



DeKalb Agriculture Technology and Environment
Response to Initial Memorandum
November 21, 2025

How to Submit the Final Revised Petition and Response to the Initial Memo

By December 5, 2025 (12:00 PM), deliver to the School Innovation/Governance Department via DropBox at charterschools@dekalbschoolsga.org the revised petition (including exhibits) and the Response to the Initial Memo. Use electronic folders for sections, exhibits, and appendices.

Your Application Package must include the following:

1. Microsoft Word version of your Application Cover Page
2. REDLINED Microsoft Word version of your Application and Exhibits
3. PDF version of your Complete Application Packet in the following order: Cover Sheet, Application, signed Assurances Form(s), Affidavit, and Exhibits
4. PDF version of your Locally-Approved Charter School Partners Roles and Responsibilities Chart
5. Excel version of your completed Budget Templates
6. Microsoft Word version of the Response to the Initial Memo

Faxed or emailed copies will not be accepted. Only complete applications that comply with these guidelines will be evaluated.



SUMMARY

On November 12, 2025, DeKalb Agriculture Technology and Environment submitted a DCSD charter renewal application seeking the DeKalb Board of Education’s approval for a five-year contract term. In evaluating the petition, the Charter Petition Review Committee identified aspects of the petition, which would affect students attending the charter school.

Commendations from the Petition Review Committee:

- DATE "is the only K-8 charter school in Georgia, in the Southeastern Region, and even in the USA to have a Triple Integration Approach to education: Environmental, Agricultural, and Technological Sciences." - p. 11
- The physical plant is exceptionally well maintained, particularly given the school’s extensive farm and agriculture program. There is no evidence of outdoor debris within the school building, and the surrounding exterior areas are consistently clean, orderly, and well organized.
- Students demonstrate confidence and pride in their school. Their understanding of the STEAM foci is clearly embedded in the school’s culture and not something performed solely for visitors. They are, in many ways, the driving force and spark of the program.

Process:

Items requiring a response are listed below. If applicable, questions correlate to the page number in the Microsoft Word version of the petition. Additional areas of concern may be raised by DeKalb Board of Education members during their review of the petition or by the State Charter Schools Commission during its review process.

Community Support

Item	Committee’s Feedback	Petitioner’s Response
1	Provide examples of MOUs with any of the entities listed on page 15 of the application--Georgia Perimeter College, Piedmont Technical College, Chattahoochee Nature Center,	D.A.T.E. does not have MOU with Partners in Education, but has had contracts with STEAM, Inc., Honeywell, and Sanson Farms in the past. Other Partners in Education relations were sealed and confirmed with



	<p>Stone Mountain Park, Arabia Mountain, Gwinnett Heritage Center, Dekalb Watershed Department, Honeywell, Home Depot, Miracle Grow, Costa Farms, STEAM Inc., and/or Sprouts. - p. 15</p>	<p>awarded grants from Georgia Perimeter College and Sprouts. In addition, apprenticeship opportunities and collaboration have taken place with Arabia Mountain, the Dekalb County and Watershed Department, while other volunteer services opportunities were offered and available to D.A.T.E. by community relationship with Scotts Miracle Grow, Costa Farms, and Gwinnett Heritage Center.</p>
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Academic Plan

Item	Committee’s Feedback	Petitioner’s Response
2	<p>The ESOL screening process for ESOL is described on page 30. The petitioner states on page 32: “D.A.T.E. uses the procedures for exit and entrance as recommended by the Dekalb County School District.” What are the qualifying criteria?</p>	<p>EL Eligibility Criteria (Entrance)</p> <p>Each student’s parent or guardian completes the Home Language Survey (HLS) for students entering D.A.T.E. This form is completed for students who are new to U.S. schools. The online registration platform provides language options for viewing the HLS. If the parent or guardian reports two or more home languages, one of which is English, they select an additional statement identifying in which home language their child is more proficient. D.A.T.E. uses the state's guidelines based on the responses to the questions on the HLS to determine students who are “Potential English learners.” These students are then screened for English language proficiency using the appropriate ELP WIDA Screener (Screener for Kindergarten, Screener online or Screener paper).</p> <p>Students Enrolling in 1st Semester Kindergarten</p> <ul style="list-style-type: none"> The Listening and Speaking language domain tests of the WIDA Screener for Kindergarten are administered.



		<ul style="list-style-type: none">• If students' Oral Language Proficiency Level (PL) is < 5.0, they meet EL eligibility criteria, they qualify for EL status and are reported in Infinite Campus as EL = 'Yes'.• If students' Oral Language PL is ≥ 5.0, then they do not qualify for EL status and are reported in Infinite Campus as EL = 'No'. <p>Students Enrolling in 2nd Semester Kindergarten to 1st Semester Grade 1</p> <ul style="list-style-type: none">• All four language domain tests of the WIDA Screener for Kindergarten are administered: Listening, Speaking, Reading, and Writing.• If students' Overall Composite Proficiency Level (CPL) is < 5.0, they meet EL eligibility criteria, qualify for EL status and are reported as EL = 'Yes' in Infinite Campus.• If students' Overall CPL score is ≥ 5.0, they do not qualify for EL status and are reported as EL = 'No' in Infinite Campus. <p>Students enrolling in 2nd Semester grade 1 through 2nd semester grade 8th</p> <ul style="list-style-type: none">• All four language domains: Listening, Speaking, Reading, and Writing are administered.• If students' grade level adjusted Overall CPL is < 5.0, they meet EL eligibility criteria, qualify for EL status and are reported as EL = 'Yes' in Infinite Campus.• If students' grade level adjusted Overall CPL is ≥ 5.0, they do not qualify for EL status and are reported as EL = 'No' in Infinite Campus.
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		<p>WIDA Alternate Screener, Grades K-8</p> <p>Students Enrolling in 1st Semester Kindergarten</p> <ul style="list-style-type: none"> • The Listening and Speaking domain tests are administered unless one is precluded per IEP. • If students' Alternate Oral Language PL is <3, 3, or 4, they meet EL eligibility, qualify for EL status, and are reported as EL = 'Yes'. • If students' Alternate Oral Language PL = 5, they do not qualify (DNQ) for EL status and are reported as EL = 'No'. <p>Students enrolling in 2nd semester Kindergarten through Grade 8</p> <ul style="list-style-type: none"> • All four language domains unless one or more are precluded per IEP: Listening, Speaking, Reading, and Writing. • If students' Alternate Overall CPL = <3, 3, or 4 they meet EL eligibility, qualify for EL status, and are reported as EL = 'Yes'. • When students' Alternate Overall CPL = 5, they do not qualify (DNQ) for EL status and are reported as EL = 'No'. <p>EL Exit criteria (Exit)</p> <p>WIDA ACCESS for Kindergarten Clear Exit</p> <ul style="list-style-type: none"> • Overall CPL \geq 5.0 and Listening PL \geq 5.0 and Speaking PL \geq 5.0 and Reading PL \geq 5.0, and Writing PL \geq 4.5 <p>Grades 1-12 WIDA ACCESS Clear Exit</p> <ul style="list-style-type: none"> • Overall CPL \geq 5.0 <p>Grades 1-12 WIDA ACCESS Clear Exit</p> <ul style="list-style-type: none"> • Overall CPL or DCPL \geq 5.0
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		<p>Reclassification (Exit) Students may exit the ESOL program through the reclassification process.</p> <ul style="list-style-type: none">• Students who meet the criteria are identified and notification letters are sent to their families.• The reclassification team meets within the first 5-10 days of parent notification and determines if the student(s) should exit based on the English Learner Reclassification Team Review Form.• All required documentation is signed, dated, and uploaded into Infinite Campus (IC) by the ESOL teacher by the end of the school year.
3	ESOL Curriculum – What curricula is used and how are scaffolding and differentiation included?	<p>The goal is to teach language and content simultaneously. D.A.T.E. uses the Georgia Standards of Excellence for content instruction along with the WIDA English Language Development Standards to address the language component. These standards are used to teach language and content using the SIOP method of delivering instruction. The push-in/collaborative model is used to ensure that both the content and ESOL teacher are able to provide scaffolds and differentiate these scaffolds based on ELs language proficiency levels. Scaffolding and differentiation begin with a thorough analysis of different data points such as MAP and the WIDA ACCESS. The score report from the WIDA ACCESS is used to determine students’ language proficiency level for each domain (reading, writing, speaking, and listening). The ESOL teachers help with planning for the language demands of the lessons. Scaffolds such as small groups are often led by the ESOL teachers with students who are at lower levels of proficiency. This helps to facilitate direct instruction for these students. Both content and ESOL teachers use other scaffolds such as sentence frames, and word banks as we provide structured</p>



		<p>activities for these students. Students are also paired with students who are not English learners, and English learners at higher levels of proficiency to help with language modelling, especially for the speaking domain. These strategies are used across curricula or models of instruction used at D.A.T.E. For example, during the “Explore” step of the 5E model used for science the heterogeneous groups of ELs with Non ELs and ELS at lower levels has proven to be very effective because the ELS are given the opportunity to experience language in authentic settings which involves collaboration and problem solving. During the “Explain” step, students at the beginning and developing levels use models, visuals and sentence prompts to express findings.</p>
4	<p>What are the class sizes for your ESOL segments? How do you determine the appropriate class size?</p>	<p>Our ESOL program follows Georgia SBOE Rule 160-5-1-.08, which establishes ESOL class size expectations to ensure instruction is effective, equitable, and designed to meet the language needs of English learners. State funding is based on instructional delivery, with one QBE/FTE earned for every seven ESOL class segments reported during FTE counts.</p> <p>Georgia recommends a funding class size of seven students per ESOL segment, with maximum average class sizes by grade level to maintain instructional quality:</p> <ul style="list-style-type: none"> • -K-3-11 students max (13 with paraprofessional) • -4-8-14 students max (15 with paraprofessional) <p>D.A.T.E. follows this plan to ensure that small instructional groups are maintained. This helps us to provide targeted support and accelerate language growth. This helps us to provide effective co-teaching</p>



		strategies between the content teacher and ESOL teacher to meet both content and language objectives.
5	Please describe the appropriate measures that will be taken to ensure that English Learners have meaningful access to all curricular and extracurricular programs.	D.A.T.E. is committed to ensuring that English Learners have full and meaningful access to all curricular and extracurricular programs by providing high-quality, research-based instruction and comprehensive language support. We are in the process of facilitating training for all teachers in the Sheltered Instruction Observation Protocol (SIOP). This training is offered by the district on a monthly basis. This will help to ensure that consistent scaffolding, comprehensible input, structured interaction, and explicit vocabulary instruction are implemented in all classrooms. ELs will be supported in fully participating in STEM activities, project-based learning, and our FOCI areas (Agriculture, Technology, and Environment) through the collaboration of an assigned Special Programs Student Support Liaison (SPSSL). The SPSSL will work directly with content teachers, exceptional education teachers, and ESOL teachers to provide opportunities for these students to participate in all stem related activities. Students are also encouraged and assisted in joining extracurricular activities, with staff helping eliminate language-related barriers by using data from the Home Language Surveys (HLS). This information helps teachers to determine parents' preferred language of communication. To ensure families can support their children, the school offers translation and interpretation services at no cost, including translated notifications and permission forms, interpreters for meetings, and ongoing communication; families will be informed regularly about how to request these services. The ESOL team will also monitor EL students' participation in curricular and extracurricular programs and collaborate with teachers and families to address any barriers that may hinder active participation.



6	How does the school serve ELs who qualify for both ESOL and Special Education services? Describe the protocol for ESOL/SWD collaboration.	<p>Protocol for ESOL/SWD Collaboration</p> <p>D.A.T.E. ensures that students who are dually identified as English Learners and Students with Disabilities receive full access to both ESOL and Special Education services in accordance with state and federal requirements. The ESOL teachers are invited to all IEP meetings for EL/SWD students to ensure that English language development needs are explicitly addressed within the student’s IEP goals, supports, services, and accommodations. During IEP meetings, ESOL teachers provide formal documentation and data regarding the student’s English language progress, the results from WIDA Screeners or WIDA Alternate Screeners, and WIDA ACCESS. They also give recommendations for instructional strategies, accommodations, and scaffolds aligned to the student’s English language proficiency level to ensure meaningful access to grade-level standards. ESOL teachers are also able to provide additional state-required information regarding EL identification procedures, including initial classification, continued eligibility, and criteria for exit and reclassification. The SWD teachers are also invited to the EL/TPC meetings to ensure that we receive valuable input with regard to classroom and testing accommodations needed for English learners who are dually served.</p>
7	What is the process of waiving ELs from ESOL services?	<p>The Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL) services letter is sent home in the parent/guardian preferred language within 30 days of the beginning of the school year or 10 days if students enrolled during the year. If a parent/guardian expresses an interest in refusing ESOL services, the parent must submit to the school in writing a request to waive ESOL services. The parent’s written request is uploaded to Infinite Campus. The ESOL team conducts a conference with the parent/guardian, during this meeting parents are encouraged to share how they will help their child if they are removed from ESOL services. Parents' reasons for</p>



		<p>declining services are also discussed and documented during this conference. The ESOL team provides an alternate plan to ensure that students who are waived meet their language goals. This plan is discussed with all content area teachers.</p>
8	<p>Monitoring Exited ELs -- Data shows 18 monitored ELs. How are you monitoring exited ELs?</p>	<p>Post-Exit Monitoring Procedures ESOL teachers consult with all content area teachers during the first week of school to identify, review and share ACCESS data for students who have just exited the ESOL program through a clear exit or the reclassification process and students who are in their second year post-Exit. The students' Individual language Plans (ILPs) are discussed during this meeting. Once these students are identified, teachers are required to pay close attention to factors such as their academic progress, class participation, communication with teachers, and communication with peers. All content area teachers for first year post-exit students are consulted four times per year (October, December, March and May.) Teachers for second year post-monitored students are consulted twice per year. Data that reflects students grades and communication skills is recorded on post-exit monitoring forms. These forms are uploaded into Infinite Campus after each consultation. The data captured is reviewed to determine if students are maintaining academic progress without ESOL support. ESOL teachers meet with content-area teachers to discuss accommodations and strategies that support students whose data indicate that more support is needed. All monitoring data and interventions are documented to inform future instruction and to identify students who may need additional support or intervention.</p>
9	<p>Other than during the registration process, how are you ensuring meaningful communication with PHLOTE families? What system do you have in place?</p>	<p>D.A.T.E. works with a translation/interpretation service to ensure PHLOTE families are able to actively participate in their children's</p>



		<p>education. D.A.T.E. uses the following resources to communicate with parents whose primary home language is other than English.</p> <p><u>Scheduled formal meeting</u></p> <p>Trained interpreters are always used for formal meetings (school wide communication and interpretation for parent conferences). The school's ESOL Liaison requests interpretation/translation for documents and meetings by submitting a request to the Translation Station.</p> <p>Brief/Non- Scheduled or Emergency Communication</p> <p>Emergency calls for student health, behavioral issues etc. are handled with the help of a translation/ interpretation company. This process is referred to as "Call on Demand."</p> <ul style="list-style-type: none">• A designated staff member will call the toll-free service line when assistance is needed.• After dialing the number, the staff will provide the access code provided to our school.• Once logged in staff can request the language the parent prefers.• Language identification flyers help the parents indicate the language needed. <p>Communication Regarding Classroom Instruction</p> <p>The following tools are used in the classroom for daily communication</p> <ul style="list-style-type: none">• Class dojo• Talking Points• School messenger <p>These are used for translating basic classroom teacher information, communicating basic information to families and messaging and</p>
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		<p>sending notes to parents. These are not used for formal meetings or any official translation of school wide documents.</p>
<p>10</p>	<p>Please provide an analysis of the underlying factors contributing to the academic successes that D.A.T.E. has experienced, as this information is not included in the petition (p. 18)?</p>	<p>The academic successes experienced by D.A.T.E. Charter are rooted in a profound, school-wide cultural shift that placed data analysis and collaborative accountability at the center of all instructional and administrative practices.</p> <p>The underlying factors contributing to the school's success in reducing achievement gaps and consistently outperforming its district and state peers are:</p> <p>1. School-wide Data-Driven Culture</p> <p>The institutional dedication to student success is deeply rooted in a strong emphasis on evidence and data literacy, beginning with the school's administration and board who championed comprehensive data practices as the most reliable measure of commitment to the charter's mission, transforming data into the "new language of the school" and empowering all stakeholders. This commitment moved beyond simple annual state test results to a granular analysis of formative assessments, benchmark data like MAP, and daily exit tickets, enabling teachers to pinpoint specific, easily addressable skill deficiencies, such as "multi-digit multiplication," rather than broad subject gaps. Consequently, teachers adopted a continuous improvement cycle—Data Analysis, Instructional Adjustment, Impact Measurement, and Refinement—to ensure instructional methods are regularly assessed and enhanced for sustained student growth.</p> <p>2. Strong Collaborative Frameworks</p>



		<p>Professional Learning Communities (PLCs) were intentionally transformed into results-driven "data teams" where educators regularly meet to examine common assessment results and collaboratively plan instruction, ensuring every teacher is an informed decision-maker. These collaborative teams utilize standardized protocols and data trackers, focusing on the "Four Essential Questions" to guide decisions regarding instructional planning, intervention, and enrichment. Furthermore, these teams meticulously disaggregate data by specific student subgroups to uncover granular trends and needs, guaranteeing that instructional modifications are equitable, fair, and highly focused.</p> <p>3. Targeted Interventions & Equity Gains</p> <p>The systematic, data-driven approach ensures targeted support is provided exactly where it is needed, leading to significant equity gains. By making student data the sole driver of the Multi-Tiered System of Supports (MTSS) intervention program, the school allowed students to move fluidly through hyper-targeted small-group interventions, successfully closing 34 intervention plans and returning 26 students to Tier 1 instruction. These focused strategies resulted in dramatic equity gains for vulnerable subgroups, with Elementary English Learners (ELs) increasing ELA content mastery from 61% (2022) to 87% (2024), and Economically Disadvantaged Students (EDs) increasing from 67% (2022) to 86% (2024), success that is sustained by effective instructional practices like the SIOP Model.</p> <p>4. Systemic Leadership & Support</p> <p>The ongoing success of this transformation stemmed from the leadership's dedication to continuous learning and proactive support. Instructional coaching evolved from a reactive approach to a proactive one, concentrating on classrooms where student outcomes suggested</p>
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		<p>a need for collaborative lesson planning or the modeling of high-impact strategies.</p> <p>At the same time, the leadership team committed to their own learning by engaging in professional development that emphasized data interpretation and effective teaching and intervention strategies. This enabled them to coach teachers effectively in identifying the root causes of performance trends.</p> <p>This cohesive system has consistently led to high student readiness, as evidenced by consistently strong CCRPI Readiness scores, which range from 80% to over 90%. This indicates that students possess the foundational skills necessary for success at the next academic level.</p>
<p>11</p>	<p>How often do teachers meet with their MTSS Specialist? How many students are in the tiered process?</p>	<p>MTSS Process Summary at D.A.T.E Charter</p> <p>Teachers at D.A.T.E. Charter meet with the MTSS Specialist approximately four times per year during their scheduled planning time. The exact interval for these meetings depends on the intervention level being supported, ranging from every 4 to 8 weeks.</p> <p>Meeting Frequency and Focus</p> <p>Tier 2 intervention planning and review sessions take place every 6-8 weeks, starting in August.</p> <p>Tier 3 Student Support Team (SST) meetings occur every 4-6 weeks beginning in August as well. These meetings can also happen intermittently throughout the school term based on evaluation requests from parents or referrals from educators via the Child Find process.</p>



		<p>Teachers also participate in MTSS Progress Power Up meetings with specialists and grade-level teams. During these sessions, the team analyzes universal screener data (NWEA MAP Growth and Amira Learning) to guide the Analyze, Adapt, and Achieve (A3) initiative. The primary goal is to review students in the bottom quartile and determine if they require enhanced Tier 1 supports or targeted Tier 2 intervention.</p> <p>Student Participation</p> <p>Currently, 27 students are actively involved in the multi-tiered support process. This total is divided between the two higher tiers:</p> <ul style="list-style-type: none"> • Tier 2: 19 students are receiving targeted, small-group interventions. • Tier 3: 8 students are receiving intensive, individualized supports. <p>We also have 36 students in our EIP program, which is a Tier 2 intervention. Our MTSS Specialist also has an On-Watch list of students whose data is tracked to see their progress or if they are in need of support. The MTSS Specialist also reviews this list with teachers during the MTSS Progress Power Up meetings.</p>
12	<p>When a student enrolls with an existing IEP that includes services not currently provided in your building or through your Big Picture model, what steps do you take to ensure the student receives FAPE? Please describe the procedures you follow to review the IEP, determine needed services, and arrange for implementation.</p>	<p>Upon enrollment, the Exceptional Education Department (EED) reviews the students' current IEP to identify required services, service times, classroom and testing accommodations, progress monitoring expectations, any assistive technology needs, as well as any medical needs. If the services on the existing IEP do not include services not currently provided in our building or through our Big Picture, EED immediately contacts the parent or guardian to schedule an IEP Meeting with the new IEP committee to review the current IEP. At this</p>



		<p>meeting, we discuss which services we can immediately provide within our building as well as which services require an adjustment to staffing, scheduling, or delivery models. We also ensure that the parent or guardian clearly understands how the services will be delivered in our setting and answer any questions they may have. If necessary, the IEP team may amend the IEP to reflect any changes that were agreed upon by the new IEP committee. In addition, the parent is notified of the Case Manager who will monitor the student's goals on their IEP, communicate any concerns or provide updates, and schedule any future IEP meetings. The parent will also be informed that if the services previously discussed require adjustments, the IEP committee will reconvene.</p>
13	<p>How do you monitor students' progress toward their IEP goals between formal IEP meetings? In what ways does the progress-monitoring data inform your instructional decisions, interventions, and the development of future annual IEPs?</p>	<p>Every student with an IEP is assigned an in-house Case Manager (Special Education Teacher). The Case Manager collects data on a weekly basis that aligns with the goals outlined in the students' IEP. They utilize research-based strategies from Goalbook to help the student improve on specific skills to meet the goals outlined in their IEP. The Case Manager meets with students in a small group or one on one to review skills that align to the specific goals. Every progress reporting period, parents or guardians are provided with student's progress toward their annual goals. During the IEP meeting, Case Managers review the results of the data collected throughout the IEP year and based upon the data collected, it is determined whether a goal is mastered and no longer needs to be monitored, if a goal is achieved and requires more rigor or an expansion of the complexity of the task, or if the goal requires additional support to be achieved. This data also helps to determine whether student supports or services need to be adjusted. In conclusion, our Case Managers ensure students receive ongoing data driven support toward goals and they develop a new IEP based upon clear evidence of students' growth and need.</p>



14	How do you analyze the performance of subgroups, particularly students with disabilities, within your building?	<p>DATE implements a comprehensive, multi-layered approach to analyze the performance of all student subgroups, with a particular focus on students with disabilities. We begin by examining disaggregated data from Georgia Milestones, NWEA MAP, benchmarks, and common formative assessments. This allows us to identify patterns in achievement and growth and to compare subgroup performance to building-wide expectations. In addition to these broad measures, we closely monitor individual progress for students with disabilities through regular review of IEP goal data. Progress monitoring results and accommodation use are analyzed to ensure that each student is making adequate growth and that supports are delivered with fidelity.</p> <p>To ensure accuracy and completeness, we triangulate multiple data sources when evaluating student performance. Quantitative measures such as standardized test results, attendance, and behavioral indicators are reviewed alongside qualitative evidence, including teacher observations, student work samples, and classroom walkthrough data. This blended approach helps us understand not only what students know, but also the conditions under which they learn best.</p> <p>Our building maintains a consistent schedule of structured data meetings that bring together general education teachers, special education staff, interventionists, and administrators. During these meetings, teams review subgroup performance trends, examine root causes of gaps, and determine the effectiveness of current instructional strategies and interventions. These conversations follow established protocols, ensuring that decisions are data-driven and actionable.</p>



15	What specific interventions do you provide when data indicate that the performance of students with disabilities is lagging?	<p>When data indicate that the performance of students with disabilities is lagging, we begin by reviewing each student's data to determine whether current IEP goals, services, and accommodations match their needs. When necessary, we adjust goals, increase the intensity or frequency of specialized instruction, and refine accommodations, to ensure full access to learning.</p> <p>At the instructional level, we provide targeted interventions that reflect the principles of explicit, systematic teaching. Students may receive additional time in small-group or one-on-one instruction, particularly in areas such as literacy or mathematics where foundational skills require intensified support. We implement research-based intervention programs, such as Symphony Math and Lexia, and monitor progress closely to determine whether students are responding as expected. For students whose data reveal behavioral or social-emotional barriers to learning, we conduct Functional Behavioral Assessments and develop, or revise Behavior Intervention Plans to ensure that behavioral supports are proactive, individualized, and consistently implemented.</p> <p>Students with disabilities receive a range of interventions and supports based on their individual needs. These interventions vary depending on each student's areas of weakness and are delivered through specially designed instruction. In addition to Symphony Math and Lexia Core 5, they also use Khan Academy, IXL, and Progress Learning for extra practice and reinforcement of concepts taught in their content area classes. The Read&Write Google extension has been added on their devices as an additional support in reading and writing. At D.A.T.E, most students with disabilities are provided extra time for processing and responding during classroom discussion, extended time to complete assignments, and frequent checks for understanding to ensure they grasp the material presented. Our general education teachers,</p>
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		<p>exceptional education teachers, and paraprofessionals work with students in large groups, small groups, and one-on-one to provide targeted support aligned with the accommodations in their IEPs.</p>
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Organizational Plan

Item	Committee's Feedback	Petitioner's Response
16	<p>In the Executive Summary, the total enrollment in the final column of the table (778) exceeds the total enrollment in the fourth question (770). What is the expected enrollment at the end of the charter term? - p. 11</p>	<p>The expected total enrollment is 778; however, the charter law practices allow charter to exceed 3% of original stated enrollment.</p>
17	<p>The Student-Parent Handbook includes a flowchart for D.A.T.E.'s grievance process. However, instances may arise when a grievance is brought against a staff member designated in the flow of the investigation. How does the school investigate concerns or grievances in these instances? - p. 335</p>	<p>If there are instances that arise with a grievance process when the grievance is brought against a staff member designated in the flow chart, then investigation will be conducted by the next leveled supervisor or supervisor presented in the flowchart or the Board of Directors, of the alleged staff member.</p>