profile donor and stakeholder events from concept to execution, including sponsorship, logistics, and communications.
- Designed and launched a C-suite mentoring program**,** recruiting 160+ corporate leaders annually**,** deepening relationships and expanding donor networks.

Director, Volunteer & Community Service Programming - Morehouse College
Atlanta, Georgia | May 2004 – May 2009

- Oversaw $150K budget and 13 community partnerships, impacting 230 underserved students and managed 100 AmeriCorps members.
- Led scholarship programming, resulting in 54% of participating students receiving tuition assistance and scholarship.
- Secured $40K in grant funding and $80K+ in corporate sponsorships, while doubling site capacity through strategic partnerships.

Consulting Engagements

Shared Philanthropy – Consultant (HBCU Advancement Division)

- Strengthened advancement capacity by designing stewardship systems, donor engagement strategies, and scalable workflows to support lean fundraising teams.
- Prioritized donor retention and relationship management to develop strategies to re-engage lapsed donors and close outstanding commitments.
- Created impact-driven reporting tools to track pledge fulfillment, stewardship touchpoints, and long-term donor engagement outcomes.
- Positioned institutions for sustainable growth by embedding stewardship and pipeline management practices that ensure no gift or pledge remains unrealized.

Beyond Services Consultant Firm – Senior Consultant (to 2018)

- Designed professional training in team building, mentoring, and volunteer management.
- Conducted grant research, client recruitment, and event execution for nonprofit partners.

Education

Master of Social Work, University of Georgia, Athens GA –May 2017
Master of Public Administration, Kennesaw State University, Kennesaw GA-May 2012
Bachelor of Arts, Clark Atlanta University, Atlanta GA-May 2004

Development Tools

- **Advancement & Fundraising Software:** Blackbaud NXT, Salesforce, GiveSmart, DonorDrive
- **Stewardship, Donor Engagement & Research:** ThankView, Givzey, Live Alumni, WealthEngine, iWave
- **Project Management & Workflow Tools:** Airtable, Mondays.com
- **Communication & Digital Engagement:** ChatGPT, Hootsuite, Constant Contact
- **Event Tools:** Cvent, Givebutter, BetterWorld

PROFESSIONAL CERTIFICATIONS & MEMBESHIP

Licensed Social Worker, 2018
Certified National Trainer, NLC
Membership Committee, Association of Professional Fundraisers
Kiwanis Club
Member, Georgia Planned Giving Society *(pending)*
Delta Sigma Theta Sorority, Incorporated

PRESENTATIONS

Presenter, AFP NOLA (2025): *Stewardshift: How Small Shops Can Win Big with Intentional Engagement*
Presenter, CASE Minority Serving Institutions: (2021) *Implementation and Partnership for Alumni Associations*

Robin Power Kynaston

RPM_1999@hotmail.com • (603) 321-7063• LinkedIn URL

Qualifications Summary

Globally recognized attorney with nearly 20 years of transformational leadership at the intersection of law, technology, and innovation. Expertise spans driving SaaS/cloud initiatives and cutting-edge use of algorithms in MedTech, Responsible AI, Privacy and Data Governance, Global Regulatory Compliance, Critical Partnership Negotiations and Strategic Technology Initiatives—including Big Data and leading legal Product Management strategy. A lead architect behind Honeywell's 2024 landmark Responsible AI Governance framework—policy, principles, playbooks and guidelines—setting the benchmark for ethical AI deployment globally, across multiple industries and utilizing multiple models with varying complexity including creating strategic agentic roadmap. Visionary team builder and strategic driver—skilled in aligning global stakeholders to deliver complex, cross-functional initiatives on time, and on principle while meeting critical financial/time saving goals.

- ♦ Global AI Governance
- ♦ Global AI & Privacy New Law Review & Integration
- ♦ Software/API Licensing
- ♦ Mergers & Acquisitions
- ♦ Global Data & Privacy Management
- ♦ Strategic Business Collaboration
- ♦ Corporate Policy Development
- ♦ Data Privacy Impact Assessments
- ♦ Data Governance & Security
- ♦ Global Product Development & Compliance
- ♦ High-Stakes Contracts
- ♦ Intellectual Property Management
- ♦ Litigation & Dispute Management
- ♦ AI Use Case Risk Assmt. & Mitigation SME

Professional Experience

Honeywell Corporate, 2023 – Present
General Counsel, Privacy, Cyber, Product, Data and AI Governance

General Counsel and strategic driver within Honeywell's AI & Data Governance, Cybersecurity, and Privacy Center of Excellence—architecting enterprise-wide programs that fuse ethical innovation with global regulatory alignment. Spearheading a comprehensive AI and privacy framework that reduces risk, accelerates compliant digital transformation, and reinforces stakeholder trust across diversified markets including MedTech. Engage directly with senior executives across Engineering, Product, IT, Data Science, Security, Legal, and Commercial to embed responsible AI governance into product and internal pipelines. Lead a high-impact, cross-functional cohort of fifteen AI leaders to vet, refine, and operationalize internal and customer-facing AI use cases, including risk mapping, mitigation strategy and model lifecycle management. Oversight spans global privacy operations—conducting PIAs, DPAs, LIAs, complex supplier/customer assessments, and M&A diligence—ensuring privacy-by-design is foundational to innovation. Recognized for building scalable frameworks that align with global standards while enabling market agility.

- Established a comprehensive framework for Honeywell's Responsible AI Governance, assuring adherence to the EU AI Act, US AI EOs, state regulations and guidance from NIST, DOJ, FTC and SEC and general alignment globally. Introduced company-wide AI training courses (including obtaining rights to partner training libraries), including an AI Ambassador Program, and an automated Use Case Approval System, and creating new standards in: AI Red Teaming, Accuracy, HR, Government Contracting, Jurisdiction, Transparency, Engineering middleware requirements and AIA Specific guidance for High-Risk Use Cases, while enhancing innovation, efficiency, and cost savings. Managing reviews of global AI/ML, Gen AI and Agentic models (including agent creation): Google, MSFT, AWS, and open. Key legal member of key initiative to identify and drive agentic initiatives over 3- and 5-year plan.
- Leading privacy due diligence and integration efforts for three major multi-billion-dollar acquisitions which all closed in summer 2024 including Access Solutions, CAES, and Civitinavi. Managed the coordination of integration planning and activities related to Privacy, Product, AI, and Data Governance.
- Managed Honeywell's successful China PIPL DPA and SCCs filings with the CAC Office for cross-border data transfers. Coordinated a global review of data transfers and implicated systems across global departments including Global IT and Security, Product, HR, and local China teams, ensuring compliance with international data regulations and guidelines.

General Counsel, Commercial & Strategy, 2023 – 2024

Assigned a "Bubble" project, in addition to primary role, by the SR VP GC of Honeywell, serving as the General Counsel for Honeywell's Commercial & Strategy Organization. Acting as the function's GC and chief legal advisor, sitting on the advisory staff of the EVP of Commercial Operations and Strategy for Honeywell, with direct reporting lines to the CEO. Provided support to the executive team, including the VP of Strategy, VP of Product Management, Chief Marketing Officer, and VP of Channel.

- Draft, review and provide legal approval of annual strategy planning decks and whitepapers.
- Review and help draft, all major initiatives presented to the CEO and leadership team.
- Responsible for legal review of Major Commercial Initiatives.
- Key legal leader in CEO facing initiative gathering insights into the needs of Honeywell Channel Partners, driving efficiency, enhanced sales opportunities and greater end customer and partner satisfaction. Obtained greater than 90% of insights from global Channel Partners as part of the initiative.
- Legal focus areas include anti-trust, competition law, competitive pricing, AI Washing, and marketing law.

HCE, Honeywell, Atlanta, GA 2021 – 2023
General Counsel, Product & Technology & HCE AERO

Appointed as Honeywell's first General Counsel of Product to establish a robust company-wide Product Compliance Framework, enabling product teams to deliver compliant products at scale. HCE focuses on SaaS, software and Industrial Internet of Things (IIoT) solutions across all Honeywell domains including Aerospace, Buildings, Oil and Gas, Industrial Automation, and Cyber Security, aiming to enhance efficiency, cost savings, safety and reduce emissions through innovative software solutions. Head General Counsel for Honeywell Forge, HCE Procurement Legal, Marketing, and HCE AERO commercial and product business units.

- Horizontal Leadership: Oversaw product compliance, including legal review, country readiness, privacy, data access/use, AI/ML applications, export/import regulations, and safety/risk mitigation. Coordinated efforts across HCE and corporate teams in

privacy, export, compliance, and litigation, basing all reviews on established policies, training, playbooks, and escalation governance. Led significant projects including:
  - Comprehensive legal review and overhaul of HCE Modular Contracts.
  - Development of an online site for HCE Modular Contracts.
  - Implementation of an Early Adopter online click-through system.
  - Created HCE CPQ Quote process.
  - Formation of HCE Data Governance policy, committee, and governance structure as part of a broader AI Strategy Initiative.
  - Responsible for training entire HCE Legal organization on product compliance reviews.
- Privacy and Regulatory Initiatives: Spearheaded critical privacy updates and regulatory compliance measures:
  - Developed a new customer-facing HCE sub-processor tracking and reporting site.
  - Integrated SaaS products into the cookie review and disclosure program.
  - Standardized Privacy Impact Assessments (PIA) for all Honeywell Forge P+ applications and rollout across HCE.
  - Conducted China data transfer reviews and created data governance documentation for the Product Release Management Process (RMP).
- Vertical Leadership in Honeywell Connected AERO:
  - Provided comprehensive legal support including commercial contract negotiations, litigation assistance, and drafting, editing, and reviewing contract forms.
  - Guided product strategy, managed partnership agreement negotiations, and crafted legal strategy.
  - Collaborated with vertical counsel on daily product-related issues such as commercial contracts, RMP collateral review and approvals, RMP gate approvals, product matters, and product-focused M&A activities.

Varian, Siemens Healthineers, Atlanta, GA 2018 – 2021
Software, Cloud and AI (SCAI) Managing Counsel, 2021
Managing Counsel, SaaS & Product | Varian Medical, 2018 – 2021
Senior SaaS & Product Counsel | Varian Medical, 2018

Accomplished MedTech legal leader with deep expertise in product counseling, data governance, and emerging technology law. Proven track record advising global organizations on digital transformation, cloud migration, and AI innovation—all while ensuring compliance with complex healthcare, privacy, and regulatory frameworks. Served as a primary Legal Advisor and Product Counsel for enterprise on-premises and cloud-based software and services products, including the managed services platform. Reported directly to the Chief Counsel of OSS and the Chief Privacy Officer, served as Managing Counsel for technology and software go-to-market support and strategy. Spearheaded collaboration with internal business clients across sales, products, security, platform, engineering, physicists, data scientists, technology, and corporate sectors. Guided legal strategy and support for technology transactions, data governance, and AI implementation. Worked on key AI and data driven innovation, helping to drastically reduce patient time to treatment while creating key insights that could be shared globally.

- Technology Transactions & Strategic Initiatives:
  - Appointed Legal Lead for Varian's top digital transformation initiative—spearheading enterprise cloud migration strategy with cross-functional leadership.
  - Founded and chaired the Varian Data Governance Committee, aligning corporate policy with technical operations across product, legal, and security domains.
  - Developed enterprise-wide licensing strategy for SaaS/PaaS/XaaS models; created contract templates, negotiation playbooks, and training for global legal teams.
  - Provided legal oversight for high-value M&A, JV, and strategic partnerships; led diligence and integration for technology assets.
  - Negotiated and closed complex inbound/outbound technology transactions (OEM, vendor, customer, reseller) supporting global commercialization.
  - Served as the legal advisor to the Security Team, drafting and negotiating Security Agreements.
- Privacy, Compliance & Regulatory Leadership:
  - Managed global privacy and compliance strategy across cloud-based MedTech offerings; ensured alignment with HIPAA, GDPR, COPPA, PCI, and emerging global regulations.
  - Drafted and negotiated regulatory agreements including DPAs, BAAs, and Privacy SMC Annexes to support secure data handling and market readiness.
  - Led GDPR readiness and execution, including drafting policies for global sites, managing cross-border data flows, and responding to customer inquiries and disputes.
  - Established corporate legal positions on evolving state and global privacy laws in support of product launches and international growth.

Symbotic LLC, Wilmington, MA 2016 – 2018
Corporate Counsel

Served as the Corporate Counsel for a pioneering warehouse robotics company specializing in the installation of autonomous mobile robotic systems and SaaS software solutions for Fortune 500 clients. Reported directly to the General Counsel as the primary technology counsel, handling key legal aspects of technology and intellectual property. Managed the licensing of customer project agreements, intellectual property portfolio, partnership agreement forms, open-source management, third-party licensing, and manufacturer agreements. Provided expert legal advice on developing, implementing, and supporting various transaction models including SaaS, Subscription, Product, and On-Premises.

- Technology Transactions:
  - Oversaw corporate licensing project agreements both inbound and outbound, including the creation of form agreements for SaaS, Subscription, On-Premises, Product, Materials, Services, and Consulting Agreements.
  - Led significant corporate initiatives such as the creation of the company's managed open-source policy and portal.
  - Acted as lead counsel on a new multi-million-dollar initiative focusing on big data analytics, coordinating with software development teams, engineers, procurement, security, and executive leadership, including the CEO.
  - Managed the review and negotiation of software licenses related to hardware, third-party licensing, and customer portal creation, pioneering innovative licensing models beyond current parameters with third-party vendors.
  - Developed new customer language concerning big data usage rights.

- Privacy, Regulatory Compliance, and Export:
  - Functioned as the company's privacy subject matter expert, managing all privacy language negotiations, agreement creation, and securing Safe Harbor and TRUSTe certifications.
  - Enhanced corporate compliance procedures by developing and implementing training and policies on IP, Health and Safety, Export Compliance, FCPA, Document Retention, and Privacy.
  - Established as the company authority on legal export issues, drafted the company's first export policy and training module, and revised export language for all agreements.

Skillsoft Corporation, Nashua, NH 2006 – 2016
Dir. of Legal and Procurement

Oversaw the global legal department for the leading international cloud-based e-learning SaaS provider for over a decade, demonstrating significant leadership through multiple promotions during periods of rapid company expansion. Recognized as the primary legal advisor for Product, RFP, Sales, HR, Marketing, Hosting, Security, and Customer Contract teams. Managed the enterprise insurance portfolio and Corporate Secretarial functions globally. Played a crucial role in executing significant global transactions ranging from multi-million to multi-billion-dollar deals, meeting aggressive deadlines through intensive negotiations. Drafted and managed all corporate legal transaction form agreements worldwide, including software licensing, open-source concerns, distribution, nondisclosure, privacy, consultants, partnerships, and licenses.

- Major Corporate Initiatives and Technology:
  - Spearheaded the Skillsoft US Safe Harbor Certification for its SaaS platform, marking one of the first SaaS, processor platform privacy filings.
  - Served as lead counsel on a multi-million-dollar big data analytics partnership project, developing data sorting algorithms. Coordinated with multiple corporate groups worldwide including software development, engineering, procurement, security, and executive teams. Managed the drafting and negotiation of partnership agreements, third-party licensing, and customer portal creation. Introduced a new SaaS-based licensing model for analytics tool.
  - Led the development of a new open-source SaaS platform, Percipio, which included creating form customer agreements and coordinating many international corporate groups. Oversaw the drafting and negotiation of hosting platform creation, hardware licenses, third-party consultant agreements, and customer portal creation.
- Privacy and Regulatory Compliance:
  - Established as the company expert on global privacy issues, drafted privacy policies for customer-facing and application sites, and secured Safe Harbor and TRUSTe certifications. Assisted in implementing internal and customer Model Clause agreements, managed privacy incidents, and responded to all privacy complaints.
  - Enhanced compliance procedures by creating, enforcing, and implementing training and policies in Export, FCPA, SEC, Document Retention, and Privacy. Developed and managed an export compliance system that checks all customers and vendors against denied party lists and handled corporate license concerns and EAR99 evaluations.
- Processes & Procedures:
  - Improved operational efficiencies by transitioning from a paper-based filing system to an internally managed cloud-based system. Developed and implemented internal bankruptcy filing practices and tracking system, enhancing legal and operational effectiveness.

Career Note

Law Adjunct Professor, New England School of Law (Legal Research and Writing II), Boston, MA
Reference Librarian, New England School of Law, Boston, MA
Litigation Associate, Ellis Law Offices, Worcester, MA
Associate, Domestico, Lane and McNamara, Framingham, MA
Staff Attorney, Merrimack Valley Legal Services, Lawrence, MA

Education

Juris Doctor, Cum laude | New England School of Law, Boston, MA
West Group Outstanding Scholastic Achievement Award.
CALI Excellence for the Future Award: Criminal Procedure (Spring 2001) & Clinical Evidence.
Dean's List
New England Journal on Criminal and Civil Confinement: Managing Business Editor; Associate.
National Appellate Advocacy Moot Court Team; Moot Court: Winning Team.
Juvenile Justice Symposium Coordinator.
"Corneau: An Update of Fetal Rights and Religious Freedom" (NEJCCC: Vol. 28:1;).
Student Bar Association Representative.

Bachelor of Arts | Hendrix College, Conway, AR
Dean's List | Psi Chi, National Honor Society of Psychology: Treasurer.
Women Leading Today and Tomorrow Conference Awardee, Washington, D.C.

Recent Honors & Awards

2022 HCE Leadership Development Program Awardee.
2022 Spring Product Management Academy Graduate – Product Manager Certification.
2022 LCLD (Leadership Council on Legal Diversity) Fellow Awardee. 2022-25 1L LCLD Program Leader and Mentor. 2023-25 Global Legal I&D Coffee Chats Leader
2022 & 2024 Honeywell Top Legal Talent Awardee.
2023 Honeywell Leadership Edge – Level Up Facilitator for People Leaders.
2023 Honeywell Leadership Development Program Awardee (Presented by CEO and GC) - June.
2023-24 Honeywell Corporate AllAbilities Innovation & Product Leader, Ideathon Host.
2024 Honeywell Product Growth Symposium, Legal Awardee nominated and awarded by VP GC, EVP CTO, and EVP CCO.

CAYANA MACKEY (MACKEY-NANCE)

Atlanta, GA | j.c.nance1222@gmail.com | 423.883.1080| LinkedIn

SKILLS

Strategic Expertise: Content Strategy, Creator Partnerships, Creative Development, Campaign Execution, Market Trends, Fan Engagement, Data Analytics, Team Leadership, Product Development and Marketing

Admin Level - Digital Tools: CRMs, Asana, Creator.IO, Social Publishing tools, Monday, Shoflo, Cvent, Slack, Microsoft Suite, Adobe Creative Suite, G-Suite, Vertical Video Editing

Advanced Platform Strategy: AI, TikTok, Instagram, LinkedIn, Meta, Threads, X, Snapchat, Youtube, Twitch, Substack, Pinterest,Discord, WhatsApp, SEO, Digital Ads

Leadership Skills: Event Production, Solution-Oriented, Cross-Functional Collaboration, Stakeholder Engagement, Team Management and Mentorship, Innovative Thinking, Volunteer and Partner Management

EDUCATION

Public Relations| B.A. Communications - Public Relations and Event Management, Lee University

RELATED EXPERIENCE

Courier Newsroom - Vice President, Brand & Social, States | Remote - 09/2024 - Current

- Led holistic content strategy and cross-functional creative planning to drive audience growth and digital engagement across 11 state-based newsrooms
- Developed and executed video production workflows and editorial calendars aligned with brand voice and audience insights
- Managed multidisciplinary teams in content creation, brand consistency, and performance analysis
- Leveraged analytics to refine digital storytelling across platforms, increasing reach and impact

Freelance Creative Strategy and Event Consultant | 2017 - Current

- Crafted integrated digital content with creator and influencer partnership strategies for major organizations, campaigns, and nonprofits with a focus on authenticity and audience alignment
- Led cross-functional partnerships, collaborating with local organizations, celebrities, labor unions, and corporate sponsors to execute innovative large-scale event activations including music festivals, conferences, parties and community events across major markets including Atlanta, Miami, Chicago, Washington D.C., Durham and Detroit
- Spearheaded innovative digital strategies for content creators and influencers
- Directed on-site livestream content shoots with celebrities and influencers —scripted, produced, and distributed across social platforms

Democratic National Convention - Director of Digital Strategy | Chicago, IL — 04/2024 - 09/2024

- Pioneered the first DNC Convention creator and influencer program - credentialing over 200 content creators to cover the convention in person with a combined following of over 500 million
- Led the digital strategy and execution of all convention-owned digital media, driving a successful campaign that garnered over 350 million views on partner-created content during the four days of the convention
- Oversaw and approved all convention marketing and design assets, including web, print, digital, street signs and billboards, ensuring brand consistency and high-quality execution across all materials
- Worked closely with internal teams and external partners to critique and refine every touchpoint, from citywide signage to digital campaigns, aligning all visual elements with the convention's strategic vision and messaging

EMILYs List - Vice President, Digital | Washington, DC — 02/2023 - 04/2024

- Rebuilt the digital department by leading a comprehensive restructuring process, including team skill assessments, strategic hiring, and workflow optimization to enhance efficiency and align with organizational objectives
- Conducted in-depth performance analyses of digital campaigns, addressing inflated projections and low ROI to develop data-driven strategies that increased revenue and expanded outreach to younger, more diverse audiences
- Spearheaded digital training initiatives for internal staff and external partners, establishing EMILYs List as a thought leader by representing the organization at national conferences
- Partnered in creating an advanced data pipeline, leveraging audience insights to inform personalized fundraising strategies, improve donor segmentation, and drive measurable engagement growth

Val Demings for Senate - Digital Director | Orlando, FL — 08/2021- 11/2022

- Led a comprehensive digital department, orchestrating social content, video, and fundraising digital strategies surpassing fundraising targets with over eight-figure revenue
- Managed a network of vendors and consultants to execute comprehensive paid media, fundraising, and audience development strategies, ensuring alignment with campaign goals and delivering measurable results
- Oversaw and implemented innovative, viral content strategies that resonated with younger audiences, driving national press coverage and elevating campaign visibility
- Pioneered influencer programs and multilingual content strategies, ensuring inclusivity and maximizing audience impact

Warnock for Georgia - Deputy Digital Director | Atlanta, GA — 06/2020 - 01/2021

- Developed and executed a nine-figure revenue digital strategy, aligning innovative solutions with campaign objectives to maximize audience reach and fundraising performance
- Led a cross-functional team to deliver creative, data-driven strategies that enhanced brand narrative and amplified audience engagement including the digital campaign that transformed Atlanta Dream's "Vote Warnock" moment into a national call-to-action
- Partnered with key stakeholders to capitalize on rapid response opportunities, increasing earned media and strengthening campaign visibility
- Developed and executed a comprehensive audience-first engagement strategy, leveraging influencers, celebrities, and athlete-centered content and online activations, turning fan culture into engagement strategy

ADDITIONAL EXPERIENCE

Daily Kos - Digital Campaign Manager| Miami, FL - 03/2021 - 08/2021

Organizing Corps 2020 - Recruitment Coordinator and Training Coach| Atlanta, GA - 11/2019 - 06/2020

Cory Booker for President 2020 - National Mobilization Manager | Newark, NJ - 06/2019 - 11/2019

Greg Clay for City Council District 3 - Campaign Manager| Atlanta, GA - 01/2019 - 04/2019

Stacey Abrams for Governor - Organizer| Atlanta, GA - 08/2018 - 11/2018

The Foundation Center - Marketing Manager| Atlanta, GA - 08/2017 - 08/2018

Habitat for Humanity International - Program Manager, National Service Membership| Atlanta, GA - 08/2015 - 08/2016

Carolina Youth Development Center - Community Connections Coordinator| Charleston, SC - 08/2014 - 08/2015

Urban League of Chattanooga - Physical Education Coordinator| Chattanooga, TN - 12/2011 - 06/2012

ALW

Dr. Adrienne L. Walton

btss@bridgetostudentsuccess.com • +16783104755 • www.bridgetostudentsuccess.com • Atlanta, Georgia

Profile

High performing **School Improvement Consultant** with a strong drive for optimizing educational performance. Over two decades of experience elevating organizational outcomes by nurturing team potential, fostering innovation, and providing decisive leadership. Adept at multidimensional team collaboration to solve high-stakes challenges. Committed to ongoing growth and eager to form partnerships with progressive education enthusiasts.

Certifications and Trainings

- Educational Leadership, Principal
- English Education, Teacher
- Charter School Governance
- Data Wise; Educational Leadership: Foundational Principles - Harvard University
- School Inspection, Accreditation, STEM – Cognia
- Project Based Learning
- IB Curriculum Framework

School Improvement Consultant

Bridge to Student Success,

- New Leaders -- Adjunct Faculty for Aspiring Principals
- GLISI (Georgia Leadership for School Improvement) – Performance Consultant
- Suttle Freeman – Professional Learning Communities (PLC) Coach/Trainer
- Fulton County Schools – Leadership Development
- Class Measures – Instructional Consultant – Massachusetts Alternative Licensure Program
- EDlife Consulting Services – New York School Inspection Team
- Main Street Academy – Chief Consultant – Academics
- Cognia – Lead Evaluator - Accreditation
- NGE Initiative – Leadership and Teacher Development - School Inspection

Primary Role:

- Collaborate with public, private, charter schools and educational institutions to promote improvement by coaching and mentoring senior and middle leaders, providing customized, professional learning sessions, conducting school inspections, and helping establish attainable growth goals.
- Train teams on how to triangulate data for best results, perform internal needs assessments, implement effective performance management practices, and develop strategic plans.
- Communicate the importance of social emotional programs that support the needs of the whole child and the wellbeing of staff members.

Leadership Experience

Principal Advisor, Abu Dhabi Department of Education and Knowledge, Abu Dhabi, UAE

Key Achievements:

- *Established a school-wide data team to assess student performance and inform instructional best practices.*
- *Moved school from C-Band (needs improving) to A-Band (high performing) overall performance.*
- *Launched the principles of an effective Professional Learning Community.*

- Disaggregated and analyzed internal and external data to identify trends, strengths, and weaknesses.
- Supported and supervised best practices in teaching and learning.
- Provided professional development for English and Arabic Teachers
- Coordinated and collaborated with the Area Cluster Manager to ensure proficiency and productivity throughout the school.
- Directly responsible for academic performance within the school.
- Coordinated and provided professional development in curriculum, data analysis, intervention, ELL instruction, and behavior management.
- Supervised and evaluated 90 staff members from the UAE, United States, UK, South Africa, Ireland, Australia, New Zealand, Canada, Jordan, Egypt, Zimbabwe, and Syria.

Academic Vice Principal, Diyar International Private School – Fujairah, UAE
Key Achievements:

- *Developed an organization chart for the expansion of five grade levels which included staff projections, forecasted enrollment, and additional positions.*
- *Worked with the construction engineer on technology enhancements.*
- *Established a fully operational library.*

- Served as the lead administrator for all academic responsibilities.
- Provided professional development to staff on research-based best practices.
- Interacted directly with the board of directors on academic and managerial needs.
- Conducted informal walk-throughs and formal observations for all teachers.
- Recommended options that would yield better efficiency.

Principal, C.H. Gullatt Elementary School – Atlanta, Georgia
Key Achievements:

- *Won Silver Award for making the Greatest Academic Gains in a Single Year.*
- *Attained Title I Distinguished School Award each year as an instructional leader.*
- *Achieved 90(%minority) 90(%F/R Lunch) 90(%Passing Rate on State Exam) status for Academic Excellence*
- *Organized and implemented a school-wide professional development calendar based on administrative observations, staff requests, and district initiatives.*
- *Organized the first Red Carpet Affair for student achievement in the district that celebrated students' accomplishments and included central office personnel and feeder school principals.*

- Served on two district-level inspection teams to identify improvement needs and suggest best practices to targeted schools.
- Modeled a culture of open communication and collaboration. Provided authentic and immediate feedback to staff members based on observed performance.
- Successfully managed three comprehensive budgets totaling $3.6 million.
- Performed daily, informal walk-throughs to assess communicated expectations.
- Developed an administrative protocol for making decisions and encouraging collective input.
- Connected with staff, parents, and other school-wide interested parties via emails, weekly online newsletters, regular meetings, and social media.
- Developed 5-year projections for enrollment, facilities usage, and budget based upon enrollment increasing by 50% per year.
- Developed recruiting projections and plans, created job descriptions and candidate profiles, attended job fairs for staff, led orientation team in onboarding staff. Interviewed and made hiring recommendations for school staff. This led to 100% retention of staff in year one.

Conference Presentations/Professional Development

- Common Core Bootcamp, "Looking for RADAR in Common Core Classrooms" – Key Essentials for Walkthroughs, Dubai, UAE (presenter)
- National PLC Leadership Conference, "Incorporating Innovation Through Project-Based Learning", Al Ain, UAE (presenter)
- MENA Common Core Conference, "The Power of Walk-Throughs", Dubai, UAE (presenter)
- Leading Professional Learning Communities, Fulton County Schools, USA, Abu Dhabi Education Council, UAE
- Training Staff on Project Based Learning, Fulton County Schools, USA, Abu Dhabi Education Council, UAE
- Coaching Master Teachers, Fulton County Schools, USA, Abu Dhabi Education Council, UAE
- Curriculum Development & Implementation, Gifted and Talented, Abu Dhabi Education Council, UAE,
- School Reform Initiative, Administrative Protocol, Fulton County Schools, USA, Abu Dhabi Education Council, UAE

Education

Doctor of Education in Educational Leadership	Argosy University Atlanta, GA
Education Specialist in Educational Leadership	Argosy University Atlanta, GA
Master of Arts, English	University of West Georgia, GA
Bachelor of Arts, English	University of West Georgia, GA

FELICIA McDADE, MS, MBA

EXECUTIVE | GLOBAL SOLUTIONS, SALES, BUSINESS INITIATIVES

Atlanta, GA | 404.229.2757 | mcdade1@bellsouth.net | LinkedIn/FeliciaMcDade

Accomplished sales executive with 15+ years of global business development experience, meeting complex business initiatives while consistently exceeding organizational sales and revenue targets. Demonstrated problem solving and leadership skills, with a reputation for aligning rapidly shifting customer needs with key solutions and corporate objectives.

Passion for shaping the future of business and technology, developing innovative and disruptive sales strategies tailored to the "voice of the customer," unlocking value, and accelerating growth. Track record of leading both public and private sector teams to drive strategic roadmaps for new and existing clients, ***achieving up to 125% of annual revenue targets year after year.***

Industry expertise: municipalities, energy, financial services, commercial, transportation, infrastructure, and construction.

CORE STRENGTHS

- **Strong communicator.** Speaks frequently at industry events, including women and energy roundtable discussions.
- **Continuous learner.** Seeks opportunities to acquire knowledge and competencies, expand skill set, and enhance leadership effectiveness, ***currently pursuing PhD in Business and Sustainability.***
- **Consensus builder.** Cultivates relationships across stakeholder groups and flexes to creatively respond to differences.
- **Results-oriented leader.** Drives maximum impact through action and outcome**.**
- **Inspirational manager.** Leads large teams to surpass margin targets, secure new clients, and catalyze product adoption.
- **Sales innovator.** Conceptualizes and implements customer acquisition initiatives, ***generating revenue growth of 30%+.***
- **Revenue strategist.** Creates client value and improves customer journeys, ***leading to improved margins of 35%.***
- **Versatile professional.** Leverages expertise in business process re-engineering, partnership engagement, public relations, sustainability, and legislative coalition building to champion solutions and foster organizational change.

KEY COMPETENCIES

Solution Sales | Public Sector Alignment | Business Continuity Planning | Business Cycle | Marketing & PR | Sales Process Engineering | Sustainability | Green Building | Solar Energy | Renewable Energy | Climate Change | Diversity, Equity & Inclusion (DEI)

PROFESSIONAL AFFILIATIONS

Leadership Cobb, Cobb County, GA | SPLOST Citizen Oversight Committee, Cobb County, GA | Energy Services Coalition | National Association of Energy Service Companies (NAESCO) | US Green Building Council (USGBC) | Women's Council – Energy & Environment | International Facility Managers Association | National Association of Women in Construction | National Black MBA Association | American Israel Education Foundation (AIPAC) | Delta Sigma Theta

PROFESSIONAL EXPERIENCE

ENGIE | Atlanta, GA **2021 – PRESENT**

SENIOR DIRECTOR OF BUSINESS DEVELOPMENT & STRATEGY

Oversee regional strategy for municipal, public, and commercial energy business. Develop client-specific strategies encompassing sales and growth plans, forecasting, and relationship mapping to propel business development. Foster entrepreneurial, sales-driven culture focused on growth.

Create developmental opportunities to cultivate current and future corporate talent. Develop business structure and cadence, including sales reviews, account plans, customer strategy, and regular updates with senior level stakeholders.

KEY ACCOMPLISHMENTS:

- Led implementation of Salesforce and drove sales strategy, ***improving customer and internal collaboration by more than 140% within 6 months.***
- Infused Inflation Reduction Act funding into public sector, ***securing 2 large municipalities with more than $31M in sales,*** while rebuilding Engie's market presence in targeted states and ***growing pipeline by 200% and sales by 33%.***
- Spearheaded effort to secure consultants with defined performance indicators, increasing pipeline in key states while transforming go-to-market strategy with improved training and behavior changes, ***resulting in return on sales of 25%.***
- Collaborated with local teams to analyze and understand long, medium- and short-term sustainability opportunities to ***advise strategic planning and pursuit prioritization.***

PROFESSIONAL EXPERIENCE CONT.

Georgia Power/ Southern Company | Atlanta, GA — 2019 – 2021

DIRECTOR OF SALES & BUSINESS SOLUTIONS

Managed $120M portfolio of energy, capital projects, and digital tools to deliver integrated, innovative, and differentiated solutions for utility industry customers. Developed and drove overall accountability for sales direction and business development, ***generating 30% return on sales and 12% new market capture over 18 months.***

- Led team of 15 and drove sales performance, landing 2 new lines of business, uncovering opportunities in non-regulated energy efficiency market, ***surpassing profit margins by 35%*** and securing first non-core client within 4 months of new product launch.
- Leveraged and integrated digital tools aligned with corporate resiliency strategy, ***expanding customer base by 15%+ and doubling strategic partnerships.***
- Inspired team during time of significant uncertainty to ***deliver 90% of revenue targets in FY20 and 124% in FY21***.
- Created DEI strategy for MWBE suppliers and subcontractors, focusing on development, operational efficiencies, and financial acumen, ***leading to increased market capture of 20% within 1 year.***
- Championed subcontractor model to reflect MWBE goals for municipal, university, K-12, and hospital verticals, creating 3 annual events that improved sales, local presence, and competitive selections, and resulted in winning 2 multi-phased projects.
- Led 3-year growth strategy for public sector, ***achieving targeted increase of 20% in competitive solicitation win rates.***

Honeywell – Honeywell Energy Services Group | Atlanta, GA — 2013 – 2019

BUSINESS DEVELOPMENT DIRECTOR, SOUTHEAST REGION (2016 to 2019)

Managed team of 10 to build $100M in sustained growth and ***delivered up to 125% of revenue targets***. Positioned team to deliver 110%+ of FY19 sales metrics by mid-year. Collaborated across enterprise teams to create flawless customer experience.

- Earned *Ambassador of the Year Award* from CEO by conceptualizing and anchoring brand strategy to company values and ***increasing stakeholder relationships by 10%*** across government, public, and private sector customers.
- Established partnerships with 11+ Fortune 100 companies, developing innovative go-to-market strategies and recapturing business at Hartsfield-Jackson Atlanta International Airport, "world's busiest airport in passenger volume."
- Networked with 10+ global companies, ***landing $33M pharmaceutical customer in North America.***

DISTRICT SALES LEADER (2013 to 2016)

Built and led team of 7 across 5 states to drive $50M in annual revenue, increasing profitability, income, and market share. ***Achieved sales growth of 20% across Alabama and Tennessee within first year*** and landed region's first major commercial aviation client.

- Restructured sales team and built top-performing group within first 8 months in role, with 70% of team members meeting their sales goals, ***improving return on sales by 35%, and meeting 80% of YE revenue targets.***
- ***Refined market penetration by 17%+*** through implementation of SaaS+ solution, rolling out balanced scorecard for sales and operations planning process, establishing common processes and metrics, and aligning objectives across business units.
- Employed innovative marketing strategies to expand sales channels, ***growing local government market to $15M in 2 years.***
- Rebranded marketing collateral for vertical markets: construction, K-12, higher education, municipal, and aviation.
- Secured 3 new customers annually, ***leading to sales growth of 13% YoY for 4 years consecutively.***

Johnson Controls, Inc. | Atlanta, GA — 2007 – 2013

REGIONAL SALES MANAGER, SOUTHEAST REGION BUILDING EFFICIENCY

Drove successful execution of sales and business development, ***generating 30% return on sales and 12% new market capture.***

- Piloted strategic selling model aligned with business requirements and performance targets.
- Collaborated with cross-functional team to execute strategy for market complexities within education and energy sectors.
- Re-entered K-12 vertical market after 8-year hiatus, ***contributing to margin and profitability by more than $20M annually.***
- Secured 12+ major accounts during 4-year period, ***achieving $22M in sales over 2 years.***
- Outperformed annual sales and margin objectives, ***exceeding sales goal by 23%.***

BOARD LEADERSHIP

United Way of Greater Atlanta | National Black Arts Festival | Life Cycle Building Center | Georgia Institute of Technology

EDUCATION

Master of Science (MS), College of Design | Georgia Institute of Technology, Atlanta, GA
Master of Business Administration (MBA), Finance & Marketing | Clark Atlanta University, Atlanta, GA
Bachelor of Business Administration | University of North Texas, Denton, TX

KENYA RAE BROWNING

kbrowning@raedash.com | 404-960-0180 | Atlanta, GA

Experienced leader with a passion for enhancing operations, funder compliance, grants management and fiscal processes at mission driven organizations working to positively impact the lives of people around the world.

EXPERIENCE

Chief Financial Officer
2/2024 – Present

The Clean Slate Initiative — Remote

Startup nonpartisan nonprofit organization working to pass and implement laws that automatically clear eligible records for people who have remained crime-free.
Revenue: $22M
Supervisory Role: 4 direct reports

- Strategic advisor to the CEO in the areas of fiscal management, grants management, compliance, procurement, and investments
- Manage the organization's grants administration function, driving efficiency, customer support and implementing critical best practices to support grant-making activities
- Oversee the organization's financial planning function focusing on utilizing financial analysis and metrics to drive strategic decision making for the c3 and c4 organizations, resulting in increased accuracy and availability of financial data
- Lead the annual operational budget process, operationalized and automated processes, and developed updated tools, resulting in an efficient, accurate, user friendly annual budget process
- Manage outsourced accounting team to ensure accurate and GAAP compliant accounting practices and timely month-end close procedures
- Develop and lead the organization's cash management strategy generating over $1.5M in interest and investment income
- Successfully lead the annual audit and 990 processes to ensure financial transparency, and regulatory compliance
- Liaise with the Board on fiscal matters in support of organization initiatives and board strategic priorities, providing high level reports and analysis as needed

Vice President of Finance
9/2023 – 4/2024

Propel Education — Remote

Startup nonprofit organization focused on providing K-12 and HBCU students with the knowledge, skills, tools and resources necessary to transform the workforce.
Revenue: $12M
Supervisory Role: 2 direct reports

- Strategic advisor to co-presidents in the areas of federal grants management and financial management resulting in demonstrated improved fiscal management, decision-making, and stewardship of donor funds
- Led the organization's first full-year annual auditing process, identifying areas of improvement and identifying areas of opportunity
- Oversaw the day-to day fiscal management and accounting functions to ensure accurate and timely financials to drive strategic decision making
- Co-led monthly board meetings with a focus on identifying organizational results and leading strategic discussions on the long-term trajectory of the organization

Managing Director and Principal
4/2016 – 4/2024

RaeDash Enterprises, LLC — Atlanta, GA

Consulting organization providing technical expertise, training, and gap/ surge support in the areas of financial management, grants management and compliance for global nonprofit clients.

SKILLS

Regulatory Compliance	Uniform Guidance/ 2 CFR 200
IRS Form 990 Preparation	501 c3/c4 Compliance
A-133 (Single) Audit	Internal & Annual Audit
Budgeting	Financial Analysis
Financial Reporting	Fiscal Management
Grant- Making/ Grant Management	Grantee Compliance
Procurement	Risk Assessments
USG Grants & Contracts	Indirect Cost Analysis
Board Relations	Staff Management
Change Management	Training & Facilitation
Capacity Building	Advisory Services
Systems Implementation	Data Analytics and Metrics

EDUCATION

Master of Business Administration
Clark Atlanta University

Bachelor of Arts, Finance
Clark Atlanta University

CERTIFICATIONS

Executive Certification, Strategic CFO Program
Harvard University

Executive Certification, Organizational Diversity Equity and Inclusion
Stanford University

Federal Contracting / FAR 090-1
Georgia Institute of Technology

Federal Award Management
Humentum

Contract Management for NGOs
Humentum

KENYA RAE BROWNING kbrowning@raedash.com | 404-960-0180 | Atlanta, GA

- Strategic advisor to senior management in the areas of federal and foundation grants management, regulatory compliance, financial management, and donor strategy, resulting in demonstrated improved stewardship of donor funds
- Develop and deliver funder compliant financial management and grant management training, resulting in improved grantee technical capacity to effectively manage grant funding
- Build and lead risk assessment and subrecipient monitoring protocols, resulting in stronger risk management and internal control practices
- Conduct comprehensive operational capacity analyses, implementing recommendations that result in strengthened ability to effectively steward USG and foundation funded projects
- Draft and implement organization policies and procedures resulting in improved compliance with organization, legal, and funder requirements
- Review and negotiate donor grant and cooperative agreements to ensure ability to successfully meet terms and conditions and compliance requirements
- Monitor and assess grant and cooperative agreement funded program operations to minimize risk and ensure adequacy of internal controls
- Prepare and analyze budgets, reports, and financial analytics to advise management and drive key strategic decisions
- Prepare and conduct in-country and remote training and capacity building programs for grantees, staff, and stakeholders to ensure award management success

Interim VP of Finance and Grants
4/2022 – 10/2022

League of Conservation Voters — Washington, DC

National nonprofit focusing on advocacy and education to protect the environment.
Revenue: $100M
Supervisory role: 2 direct reports

- Established the organization's centralized Grants Management Unit driving efficiency, customer support and implementing critical best practices
- Formed the organization's Financial Planning and Analysis Unit focusing on utilizing financial analysis and metrics to drive strategic decision making for the c3 and c4 organizations, resulting in increased accuracy and availability of financial data
- Revamped the annual operational budget process, implemented a new financial system, operationalized and automated processes, and developed updated tools, resulting in an efficient, accurate, user friendly annual budget program
- Consulted with Audit and Finance Committees on fiscal matters in support of organization initiatives and board strategic priorities, providing high level reports and analysis as needed

Director of Finance, Grants and Contracts
3/2016 – 6/2017

The Carter Center — Atlanta, GA

Global nonprofit focused on improving the lives of people through health and peace programming.
Revenue: $125M
Supervisory role: 5 direct reports

- Managed all fiscal and compliance aspects of the Division to ensure proper reporting, management, and stewardship of donor funding
- Worked directly with field, HQ, Program and Development staff regarding all aspects of operational and grant fiscal management, including budgeting, expense tracking, funder reporting and compliance
- Reviewed and authorized all cost proposal budgets and financial reports submitted to potential funders for accuracy and compliance

LANGUAGES

English - Native Speaker (5)/ C2

French - Limited Working (2)/ B1; (Ongoing training)

FUNDER EXPERIENCE

Experience working with the following select funding sources:

Individual Contributions

Multilateral Governments | (DFID, SIDA, Irish Aid, GIZ, CIDA, NORAD, USG)

Private Foundations

US Government Agencies | (USAID, DOS, DOAG, HHS, CDC, ED, DOI, DOC, DOJ)

COUNTRY EXPERIENCE

Lived/ Worked

England	South Africa
Greece	Spain
Germany	Martinique

Field Office Support

Burundi	Malawi
Côte d'Ivoire	Malaysia
DRC	Mozambique
Ethiopia	Myanmar
Guatemala	Panama
India	Poland
Liberia	Venezuela

TECHNOLOGY

Abila	Sage/Intacct
Adaptive	NetSuite
Concur	Paylocity
Costpoint | Deltek	Power BI
Google Office Platform	Microsoft Office 365
Great Plains	Salesforce
Microsoft Dynamics	SharePoint

VOLUNTEER / MEMBERSHIPS

Association for International CPAs

Clark Atlanta University Alumni Assn

National Grants Management Assn
Former Education Committee Member

- Oversaw Peace Programs division annual operating budgeting process, ensuring streamlined budget and Board authorization
- Conducted training and capacity building with subrecipients and key stakeholders regarding donor funding
- Reviewed grant and cooperative agreements for compliance requirements, terms and conditions and ability to successfully adhere to terms
- Monitored and assessed grant and cooperative agreement funded programs to determine and address gaps in performance or compliance
- Prepared budgets, financial reports, and financial analysis on funded programs

Director of Grant Compliance and Risk Management 9/2014 – 2/2016
Sr. Manager of Federal Grants 9/2013 – 8/2014

National Fish & Wildlife Foundation Washington, DC

Grant-making nonprofit established to support wildlife and the environment across the United States.
Revenue: $325M
Supervisory role: 1 direct report

- Led the establishment of organization's Compliance Unit serving as the centralized focal point for regulatory and donor compliance for grant funding
- Developed the compliance and risk management program for USG funded grants and cooperative agreements, effectively rolling out the Uniform Guidance to ensure compliance with award terms and conditions
- Developed operational policies and procedures to ensure funder compliance, risk mitigation and proper stewardship of funding
- Oversaw the review of all grant applicant proposal budgets and authorized funding per application guidelines
- Developed grantee/subrecipient monitoring processes to mitigate risk and enhance grantee capacity
- Led training for all staff, grantees, and stakeholders to inform on compliance requirements and grants management best practices.

Sr. Manager of Grants, Contracts and Finance 10/2012 – 9/2013

Meridian International Center Washington, DC

Nonprofit organization focused on diplomacy and international exchange programs.
Revenue: $40M
Supervisory role: 1 direct report

- Led and managed all aspects of financial management and compliance for the Global Connect Division
- Oversaw cost proposal budget development for the division ensuring cost accuracy and compliance with donor requirements
- Led all staff trainings on USG compliance regulations improving internal controls and minimizing risk of noncompliance
- Developed grants management tools and templates to support programs, resulting in improved efficiency and operational accuracy
- Produced all grant and cooperative agreement financial reporting ensuring accuracy and funder compliance

National Black MBA Association

Frazier Center
Former Board Member

PREVIOUS ROLES

Manager of Finance & Internal Controls
Population Services International

Pricing Manager
The Coca Cola Company

Senior Consultant
BearingPoint Consulting

International Finance FMA
Internal Auditor
Citigroup

KELVIN THOMAS

908.227.7009 | kelvinthomaspc@gmail.com

OBJECTIVE

Dynamic and results-driven executive leader with over 15 years of experience driving business growth, brand strategy, and operational excellence across global markets. Proven track record of accelerating revenue, optimizing customer experience, and leading high-performing teams in competitive industries including health tech, education, consumer retail, and sports apparel. Adept at leveraging data-driven marketing strategies, integrated customer journey frameworks, and innovative go-to-market (GTM) plans to deliver transformative results. Skilled in scaling global coaching networks, executing high-impact digital campaigns, and launching market-leading products. Recognized for fostering customer-centric cultures, aligning cross-functional teams, and driving sustainable growth. Passionate about applying strategic vision and technological solutions to unlock new market opportunities and exceed business objectives.

SKILLS & TOOLS

A/B Testing, Blackboard, Board Collaboration, Brand Positioning, Business Development, Campaign Management, CampusVue, Coaching & Development, Competitive Benchmarking, Consumer Trends Analysis, Conversion Optimization, Cross-Functional Leadership, CRM (HubSpot, CampusVue, Siebel, Blackboard), Customer Acquisition, Customer Feedback Loops, Customer Journey Mapping, Customer Segmentation, Data-Driven Content Marketing, Email Automation Platforms, Email Marketing Automation, Enrollment Forecasting, Executive Operations, Facebook, Instagram, LinkedIn, Snapchat, Global Team Management (20+ Members), Go-to-Market (GTM) Strategy, Google Analytics, Google Workspace, Heatmapping, High-Performance Culture Building, HubSpot, Influencer Partnerships, Lead Generation, Market Expansion, Market Feasibility Studies, Omni-Channel Marketing, Organizational Growth, P&L Management, Predictive Analytics, Revenue Acceleration, SEO/SEM Strategy, Siebel Systems, Social Media Ads Manager, Sponsorship Activation, Strategic Planning, UX Optimization.

EXPERIENCE

Chief Experience Officer | LeggUP | May 2021 - Present

- As Chief Experience Officer, championed the adoption of customer-centric frameworks by integrating feedback loops, CRM insights (HubSpot), and customer journey mapping to align experience and marketing strategies with business goals. Spearheaded customer journey optimization leveraging Google Analytics, heatmaps, and HubSpot data, developing policies that elevated satisfaction scores and drove sustained revenue growth. Managed a global coaching network of 350 coaches across 22 countries, led cross-functional teams to enhance UX, and executed integrated marketing-sales strategies using HubSpot and Global Analytics. Analyzed market trends and customer feedback via survey analytics and competitor benchmarking to refine go-to-market strategy, ensuring alignment with leadership objectives.
  - Accomplishments:
    - Launched LeggUP's AI Health Coach, achieving a 10% first-year adoption rate and expanding market reach through personalized digital wellness journeys.
    - Enhanced customer satisfaction scores by 7% and retention rates by 15% by implementing customer journey mapping frameworks, utilizing heat maps, and feedback loops to identify pain points.

- Drove a 30% revenue increase by designing campaigns with SEMrush for SEO, HubSpot for automation, and targeted email outreach, consistently exceeding sales targets.
- Expanded the coaching network to 350 coaches in 22 countries, achieving 5% growth through targeted recruitment strategies, maintaining a 95% satisfaction rate, and an 81 NPS.
- Directed a comprehensive user experience overhaul, introducing A/B testing and user feedback surveys, resulting in a 4% increase in positive feedback and a 25% decline in complaints.
- Deployed integrated campaigns via HubSpot, Facebook Ads Manager, LinkedIn, and Google Analytics, achieving a 30% increase in customer acquisitions and higher conversion rates
- Promoted from Head of Coaching Experience to Chief Experience Officer within two years, recognizing leadership in scaling global coaching programs and boosting customer experience metrics by double digits.

Vice President of Business Development | Pillar College | January 2014 – May 2021

- As Vice President of Business Development and Operations, directed strategic planning and execution of business development and internal operations, leveraging CampusVue analytics, HubSpot, and cross-functional collaboration to drive institutional growth. Spearheaded market expansion and revenue growth through digital-first strategies, integrating social media campaigns (LinkedIn, Instagram, Snapchat) with enrollment data insights to meet mission-aligned financial goals. Identified market opportunities through data-driven competitor benchmarking and analysis, conducted feasibility studies, and negotiated new ventures expanding academic program offerings. Oversaw all marketing functions, executing multi-channel strategies across HubSpot, LinkedIn, Instagram, Snapchat, and email automation tools to elevate brand visibility and drive enrollment growth. Cultivated a high-performance culture by chairing the Leadership Committee, aligning cross-departmental objectives with executive strategy, and championing operational excellence initiatives.
- Accomplishments:
    - Achieved 30% revenue growth by developing strategic business plans, utilizing CampusVue for enrollment forecasting and financial modeling aligned with institutional goals.
    - Expanded market presence via regional partnerships and hyper-targeted digital campaigns across LinkedIn and Instagram, tailoring academic offerings to regional and demographic needs.
    - Boosted institutional visibility by 40% through integrated LinkedIn, Instagram, and Snapchat campaigns, coupled with HubSpot-powered content marketing, driving a 20% increase in enrollment.
    - Delivered a 15% cost reduction by automating workflows, deploying cloud-based collaboration tools (Google Workspace), and refining SOPs to streamline processes and enhance operational efficiency.
    - Forged partnerships with corporate sponsors and community organizations, generating sustainable revenue streams and increasing student program accessibility across key regions.
    - Earned four promotions in seven years, recognized for exceptional leadership in enrollment growth, comprehensive marketing strategy, and operational excellence across executive roles.

Head of Marketing & Brand Strategy | Under Armour | August 2010 – April 2013

- As Head of Marketing and Brand Strategy, directed global 360-degree brand strategies and marketing initiatives, leading a 20-member team to enhance brand positioning, drive consumer engagement, and accelerate both e-commerce and in-store sales growth in the competitive athletic retail market. Leveraged consumer insights and cross-functional collaboration with sales, product, and operations teams to craft an omnichannel marketing roadmap, utilizing Salesforce, Facebook, and Instagram to expand global brand reach and optimize online and in-store customer experiences. Cultivated a customer-centric culture, aligning cross-functional stakeholders with unified goals, and driving business results through innovative digital marketing strategies and go-to-market campaigns for new product launches.

- Accomplishments:
    - Elevated brand positioning through data-driven campaigns across Facebook and Instagram, influencer partnerships, and retail footprint expansion, increasing brand recognition by 3%, market share by 2%, and driving a significant uplift in store sales.
    - Achieved a 15% increase in consumer engagement through an omnichannel approach combining social media ads (Facebook, Instagram), in-store activations, personalized email marketing, and event sponsorships, contributing to notable in-store sales growth.
    - Drove 25% e-commerce sales growth by leveraging predictive analytics, refining UX, and optimizing checkout processes using Salesforce insights to enhance both online and in-store customer satisfaction.
    - Optimized global marketing campaigns through web traffic analysis, customer segmentation, and A/B testing, improving ROI by 5% and aligning digital initiatives with overarching sales and brand objectives.

Brand Director | The Body Shop | June 2008 – August 2010

- Led global brand and marketing operations for The Body Shop, managing a 17-person cross-functional team and executing integrated strategies across digital and in-store channels. Developed and refined the brand's value proposition to align with sustainability-driven initiatives and consumer preferences, enhancing brand loyalty and market share. Deployed campaigns via Facebook and HubSpot, tracked performance with Siebel Systems, and optimized spend through data-informed resource allocation.

- Accomplishments:
    - Increased brand awareness by 4% and customer engagement by 3% through cross-platform campaigns spanning social media, email marketing, and in-store events.
    - Improved brand perception and loyalty by aligning messaging with sustainability initiatives and deploying consistent storytelling across channels.
    - Boosted campaign effectiveness by 20% through insights gathered from focus groups, competitive benchmarking, and trend analysis.
    - Reduced marketing costs by 15% by renegotiating vendor contracts and reallocating resources using data-driven budget analysis.
    - Promoted twice in three years from Director of Marketing to Brand Director in recognition of performance, leadership, and strategic impact.

Additional Experience: Toys "R" US | 1997-2004| United States - Early career foundation in marketing operations and brand experience leadership across Toys "R" Us, Kids "R" Us, and Babies "R" Us brands.

EDUCATION

- **Doctor of Education in Leadership** Trevecca Nazarene University, Nashville, TN | 2024
  Relevant Coursework: Strategic Leadership, Organizational Change, Consulting Foundations, Leadership Theory, Research Methods in Leadership.
- **Master of Business Administration (MBA)** Trevecca Nazarene University, Nashville, TN | 2021
  Relevant Coursework: Business Strategy & Development, Marketing Management, Financial Analysis, Organizational Behavior, Operations Management, Strategic Human Resource Management.

- **Essentials of Strategic Enrollment Management** – Certificate of Completion – AACRAO | 2020
- **Bachelor of Arts in Organizational Leadership,** Pillar College, Newark, NJ | 2019
  Relevant Coursework: Principles of Management, Leadership Development, Conflict Resolution, Organizational Behavior, Ethics in Leadership, Project Management.
- **Professional Certified Coach,** International Coaching Federation, 2013

AWARDS AND ACKNOWLEDGEMENTS

- 2017: Collegiate Advertising Award – Gold, Best Brochure, Branding, and Marketing Program
- 2013: Path to Purchase Institute, Shopper Marketing: Who's Who of Retail
- 2012: Outlet Retail Chain Award: Under Armour Best Overall Outlet Chain, Best Marketing & Visual Merchandising Program

Tayo Akigbogun

Tayom@att.net | +1 (404) 3459302 | Atlanta, GA

Accomplished Solutions Engineer with 5 years of technical pre-sales and consulting experience, specializing in cloud data platform architecture, AI-driven analytics, and database modernization. Known for delivering PoCs, hackathons, and architecture workshops that accelerate adoption of cloud based solutions for enterprise customers.

EXPERIENCE

Databricks **July 2023 – Present**

Sr Solutions Engineer - Unity EPL Atlanta, GA

- Acted as the Unity Catalog Embedded Product Lead, partnering closely with Sales and Product teams to capture real-world requirements and influence the Databricks roadmap, contributing to the launch of new data lineage and governance features.
- Co-hosted the biweekly 1:M "Unity Catalog Hands-on Workshop", leading a hands-on portion which included a live demo and walkthrough of the data governance features on Databricks that generated $700k+ in pipeline.
- Guided customers on how to leverage Spark connector, CData JDBC and to surface live NoSQL data (CosmosDB, PostgreSql, etc.) for analytics and feature extraction to power Lakehouse solutions that delivered real-time AI workflows (genomic prediction, demand forecasting, anomaly detection)
- Achieved 6 competitive wins against Snowflake, Google BigQuery, and Amazon Redshift by demonstrating Databricks' unified Lakehouse performance, cost efficiency, and end-to-end governance in side-by-side Proof of Concepts.

Sr Solutions Engineer Atlanta, GA

- Built PoCs and conducted 20+ hands-on workshops, demonstrating the integration of Databricks with cloud service providers (Azure, AWS, Google) to solve complex big data challenges i.e. handling terabytes or petabytes with Spark and Delta Lake
- Architected scalable data pipelines and ETL workflows, integrating data from on-premise systems (Teradata, Hadoop) into Databricks and Delta Lake, which simplified data management
- Achieved 120% of annual performance targets in 2023 by driving technical wins in strategic accounts. Recognized as Rookie of the Year for building trusted advisor relationships and translating customer needs into successful cloud data solutions
- Modernized 30+ enterprise data estates across finance, healthcare, and retail to Databricks, creating scalable Lakehouse solutions for customers that leveraged Unity Catalog, and retrieval-augmented generation frameworks to create AI apps.

IBM **March 2020 – May 2023**

IBM Security Technical Specialist (Threat Management and Digital Trust) Atlanta, GA

- Served as a Technical Solutions Specialist in IBM's Security division, leading pre-sales technical engagements for the Threat Management and Digital Trust portfolio.
- Acted as a trusted advisor to CISO organizations, aligning IBM security solutions with client needs in cybersecurity, threat detection, and data protection.
- Delivered 40+ compelling demos of IBM's security products (IBM QRadar SIEM, IBM Guardium, Identity and Access Management tools) to showcase threat hunting, incident response, and data governance capabilities..

IBM Public Cloud Solutions Architect Atlanta, GA

- Led cloud architecture design workshops and technical assessments to map out migration of on-premises data warehouses (Oracle, Teradata, etc.) and analytics systems to scalable cloud services. (CloudPak for Data)
- Advised 20+ enterprise clients (revenues $500M–$10B) on cloud-native transformation initiatives using IBM Cloud, AWS, and Azure.
- Created reusable demo assets and POCs that shortened sales cycles and improved win rates across telecom and media verticals.
- Designed cloud application architectures including microservices, CI/CD, and container orchestration with Docker and Kubernetes.

IBM Solutions Engineer Trainee Atlanta, GA

- Completed 9 month consultative technical sales development program focused on technical discovery calls, product demos, deal negotiation, competitor and client market research, objection handling, etc.
- Facilitated the deployment of an AI chatbot with Watson Assistant to support ATL hub manager that answered 20+ early professional hire's FAQs on a quarterly basis as part of virtual hackathon for IBM summits

EDUCATION

North Carolina A&T **May 2019**

Master of Science Applied Mathematics Greensboro, NC

Morehouse College **May 2016**

Bachelor of Science Mathematics Atlanta, GA

OTHER

- **Technical Skills**:IBM Professional Sales Engineer, Databricks Certified Machine Learning Associate , Azure Databricks Platform Architect, Demo2Win!, **Cloud Platforms:** Azure, AWS, IBM Cloud. **Data & Analytics:** Delta Lake, Spark, Unity Catalog, BigQuery, Redshift, Snowflake **ML & AI:** Azure ML, Databricks ML, Python (pandas, scikit-learn, PySpark), RAG frameworks. **Networking** VPNs VNETs

China Cardriche

9110 Chilmark Path , San Antonio, TX 78263 • chicardriche@gmail.com • Cell: 678-763-3482

Education

TRINITY UNIVERSITY San Antonio, TX
M.A., School Leadership June 2023

HARVARD UNIVERSITY Cambridge, MA
B.A., Economics, and Secondary in Mathematical Studies
Cumulative GPA 3.23, Concentration GPA 3.6 May 2017

- Education Awards: Award Peer Tutor, Harvard Award Mentor, Bok Center Teaching Award

CAMPBELL HIGH SCHOOL Smyrna, GA
GPA 4.7, SAT Math: 800, SAT Verbal: 710, May 2012

- Education Awards: Mayor's Education award, MLK Humanitarian Award, and Star Award

Power Public Schools Mableton,GA
Founder and CEO August 2024- Present

- Recruited and developed a founding board of 11 members representing finance, education, technology, and community sectors.
- Raised $1.34M in confirmed startup funding with a $5M+ pipeline across national foundations, corporate partners, and local supporters.
- Secured a facility in South Cobb with phased occupancy and long-term expansion potential to support projected enrollment growth.
- Established robust financial systems and internal controls, including annual audits, budget oversight, and reserve planning.
- Launched an international pilot facility in Uganda, expanding Power's global footprint and testing AI-powered learning models for underserved communities.
- Designed comprehensive career pathways in AI, entrepreneurship, public service, business, and education with early college and industry certification options.
- Led community engagement initiatives, securing over 300 letters of support and building partnerships across local business, civic, and education networks.
- Implemented performance-based budgeting and data-driven decision-making to align spending with measurable student outcomes.

Compass Rose Public Schools SanAntonio,TX
Principal of Legacy Secondary School October 2020- Present

- Managed a secondary school with approximately 680 students grades 5th through 12th with 63 staff members.
- Led initiatives to improve attendance from 83% to 97%, increased AP curriculum options by 60%, increased high quality instruction, incorporated restorative school discipline and decreased suspension by 63%, increased the positive school climate (91% satisfaction on Student and family survey), and increased academic achievement on all our state end of course tests.
- Hired, supervised, and evaluated both teaching and non-certified staff with 100% teacher retention and 85% Great Places to Work Data in first year
- Develop and maintain the annual school budget, including salaries, supplies, and capital improvement projects to support progressive growth of the school.
- Manage accreditation, master schedule, and maintenance processes, and develop strategic plans to improve academic programs and outcomes.
- Organized 2 community led redesign projects at the school to meet the needs of students and families.

Compass Rose Public Schools San Antonio, TX
Assistant Principal of Instruction May 2020- October 2020

- Spearhead and implemented academic instructional vision, and managed and coached teachers by leading data analysis cycles, observing instruction, providing feedback, and co-planning units of study and lesson plans.
- Led teachers, tutors, enrichment coordinators, and support staff to collectively deliver gap-closing, personalized instruction to students. Facilitated seamless collaboration for a 30% reduction in academic gaps and a 35% improvement in student achievement.
- Oversee implementation of approved curriculum and provide resources for necessary teacher and staff training and development. Boosted professional development participation by 50%, resulting in a 20% rise in instructional

quality.

TEACH FOR AMERICA San Antonio, TX
AP and IB Math Teacher and Coach May 2017- May 2020

- Instructed a cohort of 150 students annually in AP Calculus, IB Math, Algebra 2, and Precalculus, achieving an average annual math proficiency growth of 2.7 years.
- Elevated students' Math SAT scores by an average of 127 points, demonstrating a proven track record of effective teaching methodologies.
- Ensured 100% of students successfully enrolled in colleges and universities, underscoring the impact of dedicated instruction on academic and post-secondary outcomes.
- Spearheaded data-driven instructional strategies resulting in a 27% improvement in student performance on standardized assessments, showcasing a commitment to academic excellence.
- Coordinated and led professional development sessions on data analysis techniques, empowering teaching staff to achieve a 32% increase in utilizing data to inform instructional decisions.
- Implemented targeted interventions based on student data, leading to a significant 26% reduction in achievement gaps among diverse learners, ensuring an inclusive and equitable learning environment.

- Managed multiple responsibilities including IB Coaching, Sponsor of National Honor Society, Junior Varsity Basketball Coach, and Track and Field Coach taught 150 each year AP Calculus, IB MAth, Algebra 2, and Precalculus.

HARVARD UNIVERSITY Cambridge, MA
Calculus Course Assistant September 2014 –May 2017

- Taught Introductory Calculus to 15 Harvard Undergraduates
- Graded Homework and created specialized lesson plans
- Conducted weekly meetings to access students course wide progress

GOLDMAN SACHS New York, NY
Finance Intern May 2015 – December 2015

- Worked on 15 Technology, Media, and Telecom investment-banking deals.
- Analyzed and approved over 100 securities trades.
- Designed and created an online limit infrastructure tool to enable department wide communication.
- Investigated and found 10 areas of improvement that would shrink exposure by $10bn

Robert Wood Johnson Foundation Cambridge, MA
Research Project Manager January 2013-March 2015

- Project managed 6 research assistants with 3 ongoing research projects.
- Performed literature reviews and created project reports.
- Coded data and run analysis on various data sets using Excel, STATA, and R

EQUIFAX INC. Atlanta, GA
Global Process Improvement Intern June 2014 – August 2014

- Traveled internationally to financial clients in order to facilitate and streamline product use.
- Consulted external clients on products and found $500k of revenue opportunity.
- Analyzed and provide insightful information on Customer onboarding which has become the basis for corporate

Process Improvement and Data Analytics Intern July 2013 – August 2013

- Developed a marketing website by using benchmarking and numerous focus groups
- Analyzed and provided insightful information on Churn and reported findings to C-level Suite.
- Discovered a leakage in profit of approximately $10 million annually.

CHINA 4 A CHANGE Atlanta, GA
Owner February 2009 – August 2016

- Worked during summer and winter holiday in a managerial and customer-facing role. Thrived within a busy, high-volume environment requiring the ability to prioritize and provide exceptional customer service.
- Designed and organized a small business with 6 employees and over 300 customers
- Marketed, trained employees, and kept track of finances and payroll
- Created educational lesson plans and assessment per individual client

Skills & Interests

Academic: School Operations Management, Curriculum Development, School Improvement Planning, Academic Modeling, Strategic Planning, Staff Development and Leadership
Technical: Microsoft Suite (Word, Excel, PowerPoint, Outlook, Access), Data Analysis (STATA, R, SAS, Tableau), Computer Languages (C, C++, PHP, HTML, SharePoint), Process Improvement (LEAN Green Belt)
Language: Spanish-Proficient
Interests: Traveling, Real Estate, Shot Put, Boxing, Teaching, Mentoring, and Party Planning

KATIE WINSTON

Marietta, GA | 678-545-9022 | katie.killeen14@gmail.com

EXPERIENCE

Power Public Schools – Mableton, GA
Community Co-Design Member / Proposed Founding Director of Operations | 2023 – Present

• Led engagement and partnerships securing early funding and 400+ supporter letters.
• Designed operational systems for facilities, enrollment, and family outreach.
• Will oversee compliance, budgeting, and vendor management for school launch.

A+ Pediatric Dentistry – Atlanta, GA
Office Manager | May 2021 – Present

• Lead operations for 4,000-patient practice including payroll, scheduling, and staff supervision.
• Manage budgets, vendors, and patient engagement systems to improve efficiency.
• Foster strong community and healthcare partnerships through staff development.

General Campaign Consultant – Metro Atlanta, GA
June 2023 – Present

• Advise candidates on campaign planning, outreach, and volunteer management.
• Oversee finance strategy and data coordination across multiple local races.

Jason Esteves for GA State Senate – Atlanta, GA
Field Director | June 2022 – Nov 2022

• Managed 30+ field staff for a $500K campaign to exceed voter contact goals.
• Partnered with local leaders and organizations to strengthen outreach.

Jerica for Cobb – Marietta, GA
Campaign Manager | Nov 2019 – Nov 2020

• Flipped competitive commission seat with 50.9% vote share on $90K budget.

• Trained 20+ first-time organizers and managed team of 40+ staff and volunteers.

EDUCATION

University of Georgia – Athens, GA
M.Ed., Educational Administration & Policy (2021)
B.S., Early Childhood Education (2018)

SKILLS & AFFILIATIONS

• Strategic Operations

• Budget Oversight

• Vendor & Facilities Management

• Staff Development

• Community Partnerships

• Event Logistics

• Proficient in Spanish

• Member, Cobb County F&T Citizens Oversight Committee

WHIT MCKNIGHT

EDUCATIONAL LEADER

917-406-6607
WMcKnight@langwagearts.com
2161 Lake Park Drive, Apt V, Smryna, GA, 30080

SUMMARY

Innovative educational leader with over 20 years of experience in curriculum development, teacher training, student support, and program management. Proven track record of enhancing student outcomes, developing new learning models, and building successful partnerships with stakeholders. Strong communication, collaboration, and leadership skills.

EDUCATION

Univerity of Maryland at College Park

Dual Bachelor's Degree in Psychology and Criminal Justice/Criminology
1996 – 2000

Walden University

Master's Degree in Educational Leadership
2007-2009

SKILLS

- School Leadership
- Early Childhood Education
- Project Management
- Strategic Planning
- Curriculum Development
- Relationship Building and Collaboration
- Executive Coaching and Leadership Dvelopment

ORGANIZATIONS

- 100 Black Men Inc (2020 - present)
- Leadership Atlanta (Class of 2018)
- Atlanta Business Chronicle 40 Under 40 Recipient (2017)
- Odyssey Atlanta Board Member (2016-2022)
- Teach for America Alum (2000)

PROFESSIONAL EXPERIENCE

SITE DIRECTOR

New Generation Academy | 2023 - Present

- Serve as the primary liaison between school administrators, teachers, and tutoring faculty to ensure program alignment and effectiveness.
- Provide coaching, training, and professional development to tutoring staff of 30+ in Fulton, Clayton, and Dekalb County School Districts.
- Partner with The University of Chicago and MDRC for the successful execution of the High Dosage Tutoring Study in Fulton County Schools.
- Use data-driven insights to refine tutoring strategies and measure program impact.

CEO & CO-FOUNDER

Langwage Arts Apparel | 2022 - Present

- Led the development and execution of a comprehensive strategic plan that resulted in $50,000 in sales within the first week of launching.
- Design trendsetting collections that enmesh fashion, education, music, and service to create a unique position in the apparel market.
- Collaborate with international manufacturers to reduce lead time while maintaining high product quality standards.
- Negotiate strategic alliances with influencers to increase brand awareness and boost online sales.
- Build partnerships with and serve non-profit organizations that seek to help students become better readers, writers, and communicators.

HEAD OF LOWER SCHOOL

The Westminster Schools | 2005 - 2021

- Led the development and implementation of an innovative curriculum centered around design thinking, project-based learning, and social-emotional learning.
- Provided professional development programs to support teachers in delivering high-quality education.
- Implemented a robust teacher and student recruitment and retention program resulting in a more diverse community and decreased turnover.
- Created a comprehensive communication plan to keep all stakeholders engaged and informed.
- Established a collaborative and inclusive culture for teachers, students, and parents.

EXHIBIT 25
POWER PUBLIC SCHOOLS
Organizational Chart



Adrienne W
Academic
Committee Chair



Evan H
Academic
Committee



Kenya B
Finance
Committee/Treasurer



Felicia M
Finance
Committee



Kelvin T
Governance
Committee/
Co-Chair



Dena A
Governance
Committee/ Board
Chair



Karin D.
Development
Committee



Cayana M.
Development
Committee



Rochelle L.
Development
Committee



Robin K.
A.I./Secretary



Tayo A
A.I.



CEO
China C



Principal
Whit M



DOO
Katie W



Adrienne W
Academic Committee Chair



Evan H
Academic Committee



Kenya B
Finance Committee/Treasurer



Felicia M
Finance Committee



Kelvin T
Governance Committee/ Co-Chair

1



Dena A
Governance Committee/ Board Chair



Karin D.
Development Committee



Cayana M.
Development Committee



Rochelle L.
Development Committee



Robin K.
A.I./Secretary



Tayo A
A.I.

2



CEO
China C

5



Principal
Whit M

3



DOO
Katie W

2



Special Education Teacher



Non-Tested General Education Teacher



Tested General Education Teachers



Tested General Education Teachers



CTE Teacher



Security or Safety Officer



Registrar



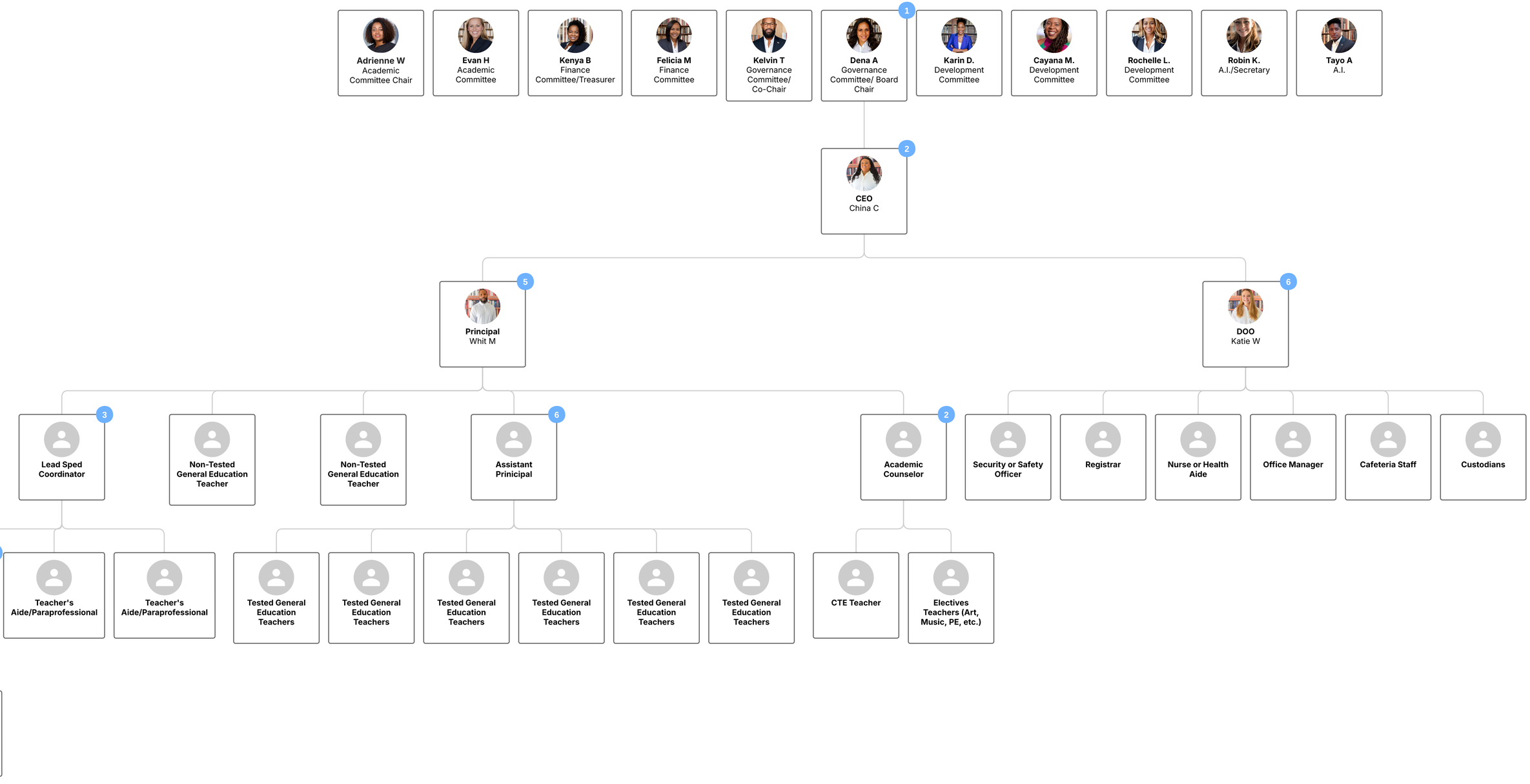
Nurse or Health Aide

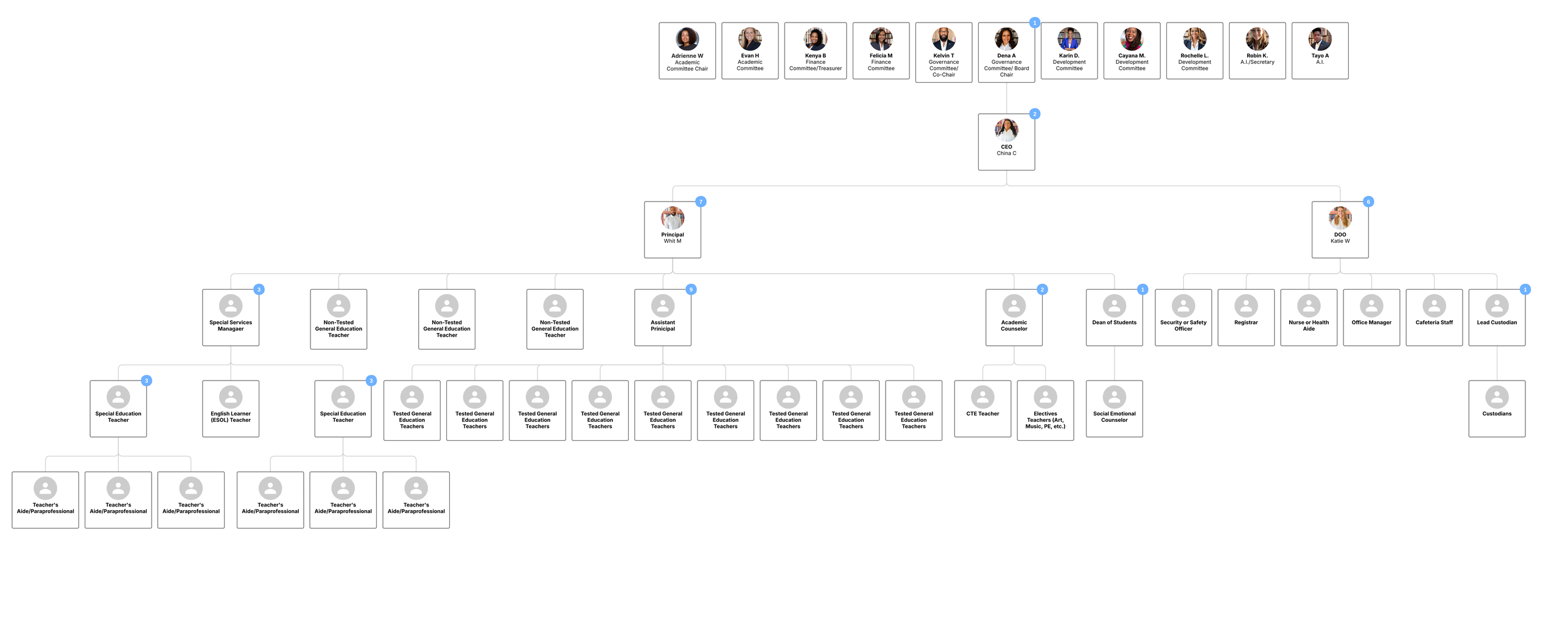


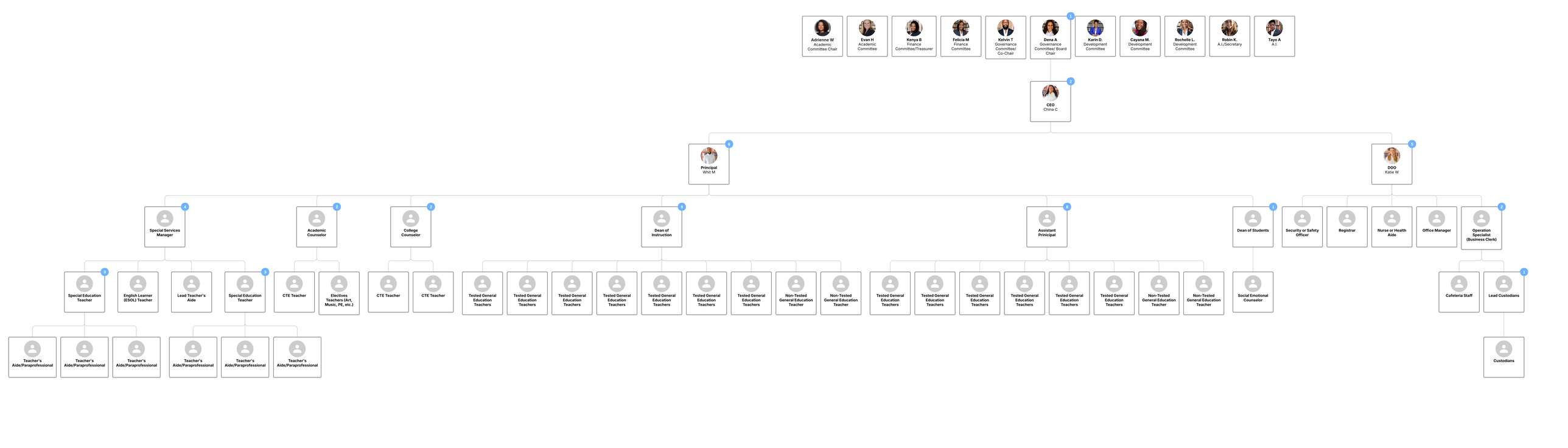
Teacher's Aide/Paraprofessional



Teacher's Aide/Paraprofessional


Adrienne W
Academic Committee Chair
Evan H
Academic Committee
Kenya B
Finance Committee/Treasurer
Felicia M
Finance Committee
Kelvin T
Governance Committee/ Co-Chair
1
Dena A
Governance Committee/ Board Chair
Karin D.
Development Committee
Cayana M.
Development Committee
Rochelle L.
Development Committee
Robin K.
A.I./Secretary
Tayo A
A.I.
2
CEO
China C
5
Principal
Whit M
6
DOO
Katie W
3
Lead Sped Coordinator
Non-Tested General Education Teacher
Non-Tested General Education Teacher
6
Assistant Prinicipal
2
Academic Counselor
Security or Safety Officer
Registrar
Nurse or Health Aide
Office Manager
Cafeteria Staff
Custodians
1
Special Education Teacher
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
CTE Teacher
Electives Teachers (Art, Music, PE, etc.)
Teacher's Aide/Paraprofessional


Adrienne W
Academic Committee Chair
Evan H
Academic Committee
Kenya B
Finance Committee/Treasurer
Felicia M
Finance Committee
Kelvin T
Governance Committee/ Co-Chair
1
Dena A
Governance Committee/ Board Chair
Karin D.
Development Committee
Cayana M.
Development Committee
Rochelle L.
Development Committee
Robin K.
A.I./Secretary
Tayo A
A.I.
2
CEO
China C
7
Principal
Whit M
6
DOO
Katie W
3
Special Services Managaer
Non-Tested General Education Teacher
Non-Tested General Education Teacher
Non-Tested General Education Teacher
9
Assistant Principal
2
Academic Counselor
1
Dean of Students
Security or Safety Officer
Registrar
Nurse or Health Aide
Office Manager
Cafeteria Staff
1
Lead Custodian
3
Special Education Teacher
English Learner (ESOL) Teacher
3
Special Education Teacher
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
CTE Teacher
Electives Teachers (Art, Music, PE, etc.)
Social Emotional Counselor
Custodians
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional


Adrienne W
Academic Committee Chair
Evan H
Academic Committee
Kenya B
Finance Committee/Treasurer
Felicia M
Finance committee
Kelvin T
Governance Committee/ Co-Chair
Dena A
Governance Committee/ Board Chair
1
Karin D.
Development Committee
Cayana M.
Development Committee
Rochelle L.
Development Committee
Robin K.
A.I./Secretary
Tayo A
A.I.
CEO
Chiha C
2
Principal
Whit M
6
DOO
Katie W
5
Special Services Manager
4
Academic Counselor
2
College Counselor
2
Dean of Instruction
9
Assistant Principal
9
Dean of Students
1
Security or Safety Officer
Registrar
Nurse or Health Aide
Office Manager
Operation Specialist (Business Clerk)
2
Special Education Teacher
3
English Learner (ESOL) Teacher
Lead Teacher's Aide
Special Education Teacher
3
CTE Teacher
Electives Teachers (Art, Music, PE, etc.)
CTE Teacher
CTE Teacher
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Non-Tested General Education Teacher
Non-Tested General Education Teacher
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Non-Tested General Education Teacher
Non-Tested General Education Teacher
Social Emotional Counselor
Cafeteria Staff
Lead Custodians
1
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Custodians

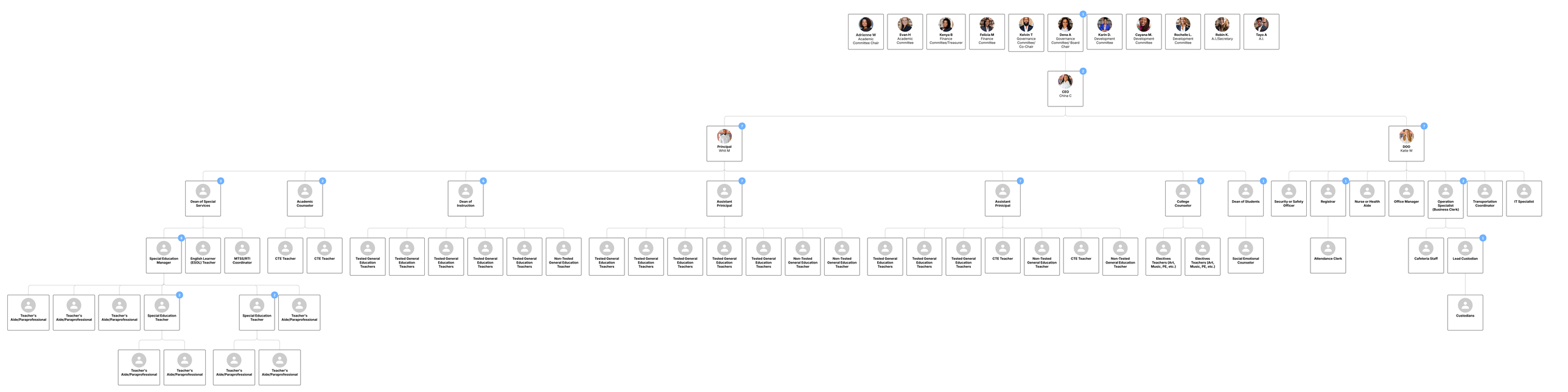

Adrienne W
Academic Committee Chair
Evan H
Academic Committee
Kenya B
Finance Committee/Treasurer
Felicia M
Finance Committee
Kelvin T
Governance Committee/ Co-Chair
Dena A
Governance Committee/ Board Chair
1
Karin D.
Development Committee
Cayana M.
Development Committee
Rochelle L.
Development Committee
Robin K.
A.I./Secretary
Tayo A
A.I.
CEO
China C
1
Principal
Whit M
1
DOO
Katie W
1
Dean of Special Services
1
Academic Counselor
2
Dean of Instruction
4
Assistant Principal
7
Assistant Principal
7
College Counselor
8
Dean of Students
1
Security or Safety Officer
Registrar
1
Nurse or Health Aide
Office Manager
Operation Specialist (Business Clerk)
2
Transportation Coordinator
IT Specialist
Special Education Manager
1
English Learner (ESOL) Teacher
MTSS/RTI Coordinator
CTE Teacher
CTE Teacher
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Non-Tested General Education Teacher
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
Non-Tested General Education Teacher
Non-Tested General Education Teacher
Tested General Education Teachers
Tested General Education Teachers
Tested General Education Teachers
CTE Teacher
Non-Tested General Education Teacher
CTE Teacher
Non-Tested General Education Teacher
Electives Teachers (Art, Music, PE, etc.)
Electives Teachers (Art, Music, PE, etc.)
Social Emotional Counselor
Attendance Clerk
Cafeteria Staff
Lead Custodian
1
Custodians
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Special Education Teacher
2
Special Education Teacher
2
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional
Teacher's Aide/Paraprofessional

EXHIBIT 26

POWER PUBLIC SCHOOLS

Assurances Form and signature sheet

Georgia law and State Board of Education Rule requires your school to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter School Petition Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this petition for a charter for Power Public Schools located in Cobb County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in SBOE Rule;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;
11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Learners, as applicable;
14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;

15. Shall notify the OCSC of any intent to contract with any entity for education and/or management services;
16. Shall notify the OCSC of any changes in any entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to Georgia Teacher Retirement System (TRS) on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, school codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term, and all other facility requirements as established by the OCSC;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in Georgia;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);
31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
32. Shall acknowledge that none of the criteria used to calculate QBE funding may be waived;
33. Shall ensure that 90% of QBE funds earned for out-of-system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and
34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Petition, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 13 day of October , 2025.

Dena Aly 2025-10-13

_____ _____

Governing Board Chair, Charter School Date

This Charter School Petition, Assurance Form, and attached Exhibits were approved by the Chair Cobb Board of Education on the day of , 202__.

_____ _____

Chair, Local Board of Education Date

_____ _____

Superintendent, Local Board of Education Date

If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

_____ _____

Governing Board Chair, Charter School Date

_____ _____

Chair, Local Board of Education Date

_____ _____

Superintendent, Local Board of Education Date

Audit trail

Details

FILE NAME	Power PS -Assurances Form and signature sheet - 10/13/25, 5:50 PM
STATUS	Signed
STATUS TIMESTAMP	2025/10/13 22:30:21 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • Dena Aly (denaaaly@gmail.com)	2025/10/13 21:50:57 UTC
SIGNED	**Signed** by Dena Aly (denaaaly@gmail.com)	2025/10/13 22:30:21 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/10/13 22:30:21 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

EXHIBIT 27

Power Public Schools

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract from the State Board of Education, as referenced in O.C.G.A. § 50-36-1, the undersigned applicant verifies one of the following with respect to my petition for a public benefit:

1) ✔ I am a United States citizen.

2) _____ I am a legal permanent resident of the United States.

3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is: _____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

Georgia Driver's License
_____.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Milton (city), GA (via virtual session) (state).

Dena Ashraf Aly
_____
Signature of Governing Board Chair

Dena Ashraf Aly
_____
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
___ DAY OF _____, 20____

_____
NOTARY PUBLIC
My Commission Expires:

DESCRIPTION OF ATTACHED DOCUMENT

Title or Type of Document: Jurat

Document Date: 10/13/2025

Number of Pages (including notarial certificate): 2

Sworn to and subscribed before me

on 10/13/2025 by Dena Ashraf Aly.

County of Hopkins

State of Texas

NOTARY PUBLIC STATE OF TEXAS

Emily Faith Ferris

ID NUMBER
135527768
COMMISSION EXPIRES
August 11, 2029



Electronically signed and notarized online using the Proof platform.

EXHIBIT 28

POWER PUBLIC SCHOOLS

GOVERNING BOARD RESOLUTION

POWER PUBLIC SCHOOLS, INC.

GOVERNING BOARD RESOLUTION APPROVING CHARTER PETITION

RESOLUTION NO. 2025-10-13

WHEREAS, Power Public Schools, Inc. is a Georgia non-profit corporation established for the purpose of operating a public charter school in South Cobb County, Georgia; and

WHEREAS, the founding team has developed a comprehensive charter petition to establish a grades 6-12 charter school with an innovative, AI-integrated educational model designed to prepare students for success in college, career, and life; and

WHEREAS, the Governing Board has reviewed the charter petition and all accompanying exhibits and attachments; and

WHEREAS, the Governing Board believes that the charter petition presents a sound educational, organizational, and financial plan that will serve the needs of students in South Cobb County; and

WHEREAS, the Governing Board affirms its commitment to the mission, vision, and educational approach described in the charter petition;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Power Public Schools, Inc. hereby:

1. APPROVES the charter petition and all accompanying exhibits and attachments;
2. AUTHORIZES the submission of the charter petition to the Cobb County Board of Education and the Georgia State Board of Education;
3. DESIGNATES this resolution as the formal petition to the State Board of Education as required by law;
4. AFFIRMS that the charter school shall comply with all applicable federal, state, and local laws, rules, regulations, policies, and procedures, including but not limited to the Charter Schools Act of 1998, as amended (O.C.G.A. §§ 20- 2-2060 through 20-2-2071) and State Board of Education Rule 160-4-9-.04 et seq.;
5. AFFIRMS that the charter school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
6. AFFIRMS that the charter school shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
7. AFFIRMS that the charter school shall be subject to the control and management of the local board of education, as provided in the Charter Schools Act and the charter contract;

8. AFFIRMS that the Governing Board shall receive initial training and annual training thereafter as required by O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;

9. AFFIRMS that the charter school shall comply with all reporting requirements and shall participate in all state-mandated assessments;

10. AFFIRMS that the charter school shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990;

11. AFFIRMS that the charter school shall provide state and federally mandated services for English Learners;

12. AFFIRMS that the charter school shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;

13. AFFIRMS that the charter school shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term;

14. AUTHORIZES the Board Chair and School Leader to negotiate and execute any agreements necessary to establish and operate the charter school, subject to review and approval by the Governing Board.

ADOPTED by the Governing Board of Power Public Schools, Inc. at a duly called meeting held on the 13th day of October, 2025, at which a quorum was present and voting.

Dena Aly, Board Chair Power Public Schools, Inc.

ATTEST:

Dena Aly Dena Aly 2025-10-13

Robin Power Kynaston, Secretary Power Public Schools, Inc.

Robin Power Kynaston Robin Power Kynaston 2025-10-13

CERTIFICATION OF BOARD VOTE

I, Sarah Johnson, Secretary of the Governing Board of Power Public Schools, Inc., do hereby certify that the foregoing Resolution was duly adopted by the Governing Board at a properly noticed meeting held on October 13, 2025, by a vote of:

Number of Board Members Present: 7 **Number Approving:** 7 **Number Disapproving:** 0 **Number Abstaining:** 0

Karin Douglas	Karin Douglas	2025-10-13
Evan Hill	Evan Hill	2025-10-13
Adrienne L Walton	Adrienne L Walton	2025-10-13
Kenya Browning Rodgers	Kenya Browning Rodgers	2025-10-13
Cayana Mackey	Cayana Mackey	2025-10-13
Rochelle Lindsey	Rochelle Lindsey	2025-10-13
Felicia McDade	Felicia McDade	2025-10-13

Robin Power Kynaston Secretary Power Public Schools, Inc.

Robin Power Kynaston	Robin Power Kynaston

Date: 2025-10-13

Appendix A

POWER PUBLIC SCHOOLS

CCSD Questions and

Answers

Concerns/Questions - Academics

- **How does the AI platform which is self-paced work with the programs mentioned on Page 9? What components of the day will be direct instruction on content?**

At Power Public Schools, the AI-powered learning platform, Power Learning AI™, is not a standalone program—it is the engine that personalizes, monitors, and enhances every student's learning experience within our structured academic model. During Periods 1–4 (8:13–10:42 a.m.), students rotate through the four core content areas—English Language Arts, Math, Social Studies, and Science—each infused with a balance of adaptive, self-paced learning and teacher-led instruction.

When students begin the AI Learning time, they log into Power Learning AI™, which provides a personalized dashboard identifying their current mastery level, priority standards, and individualized goals for the day. As students work independently, the AI system continuously adapts, assigns lessons and practice problems that meet each learner exactly where they are. At the same time, teachers monitor live dashboards that display real-time progress and mastery of data. Using this data, teachers can instantly identify which students are ready for enrichment, who needs targeted intervention, and what skills should be reinforced through direct instruction.

Unlike traditional classrooms, where students often work on a single objective for 50 to 90 minutes, Power students master two to three discrete skills or objectives each day. The adaptive design of Power Learning AI™ allows for this accelerated progression by identifying gaps, targeting specific standards, and ensuring that once mastery is demonstrated, students immediately advance to the next skill. This means that rather than waiting for the next unit or pacing calendar, each student moves forward continuously, allowing for deeper engagement and faster growth over time.

For example, in English Language Arts, students might begin with an adaptive comprehension exercise through Power Learning AI™, then move into a teacher-led discussion or Socratic seminar using Wit & Wisdom or Odell Education texts. This integration ensures that while the AI platform builds foundational reading and writing skills, teachers are deepening students' critical thinking and textual analysis through rich, standards-aligned instruction.

In Math, a student may start with self-paced problem sets assigned by Power Learning AI™ that focus on previously taught standards. If the AI identifies misconceptions—say, around dividing fractions—the system alerts the teacher, who then pulls a small group for a focused mini-lesson using Eureka Math² strategies and manipulatives. After this targeted reteach, the student returns to their adaptive pathway to apply and demonstrate mastery of the skill, creating a seamless loop of feedback, instruction, and practice.

In Social Studies, the AI platform supports inquiry-based learning by providing background knowledge and formative checks, while teachers facilitate deeper exploration using TCI and DBQ Project resources. Students analyze primary sources, engage in discussion, and construct arguments—all informed by the personalized scaffolds the AI provides.

In Science, the platform introduces foundational concepts and vocabulary, which students then explore through teacher-facilitated experiments and digital simulations using Generation Genius and Gizmos. The adaptive platform helps ensure that each student enters the lab prepared, while teachers extend conceptual understanding through hands-on learning.

Throughout the morning, every minute of instruction is purposeful and data-driven. Students experience both the independence of self-paced mastery and the energy of live instruction, discussion, and collaboration. Teachers use AI insights to personalize instruction in real time—ensuring that each student receives the right lesson, at the right level, at the right moment. By the end of Periods 1–4, every student has engaged in both individualized learning and direct, standards-based teaching across all four core subjects, mastering two to three objectives per day—at a pace that accelerates learning far beyond the traditional classroom model.

- **You state that students "will spend two hours each morning mastering academic content through an adaptive, AI powered system...". But on the proposed bell schedule you list multiple periods of 35 minutes each. Please explain the schedule that will be followed to align with your message. What components of the day will be direct instruction on content, if any?**

At Power Public Schools, the "two-hour Power Learning Block" directly corresponds to Periods 1–4 (8:13–10:42 a.m.), where students engage in mastery-based learning across English Language Arts, Math, Social Studies, and Science. While these periods are structured as four 35-minute classes, together they

form a cohesive two-hour academic block intentionally designed to balance adaptive, AI-driven instruction with teacher-led, standards-based teaching.

Here's what this looks like in practice:

After a 20-minute Homeroom and Groundedness period (7:50–8:10 a.m.), students begin their Power Learning Block. Each class period is structured so that students spend the first portion of time engaging independently on Power Learning AI™, which diagnoses their current mastery levels and assigns personalized lessons aligned to state standards. The AI platform adjusts in real time—if a student demonstrates proficiency, it advances them to the next objective; if a student struggles, it reassigns supportive practice and flags the teacher for targeted intervention. Teachers actively monitor live dashboards that show each student's progress, mastery percentage, and engagement level.

The latter part of each 35-minute period transitions to direct instruction and small-group learning, where teachers address the specific needs the AI system has surfaced. For example, in Math, if the AI indicates that four students are struggling with fraction equivalence, the teacher quickly pulls that group for a focused 10-minute reteach using Eureka Math², while the rest of the class continues advancing through individualized lessons. Once students demonstrate understanding, the teacher logs mastery, and Power Learning AI™ automatically unlocks new skills.

Unlike a traditional classroom model—where students typically work on one standard or objective for 50–90 minutes—Power students master two to three skills or objectives each day across their four core classes. This approach mirrors high-performing models such as Alpha Schools, which have demonstrated that personalized, mastery-based learning accelerates growth by focusing on multiple discrete objectives daily. By moving at their own pace, Power students experience faster cycles of learning and feedback, leading to measurable academic gains and higher engagement.

Throughout the morning, every class follows this blended rhythm:

- **Adaptive AI Practice**: Students log into Power Learning AI™ for individualized lessons aligned to current mastery goals.

- **Targeted Teacher Instruction**: Teachers provide mini-lessons, model key concepts, or lead small groups based on real-time data.

- **Collaborative Learning**: Students apply new knowledge through short discussions, inquiry-based tasks, or writing prompts.

- **Formative Checks**: Teachers verify mastery within the platform before advancing students to new objectives.

Activity		Start Time	End Time	Duration
Homeroom	Groundedness	7:50	8:10	20 min
Period 1	English	8:13	8:48	35 min
Period 2	Math	8:51	9:26	35 min
Period 3	Social Studies	9:29	10:04	35 min
Period 4	Science	10:07	10:42	35 min
Period 5	Foreign Language/ ELL Intervention	10:45	11:20	35 min
Period 6	Music, Sports, and Martial arts	11:23	11:58	35 min
Character Building	AVID/Leadership/Theory of Knowledge/AI Problem Solving/Public Speaking	11:58	12:33	35 min
Lunch		12:35	1:05	30 min
Enrichment Block 1	Passion Projects/ Intervention	1:08	2:18	70 min
Enrichment Block 2	Community Partnerships	2:20	3:30	70 min

The morning Power Learning Block ensures that all students master essential standards at their own pace while receiving targeted teacher support. The afternoon expands learning through hands-on experiences—Passion Projects, AI problem-solving, and community partnerships—allowing students to apply what they've learned in authentic, interdisciplinary ways.

In sum, the Power schedule seamlessly integrates adaptive technology and human instruction: the AI platform personalizes learning so every student works on the right skills at the right time, while teachers bring those skills to life through small-group instruction, modeling, and collaboration. This design ensures that each student masters two to three standards per day, experiences differentiated instruction across all content areas, and leaves school each afternoon having made measurable academic and personal growth.

- **You state that teachers will benefit from reduced administrative load as AI does the grading, the diagnostics, and tracks progress. What procedures are in place to ensure that the grading, the diagnostic, and the progress are accurate if the human element is removed in understanding student learning.**

At Power Public Schools, Power Learning AI™ automates and helps the teachers with grading, diagnostics, and progress tracking for efficiency, but teachers remain the final decision-makers on all grades and mastery levels. Similar to systems like Illuminate, the AI automatically scores multiple-choice and short-answer items, while teachers review written, project-based, and performance tasks to ensure accuracy and subject understanding.

Each week, teachers have dedicated time built into the schedule to review AI-generated data, cross-check results with student work, and adjust grades as needed. The system provides multi-source validation, combining AI performance data, teacher observations, and classroom assessments to confirm mastery before advancing students.

In short, the AI reduces administrative burden but never replaces human judgment. Teachers use the time saved to help students in real time, analyze data, plan targeted instruction, and ensure that all progress and grading reflect a full, accurate picture of each student's learning.

- **What is the plan with the five pathways since there most likely will not be enough students to offer all five pathways for several years. Are the agreements with local colleges and universities already secured?**

Power Public Schools will open with grades 6 and 7, and while students will begin exploring career interests through enrichment and exposure activities, the formal pathways will not begin until high school. This phased approach allows us to build strong foundations in literacy, numeracy, and critical thinking before students select a specialized area of study.

By 9th grade, students will formally enter one of five career pathways—AI Entrepreneurship, Education, Public Service, Business Management, and Law—aligned with the Georgia High-Demand Career List and the expressed interests of families and community members from our stakeholder surveys. Based on this data, AI Entrepreneurship, Education, and Public Service will be prioritized as the first three pathways to launch, ensuring program depth and strong enrollment before expanding to all five.

Power Public Schools is already working toward Memorandums of Understanding (MOUs) with Chattahoochee Technical College and Morris Brown College to support dual enrollment and credentialing opportunities beginning in 9th grade. These agreements will allow students to earn college credits and, ultimately, associate degrees while still in high school.

In short, the pathway rollout will be strategic and data-driven: early grades will focus on exploration and skill-building, while high school students will progress into structured dual-enrollment pathways supported by established college partnerships.

- **Will all science labs be simulations or will there be hands-on experimentation?**

At Power Public Schools, students will engage in both hands-on experimentation and digital simulations in science. Similar to traditional classrooms, every unit includes live lab experiences where students

conduct experiments using physical materials to build scientific reasoning, collaboration, and problem-solving skills.

In addition, students use digital lab simulations through platforms like Generation Genius and Gizmos to visualize complex concepts, model phenomena that may be unsafe or impractical in a physical lab, and repeat experiments for deeper understanding.

This blended approach ensures that students develop both the practical, tactile skills of traditional science labs and the analytical and digital literacy skills essential for modern STEM fields.

- **Can all standards-based (core credit earning) learning occur two hours a day? Will the longer learning sessions be tied to specific course credit for graduation?**

Yes. At Power Public Schools, all standards-based, core credit-earning learning occurs within a structured schedule that exceeds state instructional requirements and is supported by a seat time waiver, allowing students to earn credit based on demonstrated mastery rather than traditional hourly seat time.

The two-hour Power Learning Block (Periods 1–4, 8:13–10:42 a.m.) provides daily instruction in all four core subjects—English Language Arts, Mathematics, Science, and Social Studies—through a blend of AI-powered adaptive learning and direct teacher instruction. Each course meets for approximately 35 minutes per day, totaling 175 minutes of focused, credit-bearing instruction daily and more than 14.5 hours weekly of core academic learning.

During this block, students engage in standards-aligned lessons that meet the rigor and expectations of the Georgia K–12 Academic Standards (2024 revision), including:

- ELA: Determining theme and analyzing character development in literary texts; conducting short research projects using credible sources.

- Mathematics: Applying ratio reasoning and proportional relationships to solve real-world problems; using algebraic expressions to model and analyze quantitative relationships.

- Science: Planning and conducting investigations of energy transfer, forces, and ecosystems; developing models to explain observable phenomena.

- Social Studies: Evaluating civic responsibilities, economic decision-making, and the historical development of societies.

These standards are introduced through Power Learning AI™, reinforced through small-group and whole-class instruction, and demonstrated through applied performance tasks during the afternoon Power Hour and Community-Led Learning Blocks.

In addition to the morning core block, students participate in two extended 70-minute learning sessions designed to deepen mastery and provide authentic applications of the standards:

- Power Hour / Passion Projects (1:08–2:18 p.m.): Interdisciplinary projects integrate English,

science, and social studies standards. For example, students might research environmental issues, write persuasive proposals, and present solutions—earning credit through rubrics tied to the K–12 Standards.

- Community-Led Learning (2:20–3:30 p.m.): Students collaborate with local professionals and partners to apply academic skills to real-world problems, such as developing business plans or public service initiatives. These experiences are assessed using performance-based rubrics aligned to the state standards for college and career readiness.

In total, students receive approximately 385 instructional minutes (6.4 hours) each day, consisting of:

- 175 minutes of direct, standards-based instruction
- 140 minutes of applied and project-based learning
- 70 minutes of enrichment, leadership, and character development

Through the seat time waiver and mastery-based structure, all core content and applied learning experiences count toward course credit, ensuring students not only meet but exceed Georgia's new K–12 Standards expectations while developing critical thinking, creativity, and real-world problem-solving skills.

- **Will dual enrollment and AP classes take place in the longer project time? Dual enrollment classes often do not align with bell schedules, so will need flexibility? Not all elective dual enrollment course are available without a cost for the students? For the pathways which indicate dual enrollment for completion has that been confirm to be at no cost?**

Yes. Dual enrollment courses at Power Public Schools will take place during the extended Power Projects or Pathway Prep Blocks in the afternoon, as well as through asynchronous online options offered in partnership with local colleges. This design ensures that students can earn college credits and complete pathway-specific requirements without disrupting their morning core instructional time.

Because dual enrollment schedules often differ from high school bell schedules, Power's model includes built-in flexibility. Students participating in college coursework will have individualized schedules coordinated by the College and Career Counselors, who will manage credit alignment, course sequencing, and transportation or virtual access when necessary. This approach mirrors early college high school models that blend high school and college experiences seamlessly.

Power Public Schools is in active discussions to finalize Memorandums of Understanding (MOUs) with Chattahoochee Technical College and Morris Brown College to secure tuition-free access for courses that align to approved state-funded Dual Enrollment Programs. For any elective courses or specialized

offerings not fully covered by state funding, the school will use a combination of grant funding and philanthropic partnerships to ensure that all dual enrollment opportunities remain cost-free for students and families.

The first cohort of Power high school students will begin in 2029, allowing ample time to finalize MOUs, establish course catalogs, and pilot systems for scheduling and advising through Power's College Access Framework.

Below is a proposed sample high school schedule (2029) demonstrating how dual enrollment and AP courses will fit within the school day:

Activity	Start Time	End Time	Duration	Description
Homeroom / Groundedness	7:50	8:10	20 min	Mindfulness, community, and goal-setting
Core Block (ELA, Math, Science, Social Studies)	8:13	10:42	2 hrs 29 min	Standards-based instruction through Power Learning AI™ and teacher-led lessons
Character Leadership / Public Speaking	10:45	11:20	35 min	Academic advising, college readiness, pathway guidance, Leadership, or Theory of Knowledge
Dual Enrollment / AP Block	11:23	12:33	70 min	Students take dual enrollment or AP courses
Lunch	12:35	1:05	30 min	—
Power Projects / Dual Enrollment / AP Block	1:08	2:18	70 min	Students take dual enrollment or AP courses, or engage in interdisciplinary projects tied to pathways
Pathway Prep / Community Partnerships/Dual Enrollment	2:20	3:30	70 min	On-site college courses, internships, or virtual asynchronous dual enrollment
Dual Enrollment / AP Block	3:30	4:30	60 min (optional)	Tutoring, office hours, or asynchronous coursework completion

During the Power Projects and Pathway Prep blocks, students may:

- Attend live college classes (on campus or virtually)
- Complete asynchronous coursework with professor check-ins
- Participate in AP seminars or pathway-aligned research projects
- Engage in mentorships or internships through Power's community and college partnerships

This structure ensures that students experience the rigor of college-level coursework while maintaining access to high school support systems. By launch of the high school in 2029, all approved pathway dual enrollment courses will be confirmed as tuition-free, with any non-funded electives fully subsidized through Power's scholarship and grant partnerships—ensuring equitable access for all students.

- **Georgia no longer follows GSE for ELA and math. The course sequence included does not match the new K-12 Georgia ELA standards.**

Power Public Schools' adaptive curriculum will be fully realigned to the new Georgia K–12 English Language Arts and Mathematics Standards by July 2026. Since Power Learning AI™ is a standards-linked system, all instructional content, assessments, and mastery progressions will automatically update to reflect the revised Georgia frameworks.

This transition ensures that every lesson, adaptive pathway, and teacher-facilitated mini-lesson directly aligns to the new grade-level expectations, skills progressions, and performance outcomes established by the state. Teachers will receive targeted professional development on the new standards and how they are represented within the Power Learning AI™ platform, including training on revised ELA strands (Reading, Writing, Speaking and Listening, Language, and Foundational Skills) and Mathematics domains (Number Sense, Algebraic Reasoning, Geometry, and Data Analysis).

Concerns/Questions – State- and Federally-Mandated Services

- **Are all populations of special education going to be served including intellectual disabilities?**

Yes. Power Public Schools will serve all federally defined disability categories, including intellectual disabilities. Each student will have an Individualized Education Plan (IEP) with services provided in inclusive and resource settings.

- **How will the BASC-3 be completed for all students? What is the timeline? What funding will be used to purchase the assessment/contract with a psychologist?**

The BASC-3 will be administered during the first 30 days of enrollment. Power will contract with a licensed psychologist and use Title I and IDEA funding to cover assessment and data analysis costs. Results will inform individualized SEL supports and interventions. Add on to ensure that finances will be allocated ahead of time prior to receiving Title 3- Speak to unrestricted funds

- **Three different literacy interventions are mentioned to remediate students not on grade level. Will all three training courses and materials be provided to teachers?**

Yes. All literacy intervention materials and training for Wilson Reading System, Just Words, and Math 180 will be purchased and implemented before school opening. Each program was chosen for its proven, research-based impact and alignment with the Science of Reading.

Wilson Reading System (WRS) provides intensive, structured literacy instruction for students with significant decoding challenges, including dyslexia. Just Words offers a lighter, faster-paced version for students with moderate gaps, reinforcing phonics, spelling, and fluency in general education settings. Math 180 supports students performing two or more grade levels behind in math through adaptive instruction focused on conceptual understanding and problem-solving.

Power will bring in certified trainers from each program—beginning with a Wilson Level I Certified Trainer—to lead full implementation training for teachers and interventionists. Using a train-the-trainer model, the lead ELA teacher and instructional coach will be mentored to deliver future trainings internally, ensuring sustainability and fidelity. Ongoing coaching and data reviews will continue throughout the year to maintain consistent, high-quality intervention across classrooms.

- **How will you ensure your special education staff is receiving high quality professional learning for compliance and instruction?**

The Special Education Director will be a certified leader with extensive experience in IDEA compliance, IEP development, and inclusive instructional design. The Special Education Coordinator, who will hold certification in special education and at least five years of classroom or case management experience, will be responsible for day-to-day implementation, data tracking, and teacher coaching.

To ensure ongoing professional growth, the Special Education Coordinator will participate in the Special Education School Administrator Academy (SESAA) through the Metro West Georgia Learning Resource System (GLRS). This academy provides intensive, state-aligned training on compliance monitoring, due process, specially designed instruction, and effective coaching strategies for special education staff.

After completing SESAA, the Coordinator will lead a train-the-trainer model within Power Public Schools—delivering monthly professional learning sessions to SPED teachers and paraprofessionals. These sessions will focus on:

- IEP development and progress monitoring
- Differentiated instruction and co-teaching models
- Behavioral intervention and data-based decision making
- Legal compliance and procedural safeguards

The Director and Coordinator will also conduct biweekly coaching cycles, review IEP implementation data, and ensure alignment between classroom instruction and state/federal requirements.

This layered model—state-certified leadership, specialized academy training, and ongoing in-house coaching—ensures Power's special education staff consistently meet the highest standards for both compliance and instructional quality, resulting in strong, equitable outcomes for all students with disabilities

Concerns/Questions – Assessment Methods & Academic Goals and Objectives

- **What district support will be required for assessment?**

Power Public Schools will manage all day-to-day assessment implementation internally; however, we welcome district partnership for compliance and coordination. Any required district-led assessment trainings, data submissions, or compliance meetings will be fully attended by Power's Assessment Coordinator and School Leadership Team to ensure alignment with Cobb County protocols.

The primary district support needed will be the designation of a clear point of contact within the assessment department who can provide guidance on compliance timelines, reporting requirements, and technical alignment with state and district systems (e.g., SLDS, Milestones, ACCESS, and alternate assessments).

This point person will help ensure that Power's assessment calendar, testing security procedures, and data reporting remain consistent with district and state expectations. In turn, Power will maintain open communication and transparency by sharing testing plans, submitting data on schedule, and proactively seeking feedback to ensure full compliance and alignment with district standards.

- **The assessment targets need to include "higher than state average" and the increases identified in the current plan.**

State CCRPI		District CCRPI		Projected CCRPI				
Middle	High	Middle	High	Year 1	Year 2	Year 3	Year 4	Year 5
74.9	77.4	85	86.6	85	86	87	88	89

Power Public Schools' assessment and performance targets are intentionally designed to exceed both the state and district CCRPI averages each year of operation. The school's rigorous academic model—anchored in adaptive AI-powered instruction, strong teacher-led interventions, and mastery-based learning—supports steady, measurable gains in student achievement, growth, and readiness indicators.

These projections reflect Power's commitment to continuous improvement and demonstrate that Power's CCRPI will remain higher than the state average every year. Growth is driven by the school's structured approach to data analysis, intervention, and enrichment—ensuring that all students make significant academic progress while closing achievement gaps.

Performance targets are monitored quarterly through internal data reviews using benchmark assessments, Power Learning AI™ analytics, and teacher-developed formative measures. Adjustments to instruction, intervention, and enrichment strategies are made throughout the year to ensure the school remains on track to exceed these ambitious targets.

- **Are the College Counselors who will conduct credit audits Power Public Schools employees?**

Yes. All College Counselors are Power Public Schools employees and members of the Academic Services Team. They are responsible for conducting all credit audits, managing dual enrollment alignment,

tracking college readiness metrics, and ensuring students remain on pace for graduation and degree completion.

Concerns/Questions – Fiscal Feasibility and Controls & Financial Sustainability

1. Payroll Procedures and Internal Controls

- **Financial procedures and policies related to payroll were not provided. Given that payroll represents a substantial portion of the proposed budget, documentation outlining payroll handling and internal controls is essential.**

Payroll Procedures and Internal Controls

Power Public Schools will implement strict payroll procedures and internal controls to ensure accuracy, transparency, and full compliance with federal, state, and local financial regulations. Payroll will be managed using a segregation-of-duties model and supported by an external financial services firm or back-office provider to maintain strong checks and balances.

Payroll Procedures:

1. Employee Setup: All new employees will complete HR onboarding through a secure digital platform (e.g., ADP or Paycom) managed by the Director Operation. Required documentation—including I-9, W-4, background checks, contracts, and benefits elections—will be verified and stored electronically.

2. Payroll Processing: The Business Manager will prepare the payroll each pay period based on approved contracts and time records. Salaried employees will be paid semi-monthly; hourly or part-time staff will submit timesheets approved by their supervisor.

3. Approval Process: The Executive Director will review and approve payroll summaries before submission for processing. Once approved, the back-office provider or accounting firm will execute payments through direct deposit.

4. Reconciliation: After each payroll cycle, the Business Manager will reconcile the payroll register to the general ledger and bank statements. Any discrepancies will be immediately reviewed and corrected with documented explanations.

Internal Controls:

- Segregation of Duties: No single individual will have authority over all aspects of payroll. The Director of Operations prepares payroll; the Executive Director approves; and the back-office accountant verifies and reconciles.

- Authorization and Documentation: All salary rates, stipends, and adjustments must be authorized in writing by the Executive Director and reflected in board-approved employment agreements.

- Timekeeping Verification: Hourly employees will log hours using a digital timekeeping system that requires supervisor approval.

- Audit and Review: Audit of Payroll processes will be reviewed monthly by the Director of Operations, Executive Director, and the Finance Committee and annually as part of the independent financial audit.

- System Security: Payroll and HR systems will have role-based access controls, encryption, and dual-authentication to prevent unauthorized access.

These procedures ensure that payroll operations are accurate, compliant, and protected from fraud or misuse. The combination of digital tracking, segregation of duties, and routine reconciliation creates a transparent and accountable financial management system consistent with state and authorizer requirements.

2. Conflict of Interest

- **A significant conflict of interest exists between the Chief Financial Officer (CFO) and the outsourced accounting function. The CFO is the owner of the designated accounting firm, raising concerns about impartiality and oversight.**

To address any potential or perceived conflict of interest, Power Public Schools will establish clear governance, reporting, and oversight structures that separate financial management duties from financial oversight.

While the proposed CFO is affiliated with the outsourced accounting firm, strict firewall procedures will be in place to ensure transparency, independence, and accountability. Specifically:

- The CFO will report directly to the Executive Director (ED) for day-to-day financial operations and to the Finance Committee Chair of the Board for oversight and accountability. This dual reporting structure ensures that no single individual or entity controls both the financial preparation and the review process.

- The Board of Directors, through its Finance Committee, will set all financial policies, approval thresholds, and internal controls governing the CFO's responsibilities, including conflict-of-interest disclosures, financial compliance training, procurement procedures, and contract renewals.

- All financial statements, reconciliations, and budget reports will be reviewed and approved by the Board Finance Committee before adoption, and all annual audits will be conducted by an independent third-party auditor not affiliated with the CFO or their firm.

- The CFO's accounting firm will operate under a limited-scope engagement agreement that clearly delineates services provided (e.g., bookkeeping, payroll processing, reporting) and explicitly prohibits any unilateral authority to approve expenditures, sign checks, or make budgetary decisions without board authorization.

- The Executive Director and Board Treasurer will jointly review monthly all financial deliverables to ensure accuracy, compliance, and alignment with state reporting requirements.

This structure preserves the benefits of outsourced financial expertise while safeguarding Power Public Schools' financial integrity through independent oversight, transparent governance, and clear accountability protocols.

3. Annual Financial Audit

- **There is no discussion regarding the dissemination of the annual financial audit. Clear procedures for audit reporting and stakeholder access should be included.**

Power Public Schools will ensure full transparency and accountability in all financial reporting, including the completion and public dissemination of the annual independent financial audit.

Each year, the Board of Directors—through the Finance Committee—will engage a state-approved, independent auditing firm to conduct the annual financial audit in compliance with Georgia Department of Education (GaDOE) and Generally Accepted Accounting Principles (GAAP) standards. The audit will review financial statements, internal controls, and compliance with federal, state, and local requirements.

Audit Process and Oversight:

The Finance Committee will oversee the selection of the independent auditor, review the scope of work, and ensure the audit engagement letter is approved by the full Board.

Once completed, the audit report will be presented at a publicly noticed Board meeting, where the auditor will summarize key findings and answer board and community questions.

The Board will formally vote to accept the audit and approve any corrective action plans to include who and when findings will be rectified if needed.

Dissemination and Accessibility:

The finalized Annual Financial Audit Report will be submitted to the authorizer (Cobb County School District) and the Georgia Department of Education by the required deadline each year.

The audit report will also be posted on the Power Public Schools website under the "Governance and Accountability" section for full public access.

Copies will be made available to any stakeholder upon request, and highlights will be shared at an annual

Public Accountability and Transparency Session hosted by the Board's Finance Committee.

This process ensures that Power Public Schools operates with full financial transparency, maintains public trust, and meets all authorizer and state compliance requirements for annual audit reporting and disclosure.

4. Personnel Costs

- **Proposed personnel costs are notably low. The average teacher salary is approximately half of the district's current average. This discrepancy raises concerns about recruitment, retention, and overall staffing quality.**

Power Public Schools acknowledges that the proposed average teacher salary of $55,000, as reflected in the budget Line Item 17– Average, is lower than the Cobb County School District's current average teacher salary of approximately $60,000. This variance—about 8–10% below district levels—is consistent with charter school market trends across Georgia, where compensation structures are often lower due to funding differentials but are offset by enhanced professional growth, autonomy, and leadership opportunities.

To maintain strong recruitment and retention despite this differential, Power's hiring strategy is focused on attracting early- to mid-career educators (2–4 years of experience) who are motivated by innovation, growth, and mission alignment. Many of these teachers may hold provisional or alternative certifications; Power will provide support to help them complete full Georgia Professional Standards Commission (GaPSC) certification through approved preparation programs or partnerships.

In addition to competitive base pay, Power will offer a comprehensive professional development and advancement system that differentiates the school from traditional districts, including:

- Weekly coaching cycles with the instructional leadership team focused on data-driven instruction, classroom management, and personalized learning integration.

- Ongoing professional development embedded in the school schedule, emphasizing AI integration, culturally responsive pedagogy, and mastery-based instruction.

- Clear pathways for advancement, including Lead Teacher, Instructional Coach, and Assistant Dean roles within the first two years of high performance—career growth opportunities not typically available in traditional district schools.

These non-monetary benefits—combined with a supportive, innovation-driven environment and leadership development opportunities—will allow Power Public Schools to attract passionate, high-quality educators who seek purpose, mentorship, and growth beyond what conventional compensation structures alone can offer.

5. Healthcare Cost Assumptions

- **The proposed healthcare cost of $6,000 per employee annually is below market averages,**

which typically range from $7,000 to $17,000 depending on coverage. This underestimation could significantly impact financial sustainability.

Power Public Schools acknowledges the concern regarding the proposed $6,000 per employee annual healthcare cost, as outlined in Line Item 52 – Employee Benefits. This amount is intentional and supported by verified quotes for HMO, PPO, and POS plan options from state-approved charter school insurance providers that serve new and smaller schools.

The projected cost reflects the specific demographics of Power's anticipated workforce. The school anticipates hiring several staff with 2–4 years of experience, and we have calculated adjusted healthcare premiums with this in mind.

Power's selected plans provide comprehensive coverage for preventive care, major medical, and mental health services. Employees will also have the option to buy up to higher-tier plans at their own expense if desired.

This structure aligns with the benefits models used by comparable Georgia charter schools, balancing sustainability and competitiveness. Combined with robust non-monetary benefits—such as weekly coaching, professional growth opportunities, and a strong school culture—the $6,000 employer contribution provides affordable, meaningful coverage while maintaining the school's long-term fiscal stability.

6. Five-Year Budget Projections

- **Redefin EDCommitment: The budget includes a $1.26 million commitment from the company, while the supporting letter states only $587,000. This inconsistency must be resolved**

The apparent discrepancy between the $1.26 million commitment reflected in the budget and the $587,000 noted in the supporting letter results from timing and disbursement differences across multiple funding years and partner organizations.

To date, $500,000 has already been paid directly in support of Power Public Schools' development. This includes $100,000 toward the Executive Director's salary over the past two years and $150,000 distributed to BES and the Georgia Charter School Incubator to fund leadership coaching, technical assistance, and incubation support on behalf of Power Public Schools.

The total $1.26 million commitment is confirmed across three distinct funding sources that collectively support the school's pre-launch and early operational years:

redefinED Atlanta – $1,162,500: A multi-year unrestricted investment supporting leadership capacity, incubation through BES and the Georgia Charter Incubator, facility planning via the Facility Resource Center, and early operational startup costs. This total includes the $500,000 already disbursed and an additional $662,500 to be distributed during the planning year and first three years of operation.

PlayLab AI – $80,000: A corporate partnership supporting the development of the Power Learning AI Innovation Lab, summer AI camp programming, and professional development for teachers in AI-driven personalized learning.

BES Fellowship – $15,000: Unrestricted startup support during Year 0 to fund leadership development, early operational planning, and capacity building.

In total, these commitments equal $1,257,500, aligning with the $1.26 million figure in the proposed budget. RedefinED's multi-year investment includes both direct support to the school and indirect support through partner incubators, ensuring that all funds contribute to the sustainable development and launch of Power Public Schools.

- **Playlab Agreement: The agreement referenced in the petition does not align with the budget findings.**

The variance between the PlayLab AI agreement and the budget has been reviewed and reconciled. The PlayLab AI partnership agreement outlines a total commitment of $160,000–$180,000 to support the Power Learning AI Innovation Lab, summer AI enrichment programs, and teacher professional development in AI-powered learning. The budget accurately reflects the full $180,000 under Line Item 10 – Corporate and Philanthropic Contributions, which represents the upper limit of the agreement.

- **Stipends and Tuition Reimbursement: These items are mentioned in the petition but are not reflected in the budget projections.**

The stipends and tuition reimbursement referenced in the petition are intentionally minimized in the budget due to the school's strategic use of partnerships and no-cost professional development programs.

- **Technology Support: The technology support line item is listed as $0. Clarification is needed on how technology will be procured and supported. With their technology-intensive model, we would expect the need for an IT Manager on staff, plus we would expect substantial software license fees and support contracts.**

The technology support line item is listed as $0 in Year 1 because Power Public Schools is currently in active discussions with Google to secure a proposed $700,000 in-kind technology partnership. While a formal agreement has not yet been signed, preliminary conversations indicate strong interest in supporting the launch of the Power Learning AI™ model through contributions that may include devices, cloud infrastructure, and setup support.

In the interim, technology will be procured through competitive bids with approved state vendors, ensuring that all essential hardware and software needs are met for school opening. Contracted IT support will be used during Year 1 for setup, troubleshooting, and maintenance. Beginning in Year 2, Power will hire a Technology and AI Integration Specialist as a full-time staff member to manage all IT systems, cybersecurity, and software licensing. At that point, ongoing support, license renewals, and maintenance costs will be reflected in the staffing and instructional technology line items.

- **Student Technology projected expense appears low, as with their AI model geared to individual student instructional programming, we would expect a computer to be needed for each student.**

The projected student technology expense is intentionally conservative because Power Public Schools' AI platform—Power Learning AI™—is being built in-house, significantly reducing software licensing and third-party vendor costs. This in-house development model allows the school to maintain full control over platform functionality, updates, and scalability without the high per-student subscription fees typically associated with commercial adaptive learning tools.

Regarding hardware, Power's plan ensures that every student will have access to a personal device through a combination of school-purchased Chromebooks and potential technology partnerships currently in negotiation. Devices will be procured through bulk purchasing contracts with state-approved vendors, leveraging education pricing to keep per-unit costs low. Initial hardware and network setup will be supported through the school's startup funds and planned in-kind contributions.

By developing its own AI software and securing discounted device procurement, Power Public Schools can provide one-to-one student technology access while keeping costs sustainable and ensuring that every student can fully engage with personalized, AI-powered learning from day one.

- **There is no budget in Years One through Five for phone internet service for their Local Area Network.-**

Power Public Schools' budget does not include a separate line item for phone and internet services because the school intends to utilize E-Rate funding to subsidize these costs. The E-Rate program, administered by the Universal Service Administrative Company (USAC) under the FCC, provides discounts of up to 90% on eligible telecommunications, internet access, and internal network services for schools.

Power will apply for E-Rate support during the planning year to ensure that all Local Area Network (LAN), broadband, and voice services are established prior to opening. The school's Technology and Operations Team, supported by its back-office provider, will file annual E-Rate Form 470 and Form 471 applications to secure funding for eligible services. Any remaining non-discounted portion will be covered within the school's operations budget under facilities and utilities.

This approach ensures that Power Public Schools maintains high-speed, reliable connectivity to support its technology-intensive instructional model while minimizing direct costs and maximizing the use of federal funding resources.

- **Utilities expenses appear low for Year One.**

The Year One utilities expenses are intentionally conservative because Power Public Schools will open with a small initial enrollment of approximately 100 students, representing roughly 10% of the facility's total capacity. As a result, early utility usage—including electricity, water, waste, and HVAC—will be significantly lower than a fully enrolled school.

Utility estimates were based on comparable Georgia charter school startup data, adjusted for square footage and expected occupancy rates. The Year One budget reflects this 10% utilization assumption, with proportional increases planned each year as enrollment grows and facility usage expands.

- **Maintenance and Repair projections appear low, especially in Years Three through Five.**

The maintenance and repair projections for Years Three through Five are lower in the early years by design because Power Public Schools plans to transition into a newly constructed or fully renovated facility in Year 3. During the first two years, the school will operate in a smaller, temporary leased space with limited maintenance responsibilities, as most structural upkeep and repairs will be covered by the landlord under the lease agreement.

Once the school moves into its new permanent facility in Year 3, the building will be under warranty and preventive maintenance contracts, which significantly reduce major repair costs during the initial years of occupancy. The budget reflects this reality, with maintenance projections focused primarily on routine upkeep, janitorial supplies, and equipment servicing rather than large-scale repairs.

As warranties phase out in later years, the budget will be adjusted to reflect higher long-term maintenance costs based on facility age, use, and enrollment growth. This phased approach ensures fiscal prudence while maintaining a clean, safe, and well-functioning environment throughout the school's growth and expansion.

7. Contingency Planning

- **The contingency budget assumes 50% enrollment. However, the same financial concerns outlined above persist under this scenario. Additionally, reduced enrollment may hinder the school's ability to meet SMART goals, especially when additional costs are factored in.**

Power Public Schools has developed a strong and diversified fundraising strategy to ensure financial stability even under a 50% enrollment contingency. The school is actively working with a range of foundations, corporate partners, and grantmaking organizations to secure multi-year commitments that support both startup operations and long-term sustainability.

Current and prospective partners include redefinED Atlanta, PlayLab AI, BES Fellowship, The Learner Studio, The City Fund, Charter School Growth Fund, Google, Walton Family Foundation, Rainwater Foundation, Gates Foundation, Goldman Sachs, and Netflix, among others. In addition, Power plans to apply for federal Charter School Program (CSP) grant funding and other national education innovation funds.

These relationships—spanning philanthropy, corporate social responsibility, and government grants—reflect strong interest in Power's AI-driven, equity-focused school model. Through this ongoing fundraising and partnership strategy, Power Public Schools is positioned to maintain financial health, achieve its SMART goals, and ensure mission continuity even in lower-enrollment scenarios.

8. Facilities and Long-Term Planning

- **The Memorandum of Understanding (MOU) for the school's physical location covers only three years. There is no information regarding facility plans for the final two years of the charter term, limiting the ability to fully evaluate long-term feasibility. Further, the MOU states that it is non-binding and that a future executed lease will define final terms. We need to see a lease from the landlord for all five years to be able to evaluate this petition requirement**.

The current Memorandum of Understanding (MOU) outlines a three-year occupancy plan for Power Public Schools' initial facility, with the execution of a five-year lease contingent upon charter approval. This structure ensures that the school can launch on time while maintaining flexibility as enrollment grows.

Upon charter approval, Power Public Schools will finalize the five-year lease for its startup facility and simultaneously activate its facility development plan to secure and occupy a new, permanent building by Year 3 of the charter term. Funding for this transition will come from the school's sinking fund, which is specifically designated for long-term facility acquisition and build-out.

The pre-opening and facility development timeline is as follows:

Year 0 (Planning Year): Charter approval, finalize five-year lease, and begin architectural planning and land search with the Facility Resource Center (FRC) and Savills.

Years 1–2: Operate in the startup facility while completing site acquisition, securing financing, and

beginning construction on the permanent campus.

Year 3: Transition into the newly constructed, permanent building designed to accommodate full enrollment and specialized program spaces such as the AI Innovation Lab and Power Learning Studio.

This plan ensures operational continuity and financial prudence while positioning Power Public Schools for long-term growth and sustainability in a purpose-built facility beginning in Year 3.

Concerns/Questions – School Operations & Contracts with Charter Partners/Educational Service Providers

- **Who will pay for the background checks?**

All employee background checks will be paid for by the applicant as part of the hiring process. This ensures timely processing and compliance while keeping administrative costs low for the school. Power Public Schools will provide clear instructions during onboarding so that all staff complete state and federal fingerprinting and background verification through approved Georgia channels prior to employment.

- **Student registration will need to be updated to request either a copy of the social security number card or a signed waiver.**

For student registration, the enrollment form will be updated to request either a copy of the student's Social Security card or a signed waiver, in compliance with Georgia Department of Education requirements. High school students will be required to submit a copy of their Social Security card to ensure accurate HOPE Scholarship reporting and state data alignment.

- **Will need to provide crosswalk for reporting discipline to meet state and federal reporting requirements.**

Regarding discipline reporting, Power Public Schools will use the PowerSchool Student Information System to collect, track, and report all incidents in accordance with Georgia's Student Discipline Data Collection (SDDC) and federal civil rights reporting requirements. PowerSchool will include a crosswalk of discipline codes aligned with state and federal definitions, ensuring consistent reporting across categories such as infractions, interventions, suspensions, and expulsions.

Concerns/Questions – School Governance & Organizational Goals

- **Exhibit 4 – Governing board's Conflict of Interest Form: Submit executed Conflict of Interest forms for each board member.**

The COI will be signed by all members annually and any new members on a rolling basis. Each member will be required to disclose any real or perceived conflict and be removed during discussion and vote.

Conflict of interest forms

- **Exhibit 6 – Locally-approved Charter School Partners Roles and Responsibilities Chart: Does this augment the Charter School Partners Roles and Responsibilities Chart excel?**

Yes. Exhibit 6 augments and expands upon the Charter School Partners Roles and Responsibilities Chart included in the Excel document.

Concerns/Questions – Facilities

- **The primary location at 4293 Austell Road is a large facility with sectioned off spaces requiring multiple challenges with securing just the utilized space from the rest of the facility. Leasing small space then planning to grow the square footage as needed with enrollment brings challenges of securing the utilized space and modifications of a safety plan with every growth increment. No clear plan for controlled building access, surveillance, or any visitor management system.**

Yes. During school days, the unleased portions of the building at 4293 Austell Road will remain vacant and completely inaccessible to Power Public Schools students and staff. The landlord will secure all unused areas with locked entry points, keycard restrictions, and physical barriers. The school's leased space will operate independently, with controlled internal access separating it from any unoccupied or future tenant areas. A single monitored entryway will serve as the only access point for students, staff, and visitors during school hours.

- **Will the unleased portion of the building be vacant? If not, what safeguards will be implemented regarding building access?**

Power Public Schools will implement a state-compliant security infrastructure at both the Austell Road and Brownsville Road locations. Each site will include:

- A single point of entry controlled through a visitor management system (VMS) that scans photo IDs, checks them against restricted access databases, and issues printed visitor badges.

- Locked exterior doors throughout the instructional day, with access limited to authorized staff using electronic keycards.

- 24-hour camera surveillance covering all entrances, hallways, and high-traffic areas, with footage securely stored and monitored by administrative staff.

- Regular safety drills and annual coordination with local police and fire departments to review

and update security procedures.
- Additionally, we will have a security detail/resource officer on site to patrol during the day to ensure safety.

Yes, During school days

- **While the secondary location at 4961 Brownsville Road is a standalone facility, it also presents challenges with controlled building access, surveillance, a secure perimeter, and a visitor management system. All of which have no clear plan to address.**

The secondary site at 4961 Brownsville Road—a standalone facility—will meet all Georgia Department of Education facility safety standards before occupancy. The school will install secure perimeter fencing, ensure limited access points, and implement the same visitor management and surveillance systems as the primary location. Controlled entry will be maintained through a monitored front office, with all other doors locked from the exterior. The facility will also include interior and exterior camera systems, routine safety inspections, and an emergency operations plan approved by local law enforcement and emergency management officials.

Together, these measures ensure that both Power Public Schools facilities remain secure, compliant, and fully aligned with state safety standards as the school grows and transitions into its permanent building by Year 3.

Appendix B

POWER PUBLIC SCHOOL

6th Grade Standards

Crosswalk

🎯 Georgia 6th Grade Passion Project Standards Bridge

Complete Academic Year Implementation Guide

📋 Executive Summary

This comprehensive guide provides a full academic year plan for Georgia 6th grade that integrates all required state standards through passion-based, project-driven learning. The centerpiece is a 6-week interdisciplinary “Digital Changemakers” project, surrounded by scaffolding units that ensure 100% standards coverage while maintaining student engagement and real-world relevance.

Key Features: - Complete Georgia Standards of Excellence alignment for Grade 6 - Passion-based learning in sports, music, environmental science, social media, and gaming - Quarterly project cycles with authentic assessments - Built-in differentiation and support systems - Community partnership opportunities

---

🗓️ FULL YEAR SCOPE & SEQUENCE

QUARTER 1: Foundation & Passion Project Launch (Weeks 1-9)

Weeks 1-3: Building Learning Communities

Focus: Establishing routines, baseline assessments, and passion exploration

ELA Standards: - ELAGSE6SL1 (collaborative discussions) - Daily community circles - ELAGSE6L1-2 (grammar conventions) - Through passion journaling - ELAGSE6RL1-2 (reading literature) - Passion-related biographies

Math Standards: - 6.MP.1-8 (Mathematical practices) - Problem-solving routines - 6.NR.3.1-3.2 (integers) - Through sports statistics and gaming scores - 6.PAR.8.1 (coordinate plane) - Mapping passion connections

Science Standards: - Scientific method introduction through passion-based inquiries - S6E1.a (scientific theories change) - Evolution of each passion field

Social Studies Standards: - L6-8RHSS1-2 (textual evidence) - Passion history research - Community mapping and identity exploration

Week 1 Activities: - Passion inventory surveys and interest mapping - Baseline assessments in all subjects (diagnostic, not graded) - Team formation based on passion intersections - Classroom norms and collaboration agreements

Week 2 Activities: - “Passion Pioneers” biography study (one per passion area) - Introduction to research methods and source evaluation - Basic data collection and graphing with passion-related data - Community expert guest speakers (virtual or in-person)

Week 3 Activities: - Problem identification in each passion area - Introduction to project-based learning cycles - Goal setting for the year and first project - Parent/family passion sharing event

---

Weeks 4-9: CORE PASSION PROJECT - “Digital Changemakers”

Week 4: Passion Exploration & Problem Identification *Driving Question: What problems in our world connect to our passions?*

Standards Focus: - ELAGSE6W3 (narrative writing) - Passion journey narratives - ELAGSE6SL1 (collaborative discussions) - Problem identification sessions - 6.MP.1 (make sense of problems) - Mathematical problem-solving approach - S6E6.a (renewable vs. nonrenewable resources) - For environmental focus

Daily Breakdown: - **Day 1:** Passion deep-dive and personal connection mapping - **Day 2:** Current issues research in each passion area - **Day 3:** Problem prioritization using mathematical ranking systems - **Day 4:** Cross-passion problem connections discovery - **Day 5:** Team formation and problem selection presentations

Passion-Specific Problems Identified: - **Sports:** Equipment access inequality, concussion safety protocols, gender equity in athletics - **Music:** Music education funding cuts, fair compensation for streaming artists, accessibility for disabled musicians - **Environmental Science:** Local water quality issues, renewable energy adoption, waste reduction in schools - **Social Media:** Digital divide in rural communities, cyberbullying prevention, misinformation spread - **Gaming:** Gaming addiction awareness, representation in game design, educational gaming potential

Assessments: - Problem identification presentation (ELAGSE6SL4) - Mathematical problem ranking justification (6.MP.3) - Research source evaluation checklist (L6-8RHSS1)

Week 5: Research Deep Dive *Driving Question: What does the data tell us about our chosen problem?*

Standards Focus: - ELAGSE6RI1-9 (informational reading and analysis) - 6.NR.2 (statistics and data analysis) - Mean, median, mode, range calculations - S6E1-3 (Earth systems) - For environmental research - L6-8RHSS2-3 (central ideas and processes)

Daily Breakdown: - **Day 1:** Primary source document analysis techniques - **Day 2:** Quantitative data collection and organization - **Day 3:** Statistical analysis and

interpretation - **Day 4:** Secondary source synthesis and comparison - **Day 5:** Research portfolio compilation and peer review

Math Integration Examples: - **Sports:** Calculate injury rates, participation statistics, funding disparities - **Music:** Analyze streaming revenue data, education budget trends - **Environmental:** Process climate data, pollution measurements, energy consumption - **Social Media:** Engagement rates, demographic data, usage statistics - **Gaming:** Screen time studies, educational outcome correlations

Science Integration: - Earth systems connections for environmental topics - Technology and engineering for gaming/social media - Physics of sound for music projects - Biomechanics for sports safety

Assessments: - Research portfolio with statistical analysis (ELAGSE6RI2, 6.NR.2.3) - Source credibility evaluation (L6-8RHSS8) - Data visualization creation (6.NR.2.2)

Week 6: Solution Development *Driving Question: How can we design solutions that address our problem?*

Standards Focus: - ELAGSE6W1 (argumentative writing) - Solution justification essays - 6.PAR.6-7 (expressions and equations) - Mathematical modeling - S6E6.b (sustaining natural resources) - Solution design - L6-8WHST1 (discipline-specific arguments)

Daily Breakdown: - **Day 1:** Solution brainstorming using design thinking protocols - **Day 2:** Feasibility analysis with mathematical modeling - **Day 3:** Prototype development and testing - **Day 4:** Solution refinement based on feedback - **Day 5:** Solution proposal presentations

Cross-Curricular Solution Examples: - **Sports:** Mobile app for equipment sharing with cost-benefit analysis - **Music:** Advocacy campaign with budget proposals for music programs - **Environmental:** School sustainability audit with mathematical projections - **Social Media:** Digital literacy curriculum with effectiveness metrics - **Gaming:** Educational game design with learning outcome predictions

Mathematical Modeling: - Cost-benefit equations for solution implementation - Probability calculations for success rates - Proportional reasoning for scaling solutions - Graphical representations of solution impact over time

Assessments: - Solution proposal with mathematical justification (ELAGSE6W1.b, 6.PAR.7.2) - Prototype demonstration and explanation (6.MP.4) - Scientific accuracy in environmental solutions (S6E6.b)

Week 7: Campaign Creation *Driving Question: How can we communicate our solution effectively?*

Standards Focus: - ELAGSE6W2 (informative/explanatory writing) - Campaign content creation - 6.GSR.5 (area, surface area, volume) - Design calculations - ELAGSE6SL5 (multimedia components) - Digital content creation - L6-8WHST2 (technical writing)

Daily Breakdown: - **Day 1:** Audience analysis and message crafting - **Day 2:** Visual design with geometric calculations - **Day 3:** Content creation across multiple platforms - **Day 4:** Technical writing for different audiences - **Day 5:** Campaign material peer review and revision

Geometry Integration: - Calculate optimal poster dimensions and costs - Determine video aspect ratios and file sizes - Design website layouts using coordinate geometry - Plan physical display spaces with area calculations

Writing Across Disciplines: - Informational articles for general audiences - Technical documentation for implementation - Persuasive social media content - Narrative storytelling for emotional connection

Assessments: - Campaign portfolio with geometric calculations (6.GSR.5.1, ELAGSE6W2) - Multimedia presentation evaluation (ELAGSE6SL5) - Technical writing rubric (L6-8WHST2.a)

Week 8: Digital Implementation & Monitoring *Driving Question: How can we launch our campaign to create real impact?*

Standards Focus: - 6.NR.4 (ratios and proportional reasoning) - Engagement analytics - ELAGSE6SL2 (diverse media interpretation) - Campaign analysis - S6E4-5 (Earth processes) - Environmental impact measurement - L6-8RHSS7 (visual information integration)

Daily Breakdown: - **Day 1:** Campaign launch across chosen platforms - **Day 2:** Real-time monitoring and data collection - **Day 3:** Engagement analysis and strategy adjustment - **Day 4:** Community feedback integration - **Day 5:** Mid-campaign assessment and optimization

Proportional Reasoning Applications: - Calculate engagement rates and conversion percentages - Determine cost-effectiveness ratios for different platforms - Scale campaign reach predictions - Analyze demographic response patterns

Data Analysis Skills: - Real-time analytics interpretation - A/B testing for campaign optimization - Feedback categorization and quantification - Trend identification and projection

Assessments: - Campaign analytics report (6.NR.4.5, ELAGSE6SL2) - Strategy adjustment justification (6.MP.3) - Community engagement documentation (L6-8RHSS7)

Week 9: Impact Assessment & Future Planning *Driving Question: How effective was our campaign, and what's next?*

Standards Focus: - ELAGSE6SL4 (clear presentations) - Final presentations - 6.PAR.8 (coordinate plane graphing) - Impact visualization - L6-8WHST1 (argumentative writing) - Impact evaluation - All Mathematical Practices (6.MP.1-8) - Reflection and metacognition

Daily Breakdown: - **Day 1:** Comprehensive data analysis and impact calculation - **Day 2:** Final presentation preparation and practice - **Day 3:** Community presentation event (parents, local officials, experts) - **Day 4:** Reflection writing and peer feedback - **Day 5:** Future action planning and goal setting

Final Products: - Comprehensive impact report with data visualizations - Community presentation with multimedia components - Reflection essay on learning and growth - Action plan for continued community engagement

Authentic Audience: - Parents and family members - Community leaders and local officials - Passion area experts and professionals - Younger students as inspiration

Assessments: - Final presentation rubric (ELAGSE6SL4, 6.MP.3) - Impact report evaluation (L6-8WHST1, 6.PAR.8.3) - Reflection essay assessment (ELAGSE6W3) - Peer feedback quality (ELAGSE6SL1.d)

QUARTER 2: Skill Building & Exploration (Weeks 10-18)

Weeks 10-12: Mathematical Foundations Deep Dive

Focus: Strengthening mathematical concepts introduced in the passion project

Standards Coverage: - 6.NR.1 (operations with fractions and decimals) - 6.NR.4 (ratios, rates, and proportions) - Extended applications - 6.PAR.6 (expressions and exponents) - 6.GSR.5 (area, surface area, volume) - Advanced applications

Week 10: Fractions in Real World - **Sports Applications:** Batting averages, completion percentages, win-loss ratios - **Music Applications:** Time signatures, note values, rhythm calculations - **Environmental Applications:** Concentration measurements, efficiency ratios - **Social Media Applications:** Engagement fractions, demographic percentages - **Gaming Applications:** Success rates, probability in games

Week 11: Proportional Reasoning Mastery - Cross-passion data comparisons using proportional thinking - Scale model creation for campaign materials - Recipe scaling for community events - Map scale and distance calculations for campaign reach

Week 12: Expressions and Problem Solving - Create algebraic expressions for passion-related scenarios - Solve multi-step problems from campaign data - Use order

of operations in complex calculations - Model real-world situations with mathematical expressions

---

Weeks 13-15: Literary Analysis & Writing Workshop

Focus: Advanced reading and writing skills building on passion project foundation

Standards Coverage: - ELAGSE6RL3-6 (literary analysis) - Character development, theme, point of view - ELAGSE6W2-3 (informative and narrative writing) - ELAGSE6L4-6 (vocabulary and language use)

Week 13: Character Study Through Passion Lenses - Read novels/stories featuring protagonists in each passion area - Analyze character development and motivation - Connect character struggles to real-world passion challenges - Write character analysis essays

Week 14: Theme Exploration - Identify universal themes across passion-related literature - Compare themes in different genres and formats - Create thematic connections to personal passion projects - Develop thematic essays with textual evidence

Week 15: Narrative Writing Workshop - Write personal narratives about passion development - Create fictional stories set in passion contexts - Use narrative techniques learned from literary analysis - Peer editing and revision workshops

---

Weeks 16-18: Earth Systems & Environmental Connections

Focus: Comprehensive science understanding across all passion areas

Standards Coverage: - S6E2 (sun, Earth, moon relationships) - S6E3 (water cycle and Earth processes) - S6E4 (climate and weather) - S6E5 (Earth's surface formation)

Week 16: Astronomy & Space Science - Connect space science to environmental monitoring - Study satellite technology for sports broadcasting - Explore space-based music and art projects - Investigate gaming applications in space exploration

Week 17: Weather & Climate Systems - Analyze weather impacts on outdoor sports - Study acoustic properties in different weather conditions - Investigate climate change effects on local environment - Examine weather's influence on social media usage patterns

Week 18: Geological Processes - Understand Earth processes affecting sports venues - Study geological materials in musical instruments - Investigate local geological features and conservation - Explore geological themes in gaming environments

---

QUARTER 3: Advanced Applications & Independent Projects (Weeks 19-27)

Weeks 19-21: Advanced Mathematical Thinking

Focus: Complex problem-solving and mathematical reasoning

Standards Coverage: - 6.NR.3 (integers and rational numbers) - 6.PAR.7 (equations and inequalities) - 6.PAR.8 (coordinate plane applications)

Week 19: Integer Operations & Real World - Use integers in sports statistics (gains/losses, temperature changes) - Apply integer operations to elevation changes in environmental studies - Model profit/loss in music industry economics - Analyze gaming score changes and level progression

Week 20: Solving Equations & Inequalities - Create and solve equations from passion project data - Model constraints using inequalities - Solve real-world problems using algebraic thinking - Use equations to predict campaign outcomes

Week 21: Coordinate Geometry Applications - Map campaign reach using coordinate systems - Design sports plays on coordinate planes - Plot environmental data over time and space - Create geometric art inspired by music and gaming

---

Weeks 22-24: Independent Passion Projects

Focus: Student-driven exploration of individual interests

Project Options: 1. **Research Deep Dive:** Extended investigation into a specific aspect of their passion 2. **Community Action:** Implementation of solutions developed in Quarter 1 3. **Creative Expression:** Artistic or innovative project showcasing learning 4. **Teaching Project:** Create educational materials for younger students 5. **Innovation Challenge:** Design new solutions to identified problems

Standards Integration: - All ELA standards through research, writing, and presentation - Mathematical modeling and analysis throughout - Scientific method and inquiry processes - Social studies research and civic engagement skills

Week 22: Project proposal and planning **Week 23:** Research and development phase **Week 24:** Creation and refinement phase

---

Weeks 25-27: Cross-Curricular Synthesis

Focus: Connecting learning across all subject areas

Week 25: Science Fair Preparation - Students prepare science fair projects related to their passions - Apply scientific method to passion-based research questions - Create data displays and analysis reports - Practice scientific communication skills

Week 26: Mathematical Modeling Competition - Teams solve complex, multi-step problems - Apply all mathematical concepts learned throughout the year - Present solutions with clear reasoning and justification - Judge presentations using mathematical practices rubric

Week 27: Literary Magazine Creation - Compile best writing from throughout the year - Include passion-based poetry, stories, and essays - Design and layout using mathematical principles - Publish and distribute to school community

---

QUARTER 4: Reflection, Extension, & Transition (Weeks 28-36)

Weeks 28-30: Advanced Problem Solving

Focus: Complex, multi-step challenges integrating all learning

Week 28: Community Problem-Solving Summit - Partner with local organizations to identify community challenges - Apply passion project methodology to new problems - Work in mixed-passion teams for diverse perspectives - Present solutions to community stakeholders

Week 29: Mathematical Investigations - Conduct extended mathematical explorations - Use multiple mathematical concepts in single investigations - Document thinking processes and solution strategies - Share findings through mathematical discourse

Week 30: Scientific Research Symposium - Present independent research projects - Demonstrate scientific thinking and methodology - Engage in peer review and scientific discussion - Connect findings to broader scientific understanding

---

Weeks 31-33: Capstone Project Development

Focus: Culminating demonstration of year-long learning

Capstone Options: 1. **Portfolio Presentation:** Curated collection of best work with reflection 2. **Community Partnership:** Ongoing collaboration with local organization 3. **Innovation Showcase:** Original creation or invention 4. **Teaching Portfolio:** Resources created for future students 5. **Action Plan Implementation:** Real-world application of solutions

Week 31: Capstone planning and proposal **Week 32:** Development and creation phase **Week 33:** Refinement and preparation for presentation

---

Weeks 34-36: Celebration & Transition

Focus: Reflecting on growth and preparing for future learning

Week 34: Capstone Presentations - Present to authentic audiences including community members - Demonstrate growth in all subject areas - Reflect on learning journey and personal development - Celebrate achievements and learning milestones

Week 35: Peer Teaching & Mentoring - Teach younger students about passion-based learning - Share expertise developed in individual passion areas - Mentor incoming 6th graders about the program - Create resources for future classes

Week 36: Reflection & Goal Setting - Complete comprehensive self-assessment portfolios - Set goals for continued learning in passion areas - Plan summer learning and exploration activities - Transition preparation for 7th grade

---

📊 ASSESSMENT SYSTEM

Quarterly Portfolio Reviews

Components: - Standards mastery documentation - Reflection essays on learning growth - Peer feedback and collaboration evidence - Self-assessment using rubrics - Goal setting for upcoming quarter

Authentic Performance Tasks

Quarter 1: Digital Changemakers Campaign **Quarter 2:** Literary Analysis & Mathematical Investigation **Quarter 3:** Independent Passion Project **Quarter 4:** Capstone Presentation

Ongoing Assessment Tools

Standards-Based Grading Scale:

- **4 - Exceeds Expectations:** Demonstrates mastery beyond grade level
- **3 - Meets Expectations:** Demonstrates grade-level mastery
- **2 - Approaching Expectations:** Shows progress toward mastery
- **1 - Below Expectations:** Needs additional support and instruction

Mathematical Practices Rubric (Applied All Year):

Practice	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
MP1: Proble	Perseveres through complex,	Solves grade-level problems with	Needs some guidance to	Requires significant support

Practice	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
m Solving	multi-step problems	minimal support	solve problems	
MP2: Abstract Reasoning	Makes connections between concrete and abstract	Shows some abstract thinking	Primarily concrete thinking	Struggles with abstract concepts
MP3: Construct Arguments	Creates clear, logical mathematical arguments	Explains reasoning with some clarity	Basic explanations of thinking	Difficulty explaining reasoning
MP4: Mathematical Modeling	Uses mathematics to solve real-world problems	Applies math to some real situations	Limited real-world connections	Rarely connects math to real world

Reading Comprehension Progression:

Beginning of Year: Grade 5 level texts with support **Quarter 1:** Grade 6.1 level texts independently **Quarter 2:** Grade 6.3 level texts independently **Quarter 3:** Grade 6.5 level texts independently **End of Year:** Grade 6.8+ level texts independently

Writing Development Milestones:

Quarter 1: 3-paragraph essays with clear structure **Quarter 2:** 4-5 paragraph essays with evidence **Quarter 3:** Multi-page research papers **Quarter 4:** Complex argumentative pieces with counterarguments

---

🛠️ IMPLEMENTATION RESOURCES

Technology Integration

Required Tools: - Learning Management System (Google Classroom, Canvas, or similar) - Collaboration tools (Google Workspace, Microsoft 365) - Presentation software (Google Slides, PowerPoint, Prezi) - Video creation tools (Flipgrid, WeVideo, or similar) - Data analysis tools (Google Sheets, basic graphing calculators)

Optional Enhancements: - 3D modeling software for design projects - Music creation software (GarageBand, Audacity) - Game design platforms (Scratch, Construct 3) - Environmental monitoring tools (digital sensors, apps) - Social media management platforms (Hootsuite, Buffer)

Community Partnership Framework

Sports Partnerships:

- Local sports teams and athletic departments
- Youth recreation centers
- Sports medicine clinics
- Fitness and wellness centers
- Adaptive sports organizations

Music Partnerships:

- Local music venues and performance spaces
- Music stores and instrument repair shops
- Recording studios
- Music therapy programs
- Community orchestras and bands

Environmental Partnerships:

- Local parks and recreation departments
- Environmental nonprofits
- Water treatment facilities
- Renewable energy companies
- Gardening and agriculture organizations

Technology Partnerships:

- Local tech companies
- Digital marketing agencies
- Gaming studios or clubs
- Computer repair and IT services
- Coding bootcamps or tech meetups

Professional Development Plan

Teacher Preparation (Summer Before Implementation):

Week 1-2: Passion-based learning philosophy and research **Week 3-4:** Project-based learning methodology **Week 5-6:** Standards alignment and assessment design **Week 7-8:** Technology tools and community partnership development

Monthly Teacher Collaboration:

- **September:** Classroom management for project-based learning
- **October:** Assessment strategies and feedback systems
- **November:** Differentiation in passion-based contexts
- **December:** Mid-year reflection and adjustment

- **January:** Advanced project facilitation techniques
- **February:** Community engagement and authentic audiences
- **March:** Student self-assessment and reflection skills
- **April:** Preparing for capstone presentations
- **May:** Year-end evaluation and planning for next year

Parent and Family Engagement

Quarterly Family Events:

Quarter 1: Passion Project Showcase (Week 9) **Quarter 2:** Mathematical Thinking Night
Quarter 3: Science Fair and Literary Café **Quarter 4:** Capstone Celebration

Monthly Communication:

- Newsletter highlighting student learning and upcoming events
- Home extension activities related to current learning
- Volunteer opportunities for expertise sharing
- Resources for supporting learning at home

Family Learning Opportunities:

- Workshops on supporting project-based learning at home
- Technology training for family engagement
- Passion area exploration sessions
- College and career connections in passion fields

📈 SUCCESS METRICS & EVALUATION

Academic Achievement Indicators

- **Standards Mastery:** 90% of students demonstrate proficiency on all grade-level standards
- **Reading Growth:** Average of 1.5 years growth in reading level
- **Mathematical Reasoning:** 85% proficiency on problem-solving assessments
- **Writing Development:** Portfolio evidence of growth in all writing types
- **Scientific Thinking:** Demonstrated use of scientific method in independent projects

Engagement and Motivation Metrics

- **Attendance:** 95% average daily attendance
- **Participation:** Active engagement in 90% of class activities
- **Voluntary Extension:** 75% of students pursue passion-related learning outside class
- **Collaboration Quality:** Peer feedback indicates effective teamwork skills

- **Self-Direction:** Students set and monitor personal learning goals

Real-World Impact Measures

- **Community Connections:** Each student establishes at least one community partnership
- **Problem-Solving Application:** Students apply learning to address real community issues
- **Leadership Development:** Students demonstrate leadership in passion areas
- **Future Planning:** Students articulate clear goals for continued passion development
- **Civic Engagement:** Students participate in community action or service

Long-Term Success Indicators

- **7th Grade Readiness:** Students demonstrate readiness for advanced coursework
- **Passion Persistence:** Students continue pursuing passion interests in subsequent years
- **Academic Confidence:** Students report increased confidence in all subject areas
- **Critical Thinking:** Students demonstrate advanced reasoning and analysis skills
- **Communication Skills:** Students effectively communicate with diverse audiences

---

🔄 CONTINUOUS IMPROVEMENT CYCLE

Monthly Data Collection

- Student self-assessment surveys
- Academic progress monitoring
- Engagement and participation tracking
- Community partner feedback
- Parent and family input

Quarterly Program Review

- Standards mastery analysis
- Project outcome evaluation
- Student portfolio review
- Community impact assessment
- Instructional strategy effectiveness

Annual Program Evaluation

- Comprehensive achievement data analysis
- Student, parent, and community satisfaction surveys
- Teacher reflection and professional growth documentation

- Community partnership impact assessment
- Program refinement planning for following year

Adaptation Protocols

- **Weekly:** Adjust pacing and activities based on student needs
- **Monthly:** Modify assessment strategies and support systems
- **Quarterly:** Revise project parameters and community connections
- **Annually:** Update curriculum scope and sequence based on evaluation data

---

📚 APPENDICES

Appendix A: Complete Standards Alignment Chart

[Detailed mapping of every Georgia 6th grade standard to specific weeks and activities]

Appendix B: Assessment Rubrics and Tools

[Complete collection of all rubrics, checklists, and assessment instruments]

Appendix C: Technology Resources and Tutorials

[Step-by-step guides for all recommended technology tools]

Appendix D: Community Partnership Templates

[Forms and agreements for establishing community connections]

Appendix E: Differentiation Strategies Guide

[Comprehensive support strategies for diverse learners]

Appendix F: Family Engagement Resources

[Materials for supporting learning at home and family involvement]

🎯 CONCLUSION

This comprehensive Passion Project Standards Bridge transforms traditional 6th grade education into an engaging, relevant, and rigorous learning experience. By connecting student interests to academic standards, we create authentic motivation for learning while ensuring complete standards mastery.

The year-long structure provides multiple opportunities for deep learning, skill application, and real-world impact. Students develop not only academic competencies

but also critical 21st-century skills including collaboration, communication, creativity, and critical thinking.

Through community partnerships and authentic audiences, students see the relevance of their learning and develop a sense of agency in addressing real-world challenges. This approach prepares them not just for 7th grade, but for lifelong learning and civic engagement.

The success of this program depends on committed implementation, ongoing reflection and adjustment, and strong partnerships between school, family, and community. With these elements in place, students will experience transformational learning that connects their passions to academic excellence and prepares them for future success.

Implementation Timeline: - **Spring (Year Before):** Teacher training and community partnership development - **Summer:** Curriculum refinement and resource preparation - **Fall:** Program launch with Quarter 1 implementation - **Ongoing:** Monthly evaluation and adjustment - **Spring:** Annual evaluation and planning for following year

Expected Outcomes: - 100% of students demonstrate grade-level proficiency in all subject areas - Students develop deep expertise in chosen passion areas - Strong community connections and partnerships established - Students prepared for advanced learning opportunities - Model program for replication in other schools and districts

This Passion Project Standards Bridge represents a paradigm shift toward more engaging, relevant, and effective education that honors student interests while maintaining rigorous academic standards. Through this approach, we prepare students not just to succeed in school, but to become thoughtful, capable, and engaged citizens ready to tackle the challenges of the 21st century.

Appendix C

POWER PUBLIC SCHOOLS

Georgia 6th Grade Standards Crosswalk - Year-Long Coverage

English Language Arts Standards

Reading: Literature (RL)

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
ELAGSE6RL1	Cite textual evidence	Cultural stories analysis	Problem-focused literature	Systems in literature	Impact narratives
ELAGSE6RL2	Determine themes	Identity themes	Innovation themes	Connection themes	Legacy themes
ELAGSE6RL3	Analyze plot development	Character growth stories	Problem-solution plots	System interactions	Change over time
ELAGSE6RL4	Analyze word choice impact	Cultural language study	Technical vocabulary	System terminology	Action language
ELAGSE6RL5	Analyze text structure	Story structure variety	Problem-solution structure	Cause-effect structure	Chronological structure
ELAGSE6RL6	Analyze point of view	Multiple cultural perspectives	Innovator perspectives	System stakeholder views	Future-focused viewpoints
ELAGSE6RL7	Compare text to media	Cultural media comparison	Innovation documentaries	System visualizations	Action plan media
ELAGSE6RL9	Compare texts/genres	Cross-cultural literature	Innovation vs tradition	System comparisons	Past vs future visions
ELAGSE6RL10	Read complex texts	Grade-level cultural texts	Technical innovation texts	System analysis texts	Action-oriented texts

Reading: Informational Text (RI)

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
ELAGSE6RI1	Cite textual evidence	Research on cultures	Problem research	System analysis	Impact studies
ELAGSE6RI2	Determine central ideas	Cultural identity concepts	Innovation principles	System functions	Change strategies
ELAGSE6RI3	Analyze idea development	Cultural evolution	Innovation processes	System development	Change implementation
ELAGSE6RI4	Determine word meanings	Cultural vocabulary	Technical terms	System language	Action terminology
ELAGSE6RI5	Analyze text structure	Cultural text patterns	Research structures	System explanations	Action plans
ELAGSE6RI6	Determine author's purpose	Cultural perspectives	Innovation advocacy	System analysis	Change promotion
ELAGSE6RI7	Integrate multimedia info	Cultural media analysis	Innovation videos/data	System diagrams	Action documentation
ELAGSE6RI8	Evaluate arguments	Cultural debate analysis	Solution evaluations	System critiques	Action justifications
ELAGSE6RI9	Compare author presentations	Multiple cultural sources	Innovation comparisons	System perspectives	Action approaches
ELAGSE6RI10	Read complex informational texts	Cultural research texts	Technical documents	System reports	Policy documents

Writing Standards (W)

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
ELAGSE6W1	Write arguments	Cultural perspectiv	Solution proposals	System improvem	Action advocacy

Standard	Description	Q1 Coverage arguments	Q2 Coverage	Q3 Coverage ent arguments	Q4 Coverage
ELAGSE6W2	Write informative/explanatory	Cultural research reports	Problem analysis reports	System explanations	Impact documentation
ELAGSE6W3	Write narratives	Personal identity stories	Innovation stories	Connection narratives	Change stories
ELAGSE6W4	Produce clear writing	All writing tasks	All writing tasks	All writing tasks	All writing tasks
ELAGSE6W5	Develop/strengthen writing	Peer editing process	Revision workshops	Collaborative editing	Publication preparation
ELAGSE6W6	Use technology to publish	Digital portfolios	Online presentations	System models	Action websites
ELAGSE6W7	Conduct short research	Cultural investigations	Problem research	System studies	Impact research
ELAGSE6W8	Gather relevant information	Multiple source research	Evidence collection	Data gathering	Impact measurement
ELAGSE6W9	Draw evidence from texts	Literary/informational analysis	Research synthesis	System analysis	Action planning
ELAGSE6W10	Write routinely	Daily journaling	Project documentation	System logs	Action reflections

Speaking & Listening (SL)

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
ELAGSE6SL1	Engage in collaborative discussions	Cultural sharing circles	Innovation brainstorming	System analysis groups	Action planning teams
ELAGSE6SL2	Interpret diverse media	Cultural presentations	Innovation videos	System visualizations	Action documentaries
ELAGSE6SL3	Evaluate speaker's arguments	Cultural debate evaluation	Solution critiques	System assessments	Action plan reviews
ELAGSE6SL4	Present claims and findings	Cultural presentations	Innovation pitches	System explanations	Action proposals
ELAGSE6SL5	Include multimedia components	Cultural displays	Innovation demos	System models	Action campaigns
ELAGSE6SL6	Adapt speech to context	Formal/informal presentations	Technical presentations	Academic discussions	Public speaking

Language Standards (L)

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
ELAGSE6L1	Grammar and usage conventions	All writing and speaking	All writing and speaking	All writing and speaking	All writing and speaking
ELAGSE6L2	Capitalization, punctuation, spelling	All written work	All written work	All written work	All written work
ELAGSE6L3	Use knowledge of language	Style and tone awareness	Technical writing	Academic writing	Persuasive writing

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
ELAGSE6L4	Determine word meanings	Cultural vocabulary	Technical vocabulary	System vocabulary	Action vocabulary
ELAGSE6L5	Understand figurative language	Cultural expressions	Innovation metaphors	System analogies	Change imagery
ELAGSE6L6	Acquire domain-specific vocabulary	Cultural terms	Innovation terms	System terms	Action terms

Mathematics Standards

Number and Rational Numbers (NR)

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
6.NR.1	Operations with fractions/decimals	Cultural recipe calculations	Innovation cost analysis	System efficiency ratios	Impact measurements
6.NR.2	Statistics and data analysis	Cultural demographic data	Problem/solution data	System performance data	Impact assessment data
6.NR.3	Integers and rational numbers	Temperature/elevation data	Profit/loss calculations	System inputs/outputs	Change measurements
6.NR.4	Ratios, rates, percentages	Cultural comparisons	Innovation success rates	System efficiency	Impact percentages

Patterns, Algebra, and Reasoning (PAR)

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
6.PAR.6	Expressions and equations	Cultural pattern expressions	Innovation formulas	System equations	Impact calculations
6.PAR.7	One-step equations/ inequalities	Resource allocation	Cost-benefit analysis	System optimization	Goal achievement
6.PAR.8	Coordinate plane graphing	Geographic mapping	Innovation timelines	System flowcharts	Progress tracking

Geometry, Spatial Reasoning (GSR)

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
6.GSR.5	Area, surface area, volume	Cultural architecture	Innovation design	System layouts	Impact spaces

Mathematical Practices (MP)

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
6.MP.1-8	Problem solving practices	Cultural problem solving	Innovation challenges	System optimization	Impact maximization

Science Standards

Earth and Space Science

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
S6E1	Universe and solar system	Global perspective development	Space technology innovations	Earth systems connections	Future space exploration
S6E2	Sun, Earth, moon	Cultural calendar systems	Renewable energy solutions	Climate system	Sustainable practices

Standard	Description relationships	Q1 Coverage	Q2 Coverage	Q3 Coverage interactions	Q4 Coverage
S6E3	Water in Earth processes	Cultural water practices	Water innovation solutions	Water system analysis	Water conservation action
S6E4	Climate and weather	Cultural climate adaptations	Climate change solutions	Weather system interactions	Climate action plans
S6E5	Earth's surface formation	Cultural geology connections	Geological innovations	Earth system interactions	Environmental stewardship
S6E6	Natural resources/ conservation	Cultural resource use	Sustainable innovations	Resource system analysis	Conservation action plans

Social Studies Standards

Literacy in History/Social Studies

Standard	Description	Q1 Coverage	Q2 Coverage	Q3 Coverage	Q4 Coverage
L6-8RHSS1-10	Reading historical/social texts	Cultural history research	Innovation history	System development history	Change movement history
L6-8WHST1-2	Writing arguments/explanations	Cultural analysis	Innovation proposals	System critiques	Action advocacy
L6-8WHST10	Routine writing	Daily cultural reflections	Innovation journals	System observations	Action logs

Appendix D

POWER PUBLIC SCHOOLS

Georgia 7th Grade Passion Projects: Complete Teacher Implementation Guide

Table of Contents

1. Program Overview
2. Complete Standards Crosswalk
3. Year-Long Scope & Sequence
4. Detailed Quarter Plans
5. Assessment Tools & Rubrics
6. Implementation Resources
7. Differentiation Strategies

Program Overview

Mission Statement

Transform all Georgia 7th grade standards into engaging, real-world learning experiences through four rotating passion themes that connect student interests to rigorous academic content.

Four Passion Themes

1. **Sports & Athletics** - Athletic Analytics Academy
2. **Music & Entertainment** - Sound Science Studio
3. **Environmental Science** - Eco-Innovation Lab
4. **Technology & Gaming** - Game Design & Digital Solutions

Standards Coverage Summary

- **English Language Arts:** 40 standards
- **Mathematics:** 49 standards
- **Science:** 15 standards
- **Social Studies:** 20 standards
- **TOTAL:** 124 standards with 100% coverage guaranteed

Complete Standards Crosswalk

Quarter 1: Sports & Athletics (Weeks 1-9)

Week	ELA Standards	Math Standards	Science Standards	Social Studies Standards
Week 1	ELAGSE7SL1.a-d (Collaborative discussions)	7.MP.1 (Problem solving)	S7L1.a (Organism categorization)	L6-8RHSS1 (Cite evidence)
Week 2	ELAGSE7RI1 (Cite textual evidence)	7.NR.1.1 (Additive inverses)	S7L2.c (Body systems)	L6-8RHSS2 (Central ideas)
Week 3	ELAGSE7RI2 (Central ideas), ELAGSE7RI3 (Interactions)	7.NR.1.11 (Multi-step problems)	S7L3.b (Genetic variation)	L6-8RHSS7 (Visual information)
Week 4	ELAGSE7RI4 (Technical meanings)	7.PAR.4.1 (Unit rates), 7.GSR.5.5 (Circle formulas)	S7L2.a (Cell structures)	L6-8WHST2.a (Organize information)
Week 5	ELAGSE7W1.a-e (Write arguments)	7.PAR.4.8 (Graph relationships), 7.PR.6.1 (Probability)	S7L4.c (Human impacts)	L6-8WHST1.b (Support claims)
Week 6	ELAGSE7SL4 (Present claims), ELAGSE7W2.a-f (Informative writing)	7.PAR.4.2 (Unit rates), 7.MP.6 (Precision)	S7L5.b (Survival factors)	L6-8WHST2.f (Concluding section)

Quarter 2: Music & Entertainment (Weeks 10-18)

Week	ELA Standards	Math Standards	Science Standards	Social Studies Standards
Week 1	ELAGSE7L4.a-d (Vocabulary strategies)	7.NR.1.6 (Rational multiplication)	S7L2.a (Cell structures - brain)	L6-8RHSS4 (Domain vocabulary)
Week 2	ELAGSE7L1.a-c (Grammar conventions)	7.PAR.2.1 (Linear expressions)	S7L1.b (Classification systems)	L6-8RHSS5 (Text structure)
Week 3	ELAGSE7RL4 (Figurative language)	7.GSR.5.4 (Pi relationships)	S7L4.a (Ecosystem interactions)	L6-8RHSS6 (Author's purpose)
Week 4	ELAGSE7RL1-2 (Literary analysis)	7.PAR.4.2 (Proportionality)	S7L3.a (Genes and traits)	L6-8RHSS9 (Primary/secondary sources)
Week 5	ELAGSE7SL1.a-d (Collaboration)	7.PAR.4.9 (Percent problems)	S7L4.b (Matter/energy cycles)	L6-8WHST1.c (Cohesion)
Week 6	ELAGSE7W3.a-e (Narratives), ELAGSE7SL5 (Multimedia)	7.MP.4 (Model with math)	S7L2.b (Organization levels)	L6-8WHST2.b (Develop topic)

Quarter 3: Environmental Science (Weeks 19-27)

Week	ELA Standards	Math Standards	Science Standards	Social Studies Standards
Week 1	ELAGSE7RI4 (Technical meanings)	7.NR.1.10 (Convert numbers)	S7L4.a (Ecosystem patterns)	L6-8RHSS4 (Domain vocabulary)
Week 2	ELAGSE7RI8	7.PAR.4.12 (Sample variation)	S7L4.b (Matter/energy flow)	L6-8RHSS8 (Fact vs. opinion)

Week	ELA Standards (Evaluate arguments)	Math Standards	Science Standards	Social Studies Standards
Week 3	ELAGSE7W7 (Research projects)	7.PAR.3.1 (Algebraic equations)	S7L4.c (Resource availability)	L6-8WHST1.a (Introduce claims)
Week 4	ELAGSE7SL2 (Analyze media)	7.GSR.5.8 (Volume calculations)	S7L4.d (Terrestrial biomes)	L6-8WHST2.c (Transitions)
Week 5	ELAGSE7RI9 (Compare authors)	7.PAR.4.11 (Sampling methods)	S7L5.a (Natural selection)	L6-8WHST1.d (Formal style)
Week 6	ELAGSE7W8-9 (Research/ evidence)	7.PR.6.6 (Probability models)	S7L5.c (Fossil record)	L6-8WHST1.e (Concluding statement)

Quarter 4: Technology & Gaming (Weeks 28-36)

Week	ELA Standards	Math Standards	Science Standards	Social Studies Standards
Week 1	ELAGSE7RL7 (Compare media)	7.PAR.4.7 (Slope concepts)	S7L1.a (Scientific categorization)	L6-8RHSS3 (Process steps)
Week 2	ELAGSE7W6 (Technology for writing)	7.PR.6.3 (Probability models)	S7L3.c (Selective breeding)	L6-8WHST2.d (Precise language)
Week 3	ELAGSE7L3.a (Precise language)	7.GSR.5.7 (3D cross-sections)	S7L2.b (Organizational levels)	L6-8WHST2.e (Domain vocabulary)
Week 4	ELAGSE7W4-5 (Clear writing/development)	7.PAR.4.6 (Scale drawings)	S7L4.a (System interactions)	L6-8WHST10 (Routine writing)

Week	ELA Standards	Math Standards	Science Standards	Social Studies Standards
Week 5	ELAGSE7SL3 (Evaluate arguments)	7.PR.6.4-5 (Uniform/non-uniform models)	S7L5.b (Environmental factors)	L6-8RHSS10 (Text complexity)
Week 6	ELAGSE7SL5-6 (Multimedia/formal speech)	7.MP.2-3 (Reasoning/arguments)	S7L1.b (Historical models)	L6-8WHST1.f (Technology use)

Year-Long Scope & Sequence

Pacing Guide Overview

- **36 weeks total** (4 quarters × 9 weeks each)
- **6-week passion projects** per quarter
- **3 weeks** for standards reinforcement, assessment, and transitions

Monthly Breakdown

August-September: Sports & Athletics Launch

- Week 1: Program introduction and team formation
- Week 2-3: Data collection and analysis foundations
- Week 4-5: Performance science and predictions
- Week 6: Showcase and reflection

October-December: Music & Entertainment

- Week 7-9: Transition activities and skill building
- Week 10-15: Sound Science Studio project
- Week 16-18: Assessment and portfolio development

January-March: Environmental Science

- Week 19-21: Environmental systems introduction
- Week 22-27: Eco-Innovation Lab project
- Week 28: Mid-year reflection and planning

April-June: Technology & Gaming

- Week 29-31: Technology foundations
- Week 32-36: Game Design & Digital Solutions project
- Final weeks: Year-end showcase and celebration

Detailed Quarter Plans

Quarter 1: Athletic Analytics Academy

Week-by-Week Breakdown

Week 1: Launch & Team Formation - **Monday:** Project introduction video, passion surveys - **Tuesday:** Career exploration - sports analytics professionals - **Wednesday:** Team formation activities, role assignments - **Thursday:** Introduction to data collection methods - **Friday:** Team sport selection and research question development

Daily Mini-Lessons: - How to collaborate effectively (ELAGSE7SL1) - Problem-solving strategies (7.MP.1) - Scientific classification basics (S7L1.a)

Week 2: Data Deep Dive - **Monday:** Reading sports statistics and articles - **Tuesday:** Calculating score differentials and margins - **Wednesday:** Primary source research on sports history - **Thursday:** Data organization and presentation - **Friday:** Team checkpoint and feedback

Assessment: Data collection portfolio with evidence citations

Week 3: Performance Patterns - **Monday:** Central idea identification in sports research - **Tuesday:** Multi-step statistical calculations - **Wednesday:** Athlete categorization by performance metrics - **Thursday:** Pattern recognition in team/individual data - **Friday:** Guest speaker - local sports scientist

Real-World Connection: Visit to university sports medicine facility

Week 4: The Science of Athletics - **Monday:** Technical vocabulary in sports science - **Tuesday:** Unit rate calculations for performance metrics - **Wednesday:** Geometry in sports (field dimensions, trajectories) - **Thursday:** Body systems in athletic performance - **Friday:** Lab - measuring and calculating sports-related data

Technology Integration: Spreadsheet analysis, graphing software

Week 5: Predictive Analytics - **Monday:** Argument writing structure and evidence - **Tuesday:** Graphing proportional relationships in performance - **Wednesday:** Probability in sports outcomes - **Thursday:** Human impact on athletic performance - **Friday:** Draft argument papers on training methods

Differentiation: Choice in sports focus, varied complexity levels

Week 6: Showcase Preparation - **Monday:** Presentation planning and storyboarding - **Tuesday:** Informative writing - comprehensive reports - **Wednesday:** Precision in mathematical calculations - **Thursday:** Rehearsal and peer feedback - **Friday:** Athletic Analytics Academy Showcase Event

Community Connection: Local sports teams, parents, athletic directors

Quarter 2: Sound Science Studio

Project Overview

Students operate their own music production studios, exploring the science, mathematics, and cultural impact of music and entertainment.

Driving Question: “How do science, technology, and mathematics create the music and entertainment we love?”

Key Activities

- Brain science and music processing research
- Mathematical modeling of sound waves
- Historical analysis of music’s cultural impact
- Collaborative music/video production
- Literary analysis of song lyrics and entertainment media

Quarter 3: Eco-Innovation Lab

Project Overview

Students establish environmental consulting firms to address real community environmental challenges using scientific research and data analysis.

Driving Question: “How can we use scientific research and data to solve real environmental challenges in our community?”

Key Activities

- Local ecosystem analysis and data collection
- Environmental impact modeling with equations
- Policy argument writing and presentation
- Community partnership with environmental groups
- Solutions development and implementation planning

Quarter 4: Game Design & Digital Solutions

Project Overview

Students create games and digital tools that educate, entertain, and solve real-world problems while exploring the technology industry.

Driving Question: “How can we design games and digital tools that educate, entertain, and solve real-world problems?”

Key Activities

- Game mechanics design using probability and geometry
- Digital storytelling and narrative development
- 3D design and programming basics
- Social impact gaming research
- Technology industry career exploration

Assessment Tools & Rubrics

Standards-Based Rubric Template

Standard	Exceeds (4)	Meets (3)	Approaching (2)	Below (1)
ELAGSE7RI1 (Cite Evidence)	Cites multiple, strong pieces of textual evidence and explains connections	Cites several relevant pieces of textual evidence	Cites some textual evidence with guidance	Struggles to cite appropriate evidence
7.PAR.4.8 (Graphing)	Creates accurate, detailed graphs with clear interpretations	Creates accurate graphs with basic interpretations	Creates mostly accurate graphs with support	Needs significant support for graphing
S7L4.a (Ecosystems)	Explains complex ecosystem interactions with detailed examples	Explains basic ecosystem interactions accurately	Shows understanding of simple interactions	Needs support understanding interactions

Weekly Checkpoint Rubric

Collaboration (25%) - 4: Consistently contributes meaningfully, supports others, resolves conflicts - 3: Usually contributes well, works effectively with others - 2: Sometimes contributes, needs reminders about teamwork - 1: Rarely contributes, struggles with collaboration

Content Mastery (40%) - 4: Demonstrates deep understanding, makes connections across subjects - 3: Shows solid understanding of key concepts - 2: Shows basic understanding with some gaps - 1: Shows minimal understanding, needs significant support

Communication (25%) - 4: Communicates clearly and persuasively across multiple formats - 3: Communicates effectively in most situations - 2: Communicates adequately with some support - 1: Struggles to communicate ideas clearly

Critical Thinking (10%) - 4: Asks probing questions, analyzes multiple perspectives - 3: Shows good analytical thinking - 2: Shows some analytical thinking with guidance - 1: Needs support developing analytical skills

Portfolio Assessment Guidelines

Digital Portfolio Components: 1. **Weekly Reflection Entries** - Growth mindset, learning connections 2. **Standards Evidence Collection** - Work samples showing mastery 3. **Project Documentation** - Process photos, drafts, revisions 4. **Peer Feedback Records** - Given and received feedback 5. **Goal Setting & Monitoring** - Personal learning targets

Portfolio Evaluation Criteria: - **Organization & Completeness** (20%) - **Evidence of Growth** (30%) - **Reflection Quality** (25%) - **Standards Mastery Documentation** (25%)

Implementation Resources

Technology Requirements

Essential Technology: - 1:1 device access (laptops/tablets) - Reliable internet connectivity - Google Workspace or Microsoft 365 for collaboration - Presentation software (Google Slides, PowerPoint) - Basic spreadsheet software (Google Sheets, Excel)

Enhanced Technology: - Graphing calculator apps or devices - Video/audio editing software (iMovie, Adobe Premiere) - 3D design software (Tinkercad, SketchUp) - Coding platforms (Scratch, Code.org) - Data visualization tools (Canva, Piktochart)

Physical Space Setup

Flexible Learning Environment: - **Collaboration Zones:** Tables for 4-6 students with mobile seating - **Presentation Area:** Large screen/projector with sound system - **Maker Space Corner:** Supplies for hands-on activities - **Quiet Research Zone:** Individual workspaces with minimal distractions - **Display Areas:** Student work showcase walls

Storage Solutions: - **Team Supply Bins:** Materials organized by project theme - **Digital Portfolio Access:** Charging stations, device storage - **Reference Materials:** Books, articles, and resources by topic

Community Partnership Development

Sports & Athletics Connections: - Local high school/college athletic departments - Sports medicine professionals - Professional team analytics departments - Fitness trainers and nutritionists

Music & Entertainment Connections: - Local musicians and producers - Recording studios - Theater groups and performance venues - Music therapy professionals

Environmental Science Connections: - Environmental protection agencies - Local conservation groups - University environmental science departments - Renewable energy companies

Technology & Gaming Connections: - Software development companies - Gaming studios - Computer science university programs - Tech entrepreneurship organizations

Parent & Family Engagement

Communication Strategies: - **Weekly Newsletter:** Project updates and home extension activities - **Quarterly Showcases:** Family presentation events - **Digital Portfolio Sharing:** Regular access to student work - **Home Connection Activities:** Family interview projects, research support

Volunteer Opportunities: - **Guest Expert Presentations:** Share professional expertise - **Field Trip Chaperoning:** Support community learning experiences - **Showcase Event Support:** Help with logistics and setup - **Career Interview Partners:** Share workplace experiences with students

---

Differentiation Strategies

English Learners (EL) Support

Language Development: - **Vocabulary Walls:** Visual displays with key terms in multiple languages - **Sentence Frames:** Templates for academic discussions and writing - **Multilingual Resources:** Research materials in home languages when available - **Peer Translation Partners:** Native speaker collaboration support

Content Access: - **Visual Supports:** Graphic organizers, concept maps, infographics - **Technology Tools:** Translation apps, text-to-speech software - **Modified Texts:** Adapted reading materials at appropriate levels - **Extended Time:** Additional processing time for complex tasks

Students with IEP/504 Plans

Accommodation Examples: - **Alternative Assessment Formats:** Oral presentations instead of written reports - **Extended Time:** Flexible deadlines for project components - **Assistive Technology:** Text-to-speech, speech-to-text software - **Simplified Instructions:** Step-by-step task breakdowns

Modification Examples: - **Reduced Complexity:** Fewer variables in mathematical modeling - **Alternative Products:** Different ways to demonstrate learning - **Collaborative Support:** Structured peer partnership roles - **Frequent Check-ins:** Regular progress monitoring and adjustment

Advanced Learners

Enrichment Opportunities: - **Independent Research:** Self-directed deep dives into topics of interest - **Mentorship Programs:** Connections with community professionals - **Leadership Roles:** Team facilitation and peer teaching opportunities - **Advanced Applications:** Complex mathematical modeling and analysis

Acceleration Options: - **Cross-Curricular Connections:** Integration with high school content - **Real-World Problem Solving:** Authentic community partnership projects - **Technology Innovation:** Advanced software and programming challenges - **Publication Opportunities:** Sharing work with broader audiences

Universal Design for Learning (UDL) Principles

Multiple Means of Representation: - **Visual, Auditory, and Kinesthetic** content delivery - **Digital and Print** resource options - **Varied Text Complexity** levels - **Multimedia Presentations** with captions and transcripts

Multiple Means of Engagement: - **Choice in Topics** within project themes - **Culturally Responsive** examples and connections - **Real-World Relevance** in all activities - **Student Voice and Agency** in learning decisions

Multiple Means of Expression: - **Presentation Variety:** Written, oral, visual, digital options - **Portfolio Formats:** Text, video, audio, graphic choices - **Collaboration Styles:** Individual, pair, small group, whole class - **Assessment Methods:** Performance, portfolio, traditional, project-based

---

Professional Development & Support

Teacher Preparation Timeline

Summer Before Implementation: - **Month 1:** Standards analysis and project planning workshop - **Month 2:** Technology training and resource development - **Month 3:** Community partnership establishment and material preparation

Ongoing Support During Year: - **Monthly PLCs:** Collaborative planning and problem-solving sessions - **Quarterly Observations:** Instructional coaching and feedback - **End-of-Quarter Reflection:** Data analysis and adjustment planning

Collaboration Structures

Grade-Level Teams: - **Weekly Planning:** Coordinate cross-curricular connections - **Student Data Review:** Monitor progress and adjust instruction - **Resource Sharing:** Collaborate on materials and assessments

Subject-Area PLCs: - **Standards Alignment:** Ensure deep content coverage - **Assessment Development:** Create authentic evaluation tools - **Best Practice Sharing:** Spread effective strategies

Administrative Support Needs

Scheduling Considerations: - **Extended Class Periods:** 90-minute blocks for project work - **Flexible Grouping:** Ability to combine classes for presentations - **Community Time:** Built-in time for guest speakers and field trips

Resource Allocation: - **Technology Budget:** Devices, software, and maintenance - **Materials Budget:** Project supplies and consumables - **Professional Development:** Training and conference attendance - **Substitute Coverage:** Support for teacher collaboration time

---

Troubleshooting Common Challenges

Challenge: “Students aren’t engaged with the passion themes”

Solutions: - Conduct mid-project passion surveys to adjust focus - Provide choice within themes (different sports, music genres, etc.) - Connect themes to current events and student interests - Invite student input on future theme selection

Challenge: “I’m struggling to cover all the standards deeply”

Solutions: - Focus on power standards that spiral throughout the year - Use formative assessment to identify areas needing reinforcement - Extend projects by a week if needed for deeper learning - Integrate standards review into transition weeks

Challenge: “Parents are concerned about test preparation”

Solutions: - Share data showing standards alignment and coverage - Provide examples of how projects prepare students for assessments - Offer optional test prep sessions during transition weeks - Document student growth through portfolio assessments

Challenge: “I don’t have enough community connections”

Solutions: - Start with virtual guest speakers via video conferencing - Connect with other teachers who have established partnerships - Reach out to university education departments for support - Use social media to find local professionals willing to help

Challenge: “Students struggle with collaboration”

Solutions: - Explicitly teach collaboration skills through mini-lessons - Use structured roles and protocols for group work - Provide sentence frames for giving and receiving feedback - Celebrate successful collaboration examples

---

Data Collection & Analysis

Student Progress Monitoring

Weekly Data Points: - Standards mastery checkpoints - Collaboration effectiveness ratings - Project milestone completion - Student self-assessment surveys

Quarterly Assessments: - Comprehensive portfolio reviews - Standards-based performance tasks - Peer evaluation feedback - Parent/family input surveys

Annual Evaluation Metrics: - State assessment performance comparison - Student engagement survey results - Standards mastery documentation - College and career readiness indicators

Program Effectiveness Measures

Academic Achievement: - Pre/post assessments for each quarter - Standards mastery growth tracking - Cross-curricular skill development - Critical thinking rubric progression

Student Engagement: - Attendance and participation rates - Project quality and completion - Student choice and voice indicators - Extracurricular interest development

Long-Term Impact: - High school course selection patterns - Career interest development - College readiness indicators - Alumni feedback and success stories

---

Appendices

Appendix A: Standards Alignment Charts

[Detailed mapping of every standard to specific project activities]

Appendix B: Assessment Tools

[Complete rubrics, checklists, and evaluation forms]

Appendix C: Student Resources

[Handouts, graphic organizers, and reference materials]

Appendix D: Community Partnership Templates

[Contact forms, partnership agreements, and communication tools]

Appendix E: Technology Integration Guides

[Step-by-step tutorials for essential digital tools]

This comprehensive guide provides everything needed to successfully implement passion-based learning that covers 100% of Georgia 7th grade standards while engaging students in meaningful, real-world experiences. The key to success is starting with strong relationships, maintaining flexibility, and always keeping student learning at the center of every decision.

Appendix E

POWER PUBLIC SCHOOLS

Georgia 7th Grade Passion Projects: Student Guide

Welcome to Your Amazing Learning Adventure! 🚀

What Are Passion Projects?

Get ready for the coolest year of learning ever! Instead of sitting in rows memorizing facts, you'll work in teams to solve real-world problems using your favorite interests. Every quarter, you'll dive deep into one exciting area:

🏆 **Sports & Analytics** - Become a sports data scientist
🎵 **Music & Entertainment** - Run your own production studio
🌍 **Environmental Science** - Start an eco-consulting firm
🎮 **Technology & Gaming** - Design games that change the world

Why This Is Different (and Better!)

- **Your interests matter** - We start with what you love
- **Real-world connections** - Meet actual professionals in these fields
- **Teamwork skills** - Collaborate like you will in your future career
- **Choice and voice** - You help decide what and how you learn
- **Meaningful products** - Create things that actually matter to your community

---

Your Four Quarterly Adventures

Quarter 1: Athletic Analytics Academy 🏆

Your Mission: Become a sports data scientist who uses math and science to improve athletic performance.

What You'll Do: - Analyze real team statistics and player performance data - Interview athletes and coaches about training methods - Calculate batting averages, shooting percentages, and win probabilities - Study how the human body systems work together in sports - Create data visualizations showing performance trends - Present your findings to local sports teams

Real-World Connections: - Visit college sports medicine facilities - Meet with professional team statisticians - Interview sports journalists and broadcasters - Connect with local athletic trainers

Final Products (Choose Your Adventure): - Sports analytics presentation for a local team - Athletic performance improvement plan - Sports science research report with data visualizations - Documentary about the role of data in modern sports

Quarter 2: Sound Science Studio 🎵

Your Mission: Run a music production studio where you explore the science, math, and culture behind the entertainment we love.

What You'll Do: - Research how the brain processes music and sound - Calculate frequencies, wavelengths, and mathematical patterns in music - Study the history and cultural impact of different music genres - Analyze song lyrics as literature and poetry - Collaborate to produce original music or video content - Explore careers in the entertainment industry

Real-World Connections: - Tour local recording studios - Meet with musicians, producers, and sound engineers - Connect with music therapists and researchers - Visit concert venues and theaters

Final Products (Choose Your Adventure): - Original song or music video with scientific explanations - Podcast series about music and science - Interactive exhibit on the mathematics of music - Documentary about music's impact on culture and society

Quarter 3: Eco-Innovation Lab 🌍

Your Mission: Establish an environmental consulting firm that uses scientific research to solve real community environmental challenges.

What You'll Do: - Collect and analyze local environmental data (water quality, air pollution, etc.) - Study ecosystem interactions and energy cycles - Research different biomes and environmental systems worldwide - Model environmental changes using mathematical equations - Develop solutions for local environmental problems - Present policy recommendations to community leaders

Real-World Connections: - Partner with local environmental protection agencies - Work with conservation groups and nature centers - Meet environmental scientists and researchers - Visit renewable energy facilities

Final Products (Choose Your Adventure): - Environmental impact study for your community - Policy proposal presentation to city council - Educational campaign about local environmental issues - Working prototype of an environmental solution

Quarter 4: Game Design & Digital Solutions 🎮

Your Mission: Design games and digital tools that educate, entertain, and solve real-world problems.

What You'll Do: - Learn the basics of game mechanics and probability - Study how games can be used for education and social change - Design 3D objects and virtual environments - Write code and create digital interactive experiences - Research careers in the technology industry - Develop games that address real community needs

Real-World Connections: - Visit local tech companies and gaming studios - Meet with software developers and designers - Connect with computer science university programs - Explore virtual reality and emerging technologies

Final Products (Choose Your Adventure): - Educational game prototype addressing a real problem - Mobile app design for community use - Interactive digital story or experience - Technology innovation pitch presentation

---

How Your Learning Works

Weekly Structure

Monday: New Challenge Launch - Meet your weekly driving question - Learn new skills through mini-lessons - Plan your team's approach

Tuesday-Thursday: Hands-On Project Work - Research and investigate your questions - Collect and analyze data - Create, build, and problem-solve - Collaborate with your team - Get feedback from teachers and peers

Friday: Share & Reflect - Present your progress to other teams - Give and receive constructive feedback - Reflect on what you've learned - Set goals for the next week

Your Team Roles

Each team member will have special responsibilities that rotate throughout the project:

Project Manager: Keeps the team organized and on schedule **Research Coordinator:** Leads information gathering and fact-checking **Technology Specialist:** Manages digital tools and presentations **Community Liaison:** Connects with outside experts and resources **Creative Director:** Oversees design and presentation elements **Quality Assurance:** Ensures accuracy and completeness of work

Learning Targets

Every week, you'll work toward mastering specific skills:

Reading & Research Skills: - Find and evaluate reliable sources - Cite evidence to support your ideas - Understand complex texts and technical information - Compare different perspectives on the same topic

Writing & Communication Skills: - Write clear arguments with supporting evidence - Create informative reports and explanations - Tell engaging stories through various media - Present confidently to different audiences

Mathematical Thinking: - Solve multi-step real-world problems - Work with fractions, decimals, and percentages - Create and interpret graphs and data visualizations - Use geometry and measurement in practical situations - Understand probability and make predictions

Scientific Investigation: - Ask testable questions and design investigations - Collect, organize, and analyze data - Understand how living systems work and interact - Make connections between science and daily life

Historical & Cultural Understanding: - Analyze primary and secondary sources - Understand different perspectives on events and issues - Make connections between past and present - Recognize the impact of geography and culture

---

Assessment: How You'll Show What You Know

Weekly Checkpoints (25% of your grade)

Every Friday, you'll complete a quick self-assessment and receive feedback on: - **Collaboration:** How well you work with your team - **Progress:** How much you've accomplished toward your goals - **Understanding:** How well you grasp the concepts you're learning - **Communication:** How clearly you share your ideas

Standards Mastery (40% of your grade)

Throughout each project, you'll demonstrate mastery of specific learning standards through: - **Performance Tasks:** Real-world challenges that show your skills - **Portfolio Evidence:** Collection of your best work over time - **Peer Assessments:** Feedback from teammates on collaboration and contribution - **Self-Reflection:** Your own analysis of growth and learning

Final Projects (25% of your grade)

At the end of each quarter, you'll create a major product that showcases your learning: - **Quality:** How well-crafted and thorough is your work? - **Accuracy:** Is your information correct and well-researched? - **Creativity:** How original and engaging is your presentation? - **Impact:** Does your work address real needs or problems?

Growth & Reflection (10% of your grade)

Your digital portfolio will document your learning journey through: - **Weekly Reflections:** What did you learn? What challenged you? - **Goal Setting:** What do you want to improve or learn next? - **Evidence Collection:** Examples of your growth over time - **Peer Feedback:** How you give and receive constructive criticism

---

Your Digital Portfolio

What Goes In Your Portfolio?

Learning Reflections: - Weekly journal entries about your discoveries - Connections you make between different subjects - Challenges you overcome and how you solved them - Goals you set and progress you make

Evidence of Growth: - Before and after examples of your work - Photos and videos of your projects in progress - Feedback you receive and how you use it to improve - Examples of helping teammates or receiving help

Standards Documentation: - Work samples that show mastery of specific skills - Self-assessments of your learning progress - Teacher feedback on your achievements - Plans for continued growth and improvement

Portfolio Reflection Questions

Weekly Reflections: - What was the most interesting thing you discovered this week? - What was challenging, and how did you work through it? - How did you contribute to your team's success? - What connections did you make between different subjects? - What do you want to learn more about?

Monthly Deep Dives: - How have your interests and passions evolved this month? - What skills have you developed that you're most proud of? - How has working with your team helped you grow? - What real-world connections have been most meaningful? - How will you use what you've learned outside of school?

Quarterly Celebrations: - What are you most proud of accomplishing this quarter? - How did this passion theme connect to your personal interests? - What surprised you most about your learning? - How did you help others learn and grow? - What are you most excited to explore next quarter?

Success Strategies: How to Thrive

Collaboration Superpowers

Be a Great Teammate: - Listen actively to others' ideas - Share your own thoughts respectfully - Help solve problems when conflicts arise - Celebrate your teammates' successes - Ask for help when you need it

Communication Champions: - Use "I" statements when giving feedback ("I think we could try…") - Ask clarifying questions ("Can you help me understand…") - Build on others' ideas ("Yes, and we could also…") - Express appreciation ("I really liked how you…")

Learning Strategies That Work

When You're Stuck: - Break big problems into smaller steps - Ask a teammate or teacher for guidance - Look for examples or models to follow - Try a different approach or perspective - Take a break and come back with fresh eyes

When You're Researching: - Start with reliable sources (.edu, .gov, established organizations) - Take notes in your own words - Keep track of where you found information - Look for multiple sources that agree - Ask librarians or teachers for help finding sources

When You're Creating: - Plan before you start building or writing - Get feedback early and often - Don't be afraid to revise and improve - Focus on your audience - who will see this? - Make sure your work is accurate and complete

Technology Tips

Digital Citizenship: - Always cite your sources properly - Respect copyright and intellectual property - Be kind and respectful in online interactions - Protect your personal information - Ask permission before sharing others' work

Productivity Hacks: - Use shared documents for team collaboration - Keep your files organized with clear names - Back up your work in multiple places - Learn keyboard shortcuts for faster work - Use spell-check and grammar tools

---

Making Real-World Connections

Community Partnerships

Throughout the year, you'll connect with real professionals who use these skills in their careers:

Sports & Analytics Professionals: - Sports statisticians and data analysts - Athletic trainers and sports medicine doctors - Coaches and performance specialists - Sports journalists and broadcasters

Music & Entertainment Industry: - Musicians, producers, and sound engineers - Music therapists and researchers - Entertainment executives and agents - Concert promoters and venue managers

Environmental Scientists: - Environmental protection specialists - Conservation biologists and ecologists - Renewable energy engineers - Environmental policy researchers

Technology & Gaming Experts: - Software developers and programmers - Game designers and developers - User experience (UX) designers - Technology entrepreneurs and innovators

Career Exploration Activities

Guest Speaker Series: - Monthly presentations from industry professionals - Q&A sessions about career paths and education - Behind-the-scenes looks at different workplaces - Networking opportunities for future mentorship

Field Trip Experiences: - University research facilities and labs - Professional sports facilities and training centers - Recording studios and entertainment venues - Environmental research sites and conservation areas - Technology companies and innovation hubs

Job Shadowing Opportunities: - Half-day experiences with community partners - Observation of real workplace environments - Understanding of daily responsibilities and challenges - Connections with potential mentors and role models

---

Family Connections

How Families Can Support Your Learning

At Home Extensions: - Discuss your projects and discoveries at family dinners - Share interesting articles or videos related to your current theme - Help you practice presentations before school showcases - Connect you with family friends who work in related fields

Showcase Events: - Attend quarterly presentation events to see your work - Ask questions and provide feedback on your projects - Celebrate your growth and achievements - Meet other families and build community connections

Portfolio Sharing: - Regular access to view your digital portfolio - Opportunities to leave encouraging comments - Understanding of your learning progress and goals - Support for areas where you want to improve

Ways to Get Involved

Volunteer Opportunities: - Share professional expertise as guest speakers - Chaperone field trips and community visits - Help with showcase event setup and logistics - Provide interview opportunities for research projects

Home Support: - Create quiet study spaces for project work - Help with transportation to community events - Encourage risk-taking and creative thinking - Celebrate effort and growth, not just achievement

---

Looking Ahead: Your Bright Future

Skills You’re Developing for Life

21st Century Skills: - Critical thinking and problem-solving - Creativity and innovation - Communication and collaboration - Digital literacy and technology fluency

College and Career Readiness: - Research and information literacy - Project management and organization - Presentation and public speaking - Leadership and teamwork

Personal Growth: - Confidence in your abilities - Resilience when facing challenges - Empathy and cultural understanding - Passion for lifelong learning

High School Preparation

The skills and knowledge you develop this year will prepare you for: - **Advanced Placement courses** in your areas of interest - **Dual enrollment** opportunities with local colleges - **Internships and job shadowing** in high school - **Leadership roles** in clubs and organizations - **Scholarship opportunities** based on your portfolio of work

Future Career Connections

Your passion project experiences may inspire future career paths in: - **STEM Fields:** Engineering, medicine, environmental science, technology - **Creative Industries:** Music production, game design, entertainment, media - **Business and Analytics:** Sports management, data science, marketing research - **Public Service:** Environmental policy, education, community development

---

Resources and Support

When You Need Help

Academic Support: - Your teachers are your first resource for help - Peer tutoring and study groups - Online resources and educational videos - Library research assistance

Technology Support: - IT help desk for device and software issues - Digital citizenship and online safety resources - Tutorial videos for new software and apps - Peer tech support from classmates

Personal Support: - School counselors for academic and personal guidance - Peer mediation for team conflicts - Family communication about concerns or challenges - Mental health resources and stress management

Useful Websites and Apps

Research and Information: - Google Scholar for academic articles - NASA, NOAA, and other government science sites - Smithsonian and other museum online collections - TED-Ed for educational videos

Creation and Productivity: - Google Workspace for collaboration - Canva for graphic design - Scratch for beginning programming - iMovie or similar for video editing

Math and Science Tools: - Desmos for graphing and calculations - PhET simulations for science concepts - Khan Academy for skill practice - Wolfram Alpha for complex calculations

---

Your Learning Adventure Starts Now!

Getting Ready for Success

Mindset Matters: - Embrace challenges as opportunities to grow - Learn from mistakes and see them as part of the process - Ask questions and seek help when you need it - Celebrate your progress and the progress of others

Organization Tips: - Keep a planner or digital calendar for deadlines - Create folders for each subject and project - Back up your work regularly - Communicate with your team about schedules and responsibilities

Goal Setting: - Set specific, achievable goals for each project - Break large goals into smaller, manageable steps - Check your progress regularly and adjust as needed - Celebrate when you achieve your goals

Your Voice Matters

Remember that your ideas, interests, and perspectives are valuable contributions to your learning community. You have the power to: - Shape the direction of your projects - Suggest new activities and connections - Help your teammates succeed - Make a positive impact on your community

Ready to Change the World?

This year, you're not just learning about the world – you're preparing to change it. Through your passion projects, you'll develop the skills, knowledge, and confidence to tackle real challenges and create meaningful solutions.

Your adventure in learning starts now. Are you ready to discover what you're capable of achieving? Let's go! 🚀

Remember: Every expert was once a beginner. Every professional was once an amateur. Every icon was once an unknown. The only difference between where you are now and where you want to be is the work you're willing to do and the learning you're willing to embrace. This year is your chance to start that journey!

Appendix F

POWER PUBLIC SCHOOLS

Georgia 7th Grade Passion Projects: Student Guide

Welcome to Your Amazing Learning Adventure! 🚀

What Are Passion Projects?

Get ready for the coolest year of learning ever! Instead of sitting in rows memorizing facts, you'll work in teams to solve real-world problems using your favorite interests. Every quarter, you'll dive deep into one exciting area:

🏆 **Sports & Analytics** - Become a sports data scientist
🎵 **Music & Entertainment** - Run your own production studio
🌍 **Environmental Science** - Start an eco-consulting firm
🎮 **Technology & Gaming** - Design games that change the world

Why This Is Different (and Better!)

- **Your interests matter** - We start with what you love
- **Real-world connections** - Meet actual professionals in these fields
- **Teamwork skills** - Collaborate like you will in your future career
- **Choice and voice** - You help decide what and how you learn
- **Meaningful products** - Create things that actually matter to your community

---

Your Four Quarterly Adventures

Quarter 1: Athletic Analytics Academy 🏆

Your Mission: Become a sports data scientist who uses math and science to improve athletic performance.

What You'll Do: - Analyze real team statistics and player performance data - Interview athletes and coaches about training methods - Calculate batting averages, shooting percentages, and win probabilities - Study how the human body systems work together in sports - Create data visualizations showing performance trends - Present your findings to local sports teams

Real-World Connections: - Visit college sports medicine facilities - Meet with professional team statisticians - Interview sports journalists and broadcasters - Connect with local athletic trainers

Final Products (Choose Your Adventure): - Sports analytics presentation for a local team - Athletic performance improvement plan - Sports science research report with data visualizations - Documentary about the role of data in modern sports

Quarter 2: Sound Science Studio 🎵

Your Mission: Run a music production studio where you explore the science, math, and culture behind the entertainment we love.

What You'll Do: - Research how the brain processes music and sound - Calculate frequencies, wavelengths, and mathematical patterns in music - Study the history and cultural impact of different music genres - Analyze song lyrics as literature and poetry - Collaborate to produce original music or video content - Explore careers in the entertainment industry

Real-World Connections: - Tour local recording studios - Meet with musicians, producers, and sound engineers - Connect with music therapists and researchers - Visit concert venues and theaters

Final Products (Choose Your Adventure): - Original song or music video with scientific explanations - Podcast series about music and science - Interactive exhibit on the mathematics of music - Documentary about music's impact on culture and society

Quarter 3: Eco-Innovation Lab 🌍

Your Mission: Establish an environmental consulting firm that uses scientific research to solve real community environmental challenges.

What You'll Do: - Collect and analyze local environmental data (water quality, air pollution, etc.) - Study ecosystem interactions and energy cycles - Research different biomes and environmental systems worldwide - Model environmental changes using mathematical equations - Develop solutions for local environmental problems - Present policy recommendations to community leaders

Real-World Connections: - Partner with local environmental protection agencies - Work with conservation groups and nature centers - Meet environmental scientists and researchers - Visit renewable energy facilities

Final Products (Choose Your Adventure): - Environmental impact study for your community - Policy proposal presentation to city council - Educational campaign about local environmental issues - Working prototype of an environmental solution

Quarter 4: Game Design & Digital Solutions 🎮

Your Mission: Design games and digital tools that educate, entertain, and solve real-world problems.

What You'll Do: - Learn the basics of game mechanics and probability - Study how games can be used for education and social change - Design 3D objects and virtual environments - Write code and create digital interactive experiences - Research careers in the technology industry - Develop games that address real community needs

Real-World Connections: - Visit local tech companies and gaming studios - Meet with software developers and designers - Connect with computer science university programs - Explore virtual reality and emerging technologies

Final Products (Choose Your Adventure): - Educational game prototype addressing a real problem - Mobile app design for community use - Interactive digital story or experience - Technology innovation pitch presentation

---

How Your Learning Works

Weekly Structure

Monday: New Challenge Launch - Meet your weekly driving question - Learn new skills through mini-lessons - Plan your team's approach

Tuesday-Thursday: Hands-On Project Work - Research and investigate your questions - Collect and analyze data - Create, build, and problem-solve - Collaborate with your team - Get feedback from teachers and peers

Friday: Share & Reflect - Present your progress to other teams - Give and receive constructive feedback - Reflect on what you've learned - Set goals for the next week

Your Team Roles

Each team member will have special responsibilities that rotate throughout the project:

Project Manager: Keeps the team organized and on schedule **Research Coordinator:** Leads information gathering and fact-checking **Technology Specialist:** Manages digital tools and presentations **Community Liaison:** Connects with outside experts and resources **Creative Director:** Oversees design and presentation elements **Quality Assurance:** Ensures accuracy and completeness of work

Learning Targets

Every week, you'll work toward mastering specific skills:

Reading & Research Skills: - Find and evaluate reliable sources - Cite evidence to support your ideas - Understand complex texts and technical information - Compare different perspectives on the same topic

Writing & Communication Skills: - Write clear arguments with supporting evidence - Create informative reports and explanations - Tell engaging stories through various media - Present confidently to different audiences

Mathematical Thinking: - Solve multi-step real-world problems - Work with fractions, decimals, and percentages - Create and interpret graphs and data visualizations - Use geometry and measurement in practical situations - Understand probability and make predictions

Scientific Investigation: - Ask testable questions and design investigations - Collect, organize, and analyze data - Understand how living systems work and interact - Make connections between science and daily life

Historical & Cultural Understanding: - Analyze primary and secondary sources - Understand different perspectives on events and issues - Make connections between past and present - Recognize the impact of geography and culture

---

Assessment: How You'll Show What You Know

Weekly Checkpoints (25% of your grade)

Every Friday, you'll complete a quick self-assessment and receive feedback on: - **Collaboration:** How well you work with your team - **Progress:** How much you've accomplished toward your goals - **Understanding:** How well you grasp the concepts you're learning - **Communication:** How clearly you share your ideas

Standards Mastery (40% of your grade)

Throughout each project, you'll demonstrate mastery of specific learning standards through: - **Performance Tasks:** Real-world challenges that show your skills - **Portfolio Evidence:** Collection of your best work over time - **Peer Assessments:** Feedback from teammates on collaboration and contribution - **Self-Reflection:** Your own analysis of growth and learning

Final Projects (25% of your grade)

At the end of each quarter, you'll create a major product that showcases your learning: - **Quality:** How well-crafted and thorough is your work? - **Accuracy:** Is your information correct and well-researched? - **Creativity:** How original and engaging is your presentation? - **Impact:** Does your work address real needs or problems?

Growth & Reflection (10% of your grade)

Your digital portfolio will document your learning journey through: - **Weekly Reflections:** What did you learn? What challenged you? - **Goal Setting:** What do you want to improve or learn next? - **Evidence Collection:** Examples of your growth over time - **Peer Feedback:** How you give and receive constructive criticism

---

Your Digital Portfolio

What Goes In Your Portfolio?

Learning Reflections: - Weekly journal entries about your discoveries - Connections you make between different subjects - Challenges you overcome and how you solved them - Goals you set and progress you make

Evidence of Growth: - Before and after examples of your work - Photos and videos of your projects in progress - Feedback you receive and how you use it to improve - Examples of helping teammates or receiving help

Standards Documentation: - Work samples that show mastery of specific skills - Self-assessments of your learning progress - Teacher feedback on your achievements - Plans for continued growth and improvement

Portfolio Reflection Questions

Weekly Reflections: - What was the most interesting thing you discovered this week? - What was challenging, and how did you work through it? - How did you contribute to your team's success? - What connections did you make between different subjects? - What do you want to learn more about?

Monthly Deep Dives: - How have your interests and passions evolved this month? - What skills have you developed that you're most proud of? - How has working with your team helped you grow? - What real-world connections have been most meaningful? - How will you use what you've learned outside of school?

Quarterly Celebrations: - What are you most proud of accomplishing this quarter? - How did this passion theme connect to your personal interests? - What surprised you most about your learning? - How did you help others learn and grow? - What are you most excited to explore next quarter?

Success Strategies: How to Thrive

Collaboration Superpowers

Be a Great Teammate: - Listen actively to others' ideas - Share your own thoughts respectfully - Help solve problems when conflicts arise - Celebrate your teammates' successes - Ask for help when you need it

Communication Champions: - Use "I" statements when giving feedback ("I think we could try…") - Ask clarifying questions ("Can you help me understand…") - Build on others' ideas ("Yes, and we could also…") - Express appreciation ("I really liked how you…")

Learning Strategies That Work

When You're Stuck: - Break big problems into smaller steps - Ask a teammate or teacher for guidance - Look for examples or models to follow - Try a different approach or perspective - Take a break and come back with fresh eyes

When You're Researching: - Start with reliable sources (.edu, .gov, established organizations) - Take notes in your own words - Keep track of where you found information - Look for multiple sources that agree - Ask librarians or teachers for help finding sources

When You're Creating: - Plan before you start building or writing - Get feedback early and often - Don't be afraid to revise and improve - Focus on your audience - who will see this? - Make sure your work is accurate and complete

Technology Tips

Digital Citizenship: - Always cite your sources properly - Respect copyright and intellectual property - Be kind and respectful in online interactions - Protect your personal information - Ask permission before sharing others' work

Productivity Hacks: - Use shared documents for team collaboration - Keep your files organized with clear names - Back up your work in multiple places - Learn keyboard shortcuts for faster work - Use spell-check and grammar tools

---

Making Real-World Connections

Community Partnerships

Throughout the year, you'll connect with real professionals who use these skills in their careers:

Sports & Analytics Professionals: - Sports statisticians and data analysts - Athletic trainers and sports medicine doctors - Coaches and performance specialists - Sports journalists and broadcasters

Music & Entertainment Industry: - Musicians, producers, and sound engineers - Music therapists and researchers - Entertainment executives and agents - Concert promoters and venue managers

Environmental Scientists: - Environmental protection specialists - Conservation biologists and ecologists - Renewable energy engineers - Environmental policy researchers

Technology & Gaming Experts: - Software developers and programmers - Game designers and developers - User experience (UX) designers - Technology entrepreneurs and innovators

Career Exploration Activities

Guest Speaker Series: - Monthly presentations from industry professionals - Q&A sessions about career paths and education - Behind-the-scenes looks at different workplaces - Networking opportunities for future mentorship

Field Trip Experiences: - University research facilities and labs - Professional sports facilities and training centers - Recording studios and entertainment venues - Environmental research sites and conservation areas - Technology companies and innovation hubs

Job Shadowing Opportunities: - Half-day experiences with community partners - Observation of real workplace environments - Understanding of daily responsibilities and challenges - Connections with potential mentors and role models

---

Family Connections

How Families Can Support Your Learning

At Home Extensions: - Discuss your projects and discoveries at family dinners - Share interesting articles or videos related to your current theme - Help you practice presentations before school showcases - Connect you with family friends who work in related fields

Showcase Events: - Attend quarterly presentation events to see your work - Ask questions and provide feedback on your projects - Celebrate your growth and achievements - Meet other families and build community connections

Portfolio Sharing: - Regular access to view your digital portfolio - Opportunities to leave encouraging comments - Understanding of your learning progress and goals - Support for areas where you want to improve

Ways to Get Involved

Volunteer Opportunities: - Share professional expertise as guest speakers - Chaperone field trips and community visits - Help with showcase event setup and logistics - Provide interview opportunities for research projects

Home Support: - Create quiet study spaces for project work - Help with transportation to community events - Encourage risk-taking and creative thinking - Celebrate effort and growth, not just achievement

---

Looking Ahead: Your Bright Future

Skills You’re Developing for Life

21st Century Skills: - Critical thinking and problem-solving - Creativity and innovation - Communication and collaboration - Digital literacy and technology fluency

College and Career Readiness: - Research and information literacy - Project management and organization - Presentation and public speaking - Leadership and teamwork

Personal Growth: - Confidence in your abilities - Resilience when facing challenges - Empathy and cultural understanding - Passion for lifelong learning

High School Preparation

The skills and knowledge you develop this year will prepare you for: - **Advanced Placement courses** in your areas of interest - **Dual enrollment** opportunities with local colleges - **Internships and job shadowing** in high school - **Leadership roles** in clubs and organizations - **Scholarship opportunities** based on your portfolio of work

Future Career Connections

Your passion project experiences may inspire future career paths in: - **STEM Fields:** Engineering, medicine, environmental science, technology - **Creative Industries:** Music production, game design, entertainment, media - **Business and Analytics:** Sports management, data science, marketing research - **Public Service:** Environmental policy, education, community development

---

Resources and Support

When You Need Help

Academic Support: - Your teachers are your first resource for help - Peer tutoring and study groups - Online resources and educational videos - Library research assistance

Technology Support: - IT help desk for device and software issues - Digital citizenship and online safety resources - Tutorial videos for new software and apps - Peer tech support from classmates

Personal Support: - School counselors for academic and personal guidance - Peer mediation for team conflicts - Family communication about concerns or challenges - Mental health resources and stress management

Useful Websites and Apps

Research and Information: - Google Scholar for academic articles - NASA, NOAA, and other government science sites - Smithsonian and other museum online collections - TED-Ed for educational videos

Creation and Productivity: - Google Workspace for collaboration - Canva for graphic design - Scratch for beginning programming - iMovie or similar for video editing

Math and Science Tools: - Desmos for graphing and calculations - PhET simulations for science concepts - Khan Academy for skill practice - Wolfram Alpha for complex calculations

---

Your Learning Adventure Starts Now!

Getting Ready for Success

Mindset Matters: - Embrace challenges as opportunities to grow - Learn from mistakes and see them as part of the process - Ask questions and seek help when you need it - Celebrate your progress and the progress of others

Organization Tips: - Keep a planner or digital calendar for deadlines - Create folders for each subject and project - Back up your work regularly - Communicate with your team about schedules and responsibilities

Goal Setting: - Set specific, achievable goals for each project - Break large goals into smaller, manageable steps - Check your progress regularly and adjust as needed - Celebrate when you achieve your goals

Your Voice Matters

Remember that your ideas, interests, and perspectives are valuable contributions to your learning community. You have the power to: - Shape the direction of your projects - Suggest new activities and connections - Help your teammates succeed - Make a positive impact on your community

Ready to Change the World?

This year, you're not just learning about the world – you're preparing to change it. Through your passion projects, you'll develop the skills, knowledge, and confidence to tackle real challenges and create meaningful solutions.

Your adventure in learning starts now. Are you ready to discover what you're capable of achieving? Let's go! 🚀

Remember: Every expert was once a beginner. Every professional was once an amateur. Every icon was once an unknown. The only difference between where you are now and where you want to be is the work you're willing to do and the learning you're willing to embrace. This year is your chance to start that journey!

Appendix G

POWER PUBLIC SCHOOLS

School Bells & Duration					Power Team 6A: This student group starts in Homeroom A.			
Activity	**Start Time**	**End Time**	**Duration**	**Location**	**Class**	**Team**	**Teacher Actions**	**Student Actions**
Homeroom	7:50	8:10	20 min	A-Classroom	Groundedness: Restorative Practices	A	Lead proactive strategies to promote community building	Share experiences
Period 1	8:13	8:48	35 min	A-Classroom	English	A	Review data diagnostic dashboard; conduct small groups; observe independent practice	Begin with diagnostic activity; complete ability-appropriate activities; progress based on mastery; participate in small groups for remediation/enrichment
Period 2	8:51	9:26	35 min		Social Studies		Review data diagnostic dashboard; conduct small groups; observe independent practice	Begin with diagnostic activity; complete ability-appropriate activities; progress based on mastery; participate in small groups for remediation/enrichment
Period 3	9:29	10:04	35 min	B-Classroom	Math	B	Review data diagnostic dashboard; conduct small groups; observe independent practice	Begin with diagnostic activity; complete ability-appropriate activities; progress based on mastery; participate in small groups for remediation/enrichment
Period 4	10:07	10:42	35 min		Science		Review data diagnostic dashboard; conduct small groups; observe independent practice	Begin with diagnostic activity; complete ability-appropriate activities; progress based on mastery; participate in small groups for remediation/enrichment
Period 5	10:45	11:20	35 min	C-Classroom	Foreign Language/ Intervention T2&T3	C; Interventions: A, B	FL teacher- deliver strategies to promote the comprehension of world language study with support from the AI platform. Interventionalists- utilize Just Words, Wilson Rdg, Lexia Core 5, Math 180 for remediation	T1 - Foreign Language; T2/T3/IEP/ELL - Participate in support activites to achieve grade-level performance and comply with accommodations
Period 6	11:23	11:58	35 min	D-Classroom	Music, Sports, and Martial arts	D	Deliver activities to promote physical well being	Engage in physical endurance activities
Character Building	11:58	12:33	35 min	E-Classroom	5 Day Core Value Rotations: Day 1: Entrepreneurship and Financial Literacy Day 2: Leadership, Organization, Public speaking and AVID Day 3:Theory of Knowledge and World- BE the difference with data Day 4:Mentorship Class Day 5:Teamwork Challenge	Rotating A, B	Rotating teachers based on specialty areas - deliver character-building and leadership principles focused on PPS Core Values	Participate in activities that strengthen leadership skills and promote collaboration and teamwork
Lunch	12:35	1:05	30 min	Lunchroom	Lunch			
Enrichment Block 2	1:08	2:18	70 min	A-Classroom	Passion Projects/Intervention T2&T3	A, B	T1-Introduce grade level standards through PBL; Utilize Just Words, Wilson Rdg, Lexia Core 5, Math 180 for T2&T3/IEP/ELL remediation	T1 - Participate in PBL Passion Projects; T2/T3/IEP/ELL - Participate in support activites to achieve grade-level performance and comply with accommodations
Enrichment Block 3	2:20	3:30	70 min	Flex	Community*	A, B & Community Members*	T1 - Support projects, coordinate mentors; T2/T3/IEP/ELL - Participate in support activites to achieve grade-level performance and comply with accommodations	T1 - Participate in Community/Career Exploration; T2/T3/IEP/ELL - Participate in support activites to achieve grade-level performance and comply with accommodations
					*Community Members not expected daily but as per schedule.			
					Representative of Humanities teacher (English, Social Studies)			
					Representative of Math & Science teacher			

School Bells & Duration					Power Team 6B: This student group starts in Homeroom B.			
Activity	**Start Time**	**End Time**	**Duration**	**Location**	**Class**	**Team**	**Teacher Actions**	**Student Actions**
Homeroom	7:50	8:10	20 min	B-Classroom	Groundedness: Restorative Practices	B	Lead proactive strategies to promote community building	Share experiences
Period 1	8:13	8:48	35 min	B-Classroom	Math	B	Review data diagnostic dashboard; conduct small groups; observe independent practice	Begin with diagnostic activity; complete ability-appropriate activities; progress based on mastery; participate in small groups for remediation/enrichment
Period 2	8:51	9:26	35 min		Science		Review data diagnostic dashboard; conduct small groups; observe independent practice	Begin with diagnostic activity; complete ability-appropriate activities; progress based on mastery; participate in small groups for remediation/enrichment
Period 3	9:29	10:04	35 min	A-Classroom	English	A	Review data diagnostic dashboard; conduct small groups; observe independent practice	Begin with diagnostic activity; complete ability-appropriate activities; progress based on mastery; participate in small groups for remediation/enrichment
Period 4	10:07	10:42	35 min				Review data diagnostic dashboard; conduct small groups; observe independent practice	Begin with diagnostic activity; complete ability-appropriate activities; progress based on mastery; participate in small groups for remediation/enrichment
Period 5	10:45	11:20	35 min	D-Classroom	Social Studies	D	Deliver activities to promote physical well being	Engage in physical endurance activities
Period 6	11:23	11:58	35 min	C-Classroom	Foreign Language/ Intervention T2&T3	C; Interventions: A, B	FL teacher- deliver strategies to promote the comprehension of world language study with support from the AI platform. Interventionalists- utilize Just Words, Wilson Rdg, Lexia Core 5, Math 180 for remediation	T1 - Foreign Language; T2/T3/IEP/ELL - Participate in support activites to achieve grade-level performance and comply with accommodations
Character Building	11:58	12:33	35 min	E-Classroom	5 Day Core Value Rotations: Day 1: Entrepreneurship and financial Literacy Day 2: Leadership, Organization, Public speaking and AVID Day 3:Theory of Knowledge and World- BE the difference with data Day 4:Mentorship Class Day 5:Teamwork Challenge	Rotating A, B	Rotating teachers - deliver character-building and leadership principles focused on PPS Core Values	Participate in activities that strengthen leadership skills and promote collaboration and teamwork
Lunch	12:35	1:05	30 min	Lunchroom	Lunch			
Enrichment Block 2	1:08	2:18	70 min	B-Classroom	Passion Projects/ Intervention T2&T3	A, B	T1-Introduce grade level standards through PBL; Utilize Just Words, Wilson Rdg, Lexia Core 5, Math 180 for T2&T3/IEP/ELL remediation	T1 - Participate in PBL Passion Projects; T2/T3/IEP/ELL - Participate in support activites to achieve grade-level performance and comply with accommodations
Enrichment Block 3	2:20	3:30	70 min	Flex	Community*	A, B, & Community Members*	T1 - Support projects, coordinate mentors; T2/T3/IEP/ELL - Participate in support activites to achieve grade-level performance and comply with accommodations	T1 - Participate in Community/Career Exploration; T2/T3/IEP/ELL - Participate in support activites to achieve grade-level performance and comply with accommodations

Appendix H

POWER PUBLIC SCHOOLS

1. AI Model Integration in the Classroom: Teacher Engagement and Administrative Efficiency

How AI Complements Teacher Engagement with Students

The Power Public Schools AI integration model is designed to enhance teacher effectiveness while maximizing instructional time through strategic automation of administrative tasks. Our approach ensures technology serves as a complement to—rather than replacement for—meaningful teacher-student interactions.

Enhanced Instructional Capacity

The AI system at Power Public Schools supports teachers by:

- **Real-time Data Analysis**: The AI model continuously monitors student progress on digital assignments, identifying learning gaps that require teacher intervention without manual data review
- **Personalized Learning Support**: While teachers focus on direct instruction with small groups, the AI system provides tailored practice activities for students working independently, adjusting difficulty levels based on performance
- **Automated Feedback on Routine Tasks**: For basic skills practice, the AI provides immediate feedback on objective questions, allowing teachers to focus their feedback efforts on higher-order thinking tasks

Administrative Time Savings

Our AI implementation specifically targets administrative burdens that traditionally consume teacher planning time:

- **Automated Grading and Assessment Analysis**: The AI system handles objective assessment scoring and generates detailed performance reports, reducing grading time by approximately 40%
- **Lesson Planning Assistance**: Teachers receive AI-generated recommendations for differentiated instructional resources based on previous performance data, streamlining the planning process
- **Documentation Support**: The system automatically generates progress monitoring documentation for student support meetings and IEP compliance, saving an estimated 3-5 hours weekly per teacher

Hands-on Classroom Impact

The time savings created through AI integration directly translates to increased meaningful teacher-student engagement:

- **Expanded Small Group Instruction**: Teachers can implement more frequent small group rotations (increasing from an average of 2 to 4 daily sessions) while the AI system supports independent learners
- **Increased Individual Conferencing**: Teachers report capacity for 30% more one-on-one student conferences when administrative tasks are automated
- **Enhanced Project Facilitation**: Similar to the collaborative planning time referenced in the AIM model, Power Public Schools teachers leverage AI-managed routine tasks to facilitate more complex project-based learning experiences

Teacher Professional Growth

The AI system supports teacher development through:

- **Personalized Professional Development**: Like AIM's approach to teacher growth, our AI system analyzes teacher instructional patterns and recommends targeted professional learning resources
- **Data-Informed Coaching**: Instructional coaches access AI-generated teaching pattern analyses to provide more specific and actionable feedback
- **Classroom Management Support**: The system identifies student engagement patterns and suggests preventative strategies, similar to AIM's emphasis on classroom management professional development

By strategically implementing AI to handle routine administrative tasks, Power Public Schools creates an environment where teachers can focus their expertise on the human elements of education that technology cannot replace: building relationships, facilitating complex discussions, providing nuanced feedback, and inspiring student curiosity.

Appendix I

POWER PUBLIC SCHOOLS

2. AI Training Datasets: Alignment with State and County Educational Standards

Data Sources and Standards Alignment

Power Public Schools has developed its AI educational model using carefully curated datasets that ensure all recommendations and content align with Georgia state educational standards and Cobb County curriculum frameworks. This document outlines the primary datasets used and their alignment with required educational standards.

Georgia Standards of Excellence (GSE) Dataset Integration

The AI model has been trained using comprehensive datasets derived from:

- **Complete Georgia Standards of Excellence**: The full text of all GSE standards for grades 6-12 across all core subject areas forms the foundation of the AI's content knowledge
- **Georgia Milestones Assessment System (GMAS) Item Banks**: De-identified released items and performance data from previous GMAS assessments inform the AI's understanding of standards-aligned assessment design
- **Georgia Milestones Student Growth Percentile (SGP) Data**: Anonymized growth data patterns help the AI identify effective instructional strategies for accelerating student progress toward proficiency benchmarks
- **DRC Beacon Formative Assessment Items**: Training on formative assessment items aligned with Georgia standards enables the AI to generate similar practice opportunities
- **Georgia Department of Education (GaDOE) Model Curriculum Frameworks**: Official curriculum maps, unit plans, and sample lessons published by GaDOE ensure the AI's recommendations follow state-approved instructional sequences

Milestones Assessment Data Integration

To ensure alignment with Georgia's statewide assessment system, the AI model incorporates:

- **GMAS Performance Level Descriptors**: Detailed descriptions of skills and knowledge at each performance level (Beginning, Developing, Proficient, Distinguished) inform the AI's ability to identify student mastery levels
- **Released GMAS Test Items**: Previously released test questions and scoring rubrics train the AI to understand assessment expectations
- **GMAS Achievement Level Distribution Data**: Statewide performance patterns help the AI identify common misconceptions and learning gaps
- **Historical GMAS Trend Analysis**: Year-over-year performance patterns by standard enable the AI to identify frequently tested concepts and persistent challenge areas

Cobb County School District Curriculum Alignment

To ensure local educational context, the AI model incorporates:

- **Cobb County Curriculum Maps**: District pacing guides and curriculum frameworks for core subject areas establish proper sequencing of content
- **Cobb County Assessment Calendars**: District benchmark and assessment schedules inform the AI's recommendations for review timing and assessment preparation
- **Cobb County Approved Instructional Resources**: Lists of district-adopted textbooks and supplementary materials ensure AI recommendations utilize approved resources

Supplementary Assessment Data Sources

The AI model is trained on additional assessment frameworks to support comprehensive student evaluation:

- **STAR Reading and Math Assessments**: Similar to AIM's use of STAR as a primary baseline measure and Georgia Milestones predictor, our AI incorporates STAR assessment frameworks to predict student performance and identify intervention needs
- **Cognitive Abilities Test (CogAT) Frameworks**: Assessment patterns that help identify students' reasoning abilities across verbal, quantitative, and nonverbal domains
- **ACCESS for ELLs Assessment Data**: English language proficiency assessment frameworks to support appropriate scaffolding for English language learners

Quality Control and Validation Processes

To maintain educational accuracy, the AI model undergoes:

- **Educator Review Protocols**: Similar to AIM's approach to teacher collaboration, Power Public Schools implements a system where certified Georgia educators review and validate AI-generated content before implementation
- **Standards Alignment Verification**: All AI-generated instructional recommendations are cross-referenced against the relevant Georgia standards using automated tagging and human verification
- **Regular Dataset Updates**: The AI system is updated quarterly with new curriculum resources and assessment items to maintain current alignment with any standards revisions

Specialized Educational Datasets

The AI model incorporates specialized datasets to support diverse learner needs:

- **Special Education Accommodations Data**: Information on evidence-based accommodations aligned with Georgia's special education frameworks
- **English Language Learner Scaffolding Resources**: WIDA standards and Georgia's ELL instructional frameworks inform differentiation recommendations
- **Gifted Education Extension Activities**: Resources aligned with Georgia's gifted education standards and endorsement requirements ensure appropriate challenge for advanced learners

Data Privacy and Security

All training datasets used in the AI model:

- Contain no personally identifiable student information
- Use only publicly available curriculum documents and anonymized performance data
- Comply with all FERPA requirements and Georgia student data privacy laws

By utilizing these carefully selected, standards-aligned datasets, Power Public Schools ensures that all AI-generated recommendations support teachers in delivering instruction that meets or exceeds Georgia's educational requirements while respecting student privacy and maintaining instructional quality.

Power Public School's AI infrastructure is built on top of Playlab. Playlab is designed with a focus to help educators bring AI literacy to their classrooms, assist students in learning to use AI responsibly and provides a platform custom designed for technologists to create powerful AI driven tools to advance education for all. Based on this unique focus, Playlab is committed to providing a secure and safe environment for students and educators. Below please find two exhibits describing this commitment and how they ensure it is met: 1. Playlab's approach to Trust and Safety; and 2. Playlab's Data Privacy Addendum and Security Measures.

Exhibit A

Playlab's Approach to Trust and Safety

Information about Playlab's approach to trust and safety in AI education

What principles guide Playlab's approach to Trust and Safety?

Playlab is guided by three core principles:

- **Impact and Safety drive our organization's incentives**: As a nonprofit, Playlab is not driven by short-term growth incentives. Instead, they invest in solving hard problems in education around safety, efficacy, transparency, and bias.
- **Responsible growth grounded in AI literacy**: Playlab is invite-only, with joining primarily through professional learning offered by Playlab or trusted partners. This approach grounds their work in AI literacy, believing that the best way to understand new technology is by actively creating with it.
- **Prioritizing open source AI**: Playlab believes AI models used in public education should be transparent and open to interrogation for bias and interpretability. While they currently use closed AI models to provide access to frontier technology, their long-term plan is to prioritize fully open-source models.

How does Playlab implement moderation and safety in their AI models?

Every app in Playlab includes:

- Additional bias and alignment guidance provided to the AI models
- Automated moderation for all prompts and model outputs
- Conversations that end if outputs fail moderation
- Ability for users to manually flag outputs for issues related to bias, appropriateness, and hallucination
- Moderation of user inputs

In the future, Playlab will support communities in customizing moderation to meet their specific values, needs, and constraints.

What safety measures are built into Playlab's product development?

Playlab's approach to responsible product development includes:

- Red teaming (adversarial testing)
- Testing higher risk releases with a smaller subset of users through co-design
- Disclosures in product
- Ongoing professional learning
- Dedicated resources for developing improved age-appropriate and education-appropriate moderation models

How does Playlab help communities create appropriate guardrails?

Playlab supports their community through:

- Professional learning, courses, content, and coaching to design guardrails for specific projects
- Reviewable and inspectable app usage by creators, enabling teachers to understand how students use resources
- Templates with built-in guardrails and guidelines when creating new apps
- The Playlab Assistant, which provides suggestions on improving equity and mitigating biases
- Reminders regarding processing of sensitive information
- Visibility into which uploaded References inform model outputs
- Toggle control over additional functionality that carries increased risk

How does Playlab approach testing and evaluation?

Playlab encourages:

- Piloting and testing how apps might drive impact in specific contexts
- Testing for and guarding against harm and bias
- Prioritizing projects that drive forward impact

In collaboration with partners like Chan Zuckerberg Initiative and Leading Educators, Playlab is developing rubrics and evaluation tools to assess the quality, impact, and safety of apps built on their platform.

How can I provide feedback or suggestions about Trust and Safety?

For feedback, ideas, or questions about Playlab's approach to trust and safety, you can reach out to **safety@playlab.ai**.

Exhibit B – Playlab's Data Privacy Addendum and Security Measures

Playlab DPA

1. **United States. With respect to Authorized Users in the United States, the following provisions shall apply:**

2. **Definitions.**

Capitalized words used in this Data Protection Addendum ("DPA") that are not expressly defined in this DPA have the meaning set forth in the Agreement.

1. **"Data Protection Legislation" means applicable federal, state, local, and municipal laws and regulations in the United States that relate to the privacy, data protection or data security of Personal Data.**

2. **"Personal Data" means information about a specific individual that is provided, submitted, or otherwise made available to Playlab by or on behalf of Customer or any Authorized User in connection with any of the Services that constitutes "personal data", "personal information", "personally identifiable information" or similar term under applicable law.**

3. **"Process" shall have the same meaning as set out in the applicable Data Protection Legislation or if no such meaning or concept exists, it shall be the means by which Playlab collects, uses, stores, discloses, or transfers Personal Data.**

3. Compliance with Laws; Roles. Each Party shall comply with all Data Protection Legislation applicable to it in its respective Processing of Personal Data under the Agreement. For purposes of this DPA and as between the Parties, Customer is the controller of the Personal Data and Playlab is the processor of such data.

4. Notices and Consents. Customer shall provide all notices and obtain all such consents required under applicable Data Protection Legislation (including, without limitation, consents required under the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g and its implementing regulations, 34 C.F.R. Part 99 (together, "FERPA")) from the Authorized Users to allow Playlab to Process the Personal Data to provide the Service and as otherwise described in the Agreement, including in this DPA (the "Notices and Consents"). Customer represents and warrants that it has obtained and will maintain the Notices and Consents for all Authorized Users through the entire term of the Agreement.

5. **Details of Processing.**

Personal Data will be Processed for the purposes set forth in the Agreement and any applicable Order Forms.

6. **Playlab Obligations.**

1. **Playlab shall implement and maintain reasonable administrative, technical and organizational measures that are designed to preserve the confidentiality and availability of Personal Data Processed by Playlab via the Service. Playlab shall implement the technical and organizational measures, as set forth in Annex 1 (Security Measures) ("Security Measures"). Customer has**

reviewed Security Measures and agrees that such measures are appropriate taking into account the state of the art, the costs of implementation, nature, scope, context and purposes of the processing of Personal Data hereunder.

2. **Playlab shall take reasonable steps to ensure that any employees who have access to the Personal Data are trained on applicable Data Protection Legislation and to ensure that employees do not disclose Personal Data for reasons other than those necessary for their Processing of the Personal Data.**

3. **Playlab engages certain third-party entities to Process the Personal Data on Playlab's behalf ("Sub-processors"). Playlab shall enter into an agreement with each Sub-processor containing terms that offer substantially similar levels of data protection obligations and protection for Personal Data as those set out in this Section. Customer consents to Playlab engaging the Sub-processors for the purposes set forth in the Agreement and this DPA.**

4. **If Playlab becomes aware of a confirmed breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorized disclosure of, or access to the Personal Data (a "Security Incident"), Playlab shall inform Customer, within a reasonable amount of time, taking into account the timeframes required by Data Protection Legislation, with respect to the Security Incident. Playlab will provide reasonable information, cooperation, and updates of material developments to enable Customer to fulfill any data breach reporting obligations it may have under Data Protection Legislation. However, Playlab provision of information and cooperation shall be at Customer's cost and expense to the extent any Security Incidents were caused by Customer or its Authorized Users or Data Subjects (as defined below). Playlab may take such other measures as it deems appropriate to mitigate the effects of the Security Incident.**

7. **<u>Data Subject Inquiries</u>. Customer shall be solely responsible for responding to and fulfilling any inquiries from Authorized Users and other data subjects, including parents and legal guardians of Authorized Users where the Authorized User is a student of Customer (collectively, "Data Subjects") regarding their Personal Data in connection with the Processing under the Agreement, including any requests to exercise their rights under applicable Data Protection Legislation, and Customer shall handle all Data Subject inquiries in accordance with applicable Data Protection Legislation. Customer understands that Playlab is not required to take any action in response to any requests from Data Subjects except to notify such Data Subjects to contact Customer. To the extent Customer cannot obtain a copy of, delete or amend the Personal Data directly within the Service, Customer may contact Playlab and Playlab, with Customer's express written permission and provided Customer has obtained the appropriate consent from the applicable Data Subject, will provide a copy of, delete or amend such Data Subject's Personal Data in accordance with Customer's instructions. To the extent legally permitted, Customer shall be responsible for reasonable costs arising out of Playlab's provision of assistance with Customer's Data Subject requests. Customer shall indemnify, defend, and hold harmless Playlab and its affiliates, subsidiaries, successors and assigns (and the officers, directors, employees, sublicensees, customers, and agents of Playlab and its affiliates, subsidiaries, successors, and assigns), from and against any and all losses, demands, liabilities, damages, fines, settlements, expenses, and costs (including without limitation reasonable**

attorneys' fees and costs), arising from, in connection with, Playlab complying with Customer's instructions under this DPA.

8. **Authorized Disclosure of Personal Data.**

1. **Customer acknowledges and agrees that, at Customer's request and reasonable cost, Playlab may provide Personal Data to third-parties or other entities to whom Customer requests Playlab provide Personal Data (*e.g.*, State Board of Education). Customer shall make such a request to disclose Personal Data in writing ("Authorization"). Customer acknowledges and agrees that each Authorization will result in Customer electing, in its sole discretion, to transfer the Personal Data to the recipients that Customer selects.**

2. **The entities identified in Section 8(a) are collectively defined as "Recipients."**

3. **Customer acknowledges that Customer Content may contain Personal Data and may be subject to Data Protection Legislation. Customer will hold Playlab harmless, and not liable in any way, for Playlab's disclosure of Personal Data to the Recipients in accordance with an Authorization.**

4. **Playlab makes no warranty (a) that the use of the Personal Data by the Recipient is valid or in compliance with applicable Data Protection Legislation and Customer's organization's policies or (b) that Personal Data will remain secure upon transfer to the Recipient, and disclaims any responsibility for the transfer. Customer acknowledges that the Personal Data will be provided on an "as is", "as available" basis.**

9. **Data Retention. Playlab will delete Personal Data within a reasonable amount of time after the termination or expiration of the Agreement, except that Playlab may retain Personal Data as required by applicable legal requirements or as agreed by Customer. For the avoidance of doubt, the foregoing shall not apply to Aggregated and De-identified Data (as defined in the Agreement).**

10. **Playlab Data. Customer acknowledges and agrees that Playlab may create Performance Data and Aggregated and De-identified Data from Processing related to the Agreement, including in connection with the Service. In generating such data, Playlab shall (a) take reasonable measures to ensure that such data cannot be associated with a Data Subject and (b) not attempt to reidentify such data, except as permitted under Data Protection Legislation.**

11. **Education Records. As applicable, to the extent Playlab has access to "Education Records" and "Personally Identifiable Information" (as those terms are defined in Family Education Rights and Privacy Act, 20 U.S.C. § 1232g and its implementing regulations, 34 C.F.R. Part 99 (together, "FERPA")) in connection with its provision of the Products that is not otherwise permitted under FERPA: (a) Customer agrees that Playlab has met the criteria for being a "School Official" with "Legitimate Educational Interests" (as those terms are used in FERPA) in such Education Records and Personally Identifiable Information; and (b) Playlab agrees that such Education Records and Personally Identifiable Information will be used only for authorized purposes under the Agreement, and it will not redisclose such Education Records or Personally Identifiable Information except with Authorization from Customer or where such redisclosure is otherwise permitted under FERPA.**

12. Compliance; Audits.

1. **Taking into account the nature of the Processing of Personal Data by Playlab and the information available to Playlab, where required by applicable law, Playlab shall provide such information and assistance to Customer as Customer may reasonably request (insofar as such information is available to Playlab and the sharing thereof does not compromise the security, confidentiality, integrity or availability of any data Processed by Playlab) to help Customer meet its obligations under Data Protection Legislation, including in relation to the security of Personal Data, the reporting and investigation of Security Incidents, the demonstration of Customer's compliance with such obligations and the performance of any data protection assessments.**

2. **Subject to Section 12(c) below, where required by applicable law, Playlab shall make available to Customer such information as Customer may reasonably request for Playlab to demonstrate compliance with Data Protection Legislation and this DPA. Without limitation of the foregoing, Customer may conduct (in accordance with this DPA), at its sole cost and expense, and Playlab will reasonably cooperate with, reasonable audits (including inspections, manual reviews, automated scans and other technical and operational testing that Customer is entitled to perform under Data Protection Legislation), in each case, whereby Customer or a qualified and independent auditor appointed by Customer using an appropriate and accepted audit control standard or framework may audit Playlab's technical and organizational measures in support of such compliance and the auditor's report is provided to Customer and Playlab upon Customer's request.**

3. **Customer shall give Playlab reasonable advance notice of any such audits. Playlab need not cooperate with any audit (a) performed by any individual or entity who has not entered into a non-disclosure agreement with Playlab on terms acceptable to Playlab in respect of information obtained in relation to the audit; (b) conducted outside of Playlab's normal business hours at the relevant site; or (c) on more than one occasion in any calendar year during the term of the Agreement, except for any additional audits that Customer is required to perform under Data Protection Legislation. The audit must be conducted in accordance with Playlab's safety, security or other relevant policies, must not impact the security, confidentiality, integrity or availability of any data Processed by Playlab and must not unreasonably interfere with Playlab's business activities. Customer shall not conduct any scans or technical or operational testing of Playlab's applications, websites, services, networks or systems without Playlab's prior approval (which shall not be unreasonably withheld).**

13. State Specific Privacy Addenda. If applicable, the Parties agree to the State Specific Data Protection Addenda for the applicable state(s).

14. Updates to this DPA. Notwithstanding anything to the contrary in the Agreement, Playlab reserves the right to modify this DPA from time to time in its sole discretion and without Customer's prior consent except where required by applicable law ("Updated DPA"). Customer agrees that any Updated DPA will be effective immediately upon Playlab emailing the Updated DPA to Customer, unless Playlab is required by applicable law to obtain Customer's consent, in which case, such Updated DPA will be effective immediately upon the provision of such consent. Playlab will also endeavor to notify Customer of any material revision to this DPA at

least ten (10) days prior to such revision coming into effect, using Customer's email address as set forth in the most recently executed Order Form.

Annex 1

Security Measures

As from the Effective Date, Playlab will implement and maintain the Security Measures as set out in this Annex.

1. **Organizational management and dedicated staff responsible for the development, implementation and maintenance of Playlab's information security program.**
2. **Audit and risk assessment procedures for the purposes of periodic review and assessment of risks to Playlab's organization, monitoring and maintaining compliance with Playlab's policies and procedures, and reporting the condition of its information security and compliance to internal senior management.**
3. **Data security controls which include at a minimum: logical segregation of data, restricted (e.g., role-based) access and monitoring, and utilization of commercially reasonable encryption technologies for Personal Data.**
4. **Logical access controls designed to manage electronic access to data and system functionality, based on authority levels and job functions.**
5. **Password controls designed to manage and control password strength, expiration and usage.**
6. **System audit or event logging and related monitoring procedures to proactively record Authorized User access and system activity.**
7. **Physical and environmental security of data centers, server room facilities and other areas containing Personal Data designed to protect information assets from unauthorized physical access or damage.**
8. **Operational procedures and controls to provide for configuration, monitoring and maintenance of technology and information systems, including secure disposal of systems and media to render all information or data contained therein as undecipherable or unrecoverable prior to final disposal or release from Playlab's possession.**
9. **Change management procedures and tracking mechanisms designed to test, approve and monitor all material changes to Playlab's technology and information assets.**
10. **Incident management procedures designed to allow Playlab to investigate, respond to, mitigate and notify of events related to Playlab's technology and information assets.**
11. **Network security controls that provide for the use of enterprise firewalls and intrusion detection systems designed to protect systems from intrusion and limit the scope of any successful attack.**

12. **Vulnerability assessment and threat protection technologies and scheduled monitoring procedures designed to identify, assess, mitigate and protect against identified security threats, viruses and other malicious code.**
13. **Business resiliency/continuity and disaster recovery procedures designed to maintain service and/or recovery from foreseeable emergency situations or disasters.**

Appendix J

POWER PUBLIC SCHOOLS

Financial Systems Implementation for Power Public Schools

Financial Management Structure and Oversight Systems

Power Public Schools will implement a comprehensive financial management system that provides robust oversight capabilities for the CFO and Financial Committee while ensuring compliance with Georgia charter school financial regulations. This document outlines the financial infrastructure, reporting mechanisms, and oversight protocols that will be established.

Financial Management Infrastructure

Power Public Schools will implement the following financial systems:

1. **Financial Management Software**
    - **QuickBooks Enterprise Nonprofit Edition**: Primary accounting system for day-to-day financial operations, chart of accounts management, and financial reporting
    - **PowerSchool Financial Module**: Integrated with student information system for enrollment-based budgeting and FTE reporting
    - **AptaFund**: Specialized education financial management system designed for Georgia charter schools that complies with state reporting requirements
2. **Internal Financial Controls**
    - Implementation of dual approval processes for expenditures above $5,000
    - Separation of duties between requisition, approval, payment processing, and reconciliation functions
    - Regular internal audits conducted quarterly by the Financial Committee
    - Compliance with O.C.G.A. § 20-2-2074 ensuring the CFO cannot serve as CEO or in any other position at the school
3. **Banking and Cash Management Systems**
    - Dedicated accounts for operational funds, restricted grant funds, and capital reserves
    - Online banking with multi-factor authentication and segregated user access
    - Integration with accounting software for real-time cash position monitoring
    - Automated reconciliation systems with exception flagging

Financial Reporting Structure

The financial reporting system will provide comprehensive oversight data through:

1. **Monthly Financial Reports**
    - Profit and loss statements compared to budget
    - Balance sheet with current ratio analysis
    - Cash flow statements with 90-day projections
    - Budget variance analysis with narrative explanations for significant deviations
2. **Quarterly Financial Dashboards**

    - Key performance indicators including:
        - Days cash on hand
        - Current ratio
        - Debt service coverage ratio
        - Per-pupil expenditure analysis
        - Grant fund utilization rates
    - Compliance status for all financial reporting requirements
3. **Annual Financial Documents**
    - Audited financial statements prepared by independent CPA
    - Annual budget with multi-year projections
    - Form 990 tax filings
    - Comprehensive Annual Financial Report (CAFR) aligned with governmental accounting standards

Financial Committee Oversight Mechanisms

The Financial Committee will exercise oversight through structured processes including:

1. **Regular Review Meetings**
    - Monthly committee meetings to review financial statements
    - Quarterly deep-dive sessions to analyze trends and assess fiscal health
    - Annual budget planning workshops with leadership team
2. **Financial Policy Enforcement**
    - Implementation of board-approved financial policies
    - Regular policy review and updates to maintain compliance with changing regulations
    - Systematic approval workflows for exceptions to established policies
3. **Risk Management and Compliance Monitoring**
    - Quarterly compliance checklists covering state and federal requirements
    - Annual risk assessment of financial operations
    - Crime/Fidelity Bond maintenance and review ($1 million coverage as required)

Segregation of Duties Framework

To ensure proper internal controls and compliance with O.C.G.A. § 20-2-2074, Power Public Schools will implement the following segregation of duties:

1. **CFO Responsibilities**
    - Financial planning and analysis
    - Budget development and management
    - Financial reporting to board and authorizers
    - Oversight of accounting operations
    - Compliance with financial regulations
2. **Office Manager/Financial Clerk Responsibilities**
    - Processing accounts payable and receivable
    - Maintaining financial records
    - Coordinating with vendors
    - Supporting audit preparation

    - Serving as on-site financial liaison
3. **Board Treasurer Responsibilities**
    - Leading the Financial Committee
    - Reviewing monthly financial reports
    - Ensuring adherence to financial policies
    - Presenting financial updates to the full board
4. **Executive Director Limitations**
    - Cannot approve own expenses
    - Expenditures above set threshold require board approval
    - No direct access to accounting system master controls
    - Cannot serve as signatory on audit engagement letters

Technology Integration for Financial Oversight

Power Public Schools will leverage technology to enhance financial oversight through:

1. **Financial Dashboard Technology**
    - Real-time financial dashboards accessible to Financial Committee members
    - Automated alert systems for budget variances exceeding predetermined thresholds
    - Secure, role-based access to financial information
2. **Document Management System**
    - Digital storage of all financial records with appropriate retention policies
    - Secure access protocols for sensitive financial information
    - Audit trail capabilities for all financial document access and modifications
3. **Integrated Compliance Calendar**
    - Automated reminders for required financial filings and reports
    - Tracking system for upcoming deadlines and completed submissions
    - Historical record of compliance activities

By implementing these comprehensive financial systems, Power Public Schools will ensure strong fiscal oversight, maintain compliance with Georgia charter school financial requirements, and provide the CFO and Financial Committee with the tools needed for effective financial management.

Appendix K

POWER PUBLIC SCHOOLS

Recommended CPA Firms for Power Public Schools

The following list of recommended CPA firms has been carefully selected based on their expertise in charter school accounting, familiarity with Georgia education finance regulations, and track record of supporting successful charter school operations. These firms are positioned to collaborate effectively with Power Public Schools' CFO in maintaining financial compliance and fiscal health.

Georgia-Based Charter School Specialist Firms

1. Warren Averett, LLC

- **Specialization**: Full-service accounting with dedicated charter school practice
- **Services**: Audit, tax preparation, financial statement preparation, compliance reporting
- **Experience**: Serves multiple Georgia charter schools and educational nonprofits
- **Location**: Atlanta, GA
- **Contact**: (404) 220-8494
- **Website**: warrenaverett.com

2. Brooks, McGinnis & Company, LLC

- **Specialization**: Nonprofit and education sector accounting
- **Services**: Audit, tax compliance, financial consulting, internal controls assessment
- **Experience**: Over 40 years serving Georgia nonprofits including charter schools
- **Location**: Atlanta, GA
- **Contact**: (404) 531-0294
- **Website**: brooksmcginnis.com

3. Mauldin & Jenkins, LLC

- **Specialization**: Governmental and nonprofit accounting with charter school expertise
- **Services**: Annual audits, financial statement preparation, compliance reporting
- **Experience**: Extensive experience with Georgia Department of Education reporting requirements
- **Location**: Atlanta, Macon, and Albany, GA
- **Contact**: (800) 277-0080
- **Website**: mjcpa.com

4. Smith & Howard

- **Specialization**: Nonprofit accounting with education sector focus
- **Services**: Audit, tax, accounting services, strategic financial planning
- **Experience**: Serves multiple charter schools in metro Atlanta
- **Location**: Atlanta, GA
- **Contact**: (404) 874-6244

- **Website**: smith-howard.com

National Firms with Georgia Charter School Expertise

5. CliftonLarsonAllen (CLA)

- **Specialization**: Comprehensive charter school accounting and consulting
- **Services**: Audit, tax, outsourced accounting, financial training for board members
- **Experience**: Serves over 900 charter schools nationwide with Georgia presence
- **Location**: Atlanta, GA
- **Contact**: (404) 892-9651
- **Website**: claconnect.com

6. Carr, Riggs & Ingram, LLC

- **Specialization**: Charter school auditing and compliance
- **Services**: Financial audits, single audits, tax preparation, financial consulting
- **Experience**: Extensive experience with Georgia charter schools
- **Location**: Atlanta, GA and multiple locations across Georgia
- **Contact**: (800) 277-0050
- **Website**: cricpa.com

Specialized Charter School Financial Service Providers

7. Charter School Business Management (CSBM)

- **Specialization**: Comprehensive charter school financial services
- **Services**: Outsourced CFO services, accounting, compliance reporting, financial training
- **Experience**: National provider with expertise in Georgia charter school requirements
- **Location**: National with Georgia clients
- **Contact**: (888) 710-2726
- **Website**: csbm.com

8. EdTec

- **Specialization**: Charter school back-office support and financial management
- **Services**: Bookkeeping, payroll, compliance reporting, financial planning
- **Experience**: Serves charter schools nationwide with southeastern regional expertise
- **Location**: National with Georgia services
- **Contact**: (510) 663-3500
- **Website**: edtec.com

Selection Considerations

When finalizing the selection of a CPA firm to collaborate with Power Public Schools' CFO, the Financial Committee should consider:

1. **Charter School Experience**: Firms with specific charter school expertise understand the unique funding mechanisms and compliance requirements
2. **Georgia Regulatory Knowledge**: Familiarity with Georgia Department of Education reporting requirements and charter school law
3. **Capacity and Responsiveness**: Ability to meet deadlines and provide timely support during critical financial periods
4. **Value-Added Services**: Training capabilities for staff and board members on financial literacy
5. **Technology Compatibility**: Experience with the financial systems Power Public Schools will implement

The CFO should conduct interviews with at least three firms from this list to assess their understanding of the school's financial model, their communication style, and their ability to serve as strategic partners in the school's financial success.

Appendix L

POWER PUBLIC SCHOOLS

Name	Relationship Type	Focus in the Community	Agency Type
Name	**Relationship Type**	**Focus in the Community**	**Agency Type**
RedefinED	Funder	Education philanthropy	Nonprofit
AI for Equity	Knowledge partner / Incubator	AI equity, research	Nonprofit
Teach For America	Teacher pipeline partner	Teacher recruitment	Nonprofit
PlayLab AI	Funder & Software partner	AI development	Tech company
Google	Partner & Software developer	Tech innovation	Tech company
Learner Studio	Partner & Funder	School design, innovation	Education studio
GCSA	Coaching & Community support	Charter support	Association
Center for Strong Public Schools	Partner & Advocate	Charter advocacy	Nonprofit
Girls Inc	After-school partner	Youth programs	Nonprofit
GeorgiaCAN	Advocacy partner	Political advocacy	Nonprofit
BES	Coaching & Funder	Leadership, board dev	Nonprofit
Chattahoochee Tech	Dual credit partner	Higher ed	College
Harvard Graduate School of Education	Research partner & Funder	Research, innovation	University
City of Mableton	Political advocate & Partner	Local government	Municipality
4PMableton Foundation	Partner & Supporter	Community development	Nonprofit
City of Austell	Supporter	Local government	Municipality
Grace City Church	Facility partner	Faith-based support	Church
Lee Equity	Recruitment & Enrollment partner	Marketing, enrollment	Company
Austell Community Task Force	Partner	Community engagement	Community org
Mableton Improvement Coalition	Partner	Community engagement & advocacy	Community org
NAACP	Advocacy partner	Political advocacy, equity	Civil rights org
Cobb County Public Library	Partner	Education resource	Public agency
Mayor Michael Owens	Influencer	Government leadership	Individual
Mayor Ali Clemmons	Influencer	Government leadership	Individual
Mayor Pro Tem Henry Lust	Influencer	Government leadership	Individual
Council Member Ron Davis	Influencer	City leadership	Individual
Council Member Keisha Jeffcoat	Influencer	City leadership	Individual
Council Member TJ McNeely	Influencer	City leadership	Individual
Council Member Cassandra Brown	Influencer	City leadership	Individual
Bill Tanks	Influencer	City Manager of Mableton	Individual

Cobb Chamber of Commerce	Partner	Business community	Chamber
Family Life Restoration Center (Luther)	Partner	Community services	Nonprofit
Lisa Cupid	Political advocate & Partner	Chairwomen Cobb County Commissioners	Government
Monique Sheffield	Political advocate & Partner	Disitric 4 Commissioner	Government
Twana Roos	Partner	Cobb Chamber	Chamber

Appendix M

POWER PUBLIC SCHOOLS

Sustainability Commitments	Timeframe Commitment	Financial Commitment	Engagement Commitment
Pre-Opening (current - May 2027)			
Facility Leasing Agreement Secured (4293 Austell Road, Austell, GA / LOI page 83)	2027-2030		n/a
CSP Grant (750K)	2026-2028	$750,000	n/a
BES Grant (15K)	2026-2027	$15,000	n/a
RedefinED Grant ($1.17M)	2024-2029	$1,170,000	n/a
Playlabe AI Grant (160-180K)	2025-2030	$160,000-180,000	n/a
Opening (June 2027-Ongoing)			
Predefined **Governance Dashboard** and monthly forecast and actual commitments in the following areas: - Student Achievement (MAP, Milestones, and college/career readiness) - Student Attendance - Teacher Retention (quarterly and annually) - Financial Health	Monthly - Page 42 Final Petition	n/a	Monthly
Predefined **Academic Dashboard** and monthly forecast and actual commitments in the following areas: - Curriculum Implementation monitoring - Instructional Quality metrics - Assessment Outcome metrics	Monthly - Page 42 Final Petition	n/a	Monthly
Predefined **Financial Dashboard** and monthly forecast and actual commitments in the following areas: - Budget Management and Approvals - Financial Reporting - Audit Requirements - Budget v. Actual Review	Monthly - Page 42 Final Petition	n/a	Monthly
Grow Financial Reserve	Monthly - Page 63 Final Petition	2% of Annual Revenue > Grows to 5% YOY	
10M in pending funding with 80% success rate	PPS Petition Funding Vertical Conversation	See attachment	n/a
Annual Schedule - Publish monthly meetings via the PPS website for advance committment and community engagement sessions - Quarterly Open Meetings School Board & Parents - Annual Required Budget Hearing - Monthly Staff, Students & Parent Community Events	Annually by third Friday in July	n/a	Annually

Appendix N

POWER PUBLIC SCHOOLS

Organization	Funder Type	Stage	Likelihood	Year -2 (2024)	Year -1 (2025)	Year 0 (2026)	Year 1 (2027)	Year 2 (2028)	Total Funding Asking Amount	Projected Revenue (Weigh	Status/Notes		Status Tracking	Likelyhood
redefinEd	Foundation	Commitment Secured	100%	$250,000	$250,000	$225,000	$250,000	$187,500	$1,162,500	$1,162,500	Bi-weekly meeting check-in		Bi-weekly meeting check-in	Already funding
PlayLab CEO	Corporate CSR	Commitment Secured	100%	$0	$200,000	$200,000	$200,000	$200,000	$800,000	$800,000	Already funding			Interested
BES	Foundation	Commitment Secured	100%	$0	$0	$15,000	$0	$0	$15,000	$15,000	Interested			Interested
City Fund	Foundation	Proposal Sent	50%	$0	$0	$250,000	$250,000	$0	$500,000	$250,000	Interested			Interested
Charter School Growth Fund-Product	Foundation	Proposal Sent	30%	$0	$0	$250,000	$250,000	$0	$500,000	$150,000	Interested			Interested
Charter School Growth Fund- Seed	Foundation	Proposal Sent	50%	$0	$0	$250,000	$0	$0	$250,000	$125,000	Interested			Interested
Learner Studio	Foundation	Proposal Sent	60%	$0	$250,000	$250,000	$250,000	$250,000	$1,000,000	$600,000	Depending conversation			Interested
Google (CSR/Google.org)	Corporate CSR	Proposal Sent	30%	$0	$0	$700,000	$0	$0	$700,000	$210,000	Depending conversation			Interested
Goldman Sachs	Corporate CSR	Proposal Sent	30%	$0	$0	$50,000	$50,000	$0	$100,000	$30,000	Interested			Interested
Netflix	Corporate CSR	Proposal Sent	30%	$0	$0	$50,000	$50,000	$0	$100,000	$30,000	Interested			Interested
Rain Water Foundation	Foundation	Proposal Sent	50%	$0	$0	$50,000	$50,000	$0	$100,000	$50,000	Conversation Friday-9/25			Interested
Gates Family Foundation	Foundation	Proposal Sent	30%	$0	$0	$125,000	$125,000	$0	$250,000	$75,000	Conversation Tuesday-9/29		Conversation Friday-9/25	Interested
Open	Grants	Proposal Sent	15%	$0	$0	$128,000	$0	$0	$128,000	$19,200	-		Conversation Tuesday-9/29	Interested
Walton Family Foundation	Foundation	Meeting Scheduled	10%	$0	$0	$125,000	$125,000	$0	$250,000	$25,000	Interested			Interested
CSP Grant (Start-up)	Grants	Meeting Scheduled	50%	$0	$0	$750,000	$750,000	$0	$1,500,000	$750,000	Depending on approval			
CSP Grant (Facilities)	Grants	Proposal Sent	50%	$0	$0	$75,000	$75,000	$75,000	$225,000	$112,500	Depends on site acquisition			
Silicon Schools Funds	Foundation	Proposal Sent	80%	$0	$0	$150,000	$150,000	$0	$300,000	$240,000	Interested			
New Schools Venture Fund	Foundation	Meeting Scheduled	50%	$0	$0	$100,000	$100,000	$0	$200,000	$100,000	Meeting Scheduled			
National Alliance for Public Charter Sch	Foundation	Identified	5%	$0	$0	$55,000	$0	$0	$55,000	$2,750	High Priority - Advocacy/Support			
Schmidt Futures	Philanthropic	Identified	5%	$0	$0	$562,500	$562,500	$0	$1,125,000	$56,250	High Priority - AI/Talent			
Cobb Community Foundation	Foundation	Identified	5%	$0	$0	$30,000	$0	$0	$30,000	$1,500	High Priority - Local (30082)			
OpenAI (AI for Good)	Corporate	Identified	5%	$0	$0	$275,000	$275,000	$0	$550,000	$27,500	High Priority - AI/EdTech			
Michael & Susan Dell Foundation	Foundation	Identified	5%	$0	$0	$275,000	$275,000	$0	$550,000	$27,500	High Priority - Urban Ed			
Chan Zuckerberg Initiative (CZI)	Foundation	Meeting Scheduled	30%	$0	$0	$562,500	$562,500	$0	$1,125,000	$337,500	High Priority - Personalized Learning			
Arthur M. Blank Family Foundation	Foundation	Identified	5%	$0	$0	$137,500	$137,500	$0	$275,000	$13,750	High Priority - Atlanta Based			
Community Foundation for Greater Atl	Foundation	Identified	5%	$0	$0	$55,000	$0	$0	$55,000	$2,750	High Priority - Regional			
Institute of Education Sciences (IES)	Government	Identified	5%	$0	$0	$300,000	$300,000	$0	$600,000	$30,000	High Priority - Research/Tech			
The Broad Foundation	Foundation	Identified	5%	$0	$0	$562,500	$562,500	$0	$1,125,000	$56,250	High Priority - Charter Reform			
The Goizueta Foundation	Foundation	Identified	5%	$0	$0	$137,500	$137,500	$0	$275,000	$13,750	High Priority - GA Education			
Mark Cuban Foundation	Foundation	Identified	5%	$0	$0	$75,000	$75,000	$0	$150,000	$7,500	High Priority - AI Bootcamps			
DeepMind	Corporate	Identified	5%	$0	$0	$137,500	$137,500	$0	$275,000	$13,750	High Priority - AI Research			
National Science Foundation (NSF)	Government	Identified	5%	$0	$0	$275,000	$275,000	$0	$550,000	$27,500	High Priority - STEM			
Patrick J. McGovern Foundation	Foundation	Identified	5%	$0	$0	$205,000	$205,000	$0	$410,000	$20,500	High Priority - AI/Data			
Georgia Power Foundation	Corporate	Identified	5%	$0	$0	$60,000	$0	$0	$60,000	$3,000	High Priority - Local Utility			
Bloomberg Philanthropies	Foundation	Identified	5%	$0	$0	$275,000	$275,000	$0	$550,000	$27,500	High Priority - Innovation			
Omidyar Network	Foundation	Identified	5%	$0	$0	$275,000	$275,000	$0	$550,000	$27,500	High Priority - Resp. Tech			
Microsoft Philanthropies	Corporate	Contacted	5%	$0	$0	$212,500	$212,500	$0	$425,000	$21,250	High Priority - Digital Skills			
Georgia Tech (Partner)	Partner	Meeting Scheduled	5%	$0	$0	$0	$0	$0	$0	$0	High Priority - STEM Outreach			
TOTAL				$250,000	$700,000	$8,210,500	$6,942,500	$712,500	$16,815,500	$5,462,200	16860500	3754150		

Appendix O

POWER PUBLIC SCHOOLS

Letters of Support

build. excel. sustain.

October 10, 2025

To: Cobb County School District Charter Evaluation Committee

It is with great enthusiasm and excitement that I write this letter of recommendation on behalf of Power Public Schools and its proposed founder, China Cardriche-Clements.

Mrs. Cardriche-Clements is currently a 2024-2025 Community Co-Design Fellow with BES Inc., a highly-selective national fellowship that prepares high-capacity leaders to develop and launch innovative school models in communities that they are passionate about, and personally connected to. I have served as China's Leadership Development coach for the past 14 months. China is an intentional, analytical, and inspiring leader who brings to our fellowship, her leadership and instructional expertise, a high bar for student achievement, and a true commitment to partnering with her community to provide a high-quality school experience for the students and families of Georgia- specifically in her hometown of Mableton, where she intends to locate her proposed school.

Mrs. Cardriche-Clements has a clear and coherent vision for her proposed school to partner with her direct community and several national partners to provide students in grades 6-12, with the educational experiences that will allow them to understand who they are, and the community they are connected to. We are confident that China will fully live her mission of believing that ALL students possess a power of intrinsic intelligence, and it is her firm resolve to excite, enlighten, and empower ALL our students to exemplify their excellence.

Under her leadership as Principal of Legacy Secondary School at Compass Rose Public Charter Schools, China led initiatives to improve attendance from 83% to 97%, increased AP curriculum options by 60%, increased high-quality instruction, incorporated restorative school discipline and decreased suspension by 63%, increased the positive school climate (91% satisfaction on Student and family survey), and increased academic achievement on all our state end of course tests. China is now returning to her community where she was formally educated, to partner with her community to have a similar impact on student achievement in the place she calls home.

We as a team at BES are fully confident that China will continue to be responsive to the community's needs, and resolute in providing a high-quality education inspired by the school's mission, devoted to the success of their students, and held fast by ambitious goals. These qualities I believe make her an outstanding candidate for the Kellogg Fellowship and I am

honored to work with China and support her leadership and this application with the highest recommendation and without reservation.

Respectfully submitted,



Danalyn E. Hypolite, Ed.D.
Senior Director of Leadership Development
dhypolite@bes.org

GCSA
GEORGIA CHARTER
SCHOOLS ASSOCIATION

October 08, 2025

Cobb County School District
514 Glover Street
Marietta, GA 30060

Dear Cobb County School District and the Cobb County Board of Education:

On behalf of the Georgia Charter Schools Association (GCSA), it is my pleasure to provide this Letter of Support and Endorsement for China Cardriche and the founding team of Power Public Schools.

Power Public Schools was selected through a competitive statewide application process to participate in the GCSA Charter Incubator Fellowship, a yearlong, capacity-building program designed to equip aspiring school founders with the tools, knowledge, and coaching necessary to design and launch high-quality charter schools that meet the needs of their local communities.

Throughout the Fellowship, China Cardriche has engaged deeply in:
- Comprehensive petition development workshops covering all major petition components
- Ongoing individualized coaching with GCSA's New School Development Team and mentor experts;
- Governance development and training, including board recruitment, preparation for capacity interviews, and compliance guidance;
- Collaborative cohort learning, designed to strengthen leadership, instructional vision, and community engagement strategies.

The GCSA Charter Incubator Fellowship represents our state's premier training ground for aspiring charter founders, and China's participation and progress reflect a strong commitment to quality, and accountability. We are confident that the Power Public Schools team has demonstrated the dedication and preparedness necessary to launch and sustain a successful public charter school that aligns with Georgia's standards for excellence.

GCSA fully supports Power Public School's application for charter authorization and commends the team for its thoughtful approach to expanding educational opportunity for Georgia's students.

Sincerely,

Christa Thomas

Christa Thomas
Vice President, New School Development
Georgia Charter Schools Association
cthomas@gacharters.org | 470-236-0671

MABLETON
GEORGIA
Est. 2022

September 11, 2025

Ms. China Cardriche
Founder & Executive Director
Power Public Schools

Dear Ms. Cardriche,

On behalf of the City of Mableton, I extend my sincere congratulations and strong support for your vision and leadership in establishing Power Public Schools. Your commitment to providing high-quality education, equitable opportunities, and innovative learning pathways for our students is both inspiring and transformative.

Education is the cornerstone of a thriving community, and the work you are doing will have a lasting impact on the young people and families of Mableton. By prioritizing excellence, empowerment, and access, Power Public Schools is helping to ensure that every child has the tools they need to succeed academically and in life.

The City of Mableton is proud to support your efforts and looks forward to collaborating with you as we continue building a stronger, more vibrant future for our residents. Please know that you have our full encouragement, and we celebrate the positive change you are bringing to our city.

Thank you for your dedication, passion, and leadership. We are confident that Power Public Schools will serve as a beacon of opportunity and hope for generations to come.

With gratitude and support,

Sincerely,

W F Tanks Jr.

William Tanks
City Manager
City of Mableton

Reference Letter for Mrs. China Cardriche-Clements

To Whom It May Concern,

It is with great admiration and gratitude that I write this letter of reference for **Mrs. China Cardriche-Clements**, a woman of excellence whose contributions in the fields of education, training, and community consulting continue to make a lasting impact.

I had the privilege of connecting with Mrs. Clements through a mutual community initiative program, and from our very first conversation, it was clear that she embodies both vision and action. Her outstanding background in education and training is not only impressive on paper but also evident in the way she approaches challenges—with wisdom, clarity, and an unwavering commitment to empowering others.

Mrs. Clements also offers consulting services at a well-deserved professional fee, and rightly so—her expertise is invaluable. She has an extraordinary ability to identify needs, develop strategies, and provide practical solutions that strengthen both organizations and individuals. Her guidance has been particularly meaningful to me as I embark on launching **God's Daughters Divine Compassion Center**, a free career skills training program for women ages 18 to 35 in our community. While my passion lies in teaching, mentoring, and uplifting, I quickly realized that areas such as social media, artificial intelligence, advertising, and fundraising were outside of my wheelhouse. In these areas and more, Mrs. Clements has proven to be an indispensable resource.

What makes Mrs. Clements stand out even more is her heart for the community. She is not just skilled—she is genuinely committed. Both of us share a deep dedication to improving and supporting the communities we live in, and I can sincerely say that I cannot envision managing this new initiative without her counsel and collaboration.

In short, Mrs. China Cardriche-Clements is a consummate professional, a trusted consultant, and a passionate advocate for community advancement. Any organization or individual who has the opportunity to work alongside her will not only benefit from her expertise but also be inspired by her dedication.

With heartfelt appreciation,

Sharon K. Bennett
Founder/CEO
God's Daughters Divine Compassion Center

Timestamp	Full Name	What is your role in the community?	What zipcode do you live in?	May we include your name in public materials?	Would you like to receive updates about Power Pu	Email	Phone Number	*Merged Doc ID - Letter o*	*Merged Doc URL - Letter*	*Link to merged Doc - Let*	*Document Merge Status*
7/29/2025 23:09:55	Corey Clements	Business Owner	30082	Yes	Yes	coreybrentclements71@gmail.com	2055870163	1E3ykNYj2b47JT9S__Sh	https://drive.google.com	Letter_of_Support_Core	Document successfully
7/30/2025 10:55:38	Beth Stafford	Community Member	30168	Yes	Yes	beth.stafford@dph.ga.gov	4708340728	1GRLR6m-MjoY0qjPKGE	https://drive.google.com	Letter_of_Support_Beth	Document successfully
7/30/2025 11:07:42	Samara Jeffreys	Parent of School Age children	30126	Yes	Yes	nicolette.jeffreys@yahooo.com	4045878412	1x8XRkxIF38AJECXfetJ	https://drive.google.com	Letter_of_Support_Sama	Document successfully
7/30/2025 11:09:20	Linda Moore	Parent of School Age children	30349	Yes	Yes	lmoore559@aol.com	6786564941	15oNtT5t8jGgqtfZ4dpUI	https://drive.google.com	Letter_of_Support_Linda	Document successfully
7/30/2025 11:12:34	Sharee Williams	Parent of School Age children	30168	Yes	Yes	angel2011.sw@gmail.com	6785545384	1QYbYJgUAH4XrQgtI6T	https://drive.google.com	Letter_of_Support_Shar	Document successfully
7/30/2025 11:14:30	Kiera Cochran	Parent of School Age children	30318	Yes	Yes	1cochrankiera@gmail.com	6787047980	1IVcNxzaesbboJ1FLnsy	https://drive.google.com	Letter_of_Support_Kiera	Document successfully
7/30/2025 11:16:36	Remarco Vickers	Parent of School Age children	30331	Yes	Yes	remarcovickers@gmail.com	4043374866	18EpDWP8CCVguoSCFE	https://drive.google.com	Letter_of_Support_Rema	Document successfully
7/30/2025 11:18:44	Alexis CHandler	Parent of School Age children	30106	Yes	Yes	Lexilove2411@gmail.com	9432039583	1-5aQYtl6wBZeR5FcjXEI	https://drive.google.com	Letter_of_Support_Alexi	Document successfully
7/30/2025 11:21:40	Olga Rodriguez	Parent of School Age children	30168	No	Yes	olgafam@gmail.com	7708911368	16VNn7eO3_A5kPxxN5	https://drive.google.com	Letter_of_Support_Olga	Document successfully
7/30/2025 11:24:04	Brittany Manning	Parent of School Age children	30168	No	Yes	brittbae88@icloud.com	8507718893	1-713vHIYlQ828KwhlcW	https://drive.google.com	Letter_of_Support_Britta	Document successfully
7/30/2025 11:24:53	Ryan Dunbar	Parent of School Age children	30106	No	Yes	rdunbar701@yahoo.com	2484169047	1S9tYKfagsYQAWTVq6t	https://drive.google.com	Letter_of_Support_Ryan	Document successfully
7/30/2025 11:25:19	Diana Hernández	Parent of School Age children	30168	No	Yes	dhai141012@gmail.com	6786676279	1RrLyRtFahcQdQTFvnYk	https://drive.google.com	Letter_of_Support_Diana	Document successfully
7/30/2025 11:26:50	Carleena waits	Student (6-12 Grade)	30106	Yes	Yes	carleenawaits@icloud.com	4044341210	1wOrhko9AoMc0yV3JQ	https://drive.google.com	Letter_of_Support_Carle	Document successfully
7/30/2025 11:27:26	Floridalma Pelico	Parent of School Age children	30126	No	No			1UXLzwqrf4ZFVb0QnkG	https://drive.google.com	Letter_of_Support_Floric	Document successfully
7/30/2025 11:27:40	Farah Cerinetti	Parent of School Age children	30080	Yes	No			17dc75isvQqv8xybpGob	https://drive.google.com	Letter_of_Support_Farah	Document successfully
7/30/2025 11:29:33	Santeria Williams	Parent of School Age children	30318	No	Yes	williams_santeria12344@yahoo.com	678411252	1QrgNkLhvCf6zH7BPHV	https://drive.google.com	Letter_of_Support_Santa	Document successfully
7/30/2025 11:30:18	Angel Brown	Parent of School Age children, Educator,	30339	Yes	Yes	angelbrown59@gmail.com	4705437148	1r4jYDfinVIbUDhOWqOK	https://drive.google.com	Letter_of_Support_Ange	Document successfully
7/30/2025 11:31:51	Sokha Nop	Parent of School Age children	30126	No	Yes	sokha731@yahoo.com	6143259209	1MpGUB2CkG6JsjFoOo	https://drive.google.com	Letter_of_Support_Sokh	Document successfully
7/30/2025 11:33:35	Laila Ramsey	Parent of School Age children	30331	No	Yes	lailaayanna4@gmail.com	4049040991	10-t3lOtbZA3ICfjBWWhç	https://drive.google.com	Letter_of_Support_Laila	Document successfully
7/30/2025 11:36:57	Shanequa Vurton	Parent of School Age children	300060	No	Yes	shanequa_vurton@yahoo.com	4047046702	10k6Mwnql9BSlpWSIjU\	https://drive.google.com	Letter_of_Support_Shan	Document successfully
7/30/2025 11:37:57	Taylor Cole	Parent of School Age children	30106	Yes	Yes	taycole1595@gmail.com	4707532487	1muqNOuUuqpV3o9IfrX	https://drive.google.com	Letter_of_Support_Taylo	Document successfully
7/30/2025 11:41:04	Darlene Davis	Parent of School Age children	30106	No	Yes	doll13md@aol.com		1fAkxJB4tQJzuT91PnLa	https://drive.google.com	Letter_of_Support_Darle	Document successfully
7/30/2025 11:41:08	Stacie Carr	Parent of School Age children	30064	Yes	Yes	Carrssj@yahoo.com	6784931712	1AG0aFWDcFWYwMP5(	https://drive.google.com	Letter_of_Support_Staci	Document successfully
7/30/2025 11:42:19	CHristopher Morris	Student (6-12 Grade)	30168	No	No			17RRTDA3VbdZCjO04Iz	https://drive.google.com	Letter_of_Support_CHris	Document successfully
7/30/2025 11:43:04	Immanuel Morris	Student (6-12 Grade)	30168	No	No			1anWU56Mok5qQ5DdIA	https://drive.google.com	Letter_of_Support_Imma	Document successfully
7/30/2025 11:44:50	Quoidel Knight Sr	Parent of School Age children	30126	No	Yes	quoknight28@hotmail.com	4045739528	1t6ZgHSxRt2MBymi1eu	https://drive.google.com	Letter_of_Support_Quoi	Document successfully
7/30/2025 11:48:56	Leonel Jean	Student (6-12 Grade), Parent of School A	30058	Yes	Yes	Leonel_jean@yahoo.com	4044239882	1FkTheOMS7a9TP4ZTp	https://drive.google.com	Letter_of_Support_Leon	Document successfully
7/30/2025 11:49:28	Karla Ariosa	Parent of School Age children	30168	Yes	Yes	Karlaariosa2@icloud.com	4706373584	1uIlcI6Ltf4mKK2uO_ck0	https://drive.google.com	Letter_of_Support_Karla	Document successfully
7/30/2025 11:52:36	Sunny Jenao	Parent of School Age children	30106	No	Yes	sunnybjenao@outlook.com	3473731914	1wOAENg9EAYvHowYa-	https://drive.google.com	Letter_of_Support_Sunn	Document successfully
7/30/2025 11:55:43	Bobby Puritt	Parent of School Age children	300008	No	Yes	bobbypuritt9311@gmail.com	6787785599	180irLjroALi95wb6iZO3I	https://drive.google.com	Letter_of_Support_Bobb	Document successfully
7/30/2025 11:59:53	Lashawn Brazil	Community Member	30331	No	No			1ou3MXLTQaP1SYWDsI	https://drive.google.com	Letter_of_Support_Lash	Document successfully
7/30/2025 12:03:27	Shenita Perry	Parent of School Age children, Educator,	30122	Yes	Yes	perryshenita76@gmail.com	7066760107	1ihxUdLT3SSV3KmVz0A	https://drive.google.com	Letter_of_Support_Shen	Document successfully
7/30/2025 12:07:41	solitaire Johnson	Parent of School Age children	30144	No	Yes	fudi.johnson@outlook.com	2029090861	11-dqqI0uMm8lSqtmtnh	https://drive.google.com	Letter_of_Support_solit	Document successfully
7/30/2025 12:09:56	Michie	Student (6-12 Grade), Parent of School A	30127	No	Yes	Michiej37@gmail.com	404-484-7861	1LX9wKHgN2Nh_wRYD	https://drive.google.com	Letter_of_Support_Mich	Document successfully
7/30/2025 12:13:53	Katrina Hinton	Parent of School Age children	30168	No	Yes	darkbubbles28@gmail.com	4705128802	14Teqy_kb5ZIL6O1129e	https://drive.google.com	Letter_of_Support_Katri	Document successfully
7/30/2025 12:18:31	Macala Wessell	Parent of School Age children	30168	No	Yes	makaylawessell869@gmail.com	6787537732	1oCwoh2PoXC19zbil9y7	https://drive.google.com	Letter_of_Support_Macz	Document successfully
7/30/2025 12:21:31	keasia Usher	Parent of School Age children	30126	No	Yes	Keasiausher0@gmail.com	4042819984	1RBCxnv0VuJerwvxor3a	https://drive.google.com	Letter_of_Support_keasi	Document successfully
7/30/2025 12:24:55	cassander dotson	Parent of School Age children	30297	Yes	Yes	dotson360@yahoo.com	4702273607	1oQZXRZuBMNYM2tZqI	https://drive.google.com	Letter_of_Support_cass	Document successfully
7/30/2025 12:28:37	Griselda Cruz	Parent of School Age children	30168	Yes	Yes	griselda1990cruz@gmail.com	6783865387	1EbfHpxF1EiRXtPbhBxo	https://drive.google.com	Letter_of_Support_Grise	Document successfully
7/30/2025 12:31:00	Carol Mcgrone	Parent of School Age children	30127	No	Yes	mcgronec@gmail.com	6186988499	1RogPjCsNNsvlY3GWZ(	https://drive.google.com	Letter_of_Support_Carol	Document successfully
7/30/2025 12:34:11	Katheryn Lawson	Parent of School Age children	30034	No	No			1iAVGgofvJfrFcrC3zfTk	https://drive.google.com	Letter_of_Support_Kath	Document successfully
7/30/2025 12:38:38	Emmanueal Pierre	Parent of School Age children	30106	No	Yes	epierre426@gmail.com	6786280568	1b-tS8pzaoiHr8BPJaQv1	https://drive.google.com	Letter_of_Support_Emm	Document successfully
7/30/2025 12:44:56	Regina Johnson	Parent of School Age children	30038	Yes	Yes	businessonly30337@yahoo.com		130t4sTLEEI_4vYcyX4A	https://drive.google.com	Letter_of_Support_Regir	Document successfully
7/30/2025 12:47:40	Amy Sanchez	Parent of School Age children	30168	No	Yes	sanchezamy1995@gmail.com	6789275284	1qX1NO7hU-mzAlr9bLN	https://drive.google.com	Letter_of_Support_Amy	Document successfully
7/30/2025 12:52:38	nadia Francis	Community Member	30126	No	Yes	nadiafrancois@yahoo.com	7702035517	1sQdGJYvPjtii5vd9uJKr	https://drive.google.com	Letter_of_Support_nadia	Document successfully
8/2/2025 10:05:57	Christopher Williams	Parent of School Age children	30141	No	No			1fS8z0yh36lPW6LF3x01	https://drive.google.com	Letter_of_Support_Chris	Document successfully
8/2/2025 10:26:41	Arella Laryena	Student (6-12 Grade)	30126	No	No			1ve54EmWLfQ3YKl45B	https://drive.google.com	Letter_of_Support_Arell	Document successfully
8/2/2025 10:27:14	Ariane	Student (6-12 Grade)	30126	No	No			1XsCmSHUQZLHdhpQH	https://drive.google.com	Letter_of_Support_Arian	Document successfully
8/2/2025 10:30:08	Waleska Flores	Parent of School Age children	30168	Yes	Yes			1PUD6L9ds0C0GOXBqiIlf	https://drive.google.com	Letter_of_Support_Wale	Document successfully
8/2/2025 10:31:31	Wailly Gomez	Parent of School Age children	30168	Yes	No			1wm7cAMoxAyG10CVal	https://drive.google.com	Letter_of_Support_Waill	Document successfully
8/2/2025 10:32:28	Karla Rivas	Parent of School Age children	30168	No	No			16CmokozYlQoR3ekH2k	https://drive.google.com	Letter_of_Support_Karla	Document successfully
8/2/2025 10:34:12	Felicia Mitchell	Parent of School Age children	30116	Yes	Yes	feliciamitchell79@yahoo.com	770-880-5706	1HzXsn829oEG6orOA_N	https://drive.google.com	Letter_of_Support_Felici	Document successfully
8/2/2025 10:35:02	Yatirka Funez	Parent of School Age children	30168	Yes	Yes	yatirkafunez@gmail.com	4708413454	1un8VbSI62gePp76b0J	https://drive.google.com	Letter_of_Support_Yatir	Document successfully
8/2/2025 10:37:14	Laeticia Bouadou	Parent of School Age children	30076	Yes	No			1Epll6uiC_P7HMLpMSH	https://drive.google.com	Letter_of_Support_Laeti	Document successfully
8/2/2025 10:40:37	Marri Alcindor	Parent of School Age children	30168	Yes	No			1tjlBAA8EYHhoFOKSuQ	https://drive.google.com	Letter_of_Support_Marri	Document successfully
8/2/2025 10:46:44	Dominique Mccray	Parent of School Age children	30274	No	No			12UCHQvKuiADZIItWI28	https://drive.google.com	Letter_of_Support_Domi	Document successfully

Timestamp	Full Name	What is your role in the community?	What zipcode do you live in?	May we include your name in public materials?	Would you like to receive updates about Power Pu	Email	Phone Number	*Merged Doc ID - Letter o*	*Merged Doc URL - Letter*	*Link to merged Doc - Let*	*Document Merge Status*
8/2/2025 10:47:45	Roxanna Velandia	Parent of School Age children	30168	No	No			118FFZOIvn4SZ-SPnJHr	https://drive.google.com	Letter_of_Support_Roxa	Document successfully
8/2/2025 10:52:23	Halima Boukhiba	Parent of School Age children	30168	No	No			1kxQe0fKZLLy9dzMnYO	https://drive.google.com	Letter_of_Support_Halin	Document successfully
8/2/2025 10:54:24	Vetrivelan Shanmugam	Student (6-12 Grade)	30067	No	No			1LOsvW2wdzXByAdfMn	https://drive.google.com	Letter_of_Support_Vetri	Document successfully
8/2/2025 10:59:07	Kyle Matthews	Student (6-12 Grade)	30127	Yes	Yes	ksmatthews83@gmail.com	9175388057	1xP8AHyu_cp-h99W31G	https://drive.google.com	Letter_of_Support_Kyle_I	Document successfully
8/2/2025 11:01:18	Naomi Pacheco	Parent of School Age children	30168	Yes	Yes			1Kwk6VOlGkg6IM2O69E	https://drive.google.com	Letter_of_Support_Naon	Document successfully
8/2/2025 11:03:10	Olga Pacheco	Parent of School Age children	30168	Yes	Yes	olgapacheco13@yahoo.com	9132808757	1nO-RBt_8nPrg7NSfAIoz	https://drive.google.com	Letter_of_Support_Olga	Document successfully
8/2/2025 11:04:48	Aslin Prado	Student (6-12 Grade)	30168	No	No			1spxepr0-oKOiltXMouuh	https://drive.google.com	Letter_of_Support_Aslin	Document successfully
8/2/2025 11:12:54	Devina Gray	Parent of School Age children	30106	No	Yes	damaur69@yahoo.com	2536524172	1LGpHF3tQviM5F-PBFm	https://drive.google.com	Letter_of_Support_Devir	Document successfully
8/2/2025 11:14:56	Nicole Billings	Parent of School Age children	30168	Yes	Yes	nicole.billings@yahoo.com	4072835646	1wt8fL4S5j3rzzXPShC4(	https://drive.google.com	Letter_of_Support_Nicol	Document successfully
8/2/2025 11:15:34	Wendy Babon	Parent of School Age children	30168	No	No			1Qa3BlKkqX9S5GNGeUI	https://drive.google.com	Letter_of_Support_Wenc	Document successfully
8/2/2025 11:18:04	sAMANTHA mITCHELL	Parent of School Age children	30126	Yes	Yes	SAMANTHAMITCHELL922@gmail.com	6788863066	1zPMWSOGJHdgPnCSk	https://drive.google.com	Letter_of_Support_sAM/	Document successfully
8/2/2025 11:23:14	Makitia Kidd	Parent of School Age children	30180	No	No			1kkm4oVeZHCgnyK6jBp	https://drive.google.com	Letter_of_Support_Maki	Document successfully
8/2/2025 11:25:52	Vanessa Lopez	Parent of School Age children	30126	Yes	No			1k-plfrYXHjS0kqNjJsTM	https://drive.google.com	Letter_of_Support_Vane	Document successfully
8/2/2025 11:26:39	Lareisha Elderkin	Parent of School Age children	30168	Yes	Yes	reethebarber@gmail.com	4047322667	1Ss479dZXVjLwOpLY9e	https://drive.google.com	Letter_of_Support_Larei	Document successfully
8/2/2025 11:27:47	Yazmin Galarza	Parent of School Age children	30168	No	No			1ht8ARUvwQjmkp_6gh8	https://drive.google.com	Letter_of_Support_Yazm	Document successfully
8/2/2025 11:37:38	Marisela Lizaola	Parent of School Age children	30168	No	Yes	mari2uy@gmail.com	6787994536	1CKwISyA-6jyAY0f8ctN1	https://drive.google.com	Letter_of_Support_Maris	Document successfully
8/2/2025 11:41:09	farhai Arogundnde	Student (6-12 Grade)	30168	No	No			1JFFpovFVlnIfGrGE9LI_S	https://drive.google.com	Letter_of_Support_farha	Document successfully
8/2/2025 11:41:49	Guadalupe Beto	Parent of School Age children	30168	No	No			1wXSccgjF3EEY2C4xNjI	https://drive.google.com	Letter_of_Support_Guad	Document successfully
8/2/2025 11:44:10	Muriel Medlock	Community Member	30127	No	No			1oFHl_i8DhT_Lk-weSQp	https://drive.google.com	Letter_of_Support_Muri	Document successfully
8/2/2025 11:46:08	Karina Garcia	Parent of School Age children	30126	Yes	No			1DesGAipvTn4RAsLMDA	https://drive.google.com	Letter_of_Support_Karin	Document successfully
8/2/2025 11:46:41	Teffanie Williams	Parent of School Age children	30126	Yes	Yes	Teffanie21@gmail.com	678 480 8681	11RWePr-BzUsKoARkqy	https://drive.google.com	Letter_of_Support_Teffa	Document successfully
8/2/2025 11:47:55	Ashley Wharton	Parent of School Age children	30349	No	No			1ldQ-YBaEw1SAYRV9FF	https://drive.google.com	Letter_of_Support_Ashle	Document successfully
8/2/2025 11:49:00	Ashley Wharton	Parent of School Age children	30168	No	Yes	zaiah5417@yahoo.com	6785587881	1W9DTQiOX0SbKxF1zh	https://drive.google.com	Letter_of_Support_Ashle	Document successfully
8/2/2025 11:50:15	Kevin Hernandez	Parent of School Age children	30168	No	No			1wCDBD2nd-RrfM6_T_V	https://drive.google.com	Letter_of_Support_Kevir	Document successfully
8/2/2025 11:52:34	sathishkumar	Parent of School Age children	30080	No	No			1xIArb9hMBf7wZfVRgW	https://drive.google.com	Letter_of_Support_sathi	Document successfully
8/2/2025 11:54:08	Frances Ehima	Parent of School Age children	30157	No	No			1TzO2mTZxG0sb9de6R	https://drive.google.com	Letter_of_Support_Franc	Document successfully
8/2/2025 11:55:54	Reyna Marquina	Parent of School Age children	30106	Yes	Yes	reynamarquina525@gmail.com	7706392337	1wLRcJxoQ1jmLMXHflx	https://drive.google.com	Letter_of_Support_Reyn	Document successfully
8/2/2025 11:59:18	Ciara Roberson	Parent of School Age children	30168	No	Yes	ciaralache@icloud.com	7262091583	1_Kz4VU89lYrdtJmKkyL	https://drive.google.com	Letter_of_Support_Ciara	Document successfully
8/2/2025 12:01:25	Shannon Fountain	Parent of School Age children	30008	No	No			1AnPcGvSiirFxDFk1F0fc	https://drive.google.com	Letter_of_Support_Shan	Document successfully
8/2/2025 12:04:20	Cortney Ollison	Parent of School Age children	30168	No	Yes	elaineollison12@gmail.com	9432315637	1EgWRcqHy8zQtWfVEY(	https://drive.google.com	Letter_of_Support_Cortr	Document successfully
8/2/2025 12:07:12	Raquel Bynum	Parent of School Age children	30168	No	Yes	raquelbynum@gmail.com	3134058084	1l1pDBX6hkVv_ZFu6Ey4	https://drive.google.com	Letter_of_Support_Raqu	Document successfully
8/2/2025 12:09:32	Shanin Conover	Parent of School Age children	30168	No	Yes	shaninconover@gmail.com	4046710630	1Q9P0A5kFcUkniTamSz	https://drive.google.com	Letter_of_Support_Shan	Document successfully
8/2/2025 12:11:37	Brandi Williams	Parent of School Age children	30168	No	Yes	brandiwalker3@msn.com	4704529616	1DOT7GZgKgVSBqJz9iI	https://drive.google.com	Letter_of_Support_Bran	Document successfully
8/2/2025 12:17:06	Tiffany Chinn	Parent of School Age children	30168	No	Yes	chinn_tiffany@yahoo.com	5138074141	1ZV6K0lDafQX4YJvlAdv	https://drive.google.com	Letter_of_Support_Tiffa	Document successfully
8/2/2025 12:19:52	Glorielby Ventura	Parent of School Age children	30168	No	No			1x8GlQw_WxvCBTjaAAc	https://drive.google.com	Letter_of_Support_Glori	Document successfully
8/2/2025 12:21:05	Felix Vivas	Student (6-12 Grade)	30168	No	No			1mBCM4k2XjdmmcnNH	https://drive.google.com	Letter_of_Support_Felix	Document successfully
8/2/2025 12:22:50	Lakisha Harris	Parent of School Age children	30168	No	Yes	LakishaHarris53@gmail.com	4046717490	1UXsb2_ECiApbfxT0KX(	https://drive.google.com	Letter_of_Support_Lakis	Document successfully
8/2/2025 12:30:22	Malcom WRight	Parent of School Age children	30168	No	No			1Vslk1_aNUy8dVxUz5V4	https://drive.google.com	Letter_of_Support_Malc	Document successfully
8/2/2025 12:33:46	Lasanundra dudley	Educator	30132	No	No			1RgjpxTR-Nm5rIOpGP7(	https://drive.google.com	Letter_of_Support_Lasa	Document successfully
8/2/2025 12:37:43	Letisha Swift	Parent of School Age children	30082	No	No			1S5WiCMYW-oCrgfxuVs	https://drive.google.com	Letter_of_Support_Letis	Document successfully
8/2/2025 12:38:10	Elsa reyes	Student (6-12 Grade)	30168	No	No			1fRKo7LUWMcKEAS84t	https://drive.google.com	Letter_of_Support_Elsa_	Document successfully
8/2/2025 12:42:47	Ashley Drake	Parent of School Age children	30082	No	No			1Jisbq1YnqvQuLpzGHD	https://drive.google.com	Letter_of_Support_Ashle	Document successfully
8/2/2025 12:51:45	Michael Cabarris	Parent of School Age children	30168	No	No			1Im-VsLKVk874fEEZYfB	https://drive.google.com	Letter_of_Support_Mich	Document successfully
8/2/2025 12:58:18	Sharet Carter	Student (6-12 Grade)	30168	No	Yes	Scarter1202@gmail.com	4702589436	1s0yIf9D93bGWHTgebf(	https://drive.google.com	Letter_of_Support_Share	Document successfully
8/2/2025 13:01:12	Vanessa villegas	Parent of School Age children	30331	No	No			1u2Wei4JeupCCLxvFMl	https://drive.google.com	Letter_of_Support_Vane	Document successfully
8/2/2025 13:09:25	Racquel Farmer	Parent of School Age children	30168	No	Yes	racqueal.peters@gmail.com	4049428280	1X-1CAaBqPrE4FTfqyYc	https://drive.google.com	Letter_of_Support_Racq	Document successfully
8/2/2025 13:14:09	Suzette Nelson	Parent of School Age children	30168	No	No			1s-Pu-qFH-2aurOLps_Sl'	https://drive.google.com	Letter_of_Support_Suze	Document successfully
8/2/2025 13:17:24	Maxioli Garcia	Parent of School Age children	30135	No	No			1b18C5ebmeGgAKAmM	https://drive.google.com	Letter_of_Support_Maxi	Document successfully
8/2/2025 13:19:03	Ava Polina	Parent of School Age children	30106	No	Yes	avapolina91@gmail.com	6786003374	1mw7JKzeNmTd9YPI-lx	https://drive.google.com	Letter_of_Support_Ava_F	Document successfully
8/2/2025 13:22:23	Andrea Salazar	Parent of School Age children	30168	No	No			1tdf2SeZ6vZCxR_fNzGM	https://drive.google.com	Letter_of_Support_Andr	Document successfully
8/2/2025 13:26:35	Ysatis Ajynes	Parent of School Age children	30126	No	No			1t7TVP1V9pGQORWIS9	https://drive.google.com	Letter_of_Support_Ysati	Document successfully
8/2/2025 13:35:51	Niyika Parker	Parent of School Age children	30168	No	Yes	niyikaparker@icloud.com	7708829444	1hoxE9RRokgsHwZJ3df	https://drive.google.com	Letter_of_Support_Niyik	Document successfully
8/2/2025 13:52:16	Megan Clinner	Parent of School Age children	30127	Yes	Yes	M.clinner@gmail.com	6786838528	1A-LErUD_pP1zI9hPxcT1	https://drive.google.com	Letter_of_Support_Mega	Document successfully
8/26/2025 16:03:54	Adela Sanchez	Student (6-12 Grade)	30080	Yes	Yes	Sanchezad3le@gmail.com	6789896391	1PN-j-DqPCl6ZPS4mwG	https://drive.google.com	Letter_of_Support_Adela	Document successfully
8/26/2025 16:07:48	Ty'Sheka Lambert	Community Member, Advocate	30082	Yes	Yes	Tnlambert@crimson.ua.edu	7063864714	1YFU5Az5Vlr0HhGwiINz	https://drive.google.com	Letter_of_Support_Ty'Sh	Document successfully

Timestamp	Full Name	What is your role in the community?	What zipcode do you live in?	May we include your name in public materials?	Would you like to receive updates about Power Pu	Email	Phone Number	*Merged Doc ID - Letter o*	*Merged Doc URL - Letter*	*Link to merged Doc - Let*	*Document Merge Status*
8/26/2025 16:14:02	Quoreya Prendergast	Parent of School Age children	30106	Yes	Yes	burkesquoreya@gmail.com	4044029901	1PqxZpNEx4DTG3CnLo	https://drive.google.com	Letter_of_Support_Quor	Document successfully
8/26/2025 17:05:55	Ashley Brown	Parent of School Age children, Communit	30126	Yes	Yes	ashleyd_edwards@msn.com	4048952945	1ITlgfcMS0l1zZO-PtGP7	https://drive.google.com	Letter_of_Support_Ashle	Document successfully
8/27/2025 7:16:23	Shemika Love	Parent of School Age children	30168	Yes	Yes	mekalife@gmail.com	4702091671	116wys-elLgTXBCKJCIH	https://drive.google.com	Letter_of_Support_Sher	Document successfully
8/27/2025 9:18:59	Shadolyn Brown	Parent of School Age children, Educator,	30127	Yes	Yes	shadb4@gmail.com	678-789-8837	1VTt5GFoYXpohWWm_i	https://drive.google.com	Letter_of_Support_Shad	Document successfully
8/27/2025 11:20:29	Loreal Burns	Parent of School Age children, Educator,	30066	Yes	Yes	Info@parentsonpointcobb.com	404-528-5935	10CmVoxz7BEkvt4jtpiqk	https://drive.google.com	Letter_of_Support_Lorea	Document successfully
8/27/2025 11:28:27	Tambria Banks	Educator	30127	No	Yes	happy@ladytamspeaks.com	404-323-8716	1u7U68NXDGCU8NKY5I	https://drive.google.com	Letter_of_Support_Tamb	Document successfully
8/27/2025 12:09:37	Brittiney Washington	Student (6-12 Grade), Parent of School A	30126	Yes	Yes	brittineyj@gmail.com	7343309519	1dMcFBFg5XsYypTnp3I	https://drive.google.com	Letter_of_Support_Britti	Document successfully
8/28/2025 12:12:19	Jasmine Easter	Parent of School Age children	30126	No	Yes	easter.jasmine@gmail.com	6785231291	1yoD0PvD8iXfKf-_OSNz	https://drive.google.com	Letter_of_Support_Jasm	Document successfully
8/28/2025 14:52:43	Michael Pigram	Parent of School Age children, Communit	30126	No	Yes	mapigram@gmail.com	8045908957	1DH-FJDvNRTdNR-klKc3	https://drive.google.com	Letter_of_Support_Mich	Document successfully
8/29/2025 1:13:19	Kathryn Burns	Community Member	30106	Yes	Yes	Burnsk2k@icloud.com	7708439088	1Gu5ksmNLogBMU_7Aq	https://drive.google.com	Letter_of_Support_Kath	Document successfully
8/29/2025 15:03:23	Missy Purcell	Parent of School Age children	30047	Yes	Yes	missypurcell@icloud.com	4046426280	1iaGrZeW9wzbAI0fYQrS	https://drive.google.com	Letter_of_Support_Miss	Document successfully
8/29/2025 15:09:38	Cymara Hancock	Parent of School Age children, Education	30062	Yes	Yes	cymara.hancock@gmail.com	4044290119	1fsknYkmgKb3Bz5F70k	https://drive.google.com	Letter_of_Support_Cyma	Document successfully
8/29/2025 15:25:32	Leroy Hutchins	Parent of School Age children, Communit	30168	No	Yes	trehutchins@gmail.com	4043845302	1xkfkN0RJd9Y45kE8qo	https://drive.google.com	Letter_of_Support_Leroy	Document successfully
9/5/2025 9:52:33	Ikeia Underwood	Parent of School Age children, Communit	30106	Yes	Yes	Ikeuajewl@gmail.com	4048408176	1XqGKLFtoiiRwHKJqX9I	https://drive.google.com	Letter_of_Support_Ikeia	Document successfully
9/9/2025 13:14:33	Octabia Howard	Parent of School Age children	30152	Yes	Yes	Howardoctabia@gmail.com	6782667071	1N4XnDCosNXigxSC3vr	https://drive.google.com	Letter_of_Support_Octal	Document successfully
9/9/2025 13:27:21	Mark Gaskins	Parent of School Age children, Communit	30082	Yes	Yes	mark@thefivemgs.com	5105041133	1rtLyC_BHU4Nrpcg6T_A	https://drive.google.com	Letter_of_Support_Mark	Document successfully
9/9/2025 13:38:21	Shannon Mattox	Parent of School Age children, Communit	30080	Yes	Yes	shannonmattox2@gmail.com	4147329988	17laUCiPhT1i0HM054Pl	https://drive.google.com	Letter_of_Support_Shan	Document successfully
9/9/2025 18:39:54	Nina Norstrom	Educator	30127	Yes	Yes	authornorstrom@gmail.com	(708) 417-0412	1xtrcTVSZF8TLnaGwA1	https://drive.google.com	Letter_of_Support_Nina	Document successfully
9/12/2025 12:46:58	Jessica Leske	Parent of School Age children	30126	Yes	Yes	Jessfitz51@gmail.com	3053314016	1_a-FuHMrFZnLf0K56sa	https://drive.google.com	Letter_of_Support_Jessi	Document successfully
9/12/2025 13:19:54	Kimberly Sierra	Parent of School Age children	30126	No	Yes	Kimberlydamian123@gmail.com		1K_5daeu0WCBbpp5jEI	https://drive.google.com	Letter_of_Support_Kimb	Document successfully
9/12/2025 14:56:50	Thanh Loan le	Parent of School Age children	30106	Yes	Yes	Lely3815@gmail.com	6789070560	11u2v2_Sy1Pflu0EBPbd	https://drive.google.com	Letter_of_Support_Than	Document successfully
9/12/2025 15:08:50	Koereyelle Mallard	Educator	30126	Yes	Yes	Hi@koereyelle.com	404-825-6605	1yN5G7jZd3JXn1j_8sHe	https://drive.google.com	Letter_of_Support_Koer	Document successfully
9/12/2025 16:18:22	Sofie Castacio	Parent of School Age children	30126	Yes	Yes	Sofie.Castacio@gmail.com	8083977093	198mdp_r4hRWf5pJw1S	https://drive.google.com	Letter_of_Support_Sofie	Document successfully
9/12/2025 16:45:52	Leroy Tre Hutchins	Student (6-12 Grade), Parent of School A	30168	Yes	Yes	trehutchins@gmail.com	4043845302	1bF2K_4jzIsyY4HtrpbISc	https://drive.google.com	Letter_of_Support_Leroy	Document successfully
9/12/2025 18:07:33	Katie Winston	Parent of School Age children	30008	Yes	Yes	Katie.killeen14@gmail.com	6785459022	1uKHtql2z96cQdEH6hul	https://drive.google.com	Letter_of_Support_Katie	Document successfully
9/12/2025 18:30:50	Jasmine Campbell	Parent of School Age children	30064	Yes	Yes	jasminezellars@gmail.com		1ecHp-9lWzabTnesNg9\	https://drive.google.com	Letter_of_Support_Jasm	Document successfully
9/12/2025 19:14:52	Shahla Bauldwin	Parent of School Age children	30082	Yes	Yes	Shahlakbauldwin@gmail.com	678-228-0417	14PMxzLL-sOk67IMNTZ	https://drive.google.com	Letter_of_Support_Shah	Document successfully
9/12/2025 20:15:07	Daynielle Blair	Parent of School Age children, Educator	30168	No	Yes	dvbblair85@hotmail.com	678-914-2405	1bGXvTLcnb3s7Mt7VXf	https://drive.google.com	Letter_of_Support_Dayn	Document successfully
9/12/2025 20:43:50	Ami Patel	Community Member	30080	Yes	No			1Oi5e70kS-vWYd_7K6Q(	https://drive.google.com	Letter_of_Support_Ami_I	Document successfully
9/12/2025 23:14:06	Nishi Desai	Community Member	30126	No	No			1Gi04mjkcRd9gAZP-Lv9	https://drive.google.com	Letter_of_Support_Nishi	Document successfully
9/13/2025 7:51:07	Kierra Buford	Parent of School Age children, Communit	30080	Yes	Yes	Kl_reynolds98@yahoo.com	4049068332	1Vbh8w0E3ZkMF8bHSv	https://drive.google.com	Letter_of_Support_Kierra	Document successfully
9/13/2025 13:27:54	Donielle Williams Collins	Parent of School Age children, Communit	30082	Yes	Yes	Donielle.williams@gmail.com	4045121889	1OgdR8b5rgtfrxv2CORZ	https://drive.google.com	Letter_of_Support_Donie	Document successfully
9/13/2025 21:26:24	Ronda Shepard	Parent of School Age children, Communit	30126	Yes	Yes	Rondajshepard@yahoo.com	201-294-2972	1W7hMMSTsRWPPDHJ	https://drive.google.com	Letter_of_Support_Rond	Document successfully
9/14/2025 8:07:28	Stephanie Bryan	Parent of School Age children	30126	Yes	Yes	Stephbryan23@gmail.com		1KlJMhFnFDZ8ru5GUoZ	https://drive.google.com	Letter_of_Support_Steph	Document successfully
9/15/2025 14:33:56	David Winston	Community Member	30008	Yes	No			1QZw6KfUHe4xVKiVHG	https://drive.google.com	Letter_of_Support_Davic	Document successfully
9/16/2025 13:31:31	Sarah Bair Hale	Community Member	30080	Yes	Yes	sarahbair7@gmail.com	240-595-4093	1izvYlUx2ObFaV_minf2j	https://drive.google.com	Letter_of_Support_Sarah	Document successfully
9/17/2025 8:51:36	Brennan Clark	Parent of School Age children	30188	Yes	No			1SVtaBRkUKy64dMht_R	https://drive.google.com	Letter_of_Support_Brenr	Document successfully
9/17/2025 22:02:59	Pearl Farland-Massey	Community Member, Business Owner	30060	No	Yes	kpeducate22@gmail.com	6784671664	1zIs42xi1olxpL9i957FPz	https://drive.google.com	Letter_of_Support_Pearl	Document successfully
9/30/2025 14:11:11	Danzella Wattd	Petitioning Founder	30127	Yes	Yes	danzella@thornhillpacs.org	4043587902	1VjJFBPsorFvEaIMqP4II	https://drive.google.com	Letter_of_Support_Danz	Document successfully
9/30/2025 14:11:43	Kimberly Leftwich	Parent of School Age children, Communit	30066	Yes	Yes	Kimberlyleftwich@gmail.com	678-644-1387	1IVoIfwoV3JATz0qhVoF	https://drive.google.com	Letter_of_Support_Kimb	Document successfully
9/30/2025 14:12:19	LaKeisha Parnell	Parent of School Age children, Communit	30152	Yes	Yes	armonie07@yahoo.com	678469604	1bKLADkFyilQgEKv0IA5	https://drive.google.com	Letter_of_Support_LaKe	Document successfully
9/30/2025 14:14:08	Stewnell Fletcher	Parent of School Age children	30008	Yes	Yes	stewnell.fletcher@gmail.com	4049351113	194YroQ-hko2C8q5cLejI	https://drive.google.com	Letter_of_Support_Stew	Document successfully
9/30/2025 14:14:10	Shadolyn Brown	Parent of School Age children, Educator,	30127	Yes	Yes	shadb4@gmail.com	6787898837	1S607vyyu_PiSJR0qy2o	https://drive.google.com	Letter_of_Support_Shad	Document successfully
9/30/2025 14:18:48	Marcia Wingfield	Parent of School Age children, Educator	30038	Yes	No			194_3Ko2QabfrzA53DUI	https://drive.google.com	Letter_of_Support_Marc	Document successfully
9/30/2025 15:43:50	Kearston Jones	Parent of School Age children	30126	Yes	Yes	barnesk1986@yahoo.com	4785508176	1QLI5ZOa8HPF1FtZRYR	https://drive.google.com	Letter_of_Support_Kears	Document successfully
9/30/2025 16:42:07	Ashley Brown	Student (6-12 Grade), Parent of School A	30126	Yes	Yes	ashleyd_edwards@msn.com	4048952945	1v2Q2fm2WgJnUpI00ES	https://drive.google.com	Letter_of_Support_Ashle	Document successfully
9/30/2025 16:53:41	Ree Elderkin	Parent of School Age children	30168	Yes	Yes	reethebarber@gmail.com	4047322667	10J7jCJGJZ4I9wpf-1IIPI	https://drive.google.com	Letter_of_Support_Ree_E	Document successfully
9/30/2025 17:45:40	Elisabeth O'Brien	Parent of School Age children, Communit	30067	No	No			1Flt8tILWYah090SGWCE	https://drive.google.com	Letter_of_Support_Elisal	Document successfully
9/30/2025 17:53:45	Natasha Abdul-Ali	Student (6-12 Grade), Parent of School A	30062	Yes	No			19c9HDOnGXDPTMHUd	https://drive.google.com	Letter_of_Support_Nata	Document successfully
10/1/2025 0:07:57	Maureen Myrie	Educator, Community Member, Business	30168	No	Yes	Myriem1@gmail.com		1zxz7fPGVBlqcDqG9vEr	https://drive.google.com	Letter_of_Support_Maur	Document successfully
10/1/2025 7:52:26	Tambria Banks	Parent of School Age children, Educator,	30127	No	Yes	Tambria.banks@gmail.com	404-323-8716	1RsC7y4JZZGZjjjY34zH	https://drive.google.com	Letter_of_Support_Tamb	Document successfully
10/1/2025 7:56:03	Ashley Flood	Educator	30318	No	No			1taG-QvmbHnNwI2YSW	https://drive.google.com	Letter_of_Support_Ashle	Document successfully
10/1/2025 12:11:12	Fran Rose	Community Member	30319	No	Yes	fran@cariina.com	6178353380	1aFgEKt_7UQyEkYXvp3(	https://drive.google.com	Letter_of_Support_Fran_	Document successfully
10/1/2025 12:30:45	Kayla Lifr	Educator, Community Member, Business	30134	Yes	Yes	Kay@rebrandland.net	4047033661	1nX6P6y0d3M4JM0tW_	https://drive.google.com	Letter_of_Support_Kayla	Document successfully
10/1/2025 15:06:28	Kathryn Burns	Community Member	30106	Yes	Yes	burnsk2k@icloud.com	770-843-9088	1jdwwE-y0JtN3j5jX7Nv_	https://drive.google.com	Letter_of_Support_Kathr	Document successfully

Timestamp	Full Name	What is your role in the community?	What zipcode do you live in?	May we include your name in public materials?	Would you like to receive updates about Power Pu	Email	Phone Number	*Merged Doc ID - Letter o*	*Merged Doc URL - Letter*	*Link to merged Doc - Let*	*Document Merge Status*
10/1/2025 15:50:26	Daniel Alberts	Educator	30312	Yes	Yes	gddaniel131@gmail.com	9788777257	1WOwNltyU6jE6nzFyKfn	https://drive.google.com	Letter_of_Support_Danie	Document successfully
10/1/2025 18:02:48	Joanna Jasso	School social worker	30080	No	Yes	Joannaa.jasso@gmail.com	7708997779	1wAdQeyZbR38Qw11ftf	https://drive.google.com	Letter_of_Support_Joan	Document successfully
10/2/2025 9:15:51	Joshua Marshall	Parent of School Age children, Business	30126	Yes	Yes	rmarsh0313@gmail.com	4042908400	1d4m65w5kALh9DYDXk	https://drive.google.com	Letter_of_Support_Josh	Document successfully
10/3/2025 6:45:50	Anna Kurochkin	Parent of School Age children	30009	Yes	Yes	Anna.kuroch1@gmail.com	4704789390	1TIPQaG1EdP86wRm1l	https://drive.google.com	Letter_of_Support_Anna	Document successfully
10/3/2025 6:47:18	Shavon Roman	Parent of School Age children	30008	Yes	Yes	Shabonro@yahoo.com	4043438972	173h07KzkWvNvFl7JUv	https://drive.google.com	Letter_of_Support_Shav	Document successfully
10/3/2025 6:48:53	Jessica Moreno	Parent of School Age children	30134	Yes	Yes	Jmorenox33@gmail.com	4014744507	1arzYzDlMV63xtuzS4l0	https://drive.google.com	Letter_of_Support_Jessi	Document successfully
10/3/2025 6:53:29	Joseph Perry	Community Member	30126	Yes	Yes	JosephGPerry@gmail.com	4049365559	10Y5Kvzhqukcttu278GQ	https://drive.google.com	Letter_of_Support_Jose	Document successfully
10/3/2025 6:57:22	Myrna Rios	Parent of School Age children	30127	Yes	Yes	myrnarios674@gmail.com	7707338709	1v_goBPGFmj_7qiqdwr-	https://drive.google.com	Letter_of_Support_Myrn	Document successfully
10/3/2025 6:59:22	Michael Dutton	Parent of School Age children, Business	30126	Yes	Yes	rmcdutton@gmail.com	4044532385	18o1kfkix-dEm51GgDTs	https://drive.google.com	Letter_of_Support_Mich	Document successfully
10/3/2025 7:02:49	Cheyanne White	Parent of School Age children	30126	Yes	Yes	Whitecheyanne@yahoo.com	631-882-5782	1Fw9W58Ma8JoNfZcg_	https://drive.google.com	Letter_of_Support_Chey	Document successfully
10/3/2025 7:03:43	Alexandria Bush	Community Member	30168	Yes	Yes	alexandriabush0412@gmail.com	6787272103	1H0OLtZCwGYdFHYR_t	https://drive.google.com	Letter_of_Support_Alex	Document successfully
10/3/2025 7:07:46	Crystal J.	Educator	30008	Yes	Yes	crystal@crystaljconsults.com		1Pg8RrbyBwzVbNPYrC	https://drive.google.com	Letter_of_Support_Cryst	Document successfully
10/3/2025 7:08:49	Ashley Haley	Parent of School Age children	30066	Yes	Yes	Hayhay102635@aol.com	7065085832	1smDYEeglX4dV4tsvLO	https://drive.google.com	Letter_of_Support_Ashle	Document successfully
10/3/2025 7:11:30	Coty J. Durant	Parent of School Age children	30060	Yes	Yes	Cotydurant@gmail.com	678-362-3197	1C8l4cYirabM917A67r7	https://drive.google.com	Letter_of_Support_Coty	Document successfully
10/3/2025 7:11:39	Tiffany Washington	Parent of School Age children	30082	Yes	Yes	tlc3481@gmail.com	4044528134	1XZF5MPjVlHCG1QXzol	https://drive.google.com	Letter_of_Support_Tiffa	Document successfully
10/3/2025 7:24:38	Atiyah Hinley	Parent of School Age children	30101	No	Yes	Ahinley0628@gmail.com		1OHnikhFpQSDCbUHc6l	https://drive.google.com	Letter_of_Support_Atiya	Document successfully
10/3/2025 7:35:45	Alexis Macklin	Student (6-12 Grade), Parent of School A	30106	Yes	Yes	AMacklin1201@gmail.com	678-648-0870	1WcO_8PlYRFTOJ9KsbO	https://drive.google.com	Letter_of_Support_Alexi	Document successfully
10/3/2025 7:36:03	Vanessa Williams	Parent of School Age children	30168	Yes	Yes	Newlife1980@msn.com	678-772-4875	1nxhz4NSD5deQVdfMA	https://drive.google.com	Letter_of_Support_Vane	Document successfully
10/3/2025 7:40:36	Sabrina Solano	Parent of School Age children, Communit	30060	No	Yes	Sabrinafiaz@gmail.com		1w6lY-5gpNb9FK0LI7Tx	https://drive.google.com	Letter_of_Support_Sabri	Document successfully
10/3/2025 7:44:19	Happy shroff	Parent of School Age children	30080	Yes	No			1uxe0jzpwXmRcl0G7HY	https://drive.google.com	Letter_of_Support_Happ	Document successfully
10/3/2025 7:45:03	Munjal shroff	Parent of School Age children	30080	Yes	No			1PuffXWj6HA7Ta8qx0A	https://drive.google.com	Letter_of_Support_Munj	Document successfully
10/3/2025 7:49:54	Shoshana Cabral	Community Member	30168	Yes	Yes	cabralshoshana@gmail.com	404-219-6460	1Z_M3Qw6l3kCrpnB_9F	https://drive.google.com	Letter_of_Support_Shos	Document successfully
10/3/2025 7:53:25	Kaschell Highes	Parent of School Age children, Educator	30060	No	Yes	Kaschellhughes23@gmail.com	4704492335	1KkWLA3JaxoZQh6oy0	https://drive.google.com	Letter_of_Support_Kasc	Document successfully
10/3/2025 7:59:41	Jelaine Palmer	Parent of School Age children	30168	Yes	Yes			1ZqdFeiZcn_zXYtHrtom	https://drive.google.com	Letter_of_Support_Jelai	Document successfully
10/3/2025 8:03:29	Leslie Rolland	Parent of School Age children, Communit	30101	Yes	No			185-Z4nb8ar7GfdDWDh	https://drive.google.com	Letter_of_Support_Leslie	Document successfully
10/3/2025 8:13:47	Mallory Sussman	Parent of School Age children, Communit	30126	Yes	Yes	Cmsussman1212@gmail.com		1uqTljj2vGZWWerfTH3k	https://drive.google.com	Letter_of_Support_Mallo	Document successfully
10/3/2025 8:16:01	Malika Daniels	Parent of School Age children	30101	Yes	Yes	Malikadaniels15@gmail.com		19uBjB513q4E2aO3zAV	https://drive.google.com	Letter_of_Support_Malik	Document successfully
10/3/2025 8:16:55	Valeria Maya	Parent of School Age children, Communit	30127	Yes	Yes	va.saucedo@gmail.com	6787930255	149mdd_lWTCo-wdfb4U	https://drive.google.com	Letter_of_Support_Valer	Document successfully
10/3/2025 8:32:05	Patrice Reid	Community Member	30126	Yes	No			1Oc7w_icZIlgb3iJQduU	https://drive.google.com	Letter_of_Support_Patri	Document successfully
10/3/2025 8:32:26	Ivey Carson	Parent of School Age children	30060	No	Yes	Missivie83@gmail.com		194FtChad4POVDYWJ1	https://drive.google.com	Letter_of_Support_Ivey (	Document successfully
10/3/2025 8:46:19	Tamaria Copeland	Community Member	30168	Yes	Yes		4044287835	1YPaJx29pMY2DmzWIE	https://drive.google.com	Letter_of_Support_Tama	Document successfully
10/3/2025 8:50:56	Susannah Crawford	Parent of School Age children	30106	No	Yes	jsuzy5@yahoo.com	4045452180	1CNwRleCzamHJhi7oG	https://drive.google.com	Letter_of_Support_Susa	Document successfully
10/3/2025 8:54:01	Graigory rogers	Parent of School Age children	30082	Yes	Yes	Rogersgraigory@gmail.com	8888888888	1XJ05VXIIWcPfrnT6y87	https://drive.google.com	Letter_of_Support_Graig	Document successfully
10/3/2025 9:00:34	Brittany Jean	Parent of School Age children, Youth Adv	30126	Yes	Yes	Brittany.jean@outlook.com	4043246770	1wIXdG4EssVG_JsMW-	https://drive.google.com	Letter_of_Support_Britta	Document successfully
10/3/2025 9:08:32	Tomika Jones	Student (6-12 Grade), Parent of School A	30126	No	Yes	Tomikajones23@gmail.com	Tomikajones23@gm	1hevDNqVt7W9JWM_vI	https://drive.google.com	Letter_of_Support_Tomi	Document successfully
10/3/2025 9:09:31	Chloe Greene	Community Member	30008	Yes	Yes	Cygreene@live.com	7063254612	1xvGYL0wBxgeB1hbd2I	https://drive.google.com	Letter_of_Support_ Chlo	Document successfully
10/3/2025 9:10:32	Wyteria Smith	Community Member	30126	Yes	Yes	Wyteria911@yahoo.com		1eZcCKiRouQnOJoC7Yt	https://drive.google.com	Letter_of_Support_Wyte	Document successfully
10/3/2025 9:12:28	Kimberlyn Franquez	Parent of School Age children	30106	No	No			1MtnI3yk3SXyc5OuggiG	https://drive.google.com	Letter_of_Support_Kimb	Document successfully
10/3/2025 9:16:55	Ethel Houston	Parent of School Age children	30106	Yes	Yes	Perkinss34@icloud.com	6782286508	1gHYhCjEIZzP4q6-EttnS	https://drive.google.com	Letter_of_Support_Ethel	Document successfully
10/3/2025 9:21:07	Tajai Godwin	Community Member	30060	No	Yes	Tjgodwin1@gmail.com	6787601634	1R0Ji9ufmeXegFzIO95tI	https://drive.google.com	Letter_of_Support_Tajai	Document successfully
10/3/2025 9:23:18	Jasmine Blue	Community Member	30062	Yes	Yes	jassyjay10@gmail.com		14CsJpsSlax0_i3NR9nh	https://drive.google.com	Letter_of_Support_Jasm	Document successfully
10/3/2025 9:25:04	Lisa Patel	Parent of School Age children, Communit	30126	Yes	Yes	Lpatel1621@gmail.com	7062667430	11qa4NiJEKbld9jB-YnVs	https://drive.google.com	Letter_of_Support_Lisa I	Document successfully
10/3/2025 9:28:33	Kimberly Smith	Community Member	30126	Yes	Yes	Kitsykim@gmail.com		1aZ_-THYa9kGvXW2IW	https://drive.google.com	Letter_of_Support_Kimb	Document successfully
10/3/2025 9:32:03	Kahlillah Mosley	Parent of School Age children	30082	Yes	No			1VNop8j_ZlOs9n545sV4	https://drive.google.com	Letter_of_Support_Kahli	Document successfully
10/3/2025 9:33:07	Lakesha Simmons	Community Member	30127	No	No			1W5328tKHsDLX4jA9Xi	https://drive.google.com	Letter_of_Support_Lake	Document successfully
10/3/2025 9:45:58	Ashlynn Mordecai	Parent of School Age children	30126	Yes	Yes	johnsonashlynn07@gmail.com	6783235530	15h9jr6-t9W71J1XfEW3	https://drive.google.com	Letter_of_Support_Ashly	Document successfully
10/3/2025 9:46:38	Gardenia Hawk	Community Member	30126	Yes	Yes	hawkgardenia7@gmail.com	7705726996	1s-JGmH2H_QLSqITmP	https://drive.google.com	Letter_of_Support_Gard	Document successfully
10/3/2025 9:48:32	LaTosha Hall	Educator	30127	Yes	Yes	Jorjayh2@ymail.com	6782769994	154xUzUMl6--C4yTdPgn	https://drive.google.com	Letter_of_Support_LaTo	Document successfully
10/3/2025 9:48:55	Aubrea Parker	Parent of School Age children	30126	Yes	Yes	amckennies@gmail.com		1svQmi7mJ4oLQoje-sv	https://drive.google.com	Letter_of_Support_Aubr	Document successfully
10/3/2025 10:15:27	Quranna Coley	Community Member	30082	Yes	Yes	quranna.khan@gmail.com		1Egh-JC7brF6455vkgk0	https://drive.google.com	Letter_of_Support_Qura	Document successfully
10/3/2025 10:17:35	Yasmeen girardeau	Parent of School Age children	30127	Yes	Yes	Daytear99@yahoo.com	3362074048	1iyMQMA_-HAhQj-kUrHI	https://drive.google.com	Letter_of_Support_Yasm	Document successfully
10/3/2025 10:25:31	Teri Swinton	Community Member	30327	Yes	Yes	teriswinton@yahoo.com	404.889.4517	1-AMktoUBYq1k9E7jS4N	https://drive.google.com	Letter_of_Support_Teri S	Document successfully
10/3/2025 10:28:16	Trey Thomas	Community Member	30126	Yes	Yes	Treywthomas22@gmail.com	4709261690	1jG2UPjYXJ6vKdtWuo8I	https://drive.google.com	Letter_of_Support_Trey '	Document successfully
10/3/2025 10:30:03	Miriam Elizondo	Parent of School Age children	30126	Yes	Yes	Rmjayeve@gmail.com		1xVlCWMgPRJMi5nYbm	https://drive.google.com	Letter_of_Support_Miria	Document successfully
10/3/2025 10:43:25	Chae pollard	Parent of School Age children	30126	Yes	Yes	Chaepollard@gmail.com	8186369663	12udFRGWzxt9MIJsBRh	https://drive.google.com	Letter_of_Support_Chae	Document successfully

Timestamp	Full Name	What is your role in the community?	What zipcode do you live in?	May we include your name in public materials?	Would you like to receive updates about Power Pu	Email	Phone Number	*Merged Doc ID - Letter o*	*Merged Doc URL - Letter*	*Link to merged Doc - Let*	*Document Merge Status*
10/3/2025 10:47:45	Tracey Brabamt	Community Member	30075	Yes	No			12GNffuUG0dma10wdA	https://drive.google.com	Letter_of_Support_Trace	Document successfully
10/3/2025 10:48:18	Rafael Estrada	Business Owner	30168	No	Yes	Restrada7072@msn.com	404-275-2241	1Qt70oMdw7B3vkHgDV	https://drive.google.com	Letter_of_Support_Rafa	Document successfully
10/3/2025 10:57:32	Tyesonia Palmer	Business Owner, Palmers Eatery LLC	30168	Yes	Yes	Tyesoniabaker1@gmail.com		1ogzLThGVAvJnOgxlzP1	https://drive.google.com	Letter_of_Support_Tyes	Document successfully
10/3/2025 11:01:10	Patrese Wiggins	Parent of School Age children	30152	Yes	Yes	Patresewiggins@gmail.com	7702653515	1eIfysAm2uI3_VPyk0NL	https://drive.google.com	Letter_of_Support_Patre	Document successfully
10/3/2025 11:09:38	Clarissa Nickerson Four	Parent of School Age children, Communit	30066	Yes	Yes	cnickfour@gmail.com	2174026743	1QSxzmQwPbS1oMANi	https://drive.google.com	Letter_of_Support_Clari	Document successfully
10/3/2025 11:36:48	Dezyraye Saunders	Parent of School Age children	30106	Yes	No			1mddNu_R53Ee1uU_Wc	https://drive.google.com	Letter_of_Support_Dezy	Document successfully
10/3/2025 11:41:39	Chinwe Okoronkwo	Community Member, Business Owner	30126	No	Yes	Socylmail@gmail.com	4045007281	1fF9_CAiKCC9oc2F0SGi	https://drive.google.com	Letter_of_Support_Chim	Document successfully
10/3/2025 11:44:08	Madeleine Ryan	Educator	30102	Yes	Yes	Madeleinerry@gmail.com		18ZQkgW-gntEOfVRYj62	https://drive.google.com	Letter_of_Support_Made	Document successfully
10/3/2025 12:35:12	Christy Booth	Parent of School Age children	30068	Yes	Yes	christyobooth@yahoo.com	404-218-8106	1dfOT2xBoBnoFAvVl3v1	https://drive.google.com	Letter_of_Support_Chris	Document successfully
10/3/2025 12:49:16	Melanie Shelnutt	Educator, Retired teacher (40 years - Nort	30101	No	Yes	melanie.shelnutt@gmail.com	7705290733	1RwCZIpW_kltBeK-Jx_IC	https://drive.google.com	Letter_of_Support_Mela	Document successfully
10/3/2025 12:49:42	Jay	Parent of School Age children	30063	Yes	Yes	vjayash1@gmail.com	4706587260	1LHm7cepN-elC_wBoSC	https://drive.google.com	Letter_of_Support_Jay	Document successfully
10/3/2025 12:59:16	Eboni Lewis	Parent of School Age children	30126	No	Yes	ebonicrosbylewis@gmail.com	6784357437	1KYVuSKOcUSFHbCfm	https://drive.google.com	Letter_of_Support_Ebon	Document successfully
10/3/2025 13:05:16	DeBorah Johnson	Community Advocate/Leader	30168	Yes	Yes	Facesinc17@gmail.com	4043968032	17WSEVn9EiK0Ecv-SyQ	https://drive.google.com	Letter_of_Support_DeBo	Document successfully
10/3/2025 13:05:17	DeBorah Johnson	Community Advocate/Leader	30168	Yes	Yes	Facesinc17@gmail.com	4043968032	1hnJzrGgCYKxy6H5n67	https://drive.google.com	Letter_of_Support_DeBo	Document successfully
10/3/2025 14:15:21	Alexis Roberson	Parent of School Age children, Communit	30080	Yes	Yes	alexisroberson95@gmail.com	6789139984	1l_xUlVpLlyBeTKZfXwOl	https://drive.google.com	Letter_of_Support_Alexi	Document successfully
10/3/2025 14:53:05	Jen Boyer	Community Member, Business Owner	30066	Yes	Yes	JbL426@aol.com	3027503309	15vLzEcsiaWoUE6P0CR	https://drive.google.com	Letter_of_Support_Jen_E	Document successfully
10/3/2025 15:13:05	Elvyra Dapkute	Student (6-12 Grade)	30067	No	Yes	Elvyrad@hotmail.com		1ncy9FilQPH_wQkJEwpi	https://drive.google.com	Letter_of_Support_Elvyr	Document successfully
10/3/2025 15:17:46	Robert Weston	Business Owner	30068	No	Yes			1ZcmiBIaI3AhF_agBp7w	https://drive.google.com	Letter_of_Support_Robe	Document successfully
10/3/2025 15:19:14	Kristen Kennedy	Educator	30126	No	Yes	Kndmaxsmart@hotmail.com		1csSRYh-wkDZPvz6gh6	https://drive.google.com	Letter_of_Support_Krist	Document successfully
10/3/2025 15:27:28	Maria Alston	Parent of School Age children, Communit	30126	Yes	No			1CDqNIFeHJVx2p0ehP2	https://drive.google.com	Letter_of_Support_Mari	Document successfully
10/3/2025 15:31:02	Tabatha Gomez	Parent of School Age children	30126	Yes	Yes	Tabgomez-3@gmail.com	4709190025	17tKqQB_07iJ_Pa9Ck7k	https://drive.google.com	Letter_of_Support_Taba	Document successfully
10/3/2025 15:51:29	Melanie Boyd	Parent of School Age children	30126	No	No			1fVoHxoH46yaLezIXVsI	https://drive.google.com	Letter_of_Support_Mela	Document successfully
10/3/2025 17:27:31	LaJuana Delaney	Parent of School Age children, Educator,	30127	No	Yes	lajuanadd@gmail.com	770-367-0496	1ag5llR24SGWrpI-s_QSp	https://drive.google.com	Letter_of_Support_LaJu	Document successfully
10/3/2025 19:40:35	Sheliah Turman	Parent of School Age children	30106	No	No			19CmnL27KcbqsC-OVjS	https://drive.google.com	Letter_of_Support_Sheli	Document successfully
10/3/2025 20:33:29	April McAdory	Community Member	30126	Yes	Yes	april.washington973@gmail.com	678-851-9296	1kotywBdRWJ8XfLcP3Z	https://drive.google.com	Letter_of_Support_April	Document successfully
10/3/2025 20:34:18	Selena Johnson	Business Owner	30064	Yes	Yes	selenawj23@gmail.com	6785259883	1RE3ccPYsOULJSV-GeF	https://drive.google.com	Letter_of_Support_Seler	Document successfully
10/3/2025 20:38:04	Keshia Nyako	Educator	30127	Yes	No			1DZ6Krx1okKoAt05fv1w	https://drive.google.com	Letter_of_Support_Kesh	Document successfully
10/3/2025 20:59:24	Rochelle Cockrell	Parent of School Age children	30126	Yes	Yes	Lrcbeauty@gmail.com	4702547806	1QfnvkBvItrVrDA2nHt23	https://drive.google.com	Letter_of_Support_Roch	Document successfully
10/3/2025 21:08:05	Jannella Adlien	Parent of School Age children	30168	Yes	Yes	JannellaA@hotmail.com	7817315313	1YVZ5SAboLKeiK1MLs(	https://drive.google.com	Letter_of_Support_Jann	Document successfully
10/3/2025 21:28:53	Kadisha White	Community Member	30030	Yes	Yes	white.kadisha@gmail.com	6784782311	1MbCC0S1ng__qxaIYQ3	https://drive.google.com	Letter_of_Support_Kadi	Document successfully
10/3/2025 21:38:28	Yashica Marshall	Community Member	30126	Yes	Yes	yashica4district4@gmail.com	404-922-0270	1Ok8eAVnW7ukBfBVPb	https://drive.google.com	Letter_of_Support_Yash	Document successfully
10/3/2025 22:20:45	Janie Mcburnett	Community Member	30126	Yes	Yes	alice24jm@gmail.com		1jKtatS7e8T54fD6OZfG	https://drive.google.com	Letter_of_Support_Janie	Document successfully
10/3/2025 22:26:14	Laura Rodriguez	Parent of School Age children	30126	Yes	Yes	Laurarodriguez1990@yahoo.com	404-408-4962	1HQAgj6Wsk4-DU8x-f8E	https://drive.google.com	Letter_of_Support_Laur	Document successfully
10/3/2025 23:35:48	Denee Slaton	Parent of School Age children	30331	No	Yes	Deneelashaunslaton@gmail.com	6789843168	1L1-Mg-5BK0d_Gw9z0n	https://drive.google.com	Letter_of_Support_Dene	Document successfully
10/4/2025 0:00:15	De'Von Fitts	Community Member, Business Owner	30008	Yes	Yes	Devon.fitts@outlook.com	9126609459	1-_jmijtlLwfzmaAxa9uO	https://drive.google.com	Letter_of_Support_De'Vo	Document successfully
10/4/2025 7:35:52	Anika Mitchell	Community Member	30067	Yes	Yes	anika.mitchell17@gmail.com		1zKNd9VSryi8hAfdb_tw	https://drive.google.com	Letter_of_Support_Anik	Document successfully
10/4/2025 9:55:53	Ronda Shepard	Parent of School Age children, Communit	30126	Yes	Yes	Rondajshepard@yahoo.com	Email only please	1PsbHkMN1cHSKH_hE(	https://drive.google.com	Letter_of_Support_Rond	Document successfully
10/4/2025 10:06:41	Soumaya Khslifa	Community Member	30080	Yes	Yes	Soumayakhalifa@yahoo.com	6785235080	1act-tJzJmUxXv71RTCi	https://drive.google.com	Letter_of_Support_Soun	Document successfully
10/4/2025 10:43:55	Brandeis Thompson	Parent of School Age children	30126	Yes	Yes			1awODtK7CTsaBAGI8Q	https://drive.google.com	Letter_of_Support_Bran	Document successfully
10/4/2025 11:12:12	Kayla Park-McKee	Parent of School Age children, Educator,	30127	No	No			11M7fc_fzMNJEuuB4Pz	https://drive.google.com	Letter_of_Support_Kayl	Document successfully
10/4/2025 11:26:35	Jeanne Urban	Parent of School Age children, Educator	30126	Yes	Yes	lamariposa49@gmail.com	4049185359	1h8HGlaCarl3DzKaCZ0	https://drive.google.com	Letter_of_Support_Jean	Document successfully
10/4/2025 11:37:34	Saadia Ilyas	Parent of School Age children	30068	Yes	Yes	silyas99@yahoo.com		1K6kGPOEGvskdmzvXc	https://drive.google.com	Letter_of_Support_Saad	Document successfully
10/4/2025 11:55:14	Kirsten McClellan	Parent of School Age children, Communit	30067	No	No			1ZsPs1usw0NNcdpfIND	https://drive.google.com	Letter_of_Support_Kirst	Document successfully
10/4/2025 13:54:47	Minda Reed	Parent of School Age children	30008	Yes	Yes	Mdreed00@gmail.com	8563811698	1tFWvxdYSMJJGnc8-96	https://drive.google.com	Letter_of_Support_Mind	Document successfully
10/4/2025 16:12:49	Jessenia Vasquez	Community Member	30126	Yes	Yes	Jessenia.vasquez4422@gmail.com	7703658791	1q27C2zaxucRWGcW5d	https://drive.google.com	Letter_of_Support_Jess	Document successfully
10/4/2025 18:26:02	Mark Gaskins	Parent of School Age children, Communit	30082	Yes	Yes	mark@thevillagemethod.org	5104701721	1sBRJ8nrj7baMkBhIX-4	https://drive.google.com	Letter_of_Support_Mark	Document successfully
10/4/2025 18:47:23	Christine Clouds	Parent of School Age children	30168	No	No			1Ylxqq4hgBpAJbzXspqI	https://drive.google.com	Letter_of_Support_Chris	Document successfully
10/4/2025 19:11:22	Brandon Palm	Community Member	30064	Yes	Yes	branman4695@yahoo.com	8503214406	1dDPpY2_UL4gQ1WOLg	https://drive.google.com	Letter_of_Support_Bran	Document successfully
10/4/2025 21:42:08	Jada Vinsang	Educator	30168	No	Yes	jadadonye@gmail.com		1f9cVnB6eG5DJRRpRlr	https://drive.google.com	Letter_of_Support_Jada	Document successfully
10/4/2025 23:18:56	Bre Peeler	Educator, Community Member, Business	30126	No	Yes	drbrepeeler@gmail.com	4045505946	1hHS-Sm17_BDZDnTgg	https://drive.google.com	Letter_of_Support_Bre_P	Document successfully
10/4/2025 23:32:11	Dr. Doris Billups-McClure	Retired Administrator	30168	Yes	Yes	dlbmc@bellsouth.net	4042260881	1Wv-1RO2xUUOGBall5yI	https://drive.google.com	Letter_of_Support_Dr._D	Document successfully
10/5/2025 0:19:44	Amy Caldwell	Parent of School Age children	30064	Yes	Yes	amy.c.caldwell@gmail.com		1fVnJgMYRRwXBRrwLW	https://drive.google.com	Letter_of_Support_Amy_	Document successfully
10/5/2025 8:38:14	Dr. Vickie Benson	Educator, Community Member, Former ca	30144	Yes	Yes	drvickieharris1464@gmail.com	334-467-6861	1-sCf5GLysKiRkyxrfIldxI	https://drive.google.com	Letter_of_Support_Dr._Vi	Document successfully
10/5/2025 9:25:28	Lauren Schwitters-Bauby	Community Member	30082	Yes	Yes	Lauren.schwitters@gmail.com	6785704423	1X1iLLoxoGL8vjUOODB	https://drive.google.com	Letter_of_Support_Laure	Document successfully
10/5/2025 10:29:38	Latronia Augustine	Parent of School Age children	30168	Yes	Yes	latronia411@gmail.com	7708756677	1TE4Bnl0rITPLQzZtWDt	https://drive.google.com	Letter_of_Support_Latro	Document successfully

Timestamp	Full Name	What is your role in the community?	What zipcode do you live in?	May we include your name in public materials?	Would you like to receive updates about Power Pu	Email	Phone Number	*Merged Doc ID - Letter o*	*Merged Doc URL - Letter*	*Link to merged Doc - Let*	*Document Merge Status*
10/5/2025 15:52:49	Shonda Ball	Parent of School Age children	30168	No	Yes	Shonda_ball@yahoo.com		1CRy2y-d4sWmJ7mmR	https://drive.google.com	Letter_of_Support_Shon	Document successfully
10/5/2025 21:57:01	Nicole jones	Parent of School Age children	30060	Yes	Yes	Nicolejones2079@gmail.com	4705295747	1Sdbj7QNzhu-IE8aNNFll	https://drive.google.com	Letter_of_Support_Nicol	Document successfully
10/5/2025 22:04:28	Jonquil Jones	Community Member	30060	Yes	Yes	jonquilnc@gmail.com		1bipTC2FEXucCbo9-u5ij	https://drive.google.com	Letter_of_Support_Jonq	Document successfully
10/6/2025 7:54:58	Justin Hicks	Parent of School Age children, Educator,	30338	Yes	Yes	J.morgan.hicks@gmail.com	404.884.9582	1sqtyYH9LKMikvCohLa	https://drive.google.com	Letter_of_Support_Justi	Document successfully
10/6/2025 8:03:53	Chinita Allen	Educator, Community Member, Business	30126	Yes	Yes	Chinitayallen@gmail.com	6785924163	1ISVUykHl6kCxMLifXFjc	https://drive.google.com	Letter_of_Support_Chini	Document successfully
10/6/2025 10:39:43	Lyndall Hicks	Community Member	30338	No	Yes	Ldeklerkhicks@gmail.com	4708821196	1794PfCfTZZghlXwUNG	https://drive.google.com	Letter_of_Support_Lynd	Document successfully
10/6/2025 12:44:02	Brindusa Negritoiu	Parent of School Age children	30319	Yes	Yes	brindusa.negritoiu@gmail.com	2679182203	1Jm9iCUki1OX-7Y7B8V	https://drive.google.com	Letter_of_Support_Brind	Document successfully
10/6/2025 15:47:07	Lasheita Thomas	Community Member	30075	Yes	No			1_LIBiDi9q7BfAZXTlw2y	https://drive.google.com	Letter_of_Support_Lash	Document successfully
10/6/2025 20:00:17	Alesia Kilgore	Community Member	30127	Yes	Yes			12XFcVCJ29njktcbWpX	https://drive.google.com	Letter_of_Support_Alesi	Document successfully
10/6/2025 20:39:53	FELICIA MCDADE	Resident	30080	Yes	Yes	mcdade1@bellsouth.net	4042292757	1e0NpO4PTngiO70FNcI	https://drive.google.com	Letter_of_Support_FELI	Document successfully
10/6/2025 20:53:53	T McClure	Community Member	30168	No	Yes	Ddop_dwc@yahoo.com	7707391563	1qwKGzc0q0_Wz2ClYy1	https://drive.google.com	Letter_of_Support_T Mc	Document successfully
10/6/2025 22:29:16	Donte' Philpot	Community Member, City Government Ag	30168	Yes	Yes	donte.philpot@gmail.com	770-329-6727	1KBIDIWZZQQHdYxcIdU	https://drive.google.com	Letter_of_Support_Dont	Document successfully
10/7/2025 5:41:14	Kiara Luckie	Parent of School Age children, Business	30066	Yes	Yes	Luckiethestylist@gmail.com	9295927140	10kHAgtIiienWhspqUfJN	https://drive.google.com	Letter_of_Support_Kiara	Document successfully
10/7/2025 7:16:07	Joycelyn Bergeron	Community Member	30080	Yes	Yes	JoycelynBergeron@gmail.com	6783090800	1P4AdBzFaZr6_hAqVpjS	https://drive.google.com	Letter_of_Support_Joyc	Document successfully
10/7/2025 8:12:19	Darlene Woodard	Community Member	30339	No	Yes	Darlenewooddst10@gmail.com		12Lcrp3_7rouGnUCGGw	https://drive.google.com	Letter_of_Support_Darle	Document successfully
10/7/2025 9:41:13	Tabatha Taylor	Community Member	30064	Yes	Yes	deltatzt1913@gmail.com	6784636578	1UFH-i9g6AutjMbhXekd	https://drive.google.com	Letter_of_Support_Taba	Document successfully
10/7/2025 10:08:50	Vallerie Simpson	Community Member, Business Owner	30102	No	No			1Ba80_Li7eoWvyDrZW-f	https://drive.google.com	Letter_of_Support_Valle	Document successfully
10/7/2025 10:11:36	Concepcion Santos	Senior	30126	Yes	Yes	Auntieching@yahoo.com	9497017275	1WgF9mWS21caLJYy2	https://drive.google.com	Letter_of_Support_Conc	Document successfully
10/7/2025 17:17:07	Kenya Browning	Community Member	30126	No	Yes	kenyarae75@gmail.com	470-223-0288	1mQkbPtUZKaUGM3LZ	https://drive.google.com	Letter_of_Support_Keny	Document successfully
10/7/2025 18:22:57	Haley Hudson	Parent of School Age children	30126	Yes	Yes	haleyc.hudson93@gmail.com	6789825257	1EqPczMdbq7z_uQSkqx	https://drive.google.com	Letter_of_Support_Haley	Document successfully
10/8/2025 16:51:18	Kevin Cincinatus	Parent of School Age children, Communit	30168	No	Yes	Kcincinatus@gmail.com	7052674327	170cf2A85xA-OhxuUcef	https://drive.google.com	Letter_of_Support_Kevir	Document successfully
10/8/2025 16:52:34	Ashley Cincinatus	Parent of School Age children, Communit	30168	No	Yes	Ascincinatus@gmail.com	6785365794	15B76Oe31G19kLx8-dEI	https://drive.google.com	Letter_of_Support_Ashle	Document successfully
10/8/2025 16:55:05	Elan Gepner-Dales	Parent of School Age children	30066	Yes	Yes	ElanGep@gmail.com		1Ap44H_3OMUc6r_E7q	https://drive.google.com	Letter_of_Support_Elan	Document successfully
10/8/2025 17:58:02	Michael Buckham-White	Community Member	30080	Yes	No			1_Je9eDKMQ-9OTzE0ct	https://drive.google.com	Letter_of_Support_Mich	Document successfully
10/8/2025 19:12:46	Maxie Williams	Community Member	30082	Yes	Yes	akamaxckirk@gmail.com	9144825263	1ODwzhgu5ve5bKODhx	https://drive.google.com	Letter_of_Support_Maxi	Document successfully
10/8/2025 19:18:07	Tia Buckham-White	Community Member, Business Owner	30080	Yes	Yes	tbw@notreinternationale.com	6786378613	15dRQ0ArUZUU52AE_N	https://drive.google.com	Letter_of_Support_Tia B	Document successfully
10/8/2025 21:09:30	Arthur Stepanyan	Business Owner	30062	Yes	Yes	arthurstepanyan56@gmail.com		12xBCf-Lo77qMvBtdtJf	https://drive.google.com	Letter_of_Support_Arthu	Document successfully
10/9/2025 1:22:43	Denise Howard	Parent of School Age children	30126	Yes	Yes	Daneeze2@yahoo.com	N/a	1kEyfRizwS1KcA_lEBP5	https://drive.google.com	Letter_of_Support_Denis	Document successfully
10/9/2025 5:55:58	Angie Low	Parent of School Age children	30126	Yes	Yes	Angie.low2013@gmail.com	4049443512	10FzEE8HWjL4EsR7zOA	https://drive.google.com	Letter_of_Support_Angie	Document successfully
10/9/2025 12:42:42	Olga Blazej	Business Owner	30339	Yes	Yes	Olgaskalozub@gmail.com	4044839599	1Itq1sl6GcHMp4dBVxEr	https://drive.google.com	Letter_of_Support_Olga	Document successfully
10/10/2025 9:35:15	Jennifer Dawood	Community Member	30080	Yes	Yes		4045837195	1xw_s3wjidpGl_ZnFgxBI	https://drive.google.com	Letter_of_Support_Jenn	Document successfully
10/10/2025 10:16:02	Cheston Bulgin	Business Owner	30127	Yes	Yes	cheston098@gmail.com	4846209847	1P53TJxaUO_OIRmuvyG	https://drive.google.com	Letter_of_Support_Ches	Document successfully
10/10/2025 13:28:25	Dr. Teresa Hargrett	Community Member	30168	Yes	Yes	teresahargrett2022@gmail.com	4042106531	1BSIG-zI_3sRZr0QrKogF	https://drive.google.com	Letter_of_Support_Dr. Te	Document successfully
10/11/2025 19:30:51	Anjanette Bradley	Community Member	30168	No	Yes	Adbradley1@gmail.com	904-616-9462	1hBoEI-gPdM8-xsrSaSs	https://drive.google.com	Letter_of_Support_Anjar	Document successfully
10/13/2025 16:22:17	Alfred Lindsey	Homeowner	30168	No	No			1BJzerUl29rkjfuTVNPX	https://drive.google.com	Letter_of_Support_Alfre	Document successfully
10/13/2025 16:22:55	Rochelle Lindsey	Parent of School Age children, Communit	30168	Yes	Yes	rochellelindsey@gmail.com	4047597034	1uQAEAc1WfwIkUesJeV	https://drive.google.com	Letter_of_Support_Roch	Document successfully
10/13/2025 16:23:20	Allie Francis	Student (6-12 Grade)	30168	Yes	No			1GJvzITGu5visxjKb1BkL	https://drive.google.com	Letter_of_Support_Allie	Document successfully

POWER
PUBLIC SCHOOLS

Cobb County School District
Board of Education
514 Glover Street SE
Marietta, GA 30060

Attn: Charter Schools Office

Dear Members of the Cobb County School District Board of Education,

In accordance with O.C.G.A. § 20-2-2064 and the requirements outlined for charter school petition resubmissions, **Power Public Schools** hereby formally grants the Cobb County School District an additional **ninety (90) days** beyond the initial review period to accept or reject our charter petition.

This letter serves as written authorization of our agreement to extend the District's review window for our resubmitted petition. We appreciate your continued collaboration throughout this process and look forward to ongoing communication as we work together to bring an innovative, high-quality public charter option to the students and families of South Cobb.

Please feel free to contact me should you need any additional information or documentation.

Sincerely,

China Cardriche

China Cardriche-Clements
Founder & Executive Director
Power Public Schools
china@powerps.org
www.powerps.org

Audit trail

Details

FILE NAME	Power_Public_Schools 90 day Extension Letter - 12/8/25, 4:28 PM
STATUS	Signed
STATUS TIMESTAMP	2025/12/08 21:28:49 UTC

Activity

SENT	ccardriche@fellow.bes.org **sent** a signature request to: • China Cardriche (ccardriche@fellow.bes.org)	2025/12/08 21:28:21 UTC
SIGNED	**Signed** by China Cardriche (ccardriche@fellow.bes.org)	2025/12/08 21:28:49 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2025/12/08 21:28:49 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.