

Applications: Ethos Classical Charter School

Implementation Budget Requested

\$750,000.00

Planning Budget Requested

\$0.00

Total Budget Requested

\$750,000.00

Planning Reimbursements

\$0.00

Implementation Reimbursements

\$0.00

Total Reimbursements

Remaining Budget

\$750,000.00

Profile

Ethos Classical Charter School

Changes Requested

Eligibility for CSP Subgrant

Expansion

Expansion: Are you requesting an implementation grant?

Yes

Are you requesting a supplement?

No

Narrative

Provide responses in the text boxes provided. Attachments will not be accepted for this part of the application.

Please describe how the autonomy and flexibility granted to a charter school is consistent with the definition of a charter school in ESEA § 4310 (2).

Ethos Classical embraces the autonomy and flexibility granted to charter schools, consistent with the definition outlined in ESEA § 4310 (2). This autonomy empowers us to innovate and tailor our educational approach to meet the unique needs of our scholars and community. Here's how we utilize this flexibility in personnel, finance, and program:

Personnel

Hiring Practices: We have the autonomy to recruit and hire staff who align with our mission and vision. This allows us to select educators who are not only highly qualified but also passionate about our arts-based instructional model and committed to fostering creativity, empathy, and academic excellence. Historically, our practices have also enabled us to retain over 85% of our staff from year to year.

Professional Development: We can design and implement professional development programs tailored to our specific instructional strategies and arts integration techniques. This ensures our educators continuously enhance their skills and methodologies, directly benefiting our scholars. We understand that a staff that feels challenged and supported is more likely to be invested in our vision and remain at our school.

Staff Roles and Responsibilities: We have the flexibility to define and adjust staff roles to best support our educational goals. This includes creating specialized positions, such as a Manager of Scholar Intervention, Manager of Scholar Culture and a Family Engagement Coordinator, to address our unique programmatic needs. This allows our team to be precise in the way they spend their time, and can look to specific metrics to evaluate their success.

Finance

Budgeting and Resource Allocation: Ethos Classical has control over our budget and can allocate resources in ways that directly support our mission. This financial flexibility allows us to prioritize spending on areas that enhance our educational offerings, such as arts education, technology, and professional development.

Fundraising and Grants: We have the freedom to seek additional funding through grants and fundraising efforts. This autonomy enables us to supplement our budget and invest in initiatives that further enrich our students' educational experiences.

Financial Management: Our ability to implement multi-year budgeting and contingency planning ensures financial sustainability and the effective use of resources. This autonomy allows us to strategically plan for future growth and respond to financial challenges as they arise.

Program

Curriculum Design: We have the flexibility to develop and implement a rigorous, arts-integrated curriculum that aligns with our educational philosophy. This allows us to create a learning environment where arts and academics complement each other, fostering a holistic approach to education. Each classroom will have two teachers as a key driver in building individual learning plans for each scholar. With a mixture of research based curriculum, like Eureka Squared for Math, and adaptive assessment tools, we are able to tailor our program to the specific needs of the scholars we serve. We are also able to stay grounded in the science of reading, and collaborate across subjects to ensure alignment and continued practice.

Innovative Teaching Methods: Our autonomy enables us to adopt and experiment with innovative teaching methods and instructional strategies. This includes integrating digital tools and arts-specific techniques to enhance both general and arts education as well as placing additional teachers in classrooms for individualized instruction. To create an equitable learning environment, we will continue to prioritize school wide learning goals, targets and routines. In order to support the execution of our teaching methods, each of our teachers is assigned an instructional coach that they meet with either weekly or bi-weekly. The coach focuses on supporting their teachers in planning and internalizing lessons, maintaining a safe learning environment, and analyzing data.

School Schedule and Calendar: We will design a school schedule and calendar that best meets the needs of our scholars and staff. This flexibility allows us to incorporate professional development days and family engagement activities seamlessly into the academic year without overextending our community. Our schedule also balances the needs across multiple teams by being intentional about how instruction, operations, and culture work cohesively.

Please briefly describe how the applicant school/network will utilize CSP Subgrant funds and why these funds are necessary to meet the school's goals. Separate activities by Planning and Implementation subgrant periods.

Ethos Classical will utilize CSP Subgrant funds to facilitate its expansion through middle school while maintaining its arts-based instructional model. These funds will be allocated for several key areas essential for our growth and success in our first year serving sixth graders:

Facility Enhancements: We will upgrade and expand our new middle school facility to accommodate our growing scholar body. This will include developing specialized spaces for arts education, such as music rooms, art studios, and dance spaces. Additionally, cafeteria equipment will be procured to serve meals to our scholars in a dedicated cafeteria. Each classroom will be furnished with quality items that align with our vision of creating bright and warm spaces for every scholar.

Educational Materials and Technology: Our goal is to procure high-quality educational resources and state-of-the-art technology to support our rigorous academic and arts-integrated curriculum. This will involve purchasing Chromebooks for scholars, laptops for teachers, and digital tools that enhance both general and arts-specific instruction.

Professional Development: Investing in ongoing professional development will be crucial to ensure our educators are equipped with the latest instructional strategies and arts integration techniques suitable for middle school scholars. This will involve workshops, training sessions, and collaborations with our current instructional partners to enrich our teachers' skills and methodologies. Furthermore, our leadership team will visit effective middle schools to identify strategies and practices to further develop our plans for the 2025-2026 school year.

Transportation: As we transition to two separate campuses, we will be mindful of the transportation needs of our families with scholars across both campuses and staff members who may need to travel between sites throughout the day. By purchasing a large passenger van, we will establish a shuttle service between our elementary and middle school campuses, providing an accessible route and connecting our two sites. The distance between our schools is approximately five miles.

Please describe how the applicant school/network is responding to community need and will use effective parent, family, and community engagement strategies. Include information on the needs analysis the school completed and the results. Also, include a description of how the school is soliciting and considering input from parents and members of the community and how the school will use effective parent, family, and community engagement strategies.

Since opening our elementary school in 2019, Ethos Classical has been committed to serving our community by responding to its needs and engaging parents, families, and community members in our mission to provide a high-quality, arts-based education. Our vision is to cultivate scholars who excel academically and embody creativity, empathy, and cultural awareness. Here's how we will address community needs and employ effective engagement strategies:

Throughout the 2023-2024 school year, we prioritized understanding and responding to community needs as we prepared to expand to eighth grade. Surveys, scholar focus groups, and family roundtable discussions revealed key insights:

Demand for Middle School Expansion: Parents and community members strongly desire a seamless transition from elementary to middle school within our arts-integrated model.

Access to Arts Education: There is significant demand for arts education opportunities, which are often limited locally.

Transportation Needs: Families emphasized the need for reliable transportation options, especially with the expansion to a second campus. We aim to streamline logistics by offering a shuttle service during morning arrival and dismissal.

Responding to Community Needs Based on these findings, Ethos Classical will take the following actions:

We will expand to middle school to ensure continuity in scholars' education while maintaining our high standards and arts-focused approach. We will develop dedicated spaces for music, art, and dance, and acquire materials and technology to support a robust arts curriculum. Additionally, we will invest in a large passenger van to establish a shuttle service between campuses, providing equitable access to our programs.

Effective Parent, Family, and Community Engagement Ethos Classical recognizes that meaningful engagement with parents, families, and the community is crucial to our success. Here are the strategies we will implement:

Regular Communication: We will maintain open communication through newsletters, social media updates, and both in-person and virtual family meetings, ensuring families are informed and involved.

Parent and Community Advisory Councils: Advisory councils, including parents and community members, will provide input on policies, programs, and strategic planning, aligning decisions with community needs. Our Family Engagement Coordinator will support diverse family needs.

Workshops and Events: We will host academic workshops, arts showcases, parent education nights, and volunteer opportunities to strengthen our community bonds and sense of partnership.

Feedback Mechanisms: We will regularly seek feedback via surveys and town hall meetings to ensure responsiveness to community needs, guiding continuous improvement efforts.

Please explain how the applicant school/network will demonstrate a growth mindset throughout the subgrant term.

Throughout the past five school years, our team has demonstrated a growth mindset from navigating a pandemic in our first year to now preparing

for a growth in grade levels and overall school enrollment. We are dedicated to embodying and demonstrating a growth mindset throughout the CSP subgrant term, aligning with our vision of fostering a culture of continuous improvement and resilience. Our growth mindset will be shown through our:

Commitment to Continuous Improvement

Professional Development:

Ongoing Training: We will invest in continuous professional development for our educators, focusing on innovative teaching methods, arts integration techniques, and the latest educational research. This includes workshops, training sessions, and collaborations with experts in the field. We will also engage in technical support sessions to be sure we are executing the vision of the subgrant with a high level of excellence.

Reflective Practice: Teachers will engage in regular reflective practices, including peer observations, feedback sessions, and self-assessment exercises, to continually refine their instructional strategies.

Scholar-Centered Learning:

Personalized Learning Plans: We will develop personalized learning plans for each scholar, regularly assessing their progress and adjusting instructional approaches to meet their individual needs and promote growth.

Growth Tracking: Implementing a robust system for tracking scholar progress, we will use data to identify areas of improvement and success, ensuring that every scholar is on a path to continuous growth.

Embracing Challenges and Innovation

Adaptive Curriculum:

Curriculum Evolution: Our curriculum will be regularly reviewed and updated to incorporate new educational innovations and best practices, ensuring it remains relevant and effective.

Arts Integration: We will continually seek new ways to integrate the arts into our curriculum, encouraging creativity and critical thinking in all subject areas.

Technology Integration:

EdTech Tools: By leveraging the latest educational technology tools, we will enhance learning experiences and provide dynamic, interactive opportunities for scholars to engage with the material.

Digital Literacy: We will prioritize digital literacy for both scholars and teachers, ensuring that our community is proficient in using technology to support learning and growth.

Cultivating a Growth-Oriented Culture

Mindset Training:

Growth Mindset Workshops: We will conduct workshops for scholars, staff, and families focused on developing a growth mindset, emphasizing the importance of effort, perseverance, and learning from mistakes. Our elementary level initiatives of the Watch Me Grow board will be applied to our middle school scholars with them practicing language that aligns to their growth over time instead of hitting general levels or milestones.

Positive Reinforcement: We will continue to celebrate successes and recognize efforts and create a middle school environment where challenges are viewed as opportunities for growth rather than obstacles, mirroring our elementary school program.

Leadership Development:

Empowering Leaders: We will invest in the development of our leadership team, providing them with the tools and training necessary to lead with a growth mindset and inspire the same in their teams.

Shared Leadership: Encouraging a shared leadership model, we will empower teachers and staff to take on leadership roles, fostering a collaborative and growth-oriented school culture.

Engaging the Community

Parent and Community Involvement:

Collaborative Partnerships: We will build strong partnerships with parents and community members, involving them in decision-making processes and soliciting their input to drive school improvement.

Transparent Communication: Maintaining open and transparent communication channels, we will keep our community informed about our growth initiatives and progress.

Feedback and Adaptation:

Regular Surveys: Conducting regular surveys and feedback sessions with scholars, parents, and staff, we will gather insights and make data-driven decisions to enhance our programs.

Responsive Adjustments: We will remain flexible and responsive, willing to make necessary adjustments based on feedback and changing needs,

demonstrating our commitment to continuous growth.

Please explain how the applicant school/network will commit to the CSP subgrant agreement and meet the requirements and objectives of the CSP subgrant. Identify the person(s) or position(s) who will be responsible for CSP subgrant activities, including reporting, procurement/purchasing, bookkeeping, accounting, and recordkeeping of expenditures.

Since 2019, we have maintained a strong leadership team with all of our founding leaders still actively involved in the management of Ethos Classical. We are dedicated to not only a strong vision of excellence for the implementation of the CSP subgrant but are also driven with a strong sense of gratitude for the opportunity to serve the community we care so deeply about.

Dedicated Leadership and Accountability

Subgrant Leadership Team: To effectively manage and oversee the CSP subgrant activities, we will create a committee of leaders to align our use of funds with the mission of our school.

Subgrant Program Manager: Danielle Mack; Head of School

Danielle will be responsible for the overall management and coordination of the CSP subgrant activities. She managed the CSP subgrant for Ethos Classical during planning and implementation in 2019 and feels confident in her ability to manage this subgrant for the expansion. She will ensure that all subgrant activities align with the grant's objectives, overseeing implementation timelines, coordinating with other team members, and serving as the primary point of contact with the grantor.

Direction of Operations: Parrish Amos

Parrish will handle all financial aspects of the CSP subgrant, including procurement and purchasing. He will work closely with EdTec, the entity that will own bookkeeping, accounting, and recordkeeping of expenditures. Together, they will maintain accurate financial records, ensure compliance with grant guidelines, manage budgets, process payments, and prepare financial reports. Parrish and EdTec will also be responsible for: Conducting regular compliance audits, reviewing procurement processes, and ensuring that all expenditures are allowable and properly documented.

Gathering data from various departments, preparing comprehensive progress and financial reports, and ensuring timely submission of all required documentation.

Robust Systems and Processes Managed by Director of Operations & EdTec

Procurement and Purchasing:

We will implement a rigorous procurement process that ensures transparency, fairness, and compliance with all CSP subgrant guidelines. This includes competitive bidding, thorough vendor evaluations, and meticulous contract management.

Bookkeeping and Accounting:

Our accounting system is designed to track all subgrant-related expenditures accurately. EdTec will ensure that all transactions are recorded in accordance with Generally Accepted Accounting Principles (GAAP) and CSP subgrant requirements.

Recordkeeping:

We will maintain detailed and organized records of all subgrant activities and expenditures. This includes digital and physical copies of invoices, receipts, contracts, and other pertinent documentation. Our recordkeeping system will be regularly audited to ensure accuracy and compliance.

Meeting CSP Subgrant Objectives

Alignment with Mission and Vision:

The CSP subgrant activities are directly aligned with Ethos Classical's mission to provide a high-quality, arts-integrated education. By utilizing these funds, we will enhance our educational offerings, support our expansion into middle school, and create a nurturing environment for our scholars.

Continuous Monitoring and Evaluation:

We will establish a continuous monitoring and evaluation system to track progress towards meeting the subgrant objectives. Regular check-ins, performance reviews, and data analysis will ensure that we stay on course and make any necessary adjustments promptly.

Stakeholder Engagement:

Engaging our stakeholders, including parents, families, community members, and staff, is crucial to our success. We will keep them informed and involved through regular updates, meetings, and feedback sessions, ensuring that our community remains an active partner in our journey.

Please explain the applicant school/network's readiness for opening, replicating, or expanding. Briefly describe how the applicant school/network is assembling a team and ensuring the school is prepared.

Ethos Classical is well-prepared for expanding to include middle school grades, driven by a strategic plan that ensures readiness and sustainability. Our commitment to providing an exceptional, arts-integrated education will be upheld through meticulous planning, robust team assembly, and comprehensive preparation efforts.

Strategic Planning and Vision Alignment Clear Vision and Mission:

Our vision of fostering creative, empathetic, and academically proficient scholars through an arts-integrated model remains central to our expansion plans. This guiding principle ensures that all strategic decisions align with our core values.

Thorough Needs Analysis:

We conducted a comprehensive needs analysis involving surveys, focus groups, and community forums. The insights gained have informed our expansion strategy, ensuring that we meet the specific needs and aspirations of our community.

Assembling a Competent and Committed Team

Leadership and Governance: Our leadership team, composed of experienced educators and administrators, is at the forefront of our expansion effort. Three key leaders, who were instrumental in founding our elementary school, will ensure consistent and effective structures are established in our middle school. The Head of School, Principal, and Assistant Principal all possess secondary school experience, bringing invaluable expertise to our initiative. Notably, our current Assistant Principal will transition to become the Founding Middle School Principal, working closely with the existing leadership team to build a robust middle school program.

Our Board of Directors also includes several founding members of Ethos Classical from 2019. This continuity ensures a deep understanding of our mission and a steadfast commitment to our vision, allowing for the efficient and cohesive execution of our expansion plans.

With this cohesive and experienced leadership and governance structure, Ethos Classical is uniquely positioned to successfully expand and sustain our arts-integrated educational model into the middle school years.

Staff Recruitment:

Experienced Educators: We are recruiting highly qualified and passionate educators who share our commitment to arts integration and academic excellence. Our hiring process includes rigorous screening, interviews, and demonstrations of teaching effectiveness. We expect that a number of our current staff members will transition to the middle school to offer an established culture within our new space.

Professional Development: To ensure that our staff is well-prepared, we provide extensive professional development focused on our unique instructional model, effective classroom management, and continuous improvement.

Operational Support:

Operations Team: We have assembled a dedicated operations team responsible for managing logistics, facilities, technology, and transportation on both campuses. This team ensures that all operational aspects of the expansion are efficiently handled.

Support Staff: Additional support staff, including counselors, special education coordinators, and administrative assistants, are being hired to provide comprehensive support to our scholars and faculty across the two campuses.

Comprehensive Preparation Efforts

Curriculum Development:

Arts-Integrated Curriculum: Our curriculum development team is designing a rigorous, arts-integrated curriculum tailored to middle school scholars. This curriculum will build on our successful elementary program and prepare scholars for high school and beyond.

Technology Integration: We are incorporating state-of-the-art technology into our curriculum to enhance learning experiences and ensure that scholars develop critical digital literacy skills.

Facility Readiness:

Campus Expansion: We are upgrading and expanding our facilities to accommodate middle school scholars, including specialized spaces for music, art, and dance, as well as modern classrooms and a cafeteria.

Safety and Accessibility: Ensuring a safe and accessible environment is a top priority. Our facilities team is implementing necessary safety measures and accessibility features to create a welcoming and secure campus for all scholars.

Community Engagement:

Parent and Community Involvement: We actively engage parents and community members through regular communication, advisory councils, and community events. Their input and support are vital to our expansion efforts.

Partnerships: We are forming partnerships with local organizations, businesses, and arts institutions to enrich our educational offerings and provide scholars with diverse learning opportunities.

Please describe how the applicant school/network will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse.

Ethos Classical has served a racially and socio-economically diverse population since opening in 2019 and will continue prioritizing this in our staffing and growth. We strive to build a school community that reflects and celebrates the many cultures and backgrounds of our student body. Our commitment to diversity is embodied in our practice of knowing each scholar by name and story. Each day, a member of our leadership team greets every scholar by name, emphasizing our intentional focus on understanding who each scholar is as an individual and recognizing their unique contributions to our community. From cypher battles to cultural celebrations, Ethos Classical aims to be a warm and welcoming space for all learners.

Diverse Scholar Population

Inclusive Recruitment & Retention Strategies:

Community Outreach: We will engage in extensive community outreach to inform families from diverse backgrounds about the opportunities at Ethos Classical. This includes attending local events, hosting informational sessions, and partnering with community organizations that serve families from a variety of backgrounds.

Targeted Marketing: Our marketing efforts include several images of our current scholars and staff members to support others in seeing the diverse backgrounds and attracting families who understand our vision and mission.

Open Houses and Tours: We will frequently host open houses and school tours that are accessible to families from various backgrounds, providing transportation if needed to ensure everyone has the opportunity to learn about our middle school.

Accessible Enrollment Process:

Equitable Enrollment Policies: Our enrollment policies are designed to be inclusive and equitable, ensuring that no barriers prevent any family from applying. We offer assistance with the application process, including translation services and support for families unfamiliar with charter school applications.

Lottery System: We will use a lottery system to ensure fairness in admissions, with priority given to maintaining a balanced and diverse student body.

Scholarship and Financial Assistance:

Financial Aid Programs: To support socio-economically disadvantaged families, we will offer scholarships and financial assistance programs to cover costs associated with extracurricular activities, uniforms, and other school-related expenses.

Community Partnerships: Partnering with local businesses and organizations, we will secure additional resources to support our students financially and ensure that all have equal access to opportunities.

Diverse Faculty and Staff

Proactive Recruitment Efforts:

Diverse Job Boards and Networks: We will post job openings on diverse job boards and professional networks to reach candidates from varied racial and socio-economic backgrounds.

University/Community Partnerships: Establishing partnerships with universities and colleges in Georgia, especially those with strong education programs and diverse student bodies, will help us attract new graduates who bring a range of perspectives and experiences. We will also partner with Hands on Atlanta to provide new to education corps members from diverse backgrounds and interests.

Support and Retention:

Professional Development: We will provide professional development focused on cultural competency, equity, and inclusion, ensuring that all staff members are equipped to support a diverse student body.

Inclusive Culture: We are committed to fostering an inclusive and welcoming school culture where all staff feel valued and supported. Regular team-building activities, open forums for discussion, and an emphasis on collaboration will help maintain a positive and inclusive environment.

Monitoring and Evaluation

Data Collection and Analysis:

Demographic Tracking: We will regularly track and analyze demographic data on our student and staff populations to ensure we are meeting our diversity goals.

Feedback Mechanisms: Implementing regular surveys and feedback sessions with students, parents, and staff will help us understand their experiences and identify areas for improvement.

Continuous Improvement:

Responsive Strategies: Based on data and feedback, we will continuously refine our recruitment and retention strategies to better meet the needs of our diverse community.

Equity Audits: Conducting periodic equity audits will help us assess our progress and ensure that our practices and policies are effectively promoting diversity and inclusion.

Provide details about how the applicant school/network will maintain financial sustainability after the end of the subgrant period.

Diversified Funding Streams

State and Local Funding:

Maximizing Enrollment: We will maintain maximum scholar enrollment levels to secure consistent per-pupil funding from state and local sources. Our recruitment and retention strategies are designed to attract and retain families that are seeking a high quality school option.

Advocacy and Compliance: We will ensure compliance with all state and local regulations to maintain eligibility for funding. Additionally, we will actively advocate for equitable funding policies that benefit our school.

Philanthropic Support:

Grants and Donations: We will continue to seek grants from foundations, corporations, and government entities. Our team will focus on identifying new grant opportunities and building relationships with potential funders through school visits and a positive social media presence.

Fundraising Campaigns: We will conduct targeted fundraising campaigns, including annual appeals, special events, and capital campaigns.

Engaging our community and family network will be key to the success of these initiatives.

Community Partnerships:

Collaborative Efforts: We will establish partnerships with local businesses, non-profits, and arts organizations. These partnerships can provide additional resources, in-kind donations, and sponsorships to support our programs.

Shared Services: Exploring shared services agreements with our current elementary school and other area schools/organizations will help reduce costs.

Effective Financial Management

Budgeting and Forecasting:

Multi-Year Budgeting: We will implement multi-year budgeting to project future revenues and expenses accurately. This approach allows us to plan for potential financial challenges and opportunities.

Contingency Planning: Building a contingency fund will help us manage unexpected expenses and maintain financial stability during periods of uncertainty.

Expense Management:

Cost Control Measures: We will regularly review and analyze our expenditures to identify areas where we can reduce costs without compromising the quality of education. Implementing cost-effective practices and leveraging bulk purchasing agreements will be key strategies.

Operational Efficiency: Continuous improvement of our operational processes will ensure that we use our resources efficiently. Streamlining administrative functions and adopting technology solutions can lead to significant savings.

Financial Oversight:

Board Oversight: Our Board of Directors, particularly the finance committee, will provide rigorous oversight of our financial practices. Regular financial reporting and audits will ensure transparency and accountability. Our Chief Financial Officer and partnership with EdTec will provide us with a strong framework for effective financial practices.

Professional Expertise: Employing experienced financial professionals will ensure that we maintain sound financial practices. Our Chief Financial Officer will oversee day-to-day financial operations, while external auditors will conduct annual reviews.

Revenue Generation Initiatives

Extended Programs:

After-School and Summer Programs: Offering fee-based after-school and summer programs will generate additional revenue. These programs will also enhance our educational offerings and support our families.

Community Clubs and Programming: Providing community classes and workshops focused on literacy and arts can attract participants from outside our student body, creating an additional revenue stream.

Facility Rentals:

Space Utilization: Renting out our facilities, such as the cafeteria, outdoor field, and classrooms, for community events, performances, and meetings can generate supplemental income.

School Branded Materials:

School Swag Shop: Selling school-branded merchandise, such as apparel and school supplies, can generate additional funds while promoting school spirit.

Long-Term Sustainability Planning

Strategic Planning:

Long-Term Vision: We will continuously update our strategic plan to include long-term financial sustainability goals. This plan will guide our efforts and ensure that we remain focused on our mission and vision.

Stakeholder Engagement: Engaging stakeholders, including parents, staff, and community members, in our planning process will ensure that we have broad support and input for our sustainability efforts.

Monitoring and Evaluation:

Performance Metrics: We will establish key performance indicators (KPIs) to monitor our financial health and operational efficiency. Regularly evaluating these metrics will help us make informed decisions and stay on track.

Feedback Loops: Implementing feedback loops will allow us to gather input from our community and stakeholders, ensuring that we remain responsive to their needs and adapt our strategies as necessary.

Other Information - Uploads

Please provide the following documents/information by uploading them here.

Please upload the applicant school/network's recruitment and enrollment policy and procedures. If the school is proposing use of a weighted lottery, please include the weighted lottery policy. All weighted lottery policies must be approved by the SCSF and the U.S. Department of Education as a condition of any CSP Subgrant.

SY25 Enrollment Policy.pdf

If necessary, please upload a second document.

Please upload the applicant school's retention and discipline policy.

SY25 Ethos Classical Retention Policy-merged.pdf

Please upload how the applicant school has/will meet the educational needs of all students, including children with disabilities and English learners. For replication and expansion applicants, upload the percentage of students with disabilities and English learners who have been served over the last three (3) years by the applicant school.

SY25 Ethos Classical Meet Needs of all Scholars.pdf

Please upload the charter contract with the authorizer and/or other document that includes the performance measures agreed to by the authorizer and school.

Ethos Classical Executed Contract and Amendment FY19.pdf

Please upload the applicant school's transportation plan.

SY26 Ethos Classical Transportation Plan.pdf

Relationship with CMO/EMO

Does the school have a relationship with CMO/EMO?

No

Additional Information for Replication & Expansion Applicants

Please describe how the applicant school meets the federal definition of "high-quality charter school" as described under ESEA § 4310 (8). Evidence of a high-quality charter school includes one or more of the following.

Choose yes for the one that applies and leave any that do not blank.

State charter school has met expectations in all areas under the State Charter Schools Commission's Comprehensive Performance Framework (CPF) for at least three (3) of the four (4) previous years.

Yes

Locally-commissioned charter school has met authorizer expectations as described in the charter contract for academics and operations for at least three (3) of the four (4) previous years. The applicant must upload evidence of meeting authorizer standards, which may include copies of reports, screenshots of performance matrices, and/or a letter from the authorizer.

Yes

Locally-commissioned charter school has CCRPI metrics and/or Milestones results demonstrating high-quality academics for students. The SCSF must approve the evidence submitted and may request additional information.

Yes

Please upload evidence for meeting the definition of a "high-quality charter school."

Please verify that the applicant school has not received a subgrant under this CSP grant (through the SCSF) for a 5-year period unless the applicant can prove three (3) years of improved educational results for enrolled students. Evidence of improved educational results may be uploaded.

The school/network has not received a subgrant under this CSP in the last 5 years.

Please upload policies for compliance with Georgia Open Meetings Act (O.C.G.A. § 50-14-1 et. Seq) and Open Records Act (O.C.G.A. § 50-18-70 et. seq) requirements. Provide links to the applicant school's website for meeting information and instructions for making open records requests.

Georgia Open Meetings Act and Open Records Act-2.pdf

Priorities

Priorities Claimed

Location

Provide details of the location or proposed location of the applicant school.

Our middle school will be located at 2575 Dodson Dr, East Point, GA 30344, a building with a rich history as an educational institution. Previously serving as a school, this facility is well-suited to be upfitted to align with Ethos Classical's arts-integrated program. The building features spacious classrooms, a large cafeteria, and multiple common areas that will be transformed into vibrant, creative spaces. We will develop specialized areas for music, art, and dance to support our arts curriculum. This well-established site provides an excellent foundation for our middle school, ensuring a seamless and inspiring environment for our scholars.

Please upload a map showing proximity to other charter schools, evidence of a rural designation, and/or other evidence to meet the definition of a priority community as described in Definitions.

SY26 Ethos Middle Priority Community.pdf

Assurances

The applicant charter school/network must agree to assurances related to the CSP SE Grant program and requirements set forth by the State Charter Schools Foundation of Georgia. The board chair must sign this document, and it should be uploaded below.

[Link to the Georgia CSP Subgrant Assurances](<https://drive.google.com/file/d/1MMz7OJ1UbTqfE6giNove2JBtWAdDqjD-/view?usp=sharing>)

File Upload: CSP Subgrant Assurances

Georgia CSP Subgrant Application Assurances.pdf

Submission Date

07/17/2024

Applications: File Attachments

Please upload the applicant school/network's recruitment and enrollment policy and procedures. If the school is proposing use of a weighted lottery, please include the weighted lottery policy. All weighted lottery policies must be approved by the SCSF and the U.S. Department of Education as a condition of any CSP Subgrant.

SY25 Enrollment Policy.pdf

Please upload the applicant school's retention and discipline policy.

SY25 Ethos Classical Retention Policy-merged.pdf

Please upload how the applicant school has/will meet the educational needs of all students, including children with disabilities and English learners. For replication and expansion applicants, upload the percentage of students with disabilities and English learners who have been served over the last three (3) years by the applicant school.

SY25 Ethos Classical Meet Needs of all Scholars.pdf

Please upload the charter contract with the authorizer and/or other document that includes the performance measures agreed to by the authorizer and school.

Ethos Classical Executed Contract and Amendment FY19.pdf

Please upload the applicant school's transportation plan.

SY26 Ethos Classical Transportation Plan.pdf

Please upload policies for compliance with Georgia Open Meetings Act (O.C.G.A. § 50-14-1 et. Seq) and Open Records Act (O.C.G.A. § 50-18-70 et. seq) requirements. Provide links to the applicant school's website for meeting information and instructions for making open records requests.

Georgia Open Meetings Act and Open Records Act-2.pdf

Please upload a map showing proximity to other charter schools, evidence of a rural designation, and/or other evidence to meet the definition of a priority community as described in Definitions.

SY26 Ethos Middle Priority Community.pdf

File Upload: CSP Subgrant Assurances

Georgia CSP Subgrant Application Assurances.pdf



Enrollment/Withdrawal Policy

Re-Enrollment

Students who have been attending Ethos Classical and have yet to withdraw from the school at any point in the school year do not need to reapply and participate in the lottery. Families will be asked to complete a mid-year survey to collect data regarding the affirmation of re-enrollment for the 2025-2026 school year for grades K-6 to help the administration estimate the number of seats available per grade level.

To remain enrolled, re-enrollment is required.

During Quarter 2, parents/guardians will be notified about the re-enrollment process via SchoolMint. Parents/Guardians may indicate plans for their student(s) to either:

- re-enroll for the upcoming school year
- notify Ethos of plans for their student to transfer to another education environment

A legal guardian must respond and comply with all required documentation within the stipulated time frame to confirm re-enrollment.

Failure to execute all requirements promptly will result in the loss of your student's enrollment at Ethos for the upcoming school year. After the re-enrollment window closes, students who do not re-enroll and wish to return for the next school year will be directed to re-enter the New Student Enrollment process, beginning with applying for the upcoming year. The student will be included in the lottery if submission falls in the open enrollment window. If submission falls out of the open enrollment window, this can result in the student being waitlisted and potentially being unable to secure a seat for the next school year.

If re-registering for the next school year, then:

1. A Legal Guardian or currently enrolled Independent Youth MUST confirm their intent to remain enrolled with Ethos Classical by completing the required re-enrollment process for the next school year.
 - a. Ethos will only recognize a Legal Guardian or currently enrolled Independent Youth identified within the current student data record. Any change to guardianship status requires verification.
2. A Legal Guardian or currently enrolled Independent Youth must successfully complete the re-enrollment process by the given deadline.
3. Submit Annual Proof of Residency – REQUIRED for any change of address notices. Proof of Residency (POR) must include acceptable documents listed below – NO EXCEPTIONS.

As a Georgia Public Charter School, and in accordance with Ethos Classical Enrollment Policy, students enrolled at Ethos Classical must reside in Clayton, Cobb, Dekalb, Douglas or Fulton County or be zoned for the Atlanta Public School District, physically occupying a residence. Ethos reserves the right to require a current submitted Proof of Residence record any time within the school-year.

Acceptable Documents	Supplemental Documents (2 from this list)	Unacceptable Documents
<ul style="list-style-type: none"> ● Current-year Lease Agreement; address and signature page ● Current within 60-days utility bill (gas, electric, water, internet/cable (has to be listed on bill), sewage/trash) ● Current Mortgage statement or Home Purchase Agreement ● Current Residential Property Tax letter ● Current Homeowner / Renters insurance ● Medicaid or DFCS (current) Form Letter 	<ul style="list-style-type: none"> ● Mortgage Statement ● Letter from Housing Authority ● Letter of Occupancy provided by religious organization as host ● Current within 30-days Paystub ● Current-year Automobile Registration ● Current Car Tag Receipt ● Current within 30-days bank statement (<i>not credit card</i>) 	<ul style="list-style-type: none"> ● Auto insurance ● Cell phone bill ● Credit card statement ● Medical bills ● Addressed advertisement ● Personalized envelope/letter ● Documents recording out of the state of Georgia address

A notarized Affidavit of Residence Form accompanied by supporting documentation may be submitted when the legal guardian resides in the

residence, but is not named in acceptable POR documentation. The POR must be in the name of the homeowner/renter or landlord recorded in the Affidavit of Residence Form.

4. A parent/guardian government issued photo identification is required of at least one listed parent/guardian. Acceptable parent/guardian photo identification include: state issued driver's license, state identification card, fishing/hunting license or passport.
5. Please submit the student's most recent Immunization Form (Form 3231)
 - a. All re-enrolling students have 90-days from the first day of school to satisfy health records requirements.
 - b. Georgia law allows for two types of immunization exemptions: medical and religious:
 - i. A religious objection must be notarized and recorded within the DPH Form 2208.
 - ii. Medical objections are recorded within the Department of Public Health Form 3231 and are submitted annually.
 1. Medical exemptions are used only when a child has a medical condition that keeps him from being able to receive a specific vaccine(s), not all vaccines.
 - c. The Department of Health Refusal to Vaccinate Form #25-IMM-012E does not override or satisfy the requirement of the Georgia Certificate of Immunization Form.
 - d. Immunizations or a waiver are required by law and are designed to keep Georgia students free from many debilitating and life-threatening diseases.
 - e. Immunization Forms are obtained through your child's pediatrician, doctor, or medical provider at minimal to no cost. You may also request a copy from the Georgia Registry of Immunization Transactions and Services at 1-888-523-8076, FAX your request to 404-657-7496, or email dph-gaimmreg@dph.ga.gov.
 - f. It is easier to get these forms at your normal doctor visit and just keep them in a file to upload each year. Ask at the start of your appointment, and don't forget them before you leave.

- g. Lead time is usually 10 days to 2 weeks if you do not get a copy of the form at your child's annual well-child appointment and/or each time they get a flu shot or new immunization.
- h. Kindergarten and newly enrolling students are REQUIRED to submit a CURRENT Immunization Form to document that all required vaccines have been received.
 - i. 'Current' means within 12 months of the start of school.
 - ii. A Medical or Religious Exemption Immunization Waiver Form may replace a current Immunization Form.

6. Please submit the student's most recent 3300 Form – Certificate of Vision, Hearing, Dental, and Nutrition Screening:

- a. A 3300 Form is REQUIRED to be on file for all students.
- b. All re-enrolling students have 90-days from the first day of school to satisfy the health records requirements: Please submit the student's most recent Certificate of Vision, Hearing, Dental, and Nutrition Screening (Form 3300) if an update has occurred within the year or if the record remains outstanding.
- c. These documents are very important as a student's hearing, vision, nutritional requirements, and dental status may change from year to year which can drastically impact a student's ability to learn.
- d. 3300 Forms are obtained through your child's pediatrician, doctor, or medical provider at minimal to no cost. (They will denote information from prior tests completed at a medical visit and/or screening. The screenings and/or tests may not be free depending on where they were obtained and/or your insurance plan.)
- e. It is easier to get these at your annual doctor and/or dental visit and just keep them in a file to upload each year at re-enrollment. Ask at the start of your appointment and don't forget to pick them up before you leave.
- f. Lead time is usually 10 days or 2 weeks if you do not get a copy at your student's annual well-child appointment and/or each time they get a flu shot or new immunization.

- g. More than one 3300 Form may be submitted if sections are filled out by multiple medical/healthcare/dental professionals. Most often parents/guardians submit two forms, one from their student's dentist and one from their student's doctor. However, you may submit up to four 3300 Forms to satisfy all sections of this item.
 - i. A pediatrician, general doctor, or healthcare professional may fill out the vision, hearing, dental, and nutrition sections.
 - ii. An optometrist or ophthalmologist may fill out just the vision section on a separate form. An ENT (ear, nose, and throat doctor) or audiologist may fill out just the hearing section on a separate form.
 - iii. A nutritionist may fill out just the nutrition section on a separate form.
 - iv. A dentist may fill out the dental section on a separate form.
- h. A child may be exempt from the Eye, Ear, Dental & Nutrition Screening 3300 Form due to religious practice. The parent/legal guardian must present a notarized statement stating that the required screening(s) conflict with the religious beliefs of the parent/legal guardian.
- i. The 3300 Form is only required to be submitted annually for students who receive special program services. This form may be submitted at the point of entry into public school.

If NOT re-registering your student for the next school year, the legal guardian should complete the following by the given deadline:

1. Follow the directions for releasing your student's place at Ethos Classical via SchoolMint.
2. Fill out a [Records Transfer Request Form](#) indicating where your student's records should be sent OR submit a [Declaration of Intent to Homeschool](#) form if you will not be attending another school.

Enrollment/Lottery Policy

Ethos Classical Charter School is a K-8 school and will begin accepting K-6 applications for Fall 2025 on October 1, 2024. Ethos Classical Charter School adheres to open enrollment requirements established under Georgia law and ensures that all age-eligible applicants residing in the school's attendance zone of the listed school districts have an equal chance of being admitted to the school.

Eligible School Districts: Atlanta Public School District, Clayton County School District, Cobb County School District, DeKalb County School District, Douglas County School District, Fulton County School District.

There is only one instance in which Ethos Classical reserves the right to deny enrollment to a student it would otherwise be required to serve when space is available:

1. The student is currently subject to a suspension or expulsion disciplinary order from another school system and the offense for which the student was suspended or expelled would be an offense for which suspension or expulsion could be imposed in Ethos Classical Charter School. If this is the case, Ethos Classical Charter School may deny enrollment for any time remaining in the disciplinary order. Ethos Classical Charter School may choose to admit students regardless of an existing disciplinary order.

Applications are available online, PDF version on our website and completion at the school or over the phone. Our goal is to remove any barriers in applying and welcome families to stop by campus to learn more Monday - Friday between 9:30am - 2:30pm.

Priority Enrollment (during Open Enrollment)

Per Ethos Classical Charter School contract with the SCSC, the following enrollment priorities are permitted.

1. A sibling of a student enrolled in the Charter School; and
2. 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 of the Charter School

Defining "Sibling"

Ethos Classical adopts a broad definition of sibling. Siblings include those who meet the following criteria:

1. Biological siblings that share parents;
2. "Half" siblings that share a single parent;
3. "Step" siblings that share a parent or parents through marriage; and
4. Children who share a parent or parents through adoption or guardianship.

Children who live in the same household but do not share a biological or legal parent or guardian are excluded from the definition of sibling.

An alumnus of the school with a sibling applying for the following year does not qualify as a sibling for entrance preference. Further, sibling preferences are only applicable for students who are eligible to enroll based on age.

Same-grade siblings will be treated as one single applicant unit, rather than as multiple applicants. When that one applicant unit is drawn in the lottery, the same-grade siblings will be numerically ordered on the waiting list or conditionally accepted, depending upon where in the lottery that applicant unit was drawn. Siblings of current students must submit an application to the school during the open enrollment period to be considered for admission.

Lottery

Ethos Classical Charter School conducts a lottery if it receives more applications for enrollment than there are available spaces. The determination of available spaces is grade-specific and consistent with Ethos Classical Charter School charter contract. Ethos Classical Charter School conducts the lottery in a fair and transparent method in a public setting open to the public. There is no requirement for applicants and/or their representatives to be present for the lottery to receive an enrollment offer. Ethos Classical Charter School uses computer-generated randomization as it is often more mathematically random than human randomization methods. Space is available for lottery viewing in person.

The 2025 - 2026 lottery will be held at Ethos Classical Charter School on Friday, February 21st at 9AM via Zoom.

To participate in the lottery, a student's application must be received prior to the enrollment application deadline of Friday, February 14, 2025.

Enrollment Offer

Ethos Classical Charter School offers of enrollment to families selected by lottery are made in writing by email within 3 business days post lottery. Families are required to accept or decline the offer of enrollment in writing by email within 3 days of receiving notice of enrollment offer. Ethos Classical Charter School maintains a separate list of families who accept and reject the offers of enrollment as these records will assist the school as it updates its wait list. All applicable deadlines will be communicated to parents throughout the entire enrollment/lottery process. If a parent or guardian fails to accept or decline an enrollment offer within the 3 day window, this will be considered as a decline of enrollment. Ethos Classical Charter School will communicate this in writing by email that the non-response has been considered a declination of enrollment.

Waitlists

Continue the Drawing Process

Ethos Classical Charter School continues the lottery's drawing process after the lottery slots are filled to determine the order of students on the waitlist. The wait list is separate from those admitted through the lottery, and each family is made aware of the position of its student(s) on the waitlist at the conclusion of the process.

Update the Wait List and Maintain Accurate Records

Ethos Classical Charter School will maintain accurate records related to the order of the waitlist. The list will be consistently updated as students are admitted. A parent should be able to contact the school and receive a timely answer as to their child's position on the waitlist. Statuses are also available via SchoolMint and are updated automatically as seats are filled.

Acceptance of Applications post Annual Lottery

Ethos Classical Charter School will continue to accept applications from prospective students throughout the school year even after the school reaches capacity. A prospective student applying to the school after the enrollment lottery that has reached capacity and will be placed on the appropriate wait list.

Applications received after the Open Enrollment period will be placed at the end of the waiting list after the lottery has concluded, in the order in which they were received.

If a grade is not at capacity at the end of the lottery, additional students will be added as qualified applications are received, in the order they are received.

If additional seats become available after the Lottery, they will be filled from the applicants, in order, on the waiting list. Sibling preference will be applied to the waiting list throughout the enrollment process.

Applications are only valid for one year. New applications for the following year will need to be submitted for the next year's consideration. The waiting list does not carry over from year to year.

Transfer and Withdrawal Procedure

Transferring: Transferring refers to the process of a student moving from one school to another while the academic year is still in progress. This typically occurs when a student enrolls in a different educational institution for various reasons, such as relocation to a new area, seeking specialized programs, or personal preferences. When a student transfers, they leave their current school and join a new one.

Key points about transferring:

1. Transfer typically occurs during the academic year.
2. The student's parent or legal guardian notifies the current school about the intention to transfer.
3. The necessary paperwork and student records are transferred to the new school.
4. The receiving school assumes responsibility for the student's education upon transfer.

Transferring Students:

1. If a student needs to transfer to another school during the academic year, the following procedures should be followed:
 - a. The student's parent or legal guardian must notify Ethos Classical in writing of their intention to transfer.
 - b. The school will provide the necessary paperwork and assist in transferring student records to the new school.
 - c. The student's records, including academic transcripts, health information, and any other relevant documents, will be forwarded to the receiving school within one week of the original request.
 - d. Any outstanding obligations, such as returning school materials or settling financial matters, may need to be addressed.
 - e. Ethos Classical will work collaboratively with the receiving school to ensure a smooth transition for the transferring student.

Withdrawing: Withdrawing refers to the process of a student officially leaving a school permanently or temporarily. This could occur at the end of an academic year, during a break, or in the middle of a school year. When a student withdraws, they discontinue their enrollment at the school and may not return in the immediate future. Withdrawals are typically initiated by Ethos Classical.

Key points about withdrawing:

1. Withdrawal can happen at any time during or at the end of the academic year.
2. The student's parent or legal guardian either notifies the school about the intention to withdraw or receives notice of withdrawal.
3. The necessary paperwork, including a [withdrawal form](#), may need to be completed.
4. The student's academic and other relevant records are updated and provided to the family.
5. Any outstanding obligations, such as returning school materials or settling financial matters, may need to be addressed.

SY25 Ethos Classical Retention Policy

The purpose of this retention policy is to establish clear guidelines for the retention of scholars in kindergarten through eighth grade at Ethos Classical. This policy is to support equity in retention decisions, ensure that adequate intervention has been provided, and implement a variety of strategies before making a retention decision.

Policy Statement

Our school is committed to providing a high-quality education to all scholars. To promote academic success and ensure scholars are prepared for the next grade level, retention may be considered for scholars who fail to meet the established academic and attendance standards.

Criteria for Retention

Scholars in grades K-8 may be considered for retention if they meet one or more of the following criteria:

1. Academic Performance:

- Scholars perform significantly below grade level standards as determined by formative assessments, teacher evaluations, and standardized test scores such as the Georgia Milestones assessment.
- Scholars do not demonstrate adequate progress in core subjects, including English Language Arts, Mathematics, Science, and Social Studies.

2. Attendance:

- **Attendance Requirements:** Regular attendance is crucial for academic success. Students are expected to attend at least 90% of the school days in a given academic year.
 - i. **Excused Absences:** Absences due to illness, family emergencies, and other valid reasons will be excused with proper documentation.
 - ii. **Unexcused Absences:** Excessive unexcused absences may trigger a review for retention consideration.
- **Monitoring and Support:**
 - i. **Tracking:** Attendance will be monitored daily, and patterns of absenteeism will be addressed promptly.
 - ii. **Intervention:** Students with frequent absences will receive interventions such as meetings with parents/guardians, counseling, and attendance improvement plans.
- **Impact on Retention:**
 - i. Students who do not meet the minimum attendance requirement may be considered for retention unless there is

substantial evidence of academic mastery and growth despite absences.

Retention Process

1. Identification and Notification:

- Our Instructional Leadership Team will monitor scholar progress throughout the school year and identify scholars at risk of retention. Being “at-risk” can be due from either attendance or academic performance on grade level standards.
- Before being notified of being “at-risk” for retention, parents/guardians will receive notification of the formal interventions being implemented by the school. For attendance, families will be notified of an attendance contract. For academic performance, families will be notified that a scholar has entered into tier 3 support.
- Parents/guardians will be notified in writing and through a scheduled meeting if their scholar is identified as being “at risk” of retention by the end of the second quarter.

2. Intervention Plan:

- An intervention plan will be developed in collaboration with teachers, parents/guardians, and support staff to address the scholar’s academic and/or attendance issues.
- The intervention plan may include additional support such as mandatory tutoring, scheduled, and attendance monitoring.

3. Review and Decision:

- The scholar’s progress will be reviewed at the end of the third grading period and again at the end of the school year.
- A final decision regarding retention will be made by a committee consisting of the scholar’s teacher(s), Ethos Classical Leadership Team, and other relevant staff members.
- Parents/guardians will be informed of the retention decision in writing and through a scheduled meeting.

Appeals Process

Parents/guardians may appeal the retention decision by submitting a written request to the school principal within ten business days of receiving the retention notification. The appeal will be reviewed by the school principal and a designated review committee. A final decision will be communicated to the parents/guardians within ten business days of the appeal request.

Support for Retained Scholars

Scholars who are retained will receive targeted support to address their academic and/or attendance issues. This support may include:

- Individualized instruction and intervention strategies.
- Ongoing progress monitoring and regular communication with parents/guardians.
- Additional resources such as tutoring, mentoring, and counseling services.

Conclusion

The goal of this retention policy is to ensure that all scholars achieve the necessary academic and attendance standards to succeed in their educational journey. By addressing academic and attendance issues proactively, Ethos Classical aims to provide the best possible support for our scholars' growth and development.



SY 26 Discipline Policy

Vision All scholars at Ethos Classical Middle School are safe, happy, and have an opportunity to thrive in a school environment that is joyful and free from unnecessary distractions.

Mission To establish disciplinary guidelines and support the implementation of policies that empower youth, encourage self-management, and breed responsible decision-making in all scholars.

Discipline Philosophy At Ethos Classical Middle, our discipline philosophy centers on teaching, learning, and giving instruction. Effective discipline is not just about stopping bad behavior or promoting good actions. It's about teaching skills and nurturing cognitive connections that help children make better decisions and manage themselves well in the future. Through compassionate and consistent instruction, we aim to equip our youth with the tools to understand consequences, develop self-control, and exhibit responsible behavior, fostering self-discipline and personal growth for lifelong success.

Consequence Philosophy At Ethos Classical Middle, we think of consequences as feedback to scholars in order to support them in making the best choices. Scholars need to know what will happen when they do, or do not, meet an expectation.

In grades 5-8, a scholar would receive a paycheck deduction via a True Blue Tracker. Each month, scholars are recognized for their positive behaviors with a Kickboard "paycheck," which they can use for school incentives. Kickboard is used to track all behaviors, however we focus on the positive behaviors aligned to our TRUE BLUE values. Weekly paychecks close on Friday and restart on Sunday of each week. While the weekly balance resets, the cumulative balance is banked for use in our TRUE BLUE Day. It is also important to note that a scholar's Kickboard paycheck is fluid throughout the week, meaning scholars always have the chance to earn money back after receiving a consequence and deduction.

At Ethos Classical, we treat consequences as chances for a scholar to reset. At Ethos Classical we use the term 'reset' with scholars to mean "time away from their team" or a loss of privilege. This could mean that a scholar will sit silently in another area in the classroom or will sit with the Manager of Culture in the Reset Room. When a scholar resets away from the team, it allows the teacher and other scholars to continue instruction uninterrupted – our most important job at school.

Consequence Definitions

- Day-of-Reflection refers to a decision to dismiss a scholar from school for a period not to exceed 48 hours. During this time that scholar will complete a strategically designed reflection/schoolwork packet while assigned to home, daycare, etc. Completion of this packet is non-negotiable and required for the scholar to be excused from attendance during the reflection period.
- In-School Suspension refers to a decision where a scholar is temporarily removed from regular classrooms and placed in a designated area within the school for a set period. They continue academic work but are separated from their peers and usual activities as a consequence for behavior issues.
- Out-of-school Suspension refers to a decision to temporarily remove a scholar's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents may be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.
- *The determination of reflective out of school suspension will be based on the severity of the incident and frequency, and is at the discretion of the leadership team.*
- Behavior Contract is a written document that outlines the expected behavior and disciplinary action for a scholar. It is signed by the parents, scholar, and staff member.
- Behavior Support Plan (BSP) is a written document that identifies the cause of repeated misconduct and what steps will be taken in order to help a scholar overcome inappropriate behavior. It also includes previous interventions, contacts, incidents, and other data to support implementation. It is signed by the parents, the scholar, and the staff member.
- Long Term Suspension is defined as a decision to remove a scholar from school due to extreme non-compliance with school rules or state law for more than ten (10) school days but less than a semester. The scholar and his/her parent(s) shall be notified in writing of the hearing date before the board designee and the scholar's right to due process. The decision, made by the Board of Directors' designee, can be appealed to the Board of Directors at their next regularly scheduled meeting. All other decisions by the Board's designee are final.
- Expulsion is defined as a decision to remove a scholar from school due to extreme non-compliance with school rules/state law for a period of time that exceeds the current semester.
- Permanent Expulsion is defined as a decision to permanently remove the scholar from the school. This decision shall be made by the Board of Directors. All decisions made by the Board of Directors are final.

Minor Incident Consequences

- Loss of privileges: Ethos Classical offers scholars many privileges that may be taken away as a consequence for poor behavior. Privileges that can be lost include: participation in birthday celebrations, field trips, school events, recess, enrichment classes, and socializing during meal times.



- **School Support:** Ethos Classical retains the right to assign scholars to duties around the school which not only support the mission of Ethos Classical, but also hold the scholar responsible for behaviors that lead to the defacement or destruction of property of Ethos Classical.

Detention The detention program is designed for scholars to revisit key strategies to better navigate the social dynamics of school. Detention will be held during the scholar's enrichment period. Students who violate the school's code of conduct and are deemed eligible for detention will be required to attend the program for the amount of days recommended by our administrative team. The program will consist of watching educational videos on appropriate behavior in school, as well as discussions and group activities related to the videos. An Ethos staff member will be responsible for facilitating the program, leading discussions and activities, and tracking scholar progress.

Guidelines: The detention program will be based on a set of clear and consistent guidelines for what behaviors warrant detention. Examples of behaviors that may warrant detention include but are not limited to:

- Bullying
- Damaging property
- Using inappropriate language
- Being disruptive in class
- Not following school rules

To ensure fairness and consistency, all teachers will be trained on the detention program guidelines and will follow the same protocol for assigning detention.

Parent Involvement: Parents will be informed about the detention program and will be encouraged to participate in their child's progress. They will be notified when their child is assigned detention and will receive a completion note at the end of each session.

Restitution We are committed to maintaining a safe and inclusive learning environment where trust and respect are valued. In cases where a scholar engages in misconduct that includes theft, damaging property, or any other actions that break trust with the school, we have implemented a restitution policy to address these incidents appropriately. This policy aims to promote accountability, restitution, and personal growth for scholars involved in such misconduct. It is our belief that through restorative practices, we can help scholars learn from their mistakes and develop into responsible individuals.

Reporting Incidents Any staff member who becomes aware of a misconduct incident, including theft, damaging property, or other actions that break trust, should immediately report it to the assistant principal. The reporting staff member should provide relevant details, including the date, time, location, and any available evidence or witnesses related to the incident.



Investigation: The Assistant Principal or Manager of Culture will initiate a thorough investigation into the reported misconduct incident promptly and with confidentiality. The investigation may involve interviewing involved parties, reviewing any available evidence, such as surveillance footage or witness statements, and consulting with other relevant staff members as necessary.

Restitution Process If the investigation establishes that a scholar has engaged in misconduct, including theft, damaging property, or actions that break trust, the scholar will be subject to the restitution process. The scholar and their parents or guardians will be informed about the incident, the investigation findings, and the consequences outlined in the restitution policy. The purpose of restitution is to hold the scholar accountable for their actions, facilitate their understanding of the impact of their misconduct, and support their personal growth and responsibility. Restitution may include one or more of the following actions, depending on the severity of the incident and the scholar's age:

1. **Apology:** The scholar may be required to offer a sincere apology to those affected by their misconduct, both verbally and in writing.
2. **Restitution of Damaged Property:** The scholar may be required to repair or replace any damaged property, compensate the school or affected individuals for the cost of repair or replacement, or engage in other agreed-upon restitution measures.
3. **Educational Intervention:** The scholar may be required to attend workshops, presentations, or counseling sessions focused on the consequences of their actions, empathy, and ethical decision-making.
4. **Parental Involvement:** The scholar's parents or guardians may be required to participate in discussions or meetings to address the behavior and provide support for their child's growth.
5. **Loss of Privileges:** The scholar may face temporary loss of certain privileges within the school, such as participation in recess, field trips, or other events.
6. **Community Service:** In certain cases, the scholar may be required to engage in community service activities within the school or in collaboration with external organizations as a means of restitution and learning.
7. **Restorative Circles or Mediation:** In some instances, facilitated conversations involving affected parties, trained staff, and the scholar may be arranged to foster understanding, repair relationships, and develop a plan for moving forward.

Documentation The Manager of Culture will maintain a confidential record of the incident, investigation process, and restitution measures undertaken. Documentation will include relevant details, actions taken, any agreed-upon plans for monitoring the scholar's progress, and efforts made to prevent future incidents.

Treatment of School Property Parents are responsible for the repair or replacement of all lost, stolen or damaged school property.



Due Process Procedures The following due process procedures only govern the suspension or the expulsion of a scholar from the school's regular educational program. If a scholar charged with violation of this Scholar Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the scholar following that decision.

Suspension of Ten (10) School Days Or Less

As a general rule, prior to any suspension of the scholar, the school administration shall provide the scholar with the following due process:

1. The scholar will be informed of the cause for suspension, and, if the scholar denies the cause, the school administration shall provide the scholar with an explanation of the evidence.
2. The scholar shall be provided an opportunity to explain his/her version of the facts.

If a scholar's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the school administration may immediately suspend the scholar, and as soon thereafter as reasonable, provide the scholar with his/her due process rights as set forth in this section.

If, after providing the scholar with his/her due process rights, the school administration determines that the scholar has engaged in a prohibited act under this Scholar Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The school administration shall inform (in person or by phone) the scholar's parent/guardian of the suspension and of the reasons and conditions of the suspension. A decision to suspend a scholar for ten (10) or fewer school days is final and not subject to further review or appeal.

Suspension for Eleven (11) or more school days and Expulsion

The Head of School has the discretion to recommend a long-term suspension or expulsion upon referring a matter to hearing. Hearings shall be heard before a hearing officer designated by the Board of Directors. Such hearing officer shall meet the training requirements of the State Board of Education and Georgia law.

Acts of misconduct warranting long-term suspension or expulsion require that the scholar be immediately placed on suspension for up to ten (10) school days pending the hearing.

Disciplinary Hearings Disciplinary Hearing Officers are independent decision makers appointed by the Board of Education to hear disciplinary matters. Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short-term suspension, long-term suspension, or expulsion of any scholar found to have violated the Code of Conduct. If a hearing is called, the scholar will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the scholar or parent causes a delay beyond



said ten (10)-day period. Prior to the hearing, scholars and parents will receive a notice to include the following:

1. The rules which the scholar has allegedly violated.
2. A description of the scholar's acts.
3. The names of the witnesses who may testify against the scholar (witnesses may be added prior to and during the hearing).
4. The maximum punishment that the scholar could receive
5. The time and place for the hearing
6. That the scholar is entitled to require witnesses to be present at the hearing and the scholar will have the right to present evidence, examine any and all witnesses presented and have an attorney at the scholar's expense, to represent the scholar. School administrators should be notified prior to the hearing if a subpoena is to be issued by the Superintendent.

Parents/guardians should contact the school if they would like the notice and other documents related to the hearing in a language other than English. Language interpreter services are also available, upon request, for a scholar disciplinary hearing.

At the hearing, scholars and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent's expense, to represent the scholar. Any teacher called as a witness shall be given notice no later than 3 days prior to the hearing.

O.C.G.A. § 20-2-754(b)(4). The decision of the Disciplinary Hearing Officer may be appealed by submitting a written notice of appeal to the Superintendent within twenty (20) calendar days from the date the decision is made.

A scholar disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing, the school has the burden of proving that the scholar engaged in acts that violated the scholar code of conduct. The scholar will have the opportunity to present evidence and/or witnesses for the Disciplinary Hearing Officer's consideration but is not required to do so. The Disciplinary Hearing Officer will determine whether the scholar committed or did not violate the code of conduct as set forth by the school.

The Disciplinary Hearing Officer shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board of Education. The record and documentary evidence shall be kept on file by the Head of School or designee for a period of twenty (20) days after the date of the decision of the Disciplinary Hearing Officer. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Hearing Officer, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final at which time the record and documentary evidence may be destroyed.



All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the scholar. The Disciplinary Hearing Officer may limit unproductively long or irrelevant questioning.

The parents or legal guardian of the scholar may give testimony at the hearing and make a statement to the Disciplinary Hearing Officer concerning their feelings about the proper disposition of the case and to answer any questions. The scholar may be represented by counsel at the scholar's expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests. Failure to notify the District of a scholar being represented by counsel may cause a delay or continuance of the hearing.

All parties shall be entitled to subpoena witnesses for the hearing. A scholar or parent/guardian shall submit all requests for subpoenas to the scholar's principal at least three (3) days prior to the time of the disciplinary hearing.

All scholar disciplinary proceedings and hearings conducted by either the Disciplinary Hearing Officer or the Board of Education are confidential and are not subject to the open meetings law. Only the following persons are permitted to attend a school disciplinary hearing conducted by a Disciplinary Hearing Officer: the accused scholar, parents or legal guardians of the accused scholar, legal counsel, a provider of interpretative services, school staff, and witnesses. Any written records, transcripts, exhibits or other documents assembled or used in any manner with regard to the conduct of any scholar disciplinary hearing are not public records and are not subject to public inspection.

Students who receive long-term suspension or expulsion may file an appeal to the Ethos Classical Board of Directors. The scholar's appeal must be in writing and delivered to the Head of School.

When a hearing is appealed, the Board will review the transcript of the hearing, make a decision based solely on the record, and notify scholars and parents, in writing, of the Board's decision. At the hearing before the Board, scholars have the right to be represented at the scholars' and parents' expense, by an attorney. The attorney will not, however, be permitted an oral argument at the disciplinary hearing appeal. Students and parents may appeal the Board's decision to the State Board of Education by giving the Head of School written notice within thirty (30) days of the decision of the Board.

Student Questioning by Officials

School Administrators have the responsibility and authority to question scholars for the purpose of maintaining a safe and orderly school environment. Though it is important to inform parents about issues of concern, parental consent is not required prior to the questioning of scholars.

Department of Family and Child Services (DFCS): DFCS officials investigating suspected child abuse are permitted to conduct reasonable interviews and inspections of children. Notice to parents is neither required nor desirable when the object of that investigation may be the parents. If the



investigation involves suspected child abuse by individuals other than those residing in the child's household, parents will be informed that such interviews are being requested, if prior notification is possible.

Guardian Ad Litem: The Guardian Ad Litem is a trained professional appointed by the court to represent the best interests of minor children in court cases. Any request to interview a scholar or to inspect the scholar's school record should be submitted, in writing, along with court documentation establishing the Guardian Ad Litem relationship with the child.

Qualifications of Disciplinary Hearing Officers

Disciplinary hearing training and officers will meet the qualifications outlined below.

1. Tribunal Training Provider – one who has expertise and/or knowledge of:
 - a. all scholar disciplinary provisions in Title 20 of the Official Code of Georgia Annotated,
 - b. due process requirements under federal and state law,
 - c. applicable rules of evidence,
 - d. leading federal and state judicial and administrative decisions, and
 - e. applicable ethical standards and the role of the hearing officer and panel member as an independent, neutral arbiter.

2. Qualified Scholar Discipline Hearing Officer or Disciplinary Tribunal or Panel Member – an individual selected by the local school system who is:
 - a. in good standing with the State Bar of Georgia, or
 - b. has experience as a teacher, counselor, or administrator in a public school system, or is actively serving as a hearing officer under an existing contract/agreement with a Georgia school system provided that such individual completes the tribunal training course within 6 months of July 1, 2022.

Appeal of Long-Term Suspension of Expulsion A scholar aggrieved by the decision of the hearing officer may request to appeal such a decision to the Board of Directors. The appeal must be requested in writing within five (5) days of receipt of the imposition of the discipline, must contain the reasons that the decision should be reviewed or reconsidered, must be signed by the scholar and their parent/guardian, and must be addressed to the Board of Directors by way of certified first-class mail to the school address. The Board of Directors shall review the decision of the hearing officer for the erroneous application of the handbook's provisions based upon the grounds presented by the scholar in their written request for appeal.

The request for appeal shall be presented at the next regular meeting of the Board of Directors following receipt of the notice of appeal, at which time the Board of Directors shall review the written request for appeal. The appeal may be considered in open or closed session, at the parent's/guardian's request and shall be conducted in accordance with the rights of confidentiality adhering to Education Records as that term is defined in FERPA, 20 USC 1232g. In reviewing the written



request for appeal, the Board of Directors may, during the review, ask the administration to respond to the written request for appeal orally and may request information of the scholar or their parent/guardian. The Board of Directors shall notify the scholar and their parent/ guardian of the result in writing within five (5) business days of the board meeting at which the appeal was heard.

All determinations of the Board of Directors on appeal or with respect to expulsions are final with regard to due process at the school.

Miscellaneous Provisions

- A. Voluntary Agreements: At any time, the Head of School or her designee may enter into a written contract with the scholar and their parents/guardians setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the Head of School or her designee or the scholar or their parent/guardian.
- B. Suspended/Expelled Scholars On School Property Or Attending School Activities: A suspended or expelled scholar who enters onto school property or appears at a school activity, event or function without the permission of a building administrator shall be deemed to be trespassing.
- C. Maintaining Class Progress: When practical in the judgment of the Head of School, a scholar may be permitted to maintain progress during the disciplinary period

Student or Family Grievance Procedure

Purpose: This policy outlines how the Board of Directors will handle general grievances from current parents or guardians.

Policy: Any grievance at the school will fall into one of three primary categories:

- 1. Complaints about a scholar, the classroom experience, or a teacher.
- 2. Complaints or concerns about a school-wide policy or administration.
- 3. Complaints or concerns about a parent/guardian or community member involved with the school.

Where a grievance involves an issue arising in the classroom, parents/guardians should first seek to resolve the issue with the classroom teacher, and if applicable, the Manager of Culture or Curriculum.

If resolution with the teacher is not feasible or the grievance involves a school-wide policy or another parent/guardian at the school, the parent/guardian pursuing the grievance should seek to resolve the issue with the Head of School. The grievance should be acknowledged via written response within 10 business days, or as soon thereafter as is reasonably practicable.

If resolution with the Head of School is not feasible or efforts to resolve the issue have been exhausted, then the parent/guardian should bring the grievance to the attention of the Governing Board Chair.



The grievance should be acknowledged via written response within 10 business days. For Category 1, the Governing Board Chair shall make the final determination.

For Categories 2 and 3 above, once all efforts to resolve a grievance have been exhausted with the school's staff and leadership, then a parent/guardian may bring a grievance to the attention of the full Governing Board as follows:

- Any grievances should be made in writing. This allows all parties involved to work from a consistent body of information.
- Generally, the Board will not address a grievance that is made anonymously, based on hearsay, or made on behalf of another family.
- Generally, the Board will not address a grievance where resolution has not been exhausted through the appropriate steps listed above.
- The School may, at its discretion, notify individual school employees about grievances brought against them. Parents/guardians may, however, request that they not be personally identified as the party bringing the grievance.

For any grievance presented to the Board, a response via written letter will be sent within (30) thirty days of receipt of the grievance, or as soon thereafter as is reasonably practicable. The Board may delegate the review of a grievance to a member or members of the Board, legal counsel, or another designee at its discretion. Families can make grievances via email or through the school's app provided forms.

Complaints: Every Student Succeeds Act (ESSA)

Grounds for An ESSA Complaint

Any individual, organization or agency (complainant) may file a complaint with Ethos Classical's Board of Directors if that individual, organization or agency believes and alleges that a violation of Federal Statute or Federal Regulation that applies to a program under ESSA has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

Federal Programs for Which Complaints Can Be Filed

- Title I, Part A
- Title I, School Improvement Grant (SIG) 1003 (a)
- Title I, Part C
- Title I, Part D
- Title II, Part A
- Title III, Part A
- Title VI, Part B
- Title IX



- McKinney-Vento Act

Complaints originating at the local level as a part of its assurances within ESSA program grant applications and pursuant to Section 9306 of ESSA, an LEA accepting federal funds must have local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve through local written complaint procedures. If the complainant has tried to file a complaint with Ethos Classical to no avail, the complainant must provide the Georgia Department of Education with written evidence of their attempt to resolve the issue with Ethos Classical.

Progressive Discipline Progressive discipline processes create the expectation that the degree of discipline imposed will be in proportion to the severity of the behavior leading to the discipline and will consider the previous discipline history of the scholar and other relevant factors, while ensuring that each scholar receives the due process mandated by federal and state law. The progressive discipline matrix employed by Ethos Classical Middle School is outlined below.

Number of Incidents	Level 1	Level 2	Level 3
1	Lead Teacher Led Verbal Warning Reset Space or Removal from Activity Loss of Privileges Parent Contact (written or phone call)	1-2 Days of Reflection or Restorative Practice Family Conference with Manager of Culture	1 Day Suspension or Restorative Practice
2	Family Conference with Lead Teacher	1 Day Suspension	2 Day Suspension with Behavior Plan with Manager of Culture Re Entry Family Meeting Required

3	Behavior Plan with Risk of Suspension Family Meeting with Manager of Culture	2 Day Suspension with Behavior Plan with Manager of Culture Re Entry Family Meeting Required	3 Day Suspension with Behavior Plan with Manager of Culture
4	1 Day Suspension	3 Day Suspension with Behavior Plan with Manager of Culture	5 Day Suspension Risk of Expulsion Family Meeting with Assistant Principal and Head of School
5	2 Day Suspension Re Entry Family Meeting Required	5 Day Suspension Risk of Expulsion Family Meeting with Assistant Principal and Head of School	Expulsion Discipline Hearing
6	3 Day Suspension Behavior Plan Review with Manager of Culture and Assistant Principal	Expulsion Discipline Hearing	
7	5 Day Suspension Risk of Expulsion Family Meeting with Assistant Principal and Head of School		
9	Expulsion Discipline Hearing		

Bullying and Harassment : The school prohibits acts of harassment, intimidation or bullying (including cyber-bullying and sexual harassment) of any scholar on school property or at a school sponsored event. Bullying is defined as any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm. It can be non-verbal, verbal, emotional or physical.



Our definition of bullying is any repeated or intentional act or behavior, whether verbal, physical, or written, that targets an individual or group with the intent to harm, threaten, or cause fear. Examples of bullying include but are not limited to name-calling, physical aggression, social exclusion, cyberbullying, and intimidation.

Cyberbullying/Electronic Bullying: Bullying can occur on school property or through school technology resources but can also occur through the use of electronic communications. Whether or not that communication originated on school property with school technology resources, if the electronic communication is directed specifically at scholars or school personnel, maliciously intended for the purpose threatening the safety of those specified or substantially disrupting the orderly operation of the school, creates a reasonable fear of harm to the scholars' or school personnel's person or property or has a high likelihood of succeeding in that purpose it is considered a form of cyberbullying.

We have put in place the following procedures to prevent and address bullying in our school:

1. Reporting: Students, staff, volunteers and parents are encouraged to report bullying behavior to the school administration immediately. The school will take all reports of bullying seriously, and we will investigate each incident thoroughly. No person who reports bullying will be retaliated against by any Ethos Classical employee.
2. Investigation and response: Once a report of bullying is received, the school administration will conduct a prompt and thorough investigation. This will include speaking with the victim, the alleged bully, and any witnesses. If the investigation reveals that bullying has occurred, the school will take appropriate disciplinary action in accordance with our school's code of conduct.
3. Consequences: Consequences for bullying may include, but are not limited to, counseling, suspension, expulsion, or involvement of law enforcement. The severity and frequency of the bullying, the age of the scholars involved, and any other relevant factors will be considered when determining appropriate consequences.
4. Support for targeted scholars: We are committed to providing support for scholars who have been targeted by bullying. This may include counseling, academic support, and other interventions to promote their well-being.
5. Prevention and education: We believe that prevention and education are key to promoting a culture of respect and preventing bullying. We will provide ongoing education and training to scholars, staff, and parents on bullying prevention, positive communication, and conflict resolution.

Students on Section 504 Plans and Individualized Education Programs (IEPs) qualify for the protections of a Free Appropriate Public Education (FAPE). If a scholar with disabilities is targeted by bullying, Ethos Classical will take immediate and appropriate action to investigate or otherwise determine what occurred. If the school's investigation reveals that bullying based on disability created a hostile environment, Ethos will take prompt and effective steps reasonably calculated to end the bullying, eliminate the hostile environment, prevent it from recurring, and, as appropriate, remedy its effects.



If the scholar is caught in another bullying incident, then he/she will be suspended. In order for the scholar to return to school the parent must meet with the **Manager of Scholar Culture** to develop a plan for the bullying to stop.

Students, parents/guardians and other stakeholders should report incidents of bullying to an administrator or teacher using the Ethos' complaint procedures. To file a report of bullying, email your scholar's teacher, or send an email to the school counselor. Be sure to include as many details as possible when reporting the incident. This can include scholar name, class, area in which the incident occurred, time, and/or witnesses. Bullying report forms are available via email and the school app.

Please note: Any form of electronic bullying (cyberbullying) using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

Disciplinary Process for Special Education Scholars Scholars who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Scholars for whom an IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is a concern for the health or safety of the scholar or others, the matter will be immediately referred to the Special Education Team.

Scholars for whom an IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction if it is determined by the Special Education Team that the behavior is not a manifestation of his or her IEP.

Parents/ guardians may request a hearing to challenge the manifestation determination and the child shall remain in his or her current educational placement while the hearing is pending.

A scholar suspected of having a disability shall be referred to the Special Education Team for evaluation.

Code of Conduct The purpose of this Code of Conduct is to promote a safe and respectful learning environment for all scholars, teachers, and staff. The Code of Conduct outlines the expectations for scholar behavior, consequences for violations, and procedures for resolving conflicts. All scholars are expected to adhere to this Code of Conduct and are responsible for their behavior at school, on school grounds, and during school-sponsored activities.

The Code of Conduct is a critical component of creating a safe and positive learning environment for all scholars. By adhering to the expectations outlined in this Code of Conduct, scholars will contribute to a school community that is respectful, responsible, and supportive of learning.

Expectations for Student Behavior:



1. **Respect for Self and Others:** All scholars are expected to treat themselves and others with respect, kindness, and consideration. This includes using appropriate language, being considerate of others' feelings, and showing respect for personal and school property.
2. **Classroom Behavior:** All scholars are expected to behave appropriately in the classroom, including following instructions, staying on task, and participating in class discussions.
3. **Safety and Responsibility:** All scholars are expected to be responsible for their own safety and the safety of others. Students must follow all school safety rules, including rules related to equipment, playgrounds, and emergency procedures.
4. **Academic Integrity:** All scholars are expected to maintain high standards of academic integrity. This includes completing their own work, being honest in all academic endeavors, and following school policies related to academic misconduct.
5. **Attendance and Punctuality:** All scholars are expected to attend school regularly and arrive on time and in full uniform. Absences should be excused by parents or guardians, and tardiness should be kept to a minimum.



Scholar Rights and Responsibilities

Ethos Classical scholars have a right to:

- function and work in a positive learning environment, free from disturbances created by self or others.
- participate in safe school outings.
- have individual beliefs, ideas, cultures, religious practices and to have these differences respected.
- be treated with courtesy, fairness, and respect.
- have personal or school property respected.
- participate fully in school life, when all the established requirements have been fulfilled.
- a clear understanding of what is expected of them.
- a fair hearing in cases involving the application of academic or disciplinary regulations.

Ethos Classical scholars have the responsibility to:

- abide by all rules, policies, and procedures of Ethos Classical.
- understand and accept that scholar learning is the primary purpose of our school and during instructional time, to behave in a manner that promotes opportunities for optimal teaching and learning.
- respect the right of others to have a safe school environment in the presence of other scholars or people.
- accept the uniqueness of others.
- treat others with courtesy, fairness and respect.
- respect and secure private, school, and public property.
- assure that participation in all aspects of school life is open to everyone.
- know their role in the school community and to help others to understand their role.
- understand and utilize the school's procedures for resolving concerns, conflicts, and disagreements.
- be courteous and respectful in all communications
- participate in all assessments including state mandated tests within the stipulated

Scholars are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- at any time or place when the scholar's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school;
- engaging in an act of misconduct when the scholar was not enrolled in the school or was enrolled in another school, if the act of misconduct would constitute a sufficient basis for suspension or expulsion for being convicted of, being adjudicated to have committed, being



indicted for, or having information filed for the commission of any felony or any delinquent act which would be a felony if committed by an adult.

School Administrators are authorized to take disciplinary action for misconduct that occurs at a school activity or event, on a school computer or platform, at a non-school activity, function or event where the misconduct leads to a potential danger or disruption of the school. The school has authority to take disciplinary action for such misconduct at any time of the year provided that such conduct has a direct, or immediate impact on school discipline, the educational operation or function of the school, or the welfare of scholars or staff of the school. Such misconduct could include, but is not limited to, a felony, a delinquent act which would be considered to be a felony if committed by an adult, an assault upon another scholar, a violation of the laws prohibiting controlled substances, or sexual misconduct and which makes the scholar's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (OCGA 20-2-751.5).

Please note: if a parent/guardian or other affiliated adult is consistently unsafe or does not follow school expectations during school events, procedures or processes, the affiliated scholar is at risk of automatic withdrawal.

Behavior Level Categories

Level	Violations
<p>1</p> <p>Minor Incident Referral</p>	<ul style="list-style-type: none"> ● False allegations against staff, volunteers, or scholars ● Falsification of records or scholastic dishonesty (including cheating and plagiarism) ● Trespassing, loitering ● Use of profanity or obscene language or the possession of obscene materials. ● Repetitive acts of defiance or insubordination toward staff members ● Possession of nuisance devices or objects which cause distractions including, but not limited to, toys, radios, and phones during learning experiences or school events that are not authorized by a staff member. ● Verbal assault ● Falsification of any records, documents, notes or signatures. ● Tampering with, changing or altering records or documents of the school by any method including, but not limited to, computer access or other electronic means.
<p>2</p> <p>Major Incident Referral</p>	<ul style="list-style-type: none"> ● Physical or verbal threats, including but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist. ● Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status regarding public assistance, disability, national origin, or sexual orientation.

	<ul style="list-style-type: none"> ● Bullying, (including cyber bullying) instigation, and harassment ● False alarms ● Defacement/Damage of property or theft/possession of stolen property ● Possession of look-a-like weapons ● Possession or distribution of slanderous, libelous, or pornographic materials. ● Indecency (either with clothing/exposure, pictures or public display of affection or verbal word exchange) ● Fighting, physical assault and/or battery on another person using personal touch, elements, or bodily fluids. ● Hitting, kicking, biting, or any other behavior that causes physical harm to another scholar or staff member ● Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment. ● Malicious or willful types of behavior that endanger the safety of others or self ● Impertinent or disrespectful language toward teachers; ● Sexual abuse or harassment. ● The dissemination of profane, obscene, lewd, or pornographic images, url links, or websites.
<p style="text-align: center;">3</p> <p>Severe Behavior Incident Referral</p>	<ul style="list-style-type: none"> ● Extreme acts of defiance and/or threats toward teachers/other adults/fellow scholars ● Chronic disciplinary problems that interfere with the learning process of other scholars and show a disregard for the rules and regulations established by the School Board ● Possession of firework(s), explosive(s) and/or chemical substance(s) ● Criminal Sexual Conduct ● Possession of dangerous weapons ● Arson

Parents/ guardians or scholars who are unsure of what conduct is prohibited by each act should consult with the Head of School.

The acts of misconduct listed in this Scholar Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of scholars.

A scholar violating any of the acts of misconduct listed in this Scholar Code of Conduct shall be held accountable appropriately. Additionally, a scholar who engages in an act of misconduct that violates the law may be referred to law enforcement.



Title IX Ethos Classical shall not discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 and the Ethos Classical Human Relations Act.

Information relative to special accommodation, grievance procedure and the designated responsible official for compliance with Title VI, Title IX and Section 504 may be obtained by contacting: Danielle Mack, Head of School, [REDACTED]

Ethos Classical is committed to creating a safe, healthy learning environment for all scholars that enhances personal safety and encourages respect, dignity, and equality among scholars. Ethos Classical complies with the following laws:

Non-Discrimination: (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II, Sec 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, and the Boy Scouts of America Equal Access Act of 2001)

The Ethos Classical Board of Directors is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying.

In accordance with federal and state laws and local policy, the Ethos Classical Board of Directors prohibits the acts of discrimination, harassment, intimidation, bullying, and exclusion towards any individual on the basis of the individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, alienage, veteran status, parental status, family status, pregnancy, or marital status in admission or access to its programs, facilities, services, activities, employment opportunities, or any aspect of operations.

Ethos Classical provides equal access and opportunity to the Boy Scouts of America and other designated (outside) youth or community groups to meet on school premises or in school facilities, and prohibits discrimination, harassment, intimidation, bullying, and exclusion towards any individual or group officially affiliated with the Boy Scouts of America or other designated (outside) youth groups listed in Title 36 of the United States Code as a patriotic society.

If scholars and/or parents have concerns, then they should bring such concerns, in writing, to the attention of the Head of School. If employees have concerns, then they should bring such concerns, in writing, to the attention of their immediate supervisor. The following persons have been designated to handle inquiries and concerns regarding the Board's non-discrimination policies:

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.



Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex. Title IX also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability, and

Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.

Ethos Classical has designated the following individual to investigate alleged violations of Title VI, Title IX, Age Discrimination Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973:

Kierra Gambrell
Principal and Title IX Coordinator



Ethos Classical also complies with the Individuals with Disabilities Education Act ("IDEA").

Ethos Classical has designated the following individual to investigate alleged violations of Individuals with Disabilities

Education Act ("IDEA"):

Kierra Gambrell
Principal and Title IX Coordinator



Under the Boy Scouts of America Equal Access Act, no public elementary school or state or local education agency that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities before or after school hours shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

The following individual has been designated to investigate alleged violations of the Boy Scouts of America Equal Access Act:

REPORTING DISCRIMINATION

Kierra Gambrell



Principal and Title IX Coordinator





Any person who believes that he or she has been the victim of discrimination should report the alleged discrimination within thirty (30) days of the occurrence by:

- Email
- Telephone
- Sending a letter by mail
- Filing a complaint in person

Once a complaint has been made, designated personnel will begin an investigation, track progress, and determine whether the alleged conduct constitutes a violation of Title VI, Title IX, Title II, Section 504, the Age Discrimination Act, or the Boy Scouts Equal Access Act, and take appropriate action.

Discrimination complaints may be submitted to the Ethos Classical Head of School by email, telephone, mail, or in- person.

STUDENT COMPLAINTS:	PERSONNEL COMPLAINTS:
<p>Kierra Gambrell Principal and Title IX Coordinator</p> 	<p>Danielle Mack Head of School</p> 

For further information from the Office of Civil Rights (OCR) on notices of non-discrimination, call 1-800-421-3481 or visit the website for the address and phone number of the office that serves your area.

Training materials used to train our Title IX personnel can be accessed at the following links:

- <https://icslawyer.com/posting-for-review-2022-k-12-title-ix-coordinator-training/>
- <https://icslawyer.com/posting-for-review-2022-k-12-investigator-training/>
- <https://icslawyer.com/posting-for-review-k-12-virtual-certified-level-2-investigator-training/>
- <https://icslawyer.com/posting-for-review-k-12-decision-maker-all-sessions/>
- <https://icslawyer.com/posting-for-review-virtual-k12-informal-resolution/>
- <https://icslawyer.com/posting-for-review-domestic-and-dating-violence/>

SY25 Ethos Classical Serving ALL Scholars

At Ethos Classical, we are deeply committed to the success of every student, embracing the belief that all scholars can achieve their highest potential. Our approach is inclusive, equitable, and personalized, ensuring that the educational needs of all students, including children with disabilities and English learners, are met comprehensively.

For children with disabilities:

1. **Individualized Education Programs (IEPs):** We develop and implement tailored IEPs in collaboration with families, specialists, and educators to provide personalized support and accommodations.
2. **Specialized Support Services:** Our school employs skilled special education teachers and staff who offer targeted interventions and assistive technologies, to support diverse learning needs.
3. **Inclusive Classrooms:** We promote an inclusive classroom environment where students with disabilities learn alongside their peers, fostering a sense of community and belonging while providing necessary support.

For English learners:

1. **Educators and Support Staff:** Our team includes educators that are ESOL-certified, and are capable of providing culturally responsive teaching.
2. **Family and Community Engagement:** We actively engage families and communities of English learners, providing resources and support to help them navigate the educational system and participate fully in their children's learning.

For all students:

1. **High-Quality Instruction:** Our curriculum is rigorous and standards-based, designed to challenge and engage all students while differentiating instruction to meet diverse learning needs.
2. **Data-Driven Decision Making:** We use data to inform instruction, monitor progress, and adjust strategies to ensure that every student is making meaningful academic gains.
3. **Supportive School Culture:** Ethos Classical fosters a nurturing and supportive school culture where all students feel valued, respected, and empowered to achieve their best.

Through these comprehensive strategies, Ethos Classical ensures that all students, regardless of their background or abilities, receive the education and support they need to succeed. We believe in the limitless potential of our scholars and are

dedicated to providing the resources and opportunities necessary for their academic and personal growth.

SY24 SPED and Intervention Data

Highlights

- Increased growth from scholars receiving specialized services, with ten times as many scholars meeting their Reading growth goals, and two times as many scholars meeting their iReady math goals, compared to last year.
- Stronger testing environments, and increases blended learning platform use.
- More resources for teachers to utilize in order to access high-quality instructional materials.

Serving Scholars with Disabilities and English learners

School Year	% of Student with Disabilities	% of English Learners
2021-2022	12%	
2022-2023	9%	
2023-2024	10%	0.4%

SY24 Specialized Services Spring Data

Category	Data	Hypothesis of Root Causes	Reactions	SY 25 Goal
Specialized Services (all IEPs) = 48 total Kindergarten:5 First Grade: 5 Second Grade: 12 Third Grade: 11 Fourth Grade:15		This is a glow for our department and a new baseline. Growth can be attributed to: 1) iReady test administration was consistent (small group services), 2) increased platform use in small group reading and math block and 3) kid-friendly platform aligned to the assessment.	Last year with MAP, only 5% of K-3 scholars met their EOY MAP reading goal. Only 26% of K-3 scholars met their EOY MAP math goal.	What: Accelerate growth by at least a 15% increase. How: Sharpen teacher familiarity and use of the iReady toolkit to inform lessons. Increase teacher and scholar accountability on platform. Connect to kickboard
% Met iReady Reading Goal	50%			
% Met iReady Stretch Goal	10%			
% Met iReady Math Goal	44%			
% Met iReady Stretch Goal	15%			
Average Step Level Growth	2.1			

CHARTER FOR ETHOS CLASSICAL CHARTER SCHOOL

This charter for Ethos Classical Charter School (“Charter”) is entered into by and between Ethos Classical, Inc., (“Petitioner”) and the State Charter Schools Commission (“SCSC”) (collectively referred to as “the parties”).

WHEREAS, the Petitioner submitted a petition to the Local Board proposing to establish a state charter school pursuant to O.C.G.A. § 20-2-2060 *et seq.*, the Charter Schools Act of 1998 (“Charter Schools Act”) and O.C.G.A. § 20-2-2084, and the Local Board denied the petition;

WHEREAS, the SCSC finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and O.C.G.A. § 20-2-2084 and further finds that the petition is in the public interest; and

WHEREAS, pursuant to Article 31 and Article 31A of Chapter 2 Title 20 of the Official Code of Georgia Annotated, the SCSC grants this Charter to permit Petitioner to operate Ethos Classical Charter School (“the Charter School”) in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Definitions.** The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. **Education Service Provider:** means a nonprofit or for-profit organization that contracts with charter schools to provide multiple educational, operational, or comprehensive management services, including, but not limited to, curriculum design, instructional resources, professional development, financial and operational management, facilities management, or any combination thereof.
 - b. **Georgia Department of Education (GaDOE or Department):** means the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - c. **Governing Board** means the governing board of the nonprofit organization for a state charter school and which is the same as the governing board of the state charter school which is involved in school-level governance of the state charter school.

ETHOS CLASSICAL CHARTER SCHOOL

- d. **Local Educational Agency (LEA):** means a public authority legally constituted with Georgia for administrative control or direction of public elementary or secondary schools. The Charter School shall act as its own LEA pursuant to O.C.G.A. § 20-2-2090 and SBOE Rule 160-4-9.04, including but not limited to data reporting, student enrollment counting procedures, student achievement reporting, and funding allocations.
 - e. **School Leader:** means the individual with the highest authority in school administration regardless of title.
 - f. **State Board of Education (SBOE or State Board):** means the constitutional authority which defines education policy for public K – 12 education agencies in Georgia.
 - g. **State Charter Schools Commission (SCSC):** means the state-level authorizing entity working in collaboration with the Department of Education under the authority of the State Board of Education.
2. **Charter Term.** The SCSC grants this Charter to Petitioner to operate the Charter School for a five-year term beginning on July 1, 2019 and expiring on June 30, 2024.
 3. **Grade Range.** The Charter School shall serve grades K-5. The Charter School’s total enrollment shall be at least 138 students but shall not exceed 540 students at any point during the charter term.
 4. **Mission Statement.** The mission of the Charter School is Through a rigorous classical curriculum and within a structured, supportive community, Ethos Classical Charter School ensures every K-5 student is on the path to college and a life of opportunity.
 5. **Essential or Innovative Features.** The Charter School shall offer a classical curriculum with a focus on literacy. The Charter School shall have a reduced student-to-teacher ratio and shall offer a progressive blended learning model and daily arts program. The Charter School shall take deliberate action to provide family-based education support to families of students with disabilities, English language learners and students who are economically disadvantaged.

ETHOS CLASSICAL CHARTER SCHOOL

6. Open Enrollment and Admissions. The Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
- a. Attendance Zone. Enrollment shall be open to any grade level eligible student who resides in the Atlanta Public Schools and Fulton County Schools attendance zones.
 - b. Application. To be eligible for enrollment at the Charter School, students residing in the attendance zone must submit a timely application to the Charter School in accordance with the deadline set by the Charter School. The Charter School may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. The Charter School may use applications for the purpose of verifying the student's residence within the school's attendance zone and grade level, provided the application is consistent with SCSC Rule 691-2-.05. The Charter School may gather other relevant information from students after enrollment is determined.
 - c. Random Lottery. If the number of timely applicants received by the Charter School exceeds the capacity of a program, class, grade level, or building, the Charter School shall ensure that such applicants have an equal chance of being admitted through a random selection process in accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05. The Charter School shall not conduct more than one lottery per grade per admissions cycle.
 - d. Statutory Enrollment Priorities. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05, the Charter School may give enrollment priority to the following categories of applicants and in the following priority:
 - i. A sibling of a student enrolled in the Charter School; and
 - ii. 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.
 - e. Outreach and Marketing. The Charter School shall utilize reasonable outreach and marketing measures to make all potential applicants aware of opportunities for enrollment at the Charter School, including, but not limited to, seeking the enrollment of a cross section of the school-age population throughout the attendance zone, consistent with the requirements of O.C.G.A. § 20-2-2066. The

ETHOS CLASSICAL CHARTER SCHOOL

SCSC, upon a finding that the outreach and marketing measures taken by the Charter School are inconsistent with applicable law or the representations made by the Charter School in the Application and/or other representations or submissions to the SCSC, may require the Charter School to take further action, including but not limited to, requiring the Charter School to extend its enrollment period, delay or void its random lottery, and/or conduct further specified outreach and marketing steps.

- f. Use of Parental Agreements for Withdrawal or Reenrollment. The Charter School may adopt policies setting forth parental volunteer or service expectations and may require parent to sign an acknowledgement of those expectations. The Charter School may not withdraw, decline to reenroll, or otherwise discipline a student for a parent's failure to meet such expectations. The Charter School may not communicate to a student or parent that it has the authority to withdraw, decline to reenroll, or otherwise discipline a student for a parent's failure to meet volunteer or service expectations.
 - g. Enrollment Opportunity. The Charter School shall also ensure open enrollment for each grade served for which space is available and shall not adopt any policy or practice that restricts enrollment to specific grade levels within the grade span served by the school or to a particular class of students served by the school. The Charter School must offer at least one annual enrollment opportunity for each grade served for which space is available
7. Maximum Flexibility Allowed By Law. In exchange for the Charter School's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the SCSC grants the maximum flexibility allowed by law to the Charter School. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education (State Board), or the Georgia Department of Education (Department). Notwithstanding this maximum flexibility, the Charter School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 16 below, and any rules, regulations, policies, or procedures established by the SCSC consistent with the Charter Schools Act.
8. Accreditation. [If serving grades 8-12] The Charter School shall seek accreditation from an approved accrediting agency identified in O.C.G.A. § 20-3-519(6.1)(A) within the first

ETHOS CLASSICAL CHARTER SCHOOL

three years of the initial charter term or prior to a student's graduation and shall retain accredited status thereafter. The Charter School understands that the loss of accreditation from an agency identified in O.C.G.A. § 20-3-519(6.1)(A) constitutes grounds for termination of this charter contract.

9. Comprehensive Performance Framework and Performance Expectations.

- a. Incorporation into Charter Contract. The Comprehensive Performance Framework adopted by the SCSC shall be incorporated into the Charter as Exhibit A. The Comprehensive Performance Framework shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the Comprehensive Performance Framework or this charter contract. The specific terms, form and requirements of the Comprehensive Performance Framework, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the SCSC and will be binding on the Charter School. Material amendments to the Comprehensive Performance Framework shall require approval by the SCSC and shall be automatically incorporated into this Charter Contract upon SCSC approval without further amendment to the Charter Contract. In the event that such modifications or amendments are required, including modifications to address amended laws, the SCSC will use best efforts to apply expectations for school performance in a manner as consistent as possible with those set forth in the Comprehensive Performance Framework.
- b. Monitoring and Reporting. In accordance with SCSC Rule 691-2-.03, the SCSC shall monitor the Charter School's progress in relation to the indicators, measures, metrics and targets set out in the Comprehensive Performance Framework, as well as other applicable rules and laws. The SCSC shall publicly report the Charter School's achievement and compliance at least annually following the completion of the Charter School's first year of operation.
- c. Performance Expectations. **The Charter School's performance in relation to the indicators, measures, metrics and targets set forth in the Comprehensive Performance Framework shall provide the basis upon which the SCSC will decide whether to renew the Charter School's Charter Contract at the end of the charter term. This section shall not preclude the SCSC from considering other factors when relevant.**

ETHOS CLASSICAL CHARTER SCHOOL

- d. Mission-Specific Goals. The operational portion of the Comprehensive Performance Framework incorporated as Exhibit A, holds the Charter School accountable for the following mission-specific goals:
- i. Goal 1: 85 % of matriculating 5th grade students will transition into 6th grade at or above grade level in reading.
 1. Measure 1: In K-3, 85% of students will end each year at or above grade level in reading as measured by the STEP Reading Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve STEP 3.
 - b. At the end of 1st grade, 85% of students will achieve STEP 6, or grow 3 levels, whichever yields highest achievement.
 - c. At the end of 2nd grade, 85% of students will achieve STEP 9, or grow 3 levels, whichever yields highest achievement.
 - d. At the end of 3rd grade, 85% of students will achieve STEP 12, or grow 3 levels, whichever yields highest achievement.
 2. Measure 2: In K-5, students will end each year at or above grade level in reading as measured by the NWEA MAP Reading Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve a RIT score of 158 or higher on the MAP Reading Assessment.
 - b. At the end of 1st grade, 85% of students will achieve a RIT score of 178 or higher on the MAP Reading Assessment.
 - c. At the end of 2nd grade, 85% of students will achieve a RIT score of 189 or higher on the MAP Reading Assessment.
 - d. At the end of 3rd grade, 85% of students will achieve a RIT score of 199 or higher on the MAP Reading Assessment.
 - e. At the end of 4th grade, 85% of students will achieve a RIT score of 206 or higher on the MAP Reading Assessment.
 - f. At the end of 5th grade, 85% of students will achieve a RIT score of 212 or higher on the MAP Reading Assessment.
 - ii. Goal 2: 85% of matriculating 5th grade students will transition into 6th grade at or above grade level in math.
 1. *Measure 1:* In K-5, students will end each year at or above grade level in math as measured by the NWEA MAP Math Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve a RIT score of 159 or higher on the MAP Math Assessment.

ETHOS CLASSICAL CHARTER SCHOOL

- b. At the end of 1st grade, 85% of students will achieve a RIT score of 181 or higher on the MAP Math Assessment.
 - c. At the end of 2nd grade, 85% of students will achieve a RIT score of 192 or higher on the MAP Math Assessment.
 - d. At the end of 3rd grade, 85% of students will achieve a RIT score of 203 or higher on the MAP Math Assessment.
 - e. At the end of 4th grade, 85% of students will achieve a RIT score of 214 or higher on the MAP Math Assessment.
 - f. At the end of 5th grade, 85% of students will achieve a RIT score of 221 or higher on the MAP Math Assessment.
- iii. Goal 3: Students will achieve mastery in Social Studies.
 - 1. Measure 1: All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Social Studies at least 5% higher than the state average.
 - iv. Goal 4: Students will achieve mastery in Science.
 - 1. Measure 1: All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Science at least 5% higher than the state average.
- e. Performance Review Presentations. In the event that the Charter School fails to meet standards in accordance with the Comprehensive Performance Framework, the Charter School may be required to make an annual, in-person report to the Commission. At least one Board member and one staff member must attend the Annual Performance Review Presentation. Presentations shall be in a form and manner as requested by the Commission.
10. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, the Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. §§ 20-14-30 through 41. The Charter School is further subject to all federal accountability requirements under the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement the federal law.
11. Annual Report. The Charter School shall submit an annual report by the deadline established by O.C.G.A. § 20-2-2067.1(c) of each year to the Georgia Department of Education and to the SCSC that complies with all requirements established by the Georgia Department of Education or applicable law.

ETHOS CLASSICAL CHARTER SCHOOL

12. Withdrawal without Penalty. The Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students. The Charter School agrees that a student may withdraw without penalty from the Charter School at any time and enroll in another public school in the local school system in which such student resides.
13. State and Federally Mandated Educational Services.
 - a. Students with Disabilities. The Charter School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
 - b. English Language Learners. The Charter School shall comply with all applicable federal laws and regulations relating to the provision of educational services to English Language Learners.
 - c. Supplemental Education. The Charter School shall provide supplemental education services in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement the federal law.
 - d. Remediation. The Charter School shall provide remediation in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and provisions of state law or regulation that implement the federal law.
14. Governance Structure.
 - a. Governing Board. The Charter School shall utilize an autonomous governing body in the form of a governing board (Governing Board), which shall operate in accordance with its bylaws and which shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. The Governing Board shall exercise substantive control over such areas as personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations, which are listed by way of example and not by limitation. Pursuant to O.C.G.A. § 20-2-2084(e), all members of the Governing Board shall be United States citizens, residents of Georgia, and shall not be employees of the Charter School.

ETHOS CLASSICAL CHARTER SCHOOL

- b. Function. It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the performance goals enumerated in Section 9 above, to ensure effective organizational planning, and to ensure financial stability of the Charter School.
- c. Public Meetings. The Governing Board is subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.*, and any subsequent amendment thereof. The Governing Board shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the Charter School.
- d. Public Records and Transparency. The Governing Board is subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent- amendment thereof. Pursuant to O.C.G.A. § 50-18-70(b)(2) the Governing Board shall ensure that all public records that are maintained or received by a private person or entity in the performance of a service or function for or on behalf of the Charter School are available to the public in the same manner and extent as records collected or maintained by the Charter School. The Governing Board shall maintain its adopted policies, budgets, meeting agendas and minutes, financial audits, and annual reports, and shall make such documents available for public inspection. Additionally, to promote transparency, the Charter School shall ensure that the following information, at a minimum, is easily accessible on the Charter School's website:
 - i. Governing Board membership;
 - ii. Governing Board meeting calendar;
 - iii. Meeting agendas for upcoming Governing Board meetings;
 - iv. Meeting minutes for past Governing Board meetings unless the Georgia Open Meetings Act limits their publication;
 - v. Contact information for the most senior school administrator;
 - vi. Any admissions application utilized by the school;
 - vii. Notification of enrollment and admission procedures required by SCSC Rule 691-2-.05, including the date, time, and location of any upcoming enrollment lottery;
 - viii. Annual operating budget or summary thereof as required by O.C.G.A. § 20-2-167.1; and
 - ix. The Charter School's Charter Contract.

ETHOS CLASSICAL CHARTER SCHOOL

- e. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest and compliance with the requirements of O.C.G.A. § 20-2-2084(e). Members of the Governing Board and all individuals employed at the Charter School shall abide by such conflicts of interest policy. Upon request, the Charter School shall provide conflict of interest forms to the SCSC demonstrating that governing board members are in compliance with the conflicts of interest policy.
- f. Public Status. Petitioner assures that the Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. Petitioner further assures that the Charter School shall not be home-based; however, this does not preclude the Charter School from using virtual-based instruction in a remote setting.
- g. Director Compensation. No member of the Governing Board shall receive compensation for his or her service on the Governing Board in excess of reasonable expenses incurred in connection with actual attendance at board meetings or with performance of duties associated therewith.
- h. Governance Training. Each member of the Governing Board shall fulfill all training requirements required by rule and law, including the annual governance training obligation required by O.C.G.A. § 20-2-2084(f) and SCSC Rule 691-2-.03(4). In the Charter School's year prior to opening for students, in any year in which the school voluntarily defers its opening, or in any year its opening is suspended by the SCSC, the Governing Board must receive governance training by the SCSC rather than an alternate provider approved by the SCSC.
- i. Contractual Interference. No party to this Charter may interfere with the legal right(s) and/or obligation(s) of another party to execute the provisions of this Charter.

15. Fiscal Control.

- a. Financial Reporting Requirements. The Charter School shall follow the financial requirements of the Department's Financial Management for Georgia Local Units of Administration Manual, for all funds received by the school. This expressly includes, but is not limited to, developing and adhering to financial policies, preparing and adhering to operating budgets, accounting procedures, managing cash and investments, and segregation of duties and internal controls.. The Charter

ETHOS CLASSICAL CHARTER SCHOOL

School shall submit all information required by the State Accounting Office for inclusion in the State of Georgia Comprehensive Annual Financial Report.

- b. Annual Audit. The Charter School shall have an annual financial audit conducted by an independent certified public accountant licensed in the State of Georgia. The Charter School will submit their annual financial audit to the SCSC by November 1st each year. If the Charter School does not meet standards on the financial or operational sections of the Comprehensive Performance Framework, the SCSC may require the Charter School to utilize an independent certified public accountant selected by the SCSC to perform the annual audit.
- c. Chief Financial Officer. The Charter School shall designate a Chief Financial Officer. The Chief Financial Officer may be a contractor rather than a school employee; however, the SCSC will hold the Charter School accountable for all financial operations of the Charter School. The Chief Financial Officer shall possess the following minimum qualifications:
 - i. A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years' experience in a field related to business or finance; or
 - ii. Documented experience of ten (10) or more years in the field of business and financial management.
- d. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- e. Charter School Program Eligibility. In the event the Charter School seeks grant funds under the Federal Charter School Program, the Charter School must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.
- f. Insurance. Prior to opening, the Charter School shall secure adequate insurance coverage and the Charter School shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia.
- g. Surplus Funds. Any surplus funds remaining at the close of each fiscal year will be used to enhance the Charter School's academic program. Under no circumstances shall any surplus be distributed to the Charter School's employee(s), board member(s), educational service provider or educational management

ETHOS CLASSICAL CHARTER SCHOOL

organization. Nothing in this section shall be construed to prevent the Charter School from setting aside surplus funds in a reserve account or budgeting and awarding performance bonuses as part of their annual operating expenses.

- h. Responsibility for Debts. The Charter School is solely responsible for all debts incurred by the Charter School and its Governing Board. Except as agreed hereto, the SCSC shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services.
- i. Distribution of Funds and Assets. In the event the Charter School ceases operation for any reason, the Charter School and its Governing Board will be responsible for concluding the business and affairs of the Charter School and will cooperate with the SCSC to the extent necessary to provide an orderly return of the students to their local school. Any public surplus remaining at the time the Charter School ceases operation shall be remitted to the SCSC, within thirty (30) days of ceasing operations. Any furniture and equipment purchased with public funds shall be delivered to the SCSC within thirty (30) days of ceasing operations. The SCSC shall not be responsible for the Charter School's unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts at the time it ceases operation
- j. Preference in Contracting. The Charter school shall give preference in contracting and purchasing of services and materials to businesses identified in O.C.G.A. § 20-2-2084(d)(2).
- k. Acquiring Debt. The Charter School shall inform the SCSC Executive Director before acquiring debt with a repayment schedule that exceeds the length of the current charter term, including, but not limited to, monies derived from loans from financial institutions or through the sale of bonds.
- l. Deficit Reduction. If at any time during the charter term the SCSC determines that the Charter School has a negative cash balance or an unrestricted days cash of less than fifteen (15) days, the Charter School may be required to submit a financial risk-avoidance plan, monthly SCSC Fiscal Compliance Template reports and monthly bank statements from all banks utilized by the Charter School. Submission shall be in a form and manner as requested by the SCSC Executive Director. This paragraph shall not be construed to limit any other SCSC authority to require the Charter School to submit additional financial reports not related to deficit reduction.

ETHOS CLASSICAL CHARTER SCHOOL

16. Compliance with Other Laws, Rules, and Regulations. The Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia, and all applicable federal, state, and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed by way of example and not by way of limitation.
- a. Civil Rights, Insurance, Health, Safety, and Conflicting Interests. The Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
 - b. Asbestos Remediation. The Charter School shall comply with the terms of any applicable asbestos remediation plan.
 - c. Unlawful Conduct. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.
 - d. Student Conduct and Discipline. The Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
 - e. State Board Rules. The Charter School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
 - f. Prohibition on Discrimination. The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services, or any other characteristic protected by local, state, or federal law.
 - g. Reporting Requirements. The Charter School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320, and 20-2-740.
 - h. Tuition. The Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
 - i. Brief Period of Quiet Reflection. The Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.

ETHOS CLASSICAL CHARTER SCHOOL

- j. Individual Graduation Plans. The Charter school shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.
 - k. Family Educational Rights and Privacy Act. The Charter School is subject to all provisions of the Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event the Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.
 - l. QBE Formula Earnings. The Charter School acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
 - m. School Nursing Program. The Charter School shall implement a nursing program in accordance with O.C.G.A. § 20-2-771.2.
 - n. Student Fees and Charges. The Charter School shall comply with State Board of Education Rule 160-5-1-.12 to preserve the rights of students regarding payments and fees.
17. Education Service Providers. If the Charter School elects to contract or amend a contract with an Education Service Provider at any point during the term of the Charter, the Charter School shall seek and receive approval of the contract or amendment from the SCSC Executive Director prior to the execution of the contract or amendment.
18. Compliance with the Rules, Practices, Policies, and Procedures of the SCSC. The Charter School shall operate in accordance with the rules, practices, policies, and procedures established by the SCSC under the authority granted by O.C.G.A. §§ 20-2-2080 *et seq.*
19. Employment Matters. Individuals employed at the Charter School shall not be considered employees of the State Board, Department, or the SCSC.
- a. Criminal Record Checks. The Charter School shall adopt criminal record check procedures. The Charter School shall comply with all provisions of O.C.G.A. § 20-2-211.1 relating to fingerprint and criminal record checks for all prospective staff members or any individual that will have substantial contact with students prior to beginning work at the Charter School or having contact with students.

ETHOS CLASSICAL CHARTER SCHOOL

- b. Clearance Certificates. The Charter School shall comply with O.C.G.A. § 20-2-211.1 which requires all teachers, school administrators, and other education personnel employed by a local unit of administration to hold a valid clearance certificate issued by the Georgia Professional Standards Commission (PSC).
- c. Teachers' Retirement System. All qualified teachers at the Charter School shall be members of the Teachers Retirement System of Georgia ("TRS") and subject to its requirements. The Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements. For the purposes of this subparagraph, the term "teacher" shall have the definition provided in O.C.G.A. § 47-3-1.
- d. Employment Preference. The Charter School shall comply with O.C.G.A. § 20-2-2084(d)(1) regarding employment preference. The Charter School shall maintain and provide the SCSC, upon request, documentation to support the Charter School's compliance with O.C.G.A. § 20-2-2084(d)(1), including, but not limited to, all advertisements for open positions, resumes received by the Charter School, and records of interviews conducted by the Charter School. The Charter School shall not use third-party contractors to circumvent the requirements of this subparagraph.
- e. Performance Evaluation System. The Charter School shall utilize the performance evaluation system adopted by the State Board pursuant to O.C.G.A. § 20-2-210 for all personnel for which it is required by rule or law, including personnel employed by an educational management organization or other educational service provider. At least two individuals employed by the Charter School shall be credentialed to administer the teacher evaluation system. At least two (2) individuals employed by the Charter School or on the Charter School Governing Board shall be credentialed to administer the leader evaluation system. The Charter School may not delegate the evaluation of its School Leader to any individual or entity who is not a member of the Charter School Governing Board.
- f. School Personnel. Teachers and other instructional staff and faculty must be employees of the Governing Board and may not be employed by an Educational Service Provider or other entity affiliated with an Educational Service Provider. The School Leader may be employed by an Educational Service Provider only if the Governing Board retains the authority to select and dismiss that individual from service at the Charter School. Non-instructional staff, such as the Chief Financial Officer, business manager, bookkeeper, maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain responsible and accountable for all operations, compliance, and performance of any and all selected contractors. The Governing Board shall ensure that the School Leader establishes a regular and ongoing

ETHOS CLASSICAL CHARTER SCHOOL

physical presence in the school that allows the individual to oversee daily operations.

20. **Record Inspection.** Subject to state and federal laws, the State Board, the Department and their agents, the SCSC and their agents and the State Auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School. Any records maintained by a vendor for the services it performs on behalf of the Charter School that relate to school-level operations (such as personnel and financial records) shall be available for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this paragraph.
21. **Record Retention.** In the event of closure, the Charter School shall ensure the maintenance and retention of appropriate records and shall provide for such maintenance and retention at the school's expense . The Charter School shall adopt a records retention policy that aligns with the requirements of SBOE Rule 160-5-1-.14 "Transfer of Student Records" and accompanying Guidance. Neither the Department nor the SCSC shall be required to assume possession of school-level records. Failure to comply with or appropriately delegate this duty may be considered a breach of contract. Upon exhaustion of applicable retention schedules and upon request from the Charter School or its authorized representative, the SCSC may facilitate coordination for the transfer of remaining permanent records to the Georgia Archives.
22. **Facilities.**
 - a. **Approval of Site and/or Facility.** The Charter School shall obtain proper approval in accordance with SCSC Rule 691-2-.06 for all sites and/or facilities prior to committing to any certificate of lease or ownership, prior to commencing any construction and prior to student occupation. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the site or facility selection and development process, the SCSC will continue to hold the Charter School accountable for adhering to the requirements for site and facility approval. The Charter School shall not add or change facilities without approval from both the SCSC Executive Director and Georgia Department of Education's Facilities Services Division. The Charter School shall contact the Georgia Department of Education's Facilities Services Division regarding the following:
 - i. **Site Approval.** The Charter School shall contact the Facilities Services Division to obtain site approval as soon as practicable. Failure to provide

ETHOS CLASSICAL CHARTER SCHOOL

at least a six (6) months' notice to the Facilities Services Division prior to the proposed site's occupation may delay the Charter School's opening date. Once site approval has been granted, the Charter School will be issued a site code. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to site approval.

- ii. Architectural Review. The Charter School shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter School during the charter term. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to architectural review.
 - iii. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. The Charter School shall contact the Department and make a request for a school code. The Charter School shall properly obtain a school code prior to occupancy of the site and/or facility.
- b. Prior to opening the Charter School and prior to students occupying any proposed facility, including new facilities to be occupied during the charter term, the Charter School shall obtain and submit the following documents to the SCSC:
- i. Documentation of Ownership or Lease Agreement. The Charter School shall obtain documentation of ownership or the lease agreement for the facility that will house the Charter School.
 - ii. Certificate of Occupancy. The Charter School shall obtain a Certificate of Occupancy for the facility in which the Charter School shall be located.
 - iii. Emergency Safety Plan. The Charter School shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the local emergency management agency that oversees the area in which the school is located.
23. Transportation. To the extent the Charter School offers a transportation program for its students, the Charter School shall ensure that the program complies with all applicable laws governing transportation of students.

ETHOS CLASSICAL CHARTER SCHOOL

24. Food Services. To the extent the Charter School offers a food service program, the Charter School shall ensure that the program complies with all applicable laws governing food service for students.
25. Projected Enrollment. For the purpose of funding students enrolled in the Charter School in the first year of the Charter School's operation and each year the Charter School offers a new grade level, the Charter School may be required to provide the SCSC a projected student enrollment count that includes prospective student names, Georgia Testing Identifier (GTID), if available, and any other information as requested by the SCSC. The Charter School shall provide this information by the deadline established by the SCSC and in the form and manner as requested by the SCSC. The information provided by the Charter School pursuant to this paragraph may be verified by the SCSC through an onsite visit or by other means.
26. Data Collection. The Charter School assumes sole responsibility for the collection and transmission of data in accordance with established Georgia Department of Education requirements and timelines. The Charter School shall utilize a Student Information System that is compatible with the system utilized by the Georgia Department of Education. The Charter School shall send at least one representative to the annual Data Collections Conference held by the Georgia Department of Education each year of the Charter School's charter term.
27. Termination of Charter.
 - a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068, any applicable rule of the State Board, or SCSC Rule 691-2-.04.
 - b. Grounds for Termination. The Charter School acknowledges that this Charter may be terminated for any reason set forth in law or any applicable rule of the State Board or SCSC, which includes, but are not limited to:
 - i. The Charter School's failure to comply with any material provision set forth in this Charter, provided that they shall be notified by certified mail and be given thirty (30) days from receipt of notice to cure the breach. The nature and outcome of the breach shall be memorialized and maintained by the SCSC in accordance with applicable record retention schedules;

ETHOS CLASSICAL CHARTER SCHOOL

- ii. The Charter School's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - iii. The Charter School's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
 - iv. The Charter School's failure to meet generally accepted standards of fiscal management;
 - v. The Charter School's violation of applicable federal, state, or local laws, or court orders;
 - vi. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;
 - vii. The Charter School's failure to comply with any provision of the Charter Schools Act; or
 - viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger.
28. **School Closure**. In the event the school ceases operations, either through non-renewal, early termination, voluntary closure, or other means, the school must, at minimum, take the following actions:
- a. **Student Transition Plan**. The Charter School shall create a transition plan to facilitate its students' transition to other educational institutions. The transition plan shall outline a variety of educational options students may be eligible to attend including traditional public schools, locally-approved charter schools, state charter schools, and private educational options. The transition plan shall include protocols to ensure the appropriate transfer of student records. The Charter School shall provide the transition plan to the SCSC and parents of enrolled students within fourteen (14) calendar days of its decision to cease operations or the SCSC's decision to terminate or non-renew the school's charter contract;
 - b. **School Website**. The Charter School shall maintain the website of the Charter School for a minimum of six (6) months from the date education operations cease.

ETHOS CLASSICAL CHARTER SCHOOL

For the purposes of this paragraph, education operations mean any period during which instruction is provided by the Charter School to enrolled students. At minimum, the website shall include contact information and instructions regarding requests for student and employee records;

- c. Notification. The Charter School shall make reasonable efforts to inform stakeholders of the school's closure, including the staff and parents, general public, appropriate local districts, and creditors;
- d. Closure Monitor. The SCSC Executive Director will appoint an individual to monitor the closure activities of Charter School ("Closure Monitor") within fourteen (14) calendar days of its decision to cease operations or the SCSC's decision to terminate or non-renew the school's charter contract. The SCSC shall be responsible for all costs and expenses of the Closure Monitor;
- e. Duties of Closure Monitor. The Charter School shall remain responsible for fulfilling all legal and contractual duties, including those arising from this Charter. The role of the Closure Monitor shall be to review the Charter School's actions to conclude its financial affairs, settlement of accounts, disposition of assets, return of surplus to the SCSC, and provision for maintaining student, employee, and school in accordance with applicable retention schedules beyond the operation of the school. The Closure Monitor shall notify the SCSC of any action taken by the Charter School that is inconsistent with the school's legal or contractual obligations. The Charter School shall allow the Closure Monitor access to all records, reports, documents, and files pertaining to any activity or program of the Charter School;
- f. Closure Process. The Charter School shall align closure activities to the SCSC Closure Guide in a form and manner as requested by the SCSC to ensure orderly closure of the Charter School; and
- g. Surety. The Charter School shall maintain a surety bond throughout the entirety of its charter term and six months following the conclusion of the charter term to assure the faithful performance of the duties of the school and its employees, including the fulfillment of Charter School's obligations in closing the financial affairs in the event the school ceases operation. The bond shall be in an amount no less than \$100,000 to be payable to the State of Georgia through the State Charter Schools Commission. The bond shall be furnished by a company authorized to do business in Georgia. The provisions of this subsection shall not be interpreted to

ETHOS CLASSICAL CHARTER SCHOOL

preclude Charter School from obtaining liability insurance coverage or surety or fidelity bonds in addition to or in excess of the requirements of this section.

29. Pre-Opening Suspension.

- a. Demonstration of Adequate Preparation. The Charter School shall demonstrate its preparation for operations through the significant progress in completing the SCSC Pre-Opening Checklist in a form and manner as requested by the SCSC. If the Charter School fails to demonstrate significant progress in completing the SCSC Pre-Opening Checklist by the time in which the SCSC determines the school will be unable to meet its obligations under this Charter upon serving students, the SCSC may suspend the opening of the Charter School until a time after the Charter School demonstrates its ability to meet its obligations under this Charter. The determination of the Charter School's significant progress in completing the SCSC Pre-Opening Checklist and the school's ability to meet its obligations under this Charter shall be in the sole discretion of the SCSC.
- b. Violation of Law or Contract. In the event the Charter School fails to comply with applicable law or any material provision set forth in this Charter, including, but not limited to, facilities requirements outlined in Section 21, or enrollment requirements outlined in Sections 3, 6, and 24, the SCSC may suspend the opening of the Charter School until a time after all requirements have been fulfilled by the Charter School as determined by the SCSC. The determination of the Charter School's violation of applicable law or any material provision set forth in this Charter shall be in the sole discretion of the SCSC.
- c. Any pre-opening suspension imposed under this Section shall not result in an extension of the charter term set forth above in Section 2.

30. Renewal, Non-Renewal, and Probationary Term.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying SCSC Rule. The parties recognize that the renewal process will commence prior to the conclusion of the final year of the charter term and, as a result, the SCSC renewal decision will likely not include student achievement and school operational data from the final year of the charter term.

ETHOS CLASSICAL CHARTER SCHOOL

- b. Non-Renewal. Any grounds for termination stated in Section 25b above also may be grounds for non-renewal. In addition, the SCSC may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies, and procedures promulgated in accordance with the Charter Schools Act or if the SCSC deems that the Charter School has not sufficiently increased student achievement or is no longer in the public interest notwithstanding the Charter School's performance on the SCSC Comprehensive Performance Framework.
 - c. Probationary Term. In the event the SCSC determines that the Charter School has failed to comply with any provision of this Charter, the SCSC may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the SCSC.
31. Temporary Extension. At the discretion of the SCSC, this Charter may be extended for a grace period not exceeding sixty (60) days.
32. Amendments to the Charter. Any material term of this Charter, to be determined by the SCSC, may be amended in writing upon the approval of the SCSC and a majority of the Governing Board of the Charter School. Any proposed amendment shall be made in accordance with SCSC Rule.
33. Administrative Clarifications. Any clarification to a non-material term of this Charter, as determined by the SCSC, shall be submitted in writing to the SCSC for review. Any non-material term of this Charter may be clarified upon in writing by SCSC staff.
34. Indemnification.
- a. The Charter School agrees to indemnify, defend and hold harmless the Department, the SCSC, and the State Board, their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the Charter School's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of Indemnitee owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence

ETHOS CLASSICAL CHARTER SCHOOL

whether active, passive or imputed, of the Charter School, their employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to their performance of this Charter regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

- b. The Charter School shall be excused from their indemnification obligations above:
 - (a) If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of the Indemnitee seeking indemnification;
 - or (b) If the Indemnitee fails to (i) provide written notice of the third party claim or suit within a reasonable time, (ii) cooperate with reasonable requests of the Charter School related to the indemnification; or (iii) assist the Charter School with the defense of such claim or suit.
 - c. The Charter School's obligations to indemnify any Indemnitee shall survive the completion, expiration, or termination of this Agreement for any reason.
35. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the State Board, Department, or SCSC except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the State Board, Department or SCSC to any third party.
36. Delegation. The Charter School acknowledges and agrees that the functions and powers provided for in this charter may be exercised only by the Charter School and may not be delegated to a third party without written agreement by the parties.
37. Assignment. This Charter shall not be assigned or transferred by the Charter School unless consented to in writing by the SCSC.
38. Third-Party Beneficiaries. There are no third-party beneficiaries to this Charter. The Charter School's staff, students, parents, or related organizations are not beneficiaries to this Charter.
39. Application of Amended Law. This Charter is subject to applicable federal and state laws, rules and regulations and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
40. Non-Waiver. No waiver of any breach of this Charter shall be held as waiver of any other or subsequent breach.

ETHOS CLASSICAL CHARTER SCHOOL

- 41. Severability. If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.

- 42. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*

- 43. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. §§ 20-2-2060 *et seq.* and §§ 20-2-2080 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton County.

- 44. Entire Agreement. This Charter sets forth the entire agreement between the Petitioner, and the SCSC with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Petitioner and the SCSC are superseded by this Charter. The Charter shall not preclude the Charter School from entering into or maintaining any agreement with the Local Board provided no such agreement supersedes, overrides or conflicts with any provision of this Charter. The petition submitted to the SCSC serves only as the formal application for the Charter School and does not constitute a contract between the SCSC and the Petitioner. This Charter supersedes and overrides any provisions contained in the petition that conflict with this Charter.

[Redacted Signature]

Chairperson,
STATE CHARTER SCHOOLS COMMISSION

9/27/18

(Date)

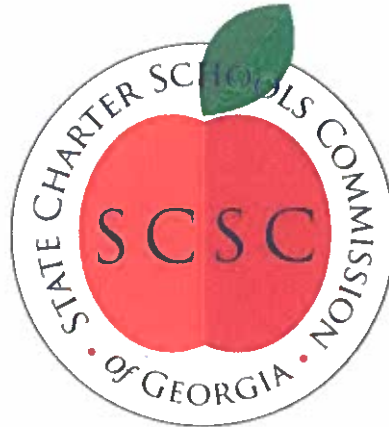
[Redacted Signature]

Governing Board President,
ETHOS CLASSICAL, INC.

9/4/2018

(Date)

Exhibit A



COMPREHENSIVE PERFORMANCE FRAMEWORK *for State Charter School Evaluation*

Section I: Academic Performance

Indicator 1: State and Federal Accountability Systems	2
Indicator 2: Student Achievement and Student Growth	3
Second Look Criteria: CCRPI Single Score, Value-Added Impact, or Beating The Odds	4
Overall Determination of Academic Compliance.	5

Section II: Financial Performance

Indicator 1: Near-Term Measures.	6
Indicator 2: Sustainability Measures	7
Overall Determination of Financial Compliance	7

Section III: Operational Performance

Indicator 1: Educational Program Compliance.	8
Indicator 2: Financial Oversight.	9
Indicator 3: Governance.	10
Indicator 4: Students and Employees	11
Indicator 5: School Environment.	13
Indicator 6: Additional and Continuing Obligations.	15
Overall Determination of Operational Compliance	15

Appendix: Data Sources Compiled	16
---	----

SECTION I: ACADEMIC PERFORMANCE

A state charter school can meet annual SCSC academic accountability standards by fulfilling state and federal accountability requirements and by outperforming the district(s) it serves in terms of overall academic achievement OR student progress.

Explanatory Notes (indicated by superscript designations) are included at the end of Section I.

Section I, Indicator 1: State and Federal Accountability Systems

All state charter schools must meet federal accountability standards. Specifically, state charter schools must meet state performance targets and perform above the level that would place it on the “priority” or “focus” schools list.

Measure 1a, State Performance Targets (SPTs) Is school meeting targets set forth by state and federal accountability systems?	<u>Points Available</u>
<i>Meets Standard:</i> <ul style="list-style-type: none"> • School met 100 percent of the State Performance Targets (SPTs) set by the state. 	2
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> • School did not meet 100 percent of the State Performance Targets (SPTs) set by the state. 	0
Measure 1b, State Designations Is school meeting state designation expectations as set forth by state and federal accountability systems?	<u>Points Available</u>
<i>Exceeds Standard:</i> <ul style="list-style-type: none"> • School was identified as a “Reward” school 	2
<i>Meets Standard:</i> <ul style="list-style-type: none"> • School does not have a designation 	1
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> • School was identified as a “Focus” or “Priority” school 	0

Total Points Available—Section I, Indicator 1: 4 points

Section I, Indicator 2: Student Achievement and Student Growth

All state charter schools must demonstrate their ability to positively impact students' academic proficiency while also prioritizing the academic growth of their students. Specifically, state charter schools must perform above the level of the district(s) they serve as measured by CCRPI "achievement" scores or by CCRPI "progress" measures.

Measure 1, Academic Achievement	Points Available
Is the school annually outperforming the district(s) it serves (as measured by grade-band CCRPI achievement scores)?	
<p>Meets Standard:</p> <ul style="list-style-type: none"> The charter school earned a higher "achievement" score on the CCRPI than the district(s) included in its attendance zone in all grade bands served (elementary, middle, and/or high school). 	96
<p>Approaches Standard:</p> <ul style="list-style-type: none"> The charter school earned a CCRPI "achievement" score that is the same as or higher than the district(s) it serves in at least one—but not all--of the grade bands served (elementary, middle, and/or high school). 	60
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> The charter school earned a lower "achievement" score on the CCRPI than the district(s) included in its attendance zone in all of the grade bands served (elementary, middle, and/or high school). 	0

OR¹

(if the school did not outperform its comparison district as measured by grade-band CCRPI achievement scores)

Measure 2, Growth of All Students	Points Available
Are students in the state charter school annually demonstrating typical/high academic growth compared to their academic peers enrolled in the traditional schools (as measured by grade-band CCRPI progress scores)?	
<p>Meets Standard:</p> <ul style="list-style-type: none"> The charter school earned a higher "student progress" score on the CCRPI than the district(s) included in its attendance zone in all grade bands served (elementary, middle, and/or high school) OR in all grade bands in which the school did not earn a higher CCRPI "achievement" score. 	96
<p>Approaches Standard:</p> <ul style="list-style-type: none"> The charter school earned a CCRPI "student progress" score that is the same as or higher than the district(s) it serves in at least one—but not all--of the grade bands served (elementary, middle, and/or high school). 	60
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> The charter school earned a lower "student progress" score on the CCRPI than the district(s) included in its attendance zone earned in all the grade bands served (elementary, middle, and/or high school). 	0

Total Points Available—Section I, Indicator 2: 96 points

Section I: Second Look Criteria²

In any year of the charter term, a state charter school may satisfy academic accountability requirements by meeting standards presented in Section I, Indicators 1 - 2 **OR** by meeting **ANY** of the following criteria:

<p>Second Look, Part A, CCRPI Single Score³ Is the school outperforming the district(s) it serves as measured by overall achievement (as measured by CCRPI Single Score)?</p>	<u>Points Available</u>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The charter school earns an overall CCRPI (single) score that is higher than that of the district(s) it serves. 	96
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The charter school earns an overall CCRPI (single) score that is the same as or lower than that of the district(s) it serves. 	0
<p>Second Look, Part B, Value-Added Impact Score Is the school annually outperforming the district(s) it serves as measured by value-added impact on student achievement (school level impact)?</p>	<u>Points Available</u>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The charter school earns an “impact score” on the SCSC Value-Add Performance Analysis that is higher than that of the district(s) it serves in all relevant grade bands. (For ex: a K-12 school would need to receive an impact score that is higher than the district(s) it serves in elementary grades, middle grades, and the majority of high school EOCs it administers). 	96
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The charter school earns an “impact score” on the SCSC Value-Add Performance Analysis that is the same as or lower than that of the district(s) it serves in at least one grade band served (elementary, middle, and or the majority of high school EOCs it administers). 	0
<p>Second Look, Part C, Beating The Odds Determination Is the school “beating the odds” as determined by the Georgia Department of Education?</p>	<u>Points Available</u>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The charter school is designated as “beating the odds.” 	96
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The charter school is not designated as “beating the odds.” 	0

Total Points Available—Section I, Second Look: 96 points

SECTION I: OVERALL DETERMINATION OF COMPLIANCE

As measured by the indicators and measures set forth in this section, is the school meeting academic performance standards?

70-100 pts.	Meets Academic Performance Standards
50-69 pts.	Does Not Meet Performance Standards
0-49 pts.	Falls Far Below Academic Performance Standards

EXPLANATORY NOTES: SECTION I

Section I, Indicator 2

¹Points earned in Indicator 2, Measure 1 for Student Achievement may not be combined with points earned in Indicator 2, Measure 2 for Student Growth.

Section I, Second Look

²Points earned in Section 1, Indicators 1-2 will not be combined with points earned in Section I, Second Look.

³For schools that do not serve all three grade bands, the school's CCRPI single score (as utilized in Section I, Second Look, Part A) will be compared to a recalculated district score that is weighted with only the grade bands the school serves.

SECTION II: FINANCIAL PERFORMANCE

Section II, Indicator 1: Near-Term Measures

Near-term financial measures are used to calculate a charter school's ability to cover its short term (less than 1 year) financial obligations.

Measure 1a, Current Ratio (Working Capital Ratio): Current assets divided by current liabilities Does the school have the ability to cover short-term financial obligations?	Points Available
<i>Exceeds Standard:</i> <ul style="list-style-type: none"> Current Ratio is greater than 3.0 	20
<i>Meets Standard:</i> <ul style="list-style-type: none"> Current Ratio is between 1.0 and 3.0 and the one-year trend is positive (current year ratio is higher than previous year's) 	15
<i>Approaches Standard:</i> <ul style="list-style-type: none"> Current Ratio is between 0.9 and 1.0 or equal to 1.0 OR Current Ratio is between 1.0 and 3.0 and one-year trend is negative 	10
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> Current Ratio is less than or equal to 0.9 	0
Measure 1b, Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365) Does the school maintain an appropriate balance of cash on hand?	Points Available
<i>Exceeds Standard:</i> <ul style="list-style-type: none"> Days Cash greater than 75 days 	20
<i>Meets Standard:</i> <ul style="list-style-type: none"> Between 45 and 75 Days Cash and one-year trend is positive 	15
<i>Approaches Standard:</i> <ul style="list-style-type: none"> Days Cash is between 15 and 45 days OR Days Cash is between 45 and 75 days and one-year trend is negative 	10
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> Less than 15 Days Cash 	0
Measure 1c, Enrollment Variance: [Actual Enrollment during the October FTE Count(fiscal year x) – school enrollment projection(fiscal year X)] / school enrollment projection(fiscal year X) Is the school able to project enrollment in a way that enables them to adequately budget?	Points Available
<i>Exceeds Standard:</i> <ul style="list-style-type: none"> Enrollment Variance equals less than 2 percent 	10
<i>Meets Standard:</i> <ul style="list-style-type: none"> Enrollment Variance is between 2 and 8 percent 	5
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> Enrollment Variance is greater than 8 percent 	0
Measure 1d, Default Is the school repaying debts in a timely manner?	Points Available
<i>Meets Standard:</i> <ul style="list-style-type: none"> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments OR School does not have any outstanding debt 	10
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> School is in default of loan covenant(s) and/or is delinquent with debt service payments 	0

Total Points Available—Section II, Indicator 1: 60 points

Section II, Indicator 2: Sustainability Measures

Sustainability measures are used to determine a charter school’s ability to cover long term obligations as well as their ability to effectively control cost.

Measure 2a, Efficiency Margin: Change in Net Assets divided by Total Revenues Does the school manage costs appropriately?	Points Available
<i>Exceeds Standard:</i> • Aggregated Three-Year Efficiency Margin is 10 percent or greater	20
<i>Meets Standard:</i> • Aggregated Three-Year Efficiency Margin is between 0 and 10 percent	15
<i>Approaches Standard:</i> • Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent	10
<i>Does Not Meet Standard:</i> • Aggregated Three-Year Efficiency Margin is less than -10 percent	0
Measure 2b, Debt to Asset Ratio: Total Liabilities divided by Total Assets Does the school maintain an appropriate balance between assets and liabilities over time?	Points Available
<i>Exceeds Standard:</i> • Debt to Asset Ratio is less than 25 percent	20
<i>Meets Standard:</i> • Debt to Asset Ratio is between 25 and 94.99 percent	15
<i>Approaches Standard:</i> • Debt to Asset Ratio is between 95 and 100 percent	10
<i>Does Not Meet Standard:</i> • Debt to Asset Ratio is greater than 100 percent	0

Total Points Available—Indicator 2: 40 points

SECTION II: DETERMINATION OF COMPLIANCE

As measured by the indicators and measures, is the school meeting financial performance standards?

100 pts.	Exceeds Financial Performance Standards
75-99 pts.	Meets Financial Performance Standards
50-74 pts.	Does Not Meet Performance Standards
0-49 pts.	Falls Far Below Performance Standards

SECTION III: OPERATIONAL PERFORMANCE

Section III, Indicator 1: Educational Program Compliance

A charter school's overall purpose is to provide its students a quality and innovative educational program. Schools must adhere to the educational program identified in its charter contract that was awarded on the basis of the program outlined in its petition.

Measure 1a, Essential or Innovative Features	<u>Points Available</u>
Is the school implementing all essential or innovative features of its program as defined in its current charter contract?	
Meets Standard:	5
<ul style="list-style-type: none"> • The school implemented all essential or innovative features of its education and operational program as defined in the charter contract in all material respects. 	
Does Not Meet Standard:	0
<ul style="list-style-type: none"> • The school fails to implement all essential or innovative features of its education and operational program as defined in the charter contract in all material respects. 	
Measure 1b, Mission-Specific Goals (BONUS*)	<u>Points Available</u>
Is the school's curricular and educational program aligned with its stated mission as evidence through the attainment of mission-specific goals?	
Meets Standard:	5
<ul style="list-style-type: none"> • The school meets all mission-specific goals included in its charter contract. 	
Does Not Meet Standard:	0
<ul style="list-style-type: none"> • The school fails to meet at least one mission-specific goal included in its charter contract. 	
Measure 1c, Education Requirements	<u>Points Available</u>
Is the school complying with applicable education requirements?	
Meets Standard:	5
<ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to education requirements, including, but not limited to: <ul style="list-style-type: none"> ○ Providing all federally and state mandated programs; ○ Adhering to graduation requirements; ○ Implementing state-adopted content standards; and ○ Administering state assessments in the manner required by law and rule. 	
Does Not Meet Standard:	0
<ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of the charter contract relating to education requirements. 	
Measure 1d, Data Reporting	<u>Points Available</u>
Is the school complying with reporting requirements?	
Meets Standard:	5
<ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities, including but not limited to: <ul style="list-style-type: none"> ○ QBE/FTE Data Reporting; ○ Personnel Reporting; ○ Student Record Reporting; ○ CCRPI Data Reporting; ○ Special Education Data Reporting; and ○ Required Data Surveys 	
Does Not Meet Standard:	0
<ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities. 	

Total Points Available—Section III, Indicator 1: 15 points

*Schools will earn 5 additional bonus points for meeting mission-specific goals. Bonus points cannot be utilized to increase an overall score above 100.

Section III, Indicator 2: Financial Oversight

Charter schools must be faithful stewards of public funding and must adhere to stringent standards in the management of its assets. Failure to do so is one of the leading causes of charter school closure.

Measure 2a, Financial Reporting Is the school meeting financial reporting and compliance timeline and form requirements?	Points Available
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to financial reporting requirements, including, but not limited to: <ul style="list-style-type: none"> ○ Complete and on-time submission of financial reports, such as its annual budgets, revised budgets, and DE 046, in the manner prescribed by GaDOE or the SCSC; ○ Timely periodic financial reports as required by the SCSC, GaDOE, or other state agency; ○ On-time submission and completion of its annual independent audit by October 1st; ○ Complete and on-time submission of program budgets (Title I, IDEA, and grant budgets) 	6
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financial reporting requirements. 	0
Measure 2b, Adherence to GAAP Standards Is the school following Generally Accepted Accounting Principles (GAAP)?	Points Available
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit that includes: <ul style="list-style-type: none"> ○ An unqualified audit opinion; ○ An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; ○ An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; ○ No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight. 	5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit. 	0

Total Points Available—Section III, Indicator 2: 11 points

Section III, Indicator 3: Governance

A charter school's governing board must provide adequate oversight of school management and operations to ensure that the school is fulfilling its duties to students, employees, parents, and the general public.

Measure 3a, General Governance		Points Available
Is the school complying with all applicable general governance requirements?		
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to governance by its board, including but not limited to: <ul style="list-style-type: none"> ○ Board policies; ○ Board bylaws; ○ Code of ethics; ○ Conflicts of interest; ○ Board composition and/or membership laws and rules; and ○ Restrictions on compensation 		5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its board. 		0
Measure 3b, Open Governance		Points Available
Is the school complying with all applicable open governance requirements?		
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the Georgia Open Meetings Act and open records requirements. 		5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and open records requirements. 		0
Measure 3c, Governance Training		Points Available
Is the school complying with all applicable governance training requirements?		
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school takes action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f). 		5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to take action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f). 		0
Measure 3d, Holding Management Accountable		Points Available
Is the school holding management and contractors accountable?		
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to oversight of school management and contractors, including, but not limited to: <ul style="list-style-type: none"> ○ Implementation of the Teacher and Leader Keys Effectiveness Systems; ○ Remedial action regarding employees not meeting expectations; and ○ Actions to enforce contractual provisions or terminate the contract of noncompliant educational service providers or other contractors. 		5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to oversight of school management and contractors. 		0

Total Points Available—Section III, Indicator 3: 20 points

Section III, Indicator 4: Students and Employees

Parents entrust schools with the education and welfare of their children, and the school must afford those children the appropriate rights and care. The school must respect its employees and ensure that they are duly qualified to further the education and welfare of students.

Measure 4a, Rights of All Students Is the school protecting the rights of all students?	Points Available
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to the rights of students, including but not limited to: <ul style="list-style-type: none"> ○ Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment); ○ The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law); ○ Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and ○ Conduct of discipline (discipline hearings and suspension and expulsion policies and practices). 	4
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students. 	0
Measure 4b, Rights of Students with Disabilities Is the school protecting the rights of students with disabilities?	Points Available
<p>Meets Standard:</p> <ul style="list-style-type: none"> • Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school complies with all applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: <ul style="list-style-type: none"> ○ Identification and referral of students who may have a disability; ○ Operational compliance regarding the academic program, assessments, and all other aspects of the school's program and responsibilities; ○ Discipline, including due process protections, manifestation determinations, and behavioral intervention plans; ○ Appropriately implementing student Individualized Education Programs and Section 504 plans; and ○ Ensuring appropriate access to the school's facilities and programs to students and parents. 	4
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability. 	0
Measure 4c, Rights of Students who are English Learners (ELs) Is the school protecting the rights of English Learners (ELs)?	Points Available
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract (including Title III of the Elementary and Secondary Education Act (ESEA) and U.S. Department of Education authorities) relating to EL requirements, including but not limited to: <ul style="list-style-type: none"> ○ Required policies related to the service of EL students; ○ Proper steps for identification of students in need of EL services; ○ Appropriate and equitable delivery of services to identified students; ○ Appropriate accommodations on assessments; ○ Exiting of students from EL services; and ○ Ongoing monitoring of exited students. 	4

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements. 	0
<p>Measure 4d, Employee Qualifications</p> <p>Is the school meeting teacher and other employee qualification requirements?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school complies with all applicable laws, rules, regulations, and provisions of its charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to employee qualification requirements. 	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to employee qualification requirements. 	0
<p>Measure 4e, Employee Rights</p> <p>Is the school respecting employee rights?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, and employee termination. 	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, and employee termination. 	0
<p>Measure 4f, Criminal Records Checks</p> <p>Is the school completing required criminal records checks of its employees?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to conducting criminal records checks of its employees and all other required individuals. 	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to conducting criminal records checks of its employees and all other required individuals. 	0

Total Points Available—Section III, Indicator 4: 24 points

Section III, Indicator 5: School Environment

A safe and healthy school environment is critical to creating a conducive learning environment and protecting the well-being of students and employees.

<p>Measure 5a, Facility Is the school complying with facilities requirements?</p>	<p>Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to the school's facilities including but not limited to: <ul style="list-style-type: none"> ○ Fire inspections and related records; ○ Viable certificate of occupancy; ○ Documentation of requisite insurance coverage; ○ Approval from GaDOE regarding initial site selection and facility requirements; and ○ Subsequent approvals as necessary from GaDOE regarding facility maintenance, expansion, or other facility changes. 	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the school's facilities. 	<p>0</p>
<p>Measure 5b, Student Retention Is the school maintaining a safe and secure school environment as measured by the school's student churn rate?</p>	<p>Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school's student churn rate for the year is less than or equal to 20%. If one of the school's Essential or Innovative Features to educate students in a completely virtual program, the school will meet this standard if the school's student churn rate is less than or equal to 35%. If one of the school's Essential or Innovative Features is to serve students who have dropped out of high school or are at risk of dropping out of high school, the school will meet this standard if the school's student churn rate is less than or equal to 90%. The student churn rate equals the number of student entries and exits between October and May divided by the total number of students in the school in October. 	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school's student churn rate exceeds the acceptable threshold for the school's program. 	<p>0</p>
<p>Measure 5c, Health and Safety Is the school complying with health and safety requirements?</p>	<p>Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The School complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to safety and the protection of student and employee health, including, but not limited to: <ul style="list-style-type: none"> ○ Annual health assessments of students; ○ Diabetes Medical Management Plans; ○ Access to auto-injectable epinephrine and automated external defibrillators as appropriate; ○ Scoliosis screening; and ○ A physically safe and secure environment. 	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health. 	<p>0</p>
<p>Measure 5d, Support Services Is the school complying with nursing, food service, and transportation requirements?</p>	<p>Points Available</p>

<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to the provision nursing program requirements, food service (if provided) and transportation (if provided), including, but not limited to: <ul style="list-style-type: none"> ○ School Health Nurse Program; ○ The National School Lunch Program, School Breakfast Program, and/or After-school Snack Program, including nutritional and reimbursement requirements thereof, if food service is provided; and ○ School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines. 	4
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the provision nursing program requirements, food service (if provided) or transportation (if provided). 	0
<p><u>Measure 5e, Information, Data, and Communication</u> Is the school maintaining student and employee information and data securely and communicating with stakeholders appropriately?</p>	<u>Points Available</u>
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, provisions of its charter contract, governing board policies, and SCSC directives relating to the handling of information and stakeholder communication, including but not limited to: <ul style="list-style-type: none"> ○ Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; ○ Transferring of student records; ○ Confidentiality of personnel records not subject to open records requirements; and ○ Communicating with parents and other stakeholders in a timely manner. 	4
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to the handling of information and stakeholder communication. 	0

Total Points Available—Section III, Indicator 5: 20 points

Section III, Indicator 6: Additional and Continuing Obligations

A charter school must faithfully fulfill all its obligations and quickly remedy any instance of noncompliance.

<u>Measure 6a, Additional Obligations</u>	<u>Points Available</u>
<p>Is the school complying with all other obligations?</p> <p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complies with all other legal, statutory, regulatory, or contractual requirements, including those contained in its charter contract, that are not otherwise explicitly addressed in these Operational Performance Standards, including but not limited to requirements from the following sources: <ul style="list-style-type: none"> ○ Revisions to state charter law; ○ Consent decrees; ○ Intervention requirements by the authorizer; and ○ Requirements by other entities to which the charter school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.) 	5
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards. 	0
<u>Measure 6b, Continuing Obligations</u>	<u>Points Available</u>
<p>Is the school remedying noncompliance after proper notification?</p> <p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school corrects noncompliance with legal, statutory, regulatory, contractual requirements, or SCSC directives after notification from the SCSC of noncompliance or the school has no matters of material noncompliance for which it received notification from the SCSC. 	5
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to correct at least one matter of noncompliance with legal, statutory, regulatory, contractual requirements, or SCSC directives after notification from the SCSC of noncompliance. 	0

Total Points Available—Section III, Indicator 6: 10 points

Section III: OVERALL DETERMINATION OF COMPLIANCE

As measured by the indicators and measures, is the school meeting operational performance standards?

80-100 pts.	Meets Operational Performance Standards
50-79 pts.	Does Not Meet Operational Performance Standards
0-49 pts.	Falls Far Below Operational Performance Standards

Appendix: Data Sources Compiled

Academic Performance:

Indicator	Data Source
1. State and Federal Accountability Systems	GaDOE: Priority, Focus, Alert, and Reward School Lists
2. Student Achievement	GaDOE: CCRPI Achievement Sub-Score
3. Student Progress	GaDOE: CCRPI Progress Sub-Score
4. Second-Look	GaDOE: CCRPI Single Score SCSC: Value-Added Impact Score GaDOE: Beating the Odds designation

Financial Performance:

Indicator	Data Source
1. Near-Term Measures	School Audit Report: Governmental Funds-Balance Sheet School Audit Report: Statement of Revenues, Expenditures, and Changes in Fund Balance SCSC Annual Enrollment Projection Form GaDOE: Data Collections, Student Enrollment by Grade Level School Audit Report: Notes
2. Sustainability Measures, Measure 2a, Efficiency Margin	School Audit Report: Statement of Activities/Change in Net Position School Audit Report: Statement of Net Position

Operational Performance:

Indicator	Data Source
1. Educational Program Compliance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
2. Financial Oversight	GaDOE: Charter School Annual Report, SEA Program Monitoring, Financial Reports SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
3. Governance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
4. Students and Employees	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
5. School Environment	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
6. Additional and Continuing Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report

CHARTER AMENDMENT FOR ETHOS CLASSICAL CHARTER SCHOOL

This amendment to the charter for Ethos Classical Charter School (“Amendment”) is entered into by and between Ethos Classical, Inc. (“Petitioner”) and the State Charter Schools Commission of Georgia (“SCSC”) to amend the charter for Ethos Classical Charter School as follows:

WHEREAS, Petitioner and the SCSC entered into a charter contract on or about September 27, 2018, for the operation of Ethos Classical Charter School (the “Charter Contract”);

WHEREAS, the Petitioner’s current charter term expires June 30, 2024;

WHEREAS, the Georgia Department of Education’s (GaDOE) waiver of assessment and accountability requirements for the 2019-2020 school year rendered the SCSC unable to produce academic performance scores for the 2019-2020 school year; and

WHEREAS, there is inadequate performance data to consider Ethos Classical Charter School for charter renewal;

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, Petitioner and the SCSC agree as follows:

- 1. Paragraph 2 of the Charter Contract shall be amended to read:

The SCSC grants this Charter to Petitioner to operate the Charter School for a six-year term beginning on July 1, 2019 and expiring on June 30, 2025.

- 2. Except as amended herein, all other terms and conditions of the Charter Contract shall remain in full force and effect.

WITNESS the hands and seals of the undersigned as of the date set forth next to each signature. This Amendment shall be effective as of the date of the last signature below.

[Redacted Signature]

Chairperson,
STATE CHARTER SCHOOLS COMMISSION

7/29/2020
(Date)

DocuSigned by:
Melissa Moore
CD279E63D3C1424...

Governing Board Chairperson,
ETHOS CLASSICAL, INC.

7/16/2020
(Date)

CHARTER AMENDMENT FOR ETHOS CLASSICAL CHARTER SCHOOL

This amendment to the charter for Ethos Classical Charter School (“Amendment”) is entered into by and between Ethos Classical, Inc. and the State Charter Schools Commission (“SCSC”) to amend the enrollment limit of Ethos Classical Charter School.

WHEREAS, Ethos Classical, Inc. operates Ethos Classical Charter School pursuant to a charter contract executed on or about September 27, 2018 (the “Charter Contract”);

WHEREAS, Ethos Classical Charter School desires to increase its enrollment limit from 540 to 648; and

WHEREAS, the SCSC believes that this charter amendment is in the best interest of the ongoing viability of the school and its service to its students and community;

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, Ethos Classical, Inc. and the SCSC agree as follows:

1. Paragraph 3 of the Charter Contract shall be amended to read:

Grade Range. The Charter School shall serve grades K-5. The Charter School’s total enrollment shall be at least 138 students but shall not exceed 648 students at any point during the charter term.

2. Except as amended herein, all other terms and conditions of the Charter Contract, including any prior amendments, shall remain in full force and effect.

WITNESS the hands and seals of the undersigned as of the date set forth next to each signature. This Amendment shall be effective as of the date of the last signature below.

Chairperson,
STATE CHARTER SCHOOLS COMMISSION

7/28/20

(Date)

Governing Board President,
ETHOS CLASSICAL, INC.

7/15/2021

(Date)

THIRD CHARTER AMENDMENT FOR ETHOS CLASSICAL CHARTER SCHOOL

This amendment to the charter for Ethos Classical Charter School (“Amendment”) is entered into by and between Ethos Classical, Inc. and the State Charter Schools Commission (“SCSC”) to amend the attendance zone for Ethos Classical Charter School.

WHEREAS, Ethos Classical, Inc. operates Ethos Classical Charter School pursuant to a charter contract executed on or about September 27, 2018 (the “Charter Contract”);

WHEREAS, Ethos Classical Charter School desires to increase its enrollment limit from 540 to 648; and

WHEREAS, the SCSC believes that this charter amendment is in the best interest of the ongoing viability of the school and its service to its students and community;

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, Ethos Classical, Inc. and the SCSC agree as follows:

1. Section a of Paragraph 6 of the Charter Contract shall be amended to read:

Attendance Zone. Enrollment shall be open to any grade level eligible student who resides in the attendance zones for Atlanta Public Schools, Fulton County Schools, Clayton County Public Schools, Cobb County School District, DeKalb County School District, or Douglas County School System.

2. Except as amended herein, all other terms and conditions of the Charter Contact, including any prior amendments, shall remain in full force and effect.

WITNESS the hands and seals of the undersigned as of the date set forth next to each signature. This Amendment shall be effective as of the date of the last signature below.

—  _____ 4/10/23 _____
Chairperson, (Date)
STATE CHARTER SCHOOLS COMMISSION

—  _____ 4/7/2023 _____
G (Date)
ETHOS CLASSICAL, INC.

FOURTH CHARTER AMENDMENT FOR ETHOS CLASSICAL CHARTER ACADEMY

This amendment to the charter for Ethos Classical Charter School (“Amendment”) is entered into by and between Ethos Classical, Inc. (“Petitioner”) and the State Charter Schools Commission of Georgia (“SCSC”) to amend the grade range and mission specific goals for Ethos Classical Charter School (“Charter School”).

WHEREAS, Petitioner operates the Charter School pursuant to a charter contract executed on or about September 27, 2018 (the “Charter Contract”);

WHEREAS, Petitioner seeks to expand the Charter School’s grade range from K-5 to K-8 and revise its mission-specific goals;

WHEREAS, the SCSC believes that this charter amendment is in the best interest of the ongoing viability of the Charter School and its service to its students and community;

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, Petitioner and the SCSC agree as follows:

1. Paragraph 3 of the Charter Contract shall be stricken in its entirety and be replaced with the following:

Grade Range. The Charter School shall be authorized to serve grades K-8. The Charter School’s total enrollment shall be at least 138 students and shall not exceed 852 students at any point during the Charter Term.

2. Paragraph 9, Subparagraph d, Subsection ii shall be stricken in its entirety and be replaced with the following:

Mission-Specific Goals. The operational portion of the Comprehensive Performance Framework, incorporated as Exhibit A, holds the Charter School accountable for the following mission-specific goals:

- i. Goal 1: 85 % of matriculating 5th grade students will transition into 6th grade at or above grade level in reading.
 1. Measure 1: In K-3, 85% of students will end each year at or above grade level in reading as measured by the STEP Reading Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve STEP 3.
 - b. At the end of 1st grade, 85% of students will achieve STEP 6, or grow 3 levels, whichever yields highest achievement.
 - c. At the end of 2nd grade, 85% of students will achieve STEP 9, or grow 3 levels, whichever yields highest achievement.
 - d. At the end of 3rd grade, 85% of students will achieve STEP 12, or grow 3 levels, whichever yields highest achievement.
 2. Measure 2: In K-5, students will end each year at or above grade level in reading as measured by the i-Ready Reading Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve a score of 401 or higher on the i-Ready Reading Assessment.
 - b. At the end of 1st grade, 85% of students will achieve a score of 453 or higher on the i-Ready Reading Assessment.

ETHOS CLASSICAL CHARTER ACADEMY

- c. At the end of 2nd grade, 85% of students will achieve a score of 505 or higher on the i-Ready Reading Assessment.
 - d. At the end of 3rd grade, 85% of students will achieve a score of 534 or higher on the i-Ready Reading Assessment.
 - e. At the end of 4th grade, 85% of students will achieve a score of 558 or higher on the i-Ready Reading Assessment.
 - f. At the end of 5th grade, 85% of students will achieve a score of 579 or higher on the i-Ready Reading Assessment.
 - ii. Goal 2: Students in grades 6-8 at the Charter School will demonstrate mastery in ELA.
 1. Measure 1: Eighty percent (80%) of students in 6th grade will be proficient + in ELA on the Georgia Milestones.
 2. Measure 2: Eighty percent (80%) of students in 7th grade will be proficient + in ELA on the Georgia Milestones.
 3. Measure 3: Eighty percent (80%) of students in 8th grade will be proficient + in ELA on the Georgia Milestones.
 - iii. Goal 3: 85% of matriculating 5th grade students will transition into 6th grade at or above grade level in math.
 1. Measure 1: In K-5, students will end each year at or above grade level in math as measured by the i-Ready Math Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve a score of 378 or higher on the i-Ready Math Assessment.
 - b. At the end of 1st grade, 85% of students will achieve a score of 407 or higher on the i-Ready Math Assessment.
 - c. At the end of 2nd grade, 85% of students will achieve a score of 434 or higher on the i-Ready Math Assessment.
 - d. At the end of 3rd grade, 85% of students will achieve a score of 458 or higher on the i-Ready Math Assessment.
 - e. At the end of 4th grade, 85% of students will achieve a score of 479 or higher on the i-Ready Math Assessment.
 - f. At the end of 5th grade, 85% of students will achieve a score of 490 or higher on the i-Ready Math Assessment.
 - iv. Goal 4: Students in grades 6-8 at the Charter School will demonstrate mastery in Math.
 1. Measure 1: Eighty percent (80%) of students in 6th grade will be proficient + in Math on the Georgia Milestones.
 2. Measure 2: Eighty percent (80%) of students in 7th grade will be proficient + in Math on the Georgia Milestones.
 3. Measure 3: Eighty percent (80%) of students in 8th grade will be proficient + in Math on the Georgia Milestones.
 - v. Goal 5: Students will achieve mastery in Social Studies.
 1. Measure 1: Eighty percent (80%) of students in 8th grade will be proficient + in Social Studies on the Georgia Milestones.
 - vi. Goal 6: Students will achieve mastery in Science.
 1. Measure 2: Eighty percent (80%) of students in 8th grade will be proficient + in Science on the Georgia Milestones.
3. Except as amended herein, all other terms and conditions of the Charter Contact, including any prior amendments, shall remain in full force and effect.

ETHOS CLASSICAL CHARTER ACADEMY


WITNESS the hands and seals of the undersigned as of the date set forth next to each signature. This Amendment shall be effective as of the date of the last signature below.


Michael Dudgeon (Mar 7, 2024 12:15 EST)

Mike Dudgeon, Chairperson
STATE CHARTER SCHOOLS COMMISSION

03/07/2024

(Date)


(Mar 6, 2024 11:38 EST)

Melissa Moore, Governing Board President
ETHOS CLASSICAL, INC.

03/06/2024

(Date)










Ethos Classical Charter Amendment

Final Audit Report

2024-03-07

Created:	2024-03-01
By:	Kiara Thompson ([REDACTED])
Status:	Signed
Transaction ID:	CBJCHBCAABAAPOrhKXG_R9md71F_nCd6yxAQmgZ-Nng

"Ethos Classical Charter Amendment" History

-  Document created by Kiara Thompson ([REDACTED])
2024-03-01 - 5:26:57 PM GMT- [REDACTED]
-  Document emailed to [REDACTED] for signature
2024-03-01 - 5:27:00 PM GMT
-  Email viewed by [REDACTED]
2024-03-06 - 4:37:39 PM GMT- [REDACTED]
-  Signer [REDACTED] entered name at signing as Melissa Leigh Moore
2024-03-06 - 4:38:29 PM GMT- [REDACTED]
-  Document e-signed by Melissa Leigh Moore ([REDACTED])
Signature Date: 2024-03-06 - 4:38:31 PM GMT - Time Source: server- [REDACTED]
-  Document emailed to Michael Dudgeon ([REDACTED]) for signature
2024-03-06 - 4:38:33 PM GMT
-  Email viewed by Michael Dudgeon ([REDACTED])
2024-03-07 - 5:14:38 PM GMT- [REDACTED]
-  Document e-signed by Michael Dudgeon ([REDACTED])
Signature Date: 2024-03-07 - 5:15:05 PM GMT - Time Source: server- [REDACTED]
-  Agreement completed.
2024-03-07 - 5:15:05 PM GMT



Ethos Classical Transportation Plan

Ethos Classical will implement a comprehensive transportation plan to ensure all scholars have reliable and safe transportation, compliant with CSP subgrant requirements. This plan includes:

1. **Car Line**
 - **Morning and Afternoon Car Line:** We will establish an efficient car line system for drop-off and pick-up, with staff and volunteers assisting to ensure safety and smooth traffic flow.
2. **Community Partner Transportation**
 - **Local Partnerships:** Collaborating with local organizations to provide additional transportation options such as bus services or coordinated rides.
3. **Shuttle Van Service**
 - **Inter-Campus Shuttle:** Investing in a large passenger van to shuttle scholars between our elementary and middle school campuses, approximately five miles apart, during morning and afternoon times.
4. **Carpooling Program**
 - **Carpool Matching:** Facilitating a program to connect families interested in carpooling through school communication channels.
5. **MARTA Cards for Families Facing Hardship**
 - **Financial Assistance:** Offering MARTA cards for families experiencing financial hardship to ensure regular school attendance.

Implementation and Compliance

- **Communication and Training:** Clear communication of the transportation plan through orientations, newsletters, and our website. Training for staff and volunteers to ensure smooth operations.
- **Monitoring and Evaluation:** Regular monitoring and feedback collection to make necessary adjustments and ensure compliance with CSP subgrant requirements through meticulous record-keeping and reporting.



Ethos Classical Policy for Compliance with

Georgia Open Meetings Act and Open Records Act

Georgia Open Meetings Act (O.C.G.A. § 50-14-1 et. Seq)

1. Meeting Notices and Agendas:

- Ethos Classical will provide public notice of all board meetings and committee meetings in accordance with the Georgia Open Meetings Act.
- Meeting agendas will be posted publicly at least 24 hours in advance of the meeting, specifying topics to be discussed.

2. Meeting Accessibility:

- Meetings will be conducted in accessible locations that accommodate public attendance.
- When necessary, virtual meeting options will be provided to ensure accessibility and compliance with public meeting requirements.

3. Executive Sessions:

- Executive sessions will be convened only for allowable purposes under the Georgia Open Meetings Act, such as personnel matters, legal consultations, or real estate transactions.
- Reasons for convening an executive session will be clearly stated and recorded in the meeting minutes.

4. Meeting Minutes and Records:

- Detailed minutes will be kept for all meetings, including actions taken, decisions made, and any votes conducted.
- Approved meeting minutes will be made available to the public promptly after approval, ensuring transparency in governance.



Open Records Act (O.C.G.A. § 50-18-70 et. seq)

1. Public Records Requests:

- Ethos Classical will establish procedures for requesting public records, which will be publicly accessible through the school's website and administrative office.
- Requests for public records will be acknowledged promptly, and responses provided within the timeframe required by law.

2. Record Maintenance and Accessibility:

- All public records maintained by Ethos Classical, including electronic communications, documents, and meeting minutes, will be organized and indexed for efficient retrieval.
- Public records will be accessible to the public in accordance with the Open Records Act, ensuring transparency and accountability.

3. Confidential Information:

- Confidential information exempt from disclosure under the Open Records Act, such as student records, personnel files, and legal documents, will be handled and redacted as required by law.
- Procedures for safeguarding and handling sensitive information will be established to protect privacy and confidentiality.

4. Fees and Costs:

- Ethos Classical will establish reasonable fees for copying and providing public records, consistent with statutory guidelines.
- Costs associated with fulfilling public records requests will be communicated transparently and in compliance with the Open Records Act.

This policy ensures that Ethos Classical complies with the Georgia Open Meetings Act and Open Records Act, fostering transparency, public participation, and accountability in all aspects of its governance and operations.



Ethos Classical Procedures for Requesting Public Records

1. Request Submission:

- Requests for public records from Ethos Classical should be submitted in writing. Requests can be made via email, mail, or in person at the school's administrative office located at 2295 Springdale Circle SW, Atlanta, GA 30315
 - Email: info@ethosclassical.org
- Include specific details about the records being requested to facilitate efficient processing.

2. Contact Information:

- Clearly provide contact information, including name, address, phone number, and email address, to facilitate communication regarding the request.

3. Request Acknowledgement:

- Upon receipt of a public records request, Ethos Classical will acknowledge receipt promptly. This acknowledgment will include an estimated timeframe for responding to the request, typically within three business days.

4. Record Search and Retrieval:

- Ethos Classical will conduct a diligent search for the requested records. This may involve reviewing physical files, electronic databases, and other repositories where the requested records may be located.

5. Review and Redaction:

- Upon locating the requested records, Ethos Classical will review them to determine if any information is exempt from disclosure under the Open



Records Act. Exempt information, such as student records or personnel information, will be redacted as required by law.

6. Response and Fulfillment:

- Once the review and redaction process is complete, Ethos Classical will provide a response to the requester. This response will include:
 - Notification of whether the requested records are available or if additional time is needed to fulfill the request.
 - If applicable, an estimate of any costs associated with fulfilling the request, such as copying fees.

7. Delivery of Records:

- If the request is granted, Ethos Classical will arrange for the requester to inspect the records in person or provide copies in the requested format (e.g., electronic or paper copies).

8. Appeal Process:

- If a public records request is denied or if the requester believes the response is inadequate, the requester may appeal the decision to the designated appeals authority as outlined in Ethos Classical's Open Records Act policy.

9. Record Keeping:

- Ethos Classical will maintain records of all public records requests received, including the request itself, communications related to the request, and the final response provided to the requester.

These procedures ensure that Ethos Classical adheres to the requirements of the Open Records Act, promoting transparency and accountability in handling public records requests.



Procedures for Contacting the Board of Ethos Classical

Purpose

The purpose of this procedure is to establish a clear and effective process for stakeholders to contact the Board of Directors of Ethos Classical. This ensures that communication is handled appropriately and that issues or concerns are directed to the correct channels.

Qualifying Issues for Board Contact

Stakeholders may contact the Board of Directors for the following issues:

1. **Governance and Policy Concerns:** Issues related to school governance, policies, strategic direction, or overall school performance.
2. **Unresolved Administrative Issues:** Matters that have not been resolved satisfactorily through standard administrative channels.
3. **Complaints Against Leadership:** Serious concerns or complaints specifically involving school leadership, including the Head of School or Principal.
4. **Strategic Suggestions:** Suggestions for the strategic growth and development of the school.

Initial Steps Before Contacting the Board

1. **Attempt Resolution at Administrative Level:** Before reaching out to the Board, stakeholders should attempt to resolve issues through appropriate administrative channels. This includes contacting teachers, the principal, or other relevant school administrators.
2. **Document the Issue:** Ensure that all attempts to resolve the issue administratively are documented. Include dates, times, and summaries of the discussions or meetings held.



Procedure for Contacting the Board

1. **Prepare a Written Statement:** Prepare a concise written statement outlining the issue or concern. The statement should include:
 - Your name and contact information
 - The nature of the issue or concern
 - Steps already taken to resolve the issue
 - Desired outcome or resolution
2. **Send the Statement to the Board Liaison:**
 - Email: Send the written statement to the Board Chair at tiffany.fick@ethosclassical.org.
 - Mail: If preferred, send the written statement by mail to: Ethos Classical Board of Directors 2295 Springdale Circle SW, Atlanta, GA 30315
3. **Board Review:** The Board Liaison will acknowledge receipt of the communication within five business days and will distribute it to the relevant Board members.
4. **Board Response:** The Board will review the issue during its next scheduled meeting. In urgent cases, the Board may call a special meeting. The Board Liaison will communicate the Board's response or action plan to the stakeholder within ten business days following the meeting.
5. **Follow-Up:** If further action is required, the Board Liaison will coordinate with the relevant parties to ensure the issue is addressed satisfactorily.

Confidentiality

All communications with the Board will be treated with the highest level of confidentiality, respecting the privacy of the individuals involved.

Contact Information

For any questions regarding this procedure or for further assistance, please contact the Board Chair at tiffany.fick@ethosclassical.org.



These procedures ensure that stakeholders have a clear and effective means of communicating with the Board while promoting transparency and accountability within the governance of Ethos Classical.

Please see our [website](#) for our Board of Directors.

Priority Location

Ethos Classical's Middle School campus qualifies as a priority location by having

- census tracts designated as low-income;
- communities with low-performing public schools according to CCRPI;

Census Tracts Designated as Low-Income

Ethos Middle School is located in a low-income community, as evidenced by several key indicators from census and demographic data.

1. Median Household Income: The median household income in East Point, GA, where Ethos Middle is situated, is \$50,371. This is significantly lower than the national median household income, indicating a lower-income community.
2. Poverty Indicators: A high percentage of students in local schools are eligible for free or discounted lunch, which is a common indicator of low-income status. In recent years, approximately 100% of students at Ethos Classical qualified for these programs, highlighting the economic challenges faced by families in the area.
3. Housing and Property Values: The median property value in East Point is \$177,500, which is lower than the national average of \$244,900. Lower property values are often associated with lower-income areas.

Sources:

- [Data USA: East Point, GA](#)
- [SchoolDigger: Fulton Leadership Academy](#)



Low-Performing Public Schools (CCRPI data)

Based on the College and Career Ready Performance Index (CCRPI) data and other sources, the middle schools within a ten-mile radius of Ethos Middle, with a prospective address of 2575 Dodson Dr, East Point, GA 30344, show varying levels of performance. For example:

1. [Paul D. West Middle School](#) has been identified as struggling, particularly in standardized test scores and overall student performance. The school's performance index indicates significant room for improvement.
2. [KIPP South Fulton Academy School](#) generally performs better but still faces challenges typical of schools in economically disadvantaged areas.
3. [Woodland Middle School](#) also shows similar trends, with lower performance in key academic areas like English Language Arts and Mathematics ([NeighborhoodScout](#)) ([SchoolDigger](#)).

This data illustrates the pressing need for high-quality educational options in the area, emphasizing the importance of Ethos Middle's presence to provide robust academic and arts-based programs to meet community needs.



CSP SE Subgrant Application Assurances

All CSP Subgrant Applicants must agree to the requirements and conditions the subgrant and CSP program. **The Board Chair should initial each statement below and sign and date at the conclusion of the document.** A final grant application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances for the federal Charter School Program Grant.

1. ___ Application grant contact (charter school authorized representative) possesses the legal authority to apply for this grant on behalf of the school. If the grant contact is not the chair of the governing body (due to conflict of interest), a resolution or motion has been adopted by the applicant's governing body directing and authorizing the grant contact the delegated responsibility to act on their behalf to submit this application, including all understanding and assurances of certifications contained herein, to execute the grant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body's authorized official for the grant program. The grant contact has no conflict of interest with any party (employee, management organization, contractor, vendor, etc.) that has a financial interest in the grant award.
2. ___ The applicant school certifies that they understand an approved charter application and a signed charter contract are required to be eligible for an award.
3. ___ Applicant school agrees to annually provide the U.S. Secretary of Education and the State Charter Schools Foundation of Georgia such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).
4. ___ Applicant school agrees to participate in all CSP Subgrantee data reporting and evaluation activities as requested or required by the U.S. Department of Education, the State Charter Schools Foundation of Georgia, State Charter Schools Commission of Georgia, and Georgia Department of Education, including on-site and desktop monitoring conducted by the SCSF or SCSC, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period. Audits must also be submitted to the authorizer for review.
5. ___ The applicant school assures that they have provided their authorizer with "adequate and timely notice" of this grant application (as required by ESEA §4310 (6)(B)).
6. ___ The applicant school per ESEA §4303 (f)(1)(C)(i)(II), certifies that the Charter Contract from the authorizer articulates that student achievement and growth, as measured by the state's School Performance Framework, is one of the most important factors for renewal or revocation of the school's charter contract, and that the authorizer reserves the right to

revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school, or if not included agree to amend the Charter Contract accordingly to include these before award monies are distributed. The applicant school will provide a copy of the charter contract, and the State Charter Schools Foundation of Georgia will review the contract to ensure that student achievement is one of the most important factors for renewal or revocation of the charter.

7. ___ The applicant school certifies that it will maintain a high degree of autonomy, consistent with the charter contract and the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), including the school's autonomy over budget, operations, and personnel decisions, and that they have sought, or will seek, all the appropriate automatic and non-automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.

8. ___ The applicant school shall include important information on the website of the school, as required by ESEA § 4303 (f)(2)(G), to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to also provide annual performance, including the State Report card, and enrollment data for the student body and subgroups of students on its website.

Board Chair Signature: _____ Date: _____

Name: _____

Charter School/Network: _____

Profiles: Ethos Classical Charter School

Applicant Information

Please provide the following information about the applicant charter school/network.

Name of Charter School/Network

Ethos Classical Charter School

School Identifier (NCES ID), if known

Authorizer

State Charter School Commission of Georgia

Authorization Date

03/07/2024

Eligibility for CSP Subgrant

Expansion

Proof of Approved Expansion (expansion applicants only)

Ethos Classical Executed Contract and Amendment FY19.pdf

School Opening Date/Date of Expansion

08/04/2025

Name of Nonprofit Entity

Ethos Classical Inc

Name of LEA

Ethos Classical

LEA Identifier (NCES District ID), if known

Applicant Street Address

2295 Springdale Circle SW

Applicant City

Atlanta

Applicant State

Georgia

Applicant Zip Code

30,315

Applicant County

Fulton

Proposed Location of New/Replicated School or Expansion Site

Proposed Street Address

2575 Dodson Drive

Proposed Applicant City

East Point

Proposed Applicant State

Georgia

Proposed Applicant Zip Code

30,344

Proposed Applicant County

Fulton

School/Network Website

www.ethosclassical.org

Management Organization Type

Non-Profit CMO

Virtual Status

Not virtual

Grant Contact

Danielle Mack

Contact Title

Head of School

Contact Email Address

[REDACTED]

Contact Phone Number

[REDACTED]

What school year will the school first enroll students? For expansion, what school year did the school first enroll students?

2019-2020 (K-5 opened), 2025-2026 (middle school begins)

Grades Offered during Grant Term (36 months from date of application)

Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th

Projected Number of Students for First Three Years of Operation/Expansion (by year)

For each year, note the projected number of students for this new school, replication, or as a result of the expansion (only the additional students from an expansion).

Year 1

104

Year 2

192

Year 3

288

Does/will the school use a weighted lottery?

No

Are current governing board members listed on the school's website? If no, provide an attachment with a list of board members.

Yes

Has the applicant school notified the charter school authorizer of intent to apply for this CSP subgrant?

Yes

Please upload a copy of the letter of intent to authorizer that the applicant is applying for a CSP SE subgrant.

SCSC Letter of Intent (CSP).pdf

User Login

[REDACTED]

Profiles: File Attachments

Proof of Approved Expansion (expansion applicants only)

Ethos Classical Executed Contract and Amendment FY19.pdf

Please upload a copy of the letter of intent to authorizer that the applicant is applying for a CSP SE subgrant.

SCSC Letter of Intent (CSP).pdf

CHARTER FOR ETHOS CLASSICAL CHARTER SCHOOL

This charter for Ethos Classical Charter School (“Charter”) is entered into by and between Ethos Classical, Inc., (“Petitioner”) and the State Charter Schools Commission (“SCSC”) (collectively referred to as “the parties”).

WHEREAS, the Petitioner submitted a petition to the Local Board proposing to establish a state charter school pursuant to O.C.G.A. § 20-2-2060 *et seq.*, the Charter Schools Act of 1998 (“Charter Schools Act”) and O.C.G.A. § 20-2-2084, and the Local Board denied the petition;

WHEREAS, the SCSC finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and O.C.G.A. § 20-2-2084 and further finds that the petition is in the public interest; and

WHEREAS, pursuant to Article 31 and Article 31A of Chapter 2 Title 20 of the Official Code of Georgia Annotated, the SCSC grants this Charter to permit Petitioner to operate Ethos Classical Charter School (“the Charter School”) in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Definitions.** The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. **Education Service Provider:** means a nonprofit or for-profit organization that contracts with charter schools to provide multiple educational, operational, or comprehensive management services, including, but not limited to, curriculum design, instructional resources, professional development, financial and operational management, facilities management, or any combination thereof.
 - b. **Georgia Department of Education (GaDOE or Department):** means the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - c. **Governing Board** means the governing board of the nonprofit organization for a state charter school and which is the same as the governing board of the state charter school which is involved in school-level governance of the state charter school.

ETHOS CLASSICAL CHARTER SCHOOL

- d. **Local Educational Agency (LEA):** means a public authority legally constituted with Georgia for administrative control or direction of public elementary or secondary schools. The Charter School shall act as its own LEA pursuant to O.C.G.A. § 20-2-2090 and SBOE Rule 160-4-9.04, including but not limited to data reporting, student enrollment counting procedures, student achievement reporting, and funding allocations.
 - e. **School Leader:** means the individual with the highest authority in school administration regardless of title.
 - f. **State Board of Education (SBOE or State Board):** means the constitutional authority which defines education policy for public K – 12 education agencies in Georgia.
 - g. **State Charter Schools Commission (SCSC):** means the state-level authorizing entity working in collaboration with the Department of Education under the authority of the State Board of Education.
2. **Charter Term.** The SCSC grants this Charter to Petitioner to operate the Charter School for a five-year term beginning on July 1, 2019 and expiring on June 30, 2024.
 3. **Grade Range.** The Charter School shall serve grades K-5. The Charter School’s total enrollment shall be at least 138 students but shall not exceed 540 students at any point during the charter term.
 4. **Mission Statement.** The mission of the Charter School is Through a rigorous classical curriculum and within a structured, supportive community, Ethos Classical Charter School ensures every K-5 student is on the path to college and a life of opportunity.
 5. **Essential or Innovative Features.** The Charter School shall offer a classical curriculum with a focus on literacy. The Charter School shall have a reduced student-to-teacher ratio and shall offer a progressive blended learning model and daily arts program. The Charter School shall take deliberate action to provide family-based education support to families of students with disabilities, English language learners and students who are economically disadvantaged.

ETHOS CLASSICAL CHARTER SCHOOL

6. Open Enrollment and Admissions. The Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
- a. Attendance Zone. Enrollment shall be open to any grade level eligible student who resides in the Atlanta Public Schools and Fulton County Schools attendance zones.
 - b. Application. To be eligible for enrollment at the Charter School, students residing in the attendance zone must submit a timely application to the Charter School in accordance with the deadline set by the Charter School. The Charter School may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. The Charter School may use applications for the purpose of verifying the student's residence within the school's attendance zone and grade level, provided the application is consistent with SCSC Rule 691-2-.05. The Charter School may gather other relevant information from students after enrollment is determined.
 - c. Random Lottery. If the number of timely applicants received by the Charter School exceeds the capacity of a program, class, grade level, or building, the Charter School shall ensure that such applicants have an equal chance of being admitted through a random selection process in accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05. The Charter School shall not conduct more than one lottery per grade per admissions cycle.
 - d. Statutory Enrollment Priorities. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05, the Charter School may give enrollment priority to the following categories of applicants and in the following priority:
 - i. A sibling of a student enrolled in the Charter School; and
 - ii. 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.
 - e. Outreach and Marketing. The Charter School shall utilize reasonable outreach and marketing measures to make all potential applicants aware of opportunities for enrollment at the Charter School, including, but not limited to, seeking the enrollment of a cross section of the school-age population throughout the attendance zone, consistent with the requirements of O.C.G.A. § 20-2-2066. The

ETHOS CLASSICAL CHARTER SCHOOL

SCSC, upon a finding that the outreach and marketing measures taken by the Charter School are inconsistent with applicable law or the representations made by the Charter School in the Application and/or other representations or submissions to the SCSC, may require the Charter School to take further action, including but not limited to, requiring the Charter School to extend its enrollment period, delay or void its random lottery, and/or conduct further specified outreach and marketing steps.

- f. Use of Parental Agreements for Withdrawal or Reenrollment. The Charter School may adopt policies setting forth parental volunteer or service expectations and may require parent to sign an acknowledgement of those expectations. The Charter School may not withdraw, decline to reenroll, or otherwise discipline a student for a parent's failure to meet such expectations. The Charter School may not communicate to a student or parent that it has the authority to withdraw, decline to reenroll, or otherwise discipline a student for a parent's failure to meet volunteer or service expectations.
 - g. Enrollment Opportunity. The Charter School shall also ensure open enrollment for each grade served for which space is available and shall not adopt any policy or practice that restricts enrollment to specific grade levels within the grade span served by the school or to a particular class of students served by the school. The Charter School must offer at least one annual enrollment opportunity for each grade served for which space is available
7. Maximum Flexibility Allowed By Law. In exchange for the Charter School's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the SCSC grants the maximum flexibility allowed by law to the Charter School. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education (State Board), or the Georgia Department of Education (Department). Notwithstanding this maximum flexibility, the Charter School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 16 below, and any rules, regulations, policies, or procedures established by the SCSC consistent with the Charter Schools Act.
8. Accreditation. [If serving grades 8-12] The Charter School shall seek accreditation from an approved accrediting agency identified in O.C.G.A. § 20-3-519(6.1)(A) within the first

ETHOS CLASSICAL CHARTER SCHOOL

three years of the initial charter term or prior to a student's graduation and shall retain accredited status thereafter. The Charter School understands that the loss of accreditation from an agency identified in O.C.G.A. § 20-3-519(6.1)(A) constitutes grounds for termination of this charter contract.

9. Comprehensive Performance Framework and Performance Expectations.

- a. Incorporation into Charter Contract. The Comprehensive Performance Framework adopted by the SCSC shall be incorporated into the Charter as Exhibit A. The Comprehensive Performance Framework shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the Comprehensive Performance Framework or this charter contract. The specific terms, form and requirements of the Comprehensive Performance Framework, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the SCSC and will be binding on the Charter School. Material amendments to the Comprehensive Performance Framework shall require approval by the SCSC and shall be automatically incorporated into this Charter Contract upon SCSC approval without further amendment to the Charter Contract. In the event that such modifications or amendments are required, including modifications to address amended laws, the SCSC will use best efforts to apply expectations for school performance in a manner as consistent as possible with those set forth in the Comprehensive Performance Framework.
- b. Monitoring and Reporting. In accordance with SCSC Rule 691-2-.03, the SCSC shall monitor the Charter School's progress in relation to the indicators, measures, metrics and targets set out in the Comprehensive Performance Framework, as well as other applicable rules and laws. The SCSC shall publicly report the Charter School's achievement and compliance at least annually following the completion of the Charter School's first year of operation.
- c. Performance Expectations. **The Charter School's performance in relation to the indicators, measures, metrics and targets set forth in the Comprehensive Performance Framework shall provide the basis upon which the SCSC will decide whether to renew the Charter School's Charter Contract at the end of the charter term. This section shall not preclude the SCSC from considering other factors when relevant.**

ETHOS CLASSICAL CHARTER SCHOOL

- d. Mission-Specific Goals. The operational portion of the Comprehensive Performance Framework incorporated as Exhibit A, holds the Charter School accountable for the following mission-specific goals:
- i. Goal 1: 85 % of matriculating 5th grade students will transition into 6th grade at or above grade level in reading.
 1. Measure 1: In K-3, 85% of students will end each year at or above grade level in reading as measured by the STEP Reading Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve STEP 3.
 - b. At the end of 1st grade, 85% of students will achieve STEP 6, or grow 3 levels, whichever yields highest achievement.
 - c. At the end of 2nd grade, 85% of students will achieve STEP 9, or grow 3 levels, whichever yields highest achievement.
 - d. At the end of 3rd grade, 85% of students will achieve STEP 12, or grow 3 levels, whichever yields highest achievement.
 2. Measure 2: In K-5, students will end each year at or above grade level in reading as measured by the NWEA MAP Reading Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve a RIT score of 158 or higher on the MAP Reading Assessment.
 - b. At the end of 1st grade, 85% of students will achieve a RIT score of 178 or higher on the MAP Reading Assessment.
 - c. At the end of 2nd grade, 85% of students will achieve a RIT score of 189 or higher on the MAP Reading Assessment.
 - d. At the end of 3rd grade, 85% of students will achieve a RIT score of 199 or higher on the MAP Reading Assessment.
 - e. At the end of 4th grade, 85% of students will achieve a RIT score of 206 or higher on the MAP Reading Assessment.
 - f. At the end of 5th grade, 85% of students will achieve a RIT score of 212 or higher on the MAP Reading Assessment.
 - ii. Goal 2: 85% of matriculating 5th grade students will transition into 6th grade at or above grade level in math.
 1. *Measure 1:* In K-5, students will end each year at or above grade level in math as measured by the NWEA MAP Math Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve a RIT score of 159 or higher on the MAP Math Assessment.

ETHOS CLASSICAL CHARTER SCHOOL

- b. At the end of 1st grade, 85% of students will achieve a RIT score of 181 or higher on the MAP Math Assessment.
 - c. At the end of 2nd grade, 85% of students will achieve a RIT score of 192 or higher on the MAP Math Assessment.
 - d. At the end of 3rd grade, 85% of students will achieve a RIT score of 203 or higher on the MAP Math Assessment.
 - e. At the end of 4th grade, 85% of students will achieve a RIT score of 214 or higher on the MAP Math Assessment.
 - f. At the end of 5th grade, 85% of students will achieve a RIT score of 221 or higher on the MAP Math Assessment.
- iii. Goal 3: Students will achieve mastery in Social Studies.
 - 1. Measure 1: All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Social Studies at least 5% higher than the state average.
 - iv. Goal 4: Students will achieve mastery in Science.
 - 1. Measure 1: All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Science at least 5% higher than the state average.
- e. Performance Review Presentations. In the event that the Charter School fails to meet standards in accordance with the Comprehensive Performance Framework, the Charter School may be required to make an annual, in-person report to the Commission. At least one Board member and one staff member must attend the Annual Performance Review Presentation. Presentations shall be in a form and manner as requested by the Commission.
10. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, the Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. §§ 20-14-30 through 41. The Charter School is further subject to all federal accountability requirements under the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement the federal law.
11. Annual Report. The Charter School shall submit an annual report by the deadline established by O.C.G.A. § 20-2-2067.1(c) of each year to the Georgia Department of Education and to the SCSC that complies with all requirements established by the Georgia Department of Education or applicable law.

ETHOS CLASSICAL CHARTER SCHOOL

12. Withdrawal without Penalty. The Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students. The Charter School agrees that a student may withdraw without penalty from the Charter School at any time and enroll in another public school in the local school system in which such student resides.
13. State and Federally Mandated Educational Services.
 - a. Students with Disabilities. The Charter School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
 - b. English Language Learners. The Charter School shall comply with all applicable federal laws and regulations relating to the provision of educational services to English Language Learners.
 - c. Supplemental Education. The Charter School shall provide supplemental education services in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement the federal law.
 - d. Remediation. The Charter School shall provide remediation in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and provisions of state law or regulation that implement the federal law.
14. Governance Structure.
 - a. Governing Board. The Charter School shall utilize an autonomous governing body in the form of a governing board (Governing Board), which shall operate in accordance with its bylaws and which shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. The Governing Board shall exercise substantive control over such areas as personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations, which are listed by way of example and not by limitation. Pursuant to O.C.G.A. § 20-2-2084(e), all members of the Governing Board shall be United States citizens, residents of Georgia, and shall not be employees of the Charter School.

ETHOS CLASSICAL CHARTER SCHOOL

- b. **Function.** It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the performance goals enumerated in Section 9 above, to ensure effective organizational planning, and to ensure financial stability of the Charter School.
- c. **Public Meetings.** The Governing Board is subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.*, and any subsequent amendment thereof. The Governing Board shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the Charter School.
- d. **Public Records and Transparency.** The Governing Board is subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent- amendment thereof. Pursuant to O.C.G.A. § 50-18-70(b)(2) the Governing Board shall ensure that all public records that are maintained or received by a private person or entity in the performance of a service or function for or on behalf of the Charter School are available to the public in the same manner and extent as records collected or maintained by the Charter School. The Governing Board shall maintain its adopted policies, budgets, meeting agendas and minutes, financial audits, and annual reports, and shall make such documents available for public inspection. Additionally, to promote transparency, the Charter School shall ensure that the following information, at a minimum, is easily accessible on the Charter School's website:
 - i. Governing Board membership;
 - ii. Governing Board meeting calendar;
 - iii. Meeting agendas for upcoming Governing Board meetings;
 - iv. Meeting minutes for past Governing Board meetings unless the Georgia Open Meetings Act limits their publication;
 - v. Contact information for the most senior school administrator;
 - vi. Any admissions application utilized by the school;
 - vii. Notification of enrollment and admission procedures required by SCSC Rule 691-2-.05, including the date, time, and location of any upcoming enrollment lottery;
 - viii. Annual operating budget or summary thereof as required by O.C.G.A. § 20-2-167.1; and
 - ix. The Charter School's Charter Contract.

ETHOS CLASSICAL CHARTER SCHOOL

- e. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest and compliance with the requirements of O.C.G.A. § 20-2-2084(e). Members of the Governing Board and all individuals employed at the Charter School shall abide by such conflicts of interest policy. Upon request, the Charter School shall provide conflict of interest forms to the SCSC demonstrating that governing board members are in compliance with the conflicts of interest policy.
- f. Public Status. Petitioner assures that the Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. Petitioner further assures that the Charter School shall not be home-based; however, this does not preclude the Charter School from using virtual-based instruction in a remote setting.
- g. Director Compensation. No member of the Governing Board shall receive compensation for his or her service on the Governing Board in excess of reasonable expenses incurred in connection with actual attendance at board meetings or with performance of duties associated therewith.
- h. Governance Training. Each member of the Governing Board shall fulfill all training requirements required by rule and law, including the annual governance training obligation required by O.C.G.A. § 20-2-2084(f) and SCSC Rule 691-2-.03(4). In the Charter School's year prior to opening for students, in any year in which the school voluntarily defers its opening, or in any year its opening is suspended by the SCSC, the Governing Board must receive governance training by the SCSC rather than an alternate provider approved by the SCSC.
- i. Contractual Interference. No party to this Charter may interfere with the legal right(s) and/or obligation(s) of another party to execute the provisions of this Charter.

15. Fiscal Control.

- a. Financial Reporting Requirements. The Charter School shall follow the financial requirements of the Department's Financial Management for Georgia Local Units of Administration Manual, for all funds received by the school. This expressly includes, but is not limited to, developing and adhering to financial policies, preparing and adhering to operating budgets, accounting procedures, managing cash and investments, and segregation of duties and internal controls.. The Charter

ETHOS CLASSICAL CHARTER SCHOOL

School shall submit all information required by the State Accounting Office for inclusion in the State of Georgia Comprehensive Annual Financial Report.

- b. Annual Audit. The Charter School shall have an annual financial audit conducted by an independent certified public accountant licensed in the State of Georgia. The Charter School will submit their annual financial audit to the SCSC by November 1st each year. If the Charter School does not meet standards on the financial or operational sections of the Comprehensive Performance Framework, the SCSC may require the Charter School to utilize an independent certified public accountant selected by the SCSC to perform the annual audit.
- c. Chief Financial Officer. The Charter School shall designate a Chief Financial Officer. The Chief Financial Officer may be a contractor rather than a school employee; however, the SCSC will hold the Charter School accountable for all financial operations of the Charter School. The Chief Financial Officer shall possess the following minimum qualifications:
 - i. A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years' experience in a field related to business or finance; or
 - ii. Documented experience of ten (10) or more years in the field of business and financial management.
- d. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- e. Charter School Program Eligibility. In the event the Charter School seeks grant funds under the Federal Charter School Program, the Charter School must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.
- f. Insurance. Prior to opening, the Charter School shall secure adequate insurance coverage and the Charter School shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia.
- g. Surplus Funds. Any surplus funds remaining at the close of each fiscal year will be used to enhance the Charter School's academic program. Under no circumstances shall any surplus be distributed to the Charter School's employee(s), board member(s), educational service provider or educational management

ETHOS CLASSICAL CHARTER SCHOOL

organization. Nothing in this section shall be construed to prevent the Charter School from setting aside surplus funds in a reserve account or budgeting and awarding performance bonuses as part of their annual operating expenses.

- h. Responsibility for Debts. The Charter School is solely responsible for all debts incurred by the Charter School and its Governing Board. Except as agreed hereto, the SCSC shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services.
- i. Distribution of Funds and Assets. In the event the Charter School ceases operation for any reason, the Charter School and its Governing Board will be responsible for concluding the business and affairs of the Charter School and will cooperate with the SCSC to the extent necessary to provide an orderly return of the students to their local school. Any public surplus remaining at the time the Charter School ceases operation shall be remitted to the SCSC, within thirty (30) days of ceasing operations. Any furniture and equipment purchased with public funds shall be delivered to the SCSC within thirty (30) days of ceasing operations. The SCSC shall not be responsible for the Charter School's unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts at the time it ceases operation
- j. Preference in Contracting. The Charter school shall give preference in contracting and purchasing of services and materials to businesses identified in O.C.G.A. § 20-2-2084(d)(2).
- k. Acquiring Debt. The Charter School shall inform the SCSC Executive Director before acquiring debt with a repayment schedule that exceeds the length of the current charter term, including, but not limited to, monies derived from loans from financial institutions or through the sale of bonds.
- l. Deficit Reduction. If at any time during the charter term the SCSC determines that the Charter School has a negative cash balance or an unrestricted days cash of less than fifteen (15) days, the Charter School may be required to submit a financial risk-avoidance plan, monthly SCSC Fiscal Compliance Template reports and monthly bank statements from all banks utilized by the Charter School. Submission shall be in a form and manner as requested by the SCSC Executive Director. This paragraph shall not be construed to limit any other SCSC authority to require the Charter School to submit additional financial reports not related to deficit reduction.

ETHOS CLASSICAL CHARTER SCHOOL

16. Compliance with Other Laws, Rules, and Regulations. The Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia, and all applicable federal, state, and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed by way of example and not by way of limitation.
- a. Civil Rights, Insurance, Health, Safety, and Conflicting Interests. The Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
 - b. Asbestos Remediation. The Charter School shall comply with the terms of any applicable asbestos remediation plan.
 - c. Unlawful Conduct. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.
 - d. Student Conduct and Discipline. The Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
 - e. State Board Rules. The Charter School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
 - f. Prohibition on Discrimination. The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services, or any other characteristic protected by local, state, or federal law.
 - g. Reporting Requirements. The Charter School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320, and 20-2-740.
 - h. Tuition. The Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
 - i. Brief Period of Quiet Reflection. The Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.

ETHOS CLASSICAL CHARTER SCHOOL

- j. Individual Graduation Plans. The Charter school shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.
 - k. Family Educational Rights and Privacy Act. The Charter School is subject to all provisions of the Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event the Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.
 - l. QBE Formula Earnings. The Charter School acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
 - m. School Nursing Program. The Charter School shall implement a nursing program in accordance with O.C.G.A. § 20-2-771.2.
 - n. Student Fees and Charges. The Charter School shall comply with State Board of Education Rule 160-5-1-.12 to preserve the rights of students regarding payments and fees.
17. Education Service Providers. If the Charter School elects to contract or amend a contract with an Education Service Provider at any point during the term of the Charter, the Charter School shall seek and receive approval of the contract or amendment from the SCSC Executive Director prior to the execution of the contract or amendment.
18. Compliance with the Rules, Practices, Policies, and Procedures of the SCSC. The Charter School shall operate in accordance with the rules, practices, policies, and procedures established by the SCSC under the authority granted by O.C.G.A. §§ 20-2-2080 *et seq.*
19. Employment Matters. Individuals employed at the Charter School shall not be considered employees of the State Board, Department, or the SCSC.
- a. Criminal Record Checks. The Charter School shall adopt criminal record check procedures. The Charter School shall comply with all provisions of O.C.G.A. § 20-2-211.1 relating to fingerprint and criminal record checks for all prospective staff members or any individual that will have substantial contact with students prior to beginning work at the Charter School or having contact with students.

ETHOS CLASSICAL CHARTER SCHOOL

- b. Clearance Certificates. The Charter School shall comply with O.C.G.A. § 20-2-211.1 which requires all teachers, school administrators, and other education personnel employed by a local unit of administration to hold a valid clearance certificate issued by the Georgia Professional Standards Commission (PSC).
- c. Teachers' Retirement System. All qualified teachers at the Charter School shall be members of the Teachers Retirement System of Georgia ("TRS") and subject to its requirements. The Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements. For the purposes of this subparagraph, the term "teacher" shall have the definition provided in O.C.G.A. § 47-3-1.
- d. Employment Preference. The Charter School shall comply with O.C.G.A. § 20-2-2084(d)(1) regarding employment preference. The Charter School shall maintain and provide the SCSC, upon request, documentation to support the Charter School's compliance with O.C.G.A. § 20-2-2084(d)(1), including, but not limited to, all advertisements for open positions, resumes received by the Charter School, and records of interviews conducted by the Charter School. The Charter School shall not use third-party contractors to circumvent the requirements of this subparagraph.
- e. Performance Evaluation System. The Charter School shall utilize the performance evaluation system adopted by the State Board pursuant to O.C.G.A. § 20-2-210 for all personnel for which it is required by rule or law, including personnel employed by an educational management organization or other educational service provider. At least two individuals employed by the Charter School shall be credentialed to administer the teacher evaluation system. At least two (2) individuals employed by the Charter School or on the Charter School Governing Board shall be credentialed to administer the leader evaluation system. The Charter School may not delegate the evaluation of its School Leader to any individual or entity who is not a member of the Charter School Governing Board.
- f. School Personnel. Teachers and other instructional staff and faculty must be employees of the Governing Board and may not be employed by an Educational Service Provider or other entity affiliated with an Educational Service Provider. The School Leader may be employed by an Educational Service Provider only if the Governing Board retains the authority to select and dismiss that individual from service at the Charter School. Non-instructional staff, such as the Chief Financial Officer, business manager, bookkeeper, maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain responsible and accountable for all operations, compliance, and performance of any and all selected contractors. The Governing Board shall ensure that the School Leader establishes a regular and ongoing

ETHOS CLASSICAL CHARTER SCHOOL

physical presence in the school that allows the individual to oversee daily operations.

20. Record Inspection. Subject to state and federal laws, the State Board, the Department and their agents, the SCSC and their agents and the State Auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School. Any records maintained by a vendor for the services it performs on behalf of the Charter School that relate to school-level operations (such as personnel and financial records) shall be available for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this paragraph.
21. Record Retention. In the event of closure, the Charter School shall ensure the maintenance and retention of appropriate records and shall provide for such maintenance and retention at the school's expense . The Charter School shall adopt a records retention policy that aligns with the requirements of SBOE Rule 160-5-1-.14 "Transfer of Student Records" and accompanying Guidance. Neither the Department nor the SCSC shall be required to assume possession of school-level records. Failure to comply with or appropriately delegate this duty may be considered a breach of contract. Upon exhaustion of applicable retention schedules and upon request from the Charter School or its authorized representative, the SCSC may facilitate coordination for the transfer of remaining permanent records to the Georgia Archives.
22. Facilities.
 - a. Approval of Site and/or Facility. The Charter School shall obtain proper approval in accordance with SCSC Rule 691-2-.06 for all sites and/or facilities prior to committing to any certificate of lease or ownership, prior to commencing any construction and prior to student occupation. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the site or facility selection and development process, the SCSC will continue to hold the Charter School accountable for adhering to the requirements for site and facility approval. The Charter School shall not add or change facilities without approval from both the SCSC Executive Director and Georgia Department of Education's Facilities Services Division. The Charter School shall contact the Georgia Department of Education's Facilities Services Division regarding the following:
 - i. Site Approval. The Charter School shall contact the Facilities Services Division to obtain site approval as soon as practicable. Failure to provide

ETHOS CLASSICAL CHARTER SCHOOL

at least a six (6) months' notice to the Facilities Services Division prior to the proposed site's occupation may delay the Charter School's opening date. Once site approval has been granted, the Charter School will be issued a site code. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to site approval.

- ii. Architectural Review. The Charter School shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter School during the charter term. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to architectural review.
 - iii. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. The Charter School shall contact the Department and make a request for a school code. The Charter School shall properly obtain a school code prior to occupancy of the site and/or facility.
- b. Prior to opening the Charter School and prior to students occupying any proposed facility, including new facilities to be occupied during the charter term, the Charter School shall obtain and submit the following documents to the SCSC:
- i. Documentation of Ownership or Lease Agreement. The Charter School shall obtain documentation of ownership or the lease agreement for the facility that will house the Charter School.
 - ii. Certificate of Occupancy. The Charter School shall obtain a Certificate of Occupancy for the facility in which the Charter School shall be located.
 - iii. Emergency Safety Plan. The Charter School shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the local emergency management agency that oversees the area in which the school is located.
23. Transportation. To the extent the Charter School offers a transportation program for its students, the Charter School shall ensure that the program complies with all applicable laws governing transportation of students.

ETHOS CLASSICAL CHARTER SCHOOL

24. Food Services. To the extent the Charter School offers a food service program, the Charter School shall ensure that the program complies with all applicable laws governing food service for students.
25. Projected Enrollment. For the purpose of funding students enrolled in the Charter School in the first year of the Charter School's operation and each year the Charter School offers a new grade level, the Charter School may be required to provide the SCSC a projected student enrollment count that includes prospective student names, Georgia Testing Identifier (GTID), if available, and any other information as requested by the SCSC. The Charter School shall provide this information by the deadline established by the SCSC and in the form and manner as requested by the SCSC. The information provided by the Charter School pursuant to this paragraph may be verified by the SCSC through an onsite visit or by other means.
26. Data Collection. The Charter School assumes sole responsibility for the collection and transmission of data in accordance with established Georgia Department of Education requirements and timelines. The Charter School shall utilize a Student Information System that is compatible with the system utilized by the Georgia Department of Education. The Charter School shall send at least one representative to the annual Data Collections Conference held by the Georgia Department of Education each year of the Charter School's charter term.
27. Termination of Charter.
 - a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068, any applicable rule of the State Board, or SCSC Rule 691-2-.04.
 - b. Grounds for Termination. The Charter School acknowledges that this Charter may be terminated for any reason set forth in law or any applicable rule of the State Board or SCSC, which includes, but are not limited to:
 - i. The Charter School's failure to comply with any material provision set forth in this Charter, provided that they shall be notified by certified mail and be given thirty (30) days from receipt of notice to cure the breach. The nature and outcome of the breach shall be memorialized and maintained by the SCSC in accordance with applicable record retention schedules;

ETHOS CLASSICAL CHARTER SCHOOL

- ii. The Charter School's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - iii. The Charter School's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
 - iv. The Charter School's failure to meet generally accepted standards of fiscal management;
 - v. The Charter School's violation of applicable federal, state, or local laws, or court orders;
 - vi. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;
 - vii. The Charter School's failure to comply with any provision of the Charter Schools Act; or
 - viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger.
28. **School Closure**. In the event the school ceases operations, either through non-renewal, early termination, voluntary closure, or other means, the school must, at minimum, take the following actions:
- a. **Student Transition Plan**. The Charter School shall create a transition plan to facilitate its students' transition to other educational institutions. The transition plan shall outline a variety of educational options students may be eligible to attend including traditional public schools, locally-approved charter schools, state charter schools, and private educational options. The transition plan shall include protocols to ensure the appropriate transfer of student records. The Charter School shall provide the transition plan to the SCSC and parents of enrolled students within fourteen (14) calendar days of its decision to cease operations or the SCSC's decision to terminate or non-renew the school's charter contract;
 - b. **School Website**. The Charter School shall maintain the website of the Charter School for a minimum of six (6) months from the date education operations cease.

ETHOS CLASSICAL CHARTER SCHOOL

For the purposes of this paragraph, education operations mean any period during which instruction is provided by the Charter School to enrolled students. At minimum, the website shall include contact information and instructions regarding requests for student and employee records;

- c. Notification. The Charter School shall make reasonable efforts to inform stakeholders of the school's closure, including the staff and parents, general public, appropriate local districts, and creditors;
- d. Closure Monitor. The SCSC Executive Director will appoint an individual to monitor the closure activities of Charter School ("Closure Monitor") within fourteen (14) calendar days of its decision to cease operations or the SCSC's decision to terminate or non-renew the school's charter contract. The SCSC shall be responsible for all costs and expenses of the Closure Monitor;
- e. Duties of Closure Monitor. The Charter School shall remain responsible for fulfilling all legal and contractual duties, including those arising from this Charter. The role of the Closure Monitor shall be to review the Charter School's actions to conclude its financial affairs, settlement of accounts, disposition of assets, return of surplus to the SCSC, and provision for maintaining student, employee, and school in accordance with applicable retention schedules beyond the operation of the school. The Closure Monitor shall notify the SCSC of any action taken by the Charter School that is inconsistent with the school's legal or contractual obligations. The Charter School shall allow the Closure Monitor access to all records, reports, documents, and files pertaining to any activity or program of the Charter School;
- f. Closure Process. The Charter School shall align closure activities to the SCSC Closure Guide in a form and manner as requested by the SCSC to ensure orderly closure of the Charter School; and
- g. Surety. The Charter School shall maintain a surety bond throughout the entirety of its charter term and six months following the conclusion of the charter term to assure the faithful performance of the duties of the school and its employees, including the fulfillment of Charter School's obligations in closing the financial affairs in the event the school ceases operation. The bond shall be in an amount no less than \$100,000 to be payable to the State of Georgia through the State Charter Schools Commission. The bond shall be furnished by a company authorized to do business in Georgia. The provisions of this subsection shall not be interpreted to

ETHOS CLASSICAL CHARTER SCHOOL

preclude Charter School from obtaining liability insurance coverage or surety or fidelity bonds in addition to or in excess of the requirements of this section.

29. Pre-Opening Suspension.

- a. Demonstration of Adequate Preparation. The Charter School shall demonstrate its preparation for operations through the significant progress in completing the SCSC Pre-Opening Checklist in a form and manner as requested by the SCSC. If the Charter School fails to demonstrate significant progress in completing the SCSC Pre-Opening Checklist by the time in which the SCSC determines the school will be unable to meet its obligations under this Charter upon serving students, the SCSC may suspend the opening of the Charter School until a time after the Charter School demonstrates its ability to meet its obligations under this Charter. The determination of the Charter School's significant progress in completing the SCSC Pre-Opening Checklist and the school's ability to meet its obligations under this Charter shall be in the sole discretion of the SCSC.
- b. Violation of Law or Contract. In the event the Charter School fails to comply with applicable law or any material provision set forth in this Charter, including, but not limited to, facilities requirements outlined in Section 21, or enrollment requirements outlined in Sections 3, 6, and 24, the SCSC may suspend the opening of the Charter School until a time after all requirements have been fulfilled by the Charter School as determined by the SCSC. The determination of the Charter School's violation of applicable law or any material provision set forth in this Charter shall be in the sole discretion of the SCSC.
- c. Any pre-opening suspension imposed under this Section shall not result in an extension of the charter term set forth above in Section 2.

30. Renewal, Non-Renewal, and Probationary Term.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying SCSC Rule. The parties recognize that the renewal process will commence prior to the conclusion of the final year of the charter term and, as a result, the SCSC renewal decision will likely not include student achievement and school operational data from the final year of the charter term.

ETHOS CLASSICAL CHARTER SCHOOL

- b. Non-Renewal. Any grounds for termination stated in Section 25b above also may be grounds for non-renewal. In addition, the SCSC may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies, and procedures promulgated in accordance with the Charter Schools Act or if the SCSC deems that the Charter School has not sufficiently increased student achievement or is no longer in the public interest notwithstanding the Charter School's performance on the SCSC Comprehensive Performance Framework.
 - c. Probationary Term. In the event the SCSC determines that the Charter School has failed to comply with any provision of this Charter, the SCSC may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the SCSC.
- 31. Temporary Extension. At the discretion of the SCSC, this Charter may be extended for a grace period not exceeding sixty (60) days.
- 32. Amendments to the Charter. Any material term of this Charter, to be determined by the SCSC, may be amended in writing upon the approval of the SCSC and a majority of the Governing Board of the Charter School. Any proposed amendment shall be made in accordance with SCSC Rule.
- 33. Administrative Clarifications. Any clarification to a non-material term of this Charter, as determined by the SCSC, shall be submitted in writing to the SCSC for review. Any non-material term of this Charter may be clarified upon in writing by SCSC staff.
- 34. Indemnification.
 - a. The Charter School agrees to indemnify, defend and hold harmless the Department, the SCSC, and the State Board, their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the Charter School's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of Indemnitee owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence

ETHOS CLASSICAL CHARTER SCHOOL

whether active, passive or imputed, of the Charter School, their employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to their performance of this Charter regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

- b. The Charter School shall be excused from their indemnification obligations above:
 - (a) If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of the Indemnitee seeking indemnification;
 - or (b) If the Indemnitee fails to (i) provide written notice of the third party claim or suit within a reasonable time, (ii) cooperate with reasonable requests of the Charter School related to the indemnification; or (iii) assist the Charter School with the defense of such claim or suit.
 - c. The Charter School's obligations to indemnify any Indemnitee shall survive the completion, expiration, or termination of this Agreement for any reason.
35. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the State Board, Department, or SCSC except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the State Board, Department or SCSC to any third party.
36. Delegation. The Charter School acknowledges and agrees that the functions and powers provided for in this charter may be exercised only by the Charter School and may not be delegated to a third party without written agreement by the parties.
37. Assignment. This Charter shall not be assigned or transferred by the Charter School unless consented to in writing by the SCSC.
38. Third-Party Beneficiaries. There are no third-party beneficiaries to this Charter. The Charter School's staff, students, parents, or related organizations are not beneficiaries to this Charter.
39. Application of Amended Law. This Charter is subject to applicable federal and state laws, rules and regulations and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
40. Non-Waiver. No waiver of any breach of this Charter shall be held as waiver of any other or subsequent breach.

ETHOS CLASSICAL CHARTER SCHOOL

- 41. Severability. If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.

- 42. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*

- 43. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. §§ 20-2-2060 *et seq.* and §§ 20-2-2080 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton County.

- 44. Entire Agreement. This Charter sets forth the entire agreement between the Petitioner, and the SCSC with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Petitioner and the SCSC are superseded by this Charter. The Charter shall not preclude the Charter School from entering into or maintaining any agreement with the Local Board provided no such agreement supersedes, overrides or conflicts with any provision of this Charter. The petition submitted to the SCSC serves only as the formal application for the Charter School and does not constitute a contract between the SCSC and the Petitioner. This Charter supersedes and overrides any provisions contained in the petition that conflict with this Charter.

[Redacted Signature]

Chairperson,
STATE CHARTER SCHOOLS COMMISSION

9/27/18

(Date)

[Redacted Signature]

Governing Board President,
ETHOS CLASSICAL, INC.

9/4/2018

(Date)

Exhibit A



COMPREHENSIVE PERFORMANCE FRAMEWORK *for State Charter School Evaluation*

Section I: Academic Performance

Indicator 1: State and Federal Accountability Systems	2
Indicator 2: Student Achievement and Student Growth	3
Second Look Criteria: CCRPI Single Score, Value-Added Impact, or Beating The Odds	4
Overall Determination of Academic Compliance.	5

Section II: Financial Performance

Indicator 1: Near-Term Measures.	6
Indicator 2: Sustainability Measures	7
Overall Determination of Financial Compliance	7

Section III: Operational Performance

Indicator 1: Educational Program Compliance.	8
Indicator 2: Financial Oversight.	9
Indicator 3: Governance.	10
Indicator 4: Students and Employees	11
Indicator 5: School Environment.	13
Indicator 6: Additional and Continuing Obligations.	15
Overall Determination of Operational Compliance	15

Appendix: Data Sources Compiled	16
---	----

SECTION I: ACADEMIC PERFORMANCE

A state charter school can meet annual SCSC academic accountability standards by fulfilling state and federal accountability requirements and by outperforming the district(s) it serves in terms of overall academic achievement OR student progress.

Explanatory Notes (indicated by superscript designations) are included at the end of Section I.

Section I, Indicator 1: State and Federal Accountability Systems

All state charter schools must meet federal accountability standards. Specifically, state charter schools must meet state performance targets and perform above the level that would place it on the “priority” or “focus” schools list.

Measure 1a, State Performance Targets (SPTs) Is school meeting targets set forth by state and federal accountability systems?	<u>Points Available</u>
<i>Meets Standard:</i> <ul style="list-style-type: none"> School met 100 percent of the State Performance Targets (SPTs) set by the state. 	2
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> School did not meet 100 percent of the State Performance Targets (SPTs) set by the state. 	0
Measure 1b, State Designations Is school meeting state designation expectations as set forth by state and federal accountability systems?	<u>Points Available</u>
<i>Exceeds Standard:</i> <ul style="list-style-type: none"> School was identified as a “Reward” school 	2
<i>Meets Standard:</i> <ul style="list-style-type: none"> School does not have a designation 	1
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> School was identified as a “Focus” or “Priority” school 	0

Total Points Available—Section I, Indicator 1: 4 points

Section I, Indicator 2: Student Achievement and Student Growth

All state charter schools must demonstrate their ability to positively impact students' academic proficiency while also prioritizing the academic growth of their students. Specifically, state charter schools must perform above the level of the district(s) they serve as measured by CCRPI "achievement" scores or by CCRPI "progress" measures.

Measure 1, Academic Achievement	Points Available
Is the school annually outperforming the district(s) it serves (as measured by grade-band CCRPI achievement scores)?	
<p>Meets Standard:</p> <ul style="list-style-type: none"> The charter school earned a higher "achievement" score on the CCRPI than the district(s) included in its attendance zone in all grade bands served (elementary, middle, and/or high school). 	96
<p>Approaches Standard:</p> <ul style="list-style-type: none"> The charter school earned a CCRPI "achievement" score that is the same as or higher than the district(s) it serves in at least one—but not all—of the grade bands served (elementary, middle, and/or high school). 	60
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> The charter school earned a lower "achievement" score on the CCRPI than the district(s) included in its attendance zone in all of the grade bands served (elementary, middle, and/or high school). 	0

OR¹

(if the school did not outperform its comparison district as measured by grade-band CCRPI achievement scores)

Measure 2, Growth of All Students	Points Available
Are students in the state charter school annually demonstrating typical/high academic growth compared to their academic peers enrolled in the traditional schools (as measured by grade-band CCRPI progress scores)?	
<p>Meets Standard:</p> <ul style="list-style-type: none"> The charter school earned a higher "student progress" score on the CCRPI than the district(s) included in its attendance zone in all grade bands served (elementary, middle, and/or high school) OR in all grade bands in which the school did not earn a higher CCRPI "achievement" score. 	96
<p>Approaches Standard:</p> <ul style="list-style-type: none"> The charter school earned a CCRPI "student progress" score that is the same as or higher than the district(s) it serves in at least one—but not all—of the grade bands served (elementary, middle, and/or high school). 	60
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> The charter school earned a lower "student progress" score on the CCRPI than the district(s) included in its attendance zone earned in all the grade bands served (elementary, middle, and/or high school). 	0

Total Points Available—Section I, Indicator 2: 96 points

Section I: Second Look Criteria²

In any year of the charter term, a state charter school may satisfy academic accountability requirements by meeting standards presented in Section I, Indicators 1 - 2 **OR** by meeting **ANY** of the following criteria:

<p>Second Look, Part A, CCRPI Single Score³ Is the school outperforming the district(s) it serves as measured by overall achievement (as measured by CCRPI Single Score)?</p>	<p><u>Points Available</u></p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The charter school earns an overall CCRPI (single) score that is higher than that of the district(s) it serves. 	<p>96</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The charter school earns an overall CCRPI (single) score that is the same as or lower than that of the district(s) it serves. 	<p>0</p>
<p>Second Look, Part B, Value-Added Impact Score Is the school annually outperforming the district(s) it serves as measured by value-added impact on student achievement (school level impact)?</p>	<p><u>Points Available</u></p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The charter school earns an “impact score” on the SCSC Value-Add Performance Analysis that is higher than that of the district(s) it serves in all relevant grade bands. (For ex: a K-12 school would need to receive an impact score that is higher than the district(s) it serves in elementary grades, middle grades, and the majority of high school EOCs it administers). 	<p>96</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The charter school earns an “impact score” on the SCSC Value-Add Performance Analysis that is the same as or lower than that of the district(s) it serves in at least one grade band served (elementary, middle, and or the majority of high school EOCs it administers). 	<p>0</p>
<p>Second Look, Part C, Beating The Odds Determination Is the school “beating the odds” as determined by the Georgia Department of Education?</p>	<p><u>Points Available</u></p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The charter school is designated as “beating the odds.” 	<p>96</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The charter school is not designated as “beating the odds.” 	<p>0</p>

Total Points Available—Section I, Second Look: 96 points

SECTION I: OVERALL DETERMINATION OF COMPLIANCE

As measured by the indicators and measures set forth in this section, is the school meeting academic performance standards?

70-100 pts.	Meets Academic Performance Standards
50-69 pts.	Does Not Meet Performance Standards
0-49 pts.	Falls Far Below Academic Performance Standards

EXPLANATORY NOTES: SECTION I

Section I, Indicator 2

¹Points earned in Indicator 2, Measure 1 for Student Achievement may not be combined with points earned in Indicator 2, Measure 2 for Student Growth.

Section I, Second Look

²Points earned in Section 1, Indicators 1-2 will not be combined with points earned in Section I, Second Look.

³For schools that do not serve all three grade bands, the school's CCRPI single score (as utilized in Section I, Second Look, Part A) will be compared to a recalculated district score that is weighted with only the grade bands the school serves.

SECTION II: FINANCIAL PERFORMANCE

Section II, Indicator 1: Near-Term Measures

Near-term financial measures are used to calculate a charter school's ability to cover its short term (less than 1 year) financial obligations.

Measure 1a, Current Ratio (Working Capital Ratio): Current assets divided by current liabilities	Points Available
Does the school have the ability to cover short-term financial obligations?	
<i>Exceeds Standard:</i>	
<ul style="list-style-type: none"> Current Ratio is greater than 3.0 	20
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> Current Ratio is between 1.0 and 3.0 and the one-year trend is positive (current year ratio is higher than previous year's) 	15
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> Current Ratio is between 0.9 and 1.0 or equal to 1.0 OR Current Ratio is between 1.0 and 3.0 and one-year trend is negative 	10
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> Current Ratio is less than or equal to 0.9 	0
Measure 1b, Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)	Points Available
Does the school maintain an appropriate balance of cash on hand?	
<i>Exceeds Standard:</i>	
<ul style="list-style-type: none"> Days Cash greater than 75 days 	20
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> Between 45 and 75 Days Cash and one-year trend is positive 	15
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> Days Cash is between 15 and 45 days OR Days Cash is between 45 and 75 days and one-year trend is negative 	10
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> Less than 15 Days Cash 	0
Measure 1c, Enrollment Variance: $[\text{Actual Enrollment during the October FTE Count}(\text{fiscal year } x) - \text{school enrollment projection}(\text{fiscal year } X)] / \text{school enrollment projection}(\text{fiscal year } X)$	Points Available
Is the school able to project enrollment in a way that enables them to adequately budget?	
<i>Exceeds Standard:</i>	
<ul style="list-style-type: none"> Enrollment Variance equals less than 2 percent 	10
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> Enrollment Variance is between 2 and 8 percent 	5
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> Enrollment Variance is greater than 8 percent 	0
Measure 1d, Default	Points Available
Is the school repaying debts in a timely manner?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments OR School does not have any outstanding debt 	10
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> School is in default of loan covenant(s) and/or is delinquent with debt service payments 	0

Total Points Available—Section II, Indicator 1: 60 points

Section II, Indicator 2: Sustainability Measures

Sustainability measures are used to determine a charter school’s ability to cover long term obligations as well as their ability to effectively control cost.

Measure 2a, Efficiency Margin: Change in Net Assets divided by Total Revenues Does the school manage costs appropriately?	Points Available
<i>Exceeds Standard:</i> • Aggregated Three-Year Efficiency Margin is 10 percent or greater	20
<i>Meets Standard:</i> • Aggregated Three-Year Efficiency Margin is between 0 and 10 percent	15
<i>Approaches Standard:</i> • Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent	10
<i>Does Not Meet Standard:</i> • Aggregated Three-Year Efficiency Margin is less than -10 percent	0
Measure 2b, Debt to Asset Ratio: Total Liabilities divided by Total Assets Does the school maintain an appropriate balance between assets and liabilities over time?	Points Available
<i>Exceeds Standard:</i> • Debt to Asset Ratio is less than 25 percent	20
<i>Meets Standard:</i> • Debt to Asset Ratio is between 25 and 94.99 percent	15
<i>Approaches Standard:</i> • Debt to Asset Ratio is between 95 and 100 percent	10
<i>Does Not Meet Standard:</i> • Debt to Asset Ratio is greater than 100 percent	0

Total Points Available—Indicator 2: 40 points

SECTION II: DETERMINATION OF COMPLIANCE

As measured by the indicators and measures, is the school meeting financial performance standards?

100 pts.	Exceeds Financial Performance Standards
75-99 pts.	Meets Financial Performance Standards
50-74 pts.	Does Not Meet Performance Standards
0-49 pts.	Falls Far Below Performance Standards

SECTION III: OPERATIONAL PERFORMANCE

Section III, Indicator 1: Educational Program Compliance

A charter school's overall purpose is to provide its students a quality and innovative educational program. Schools must adhere to the educational program identified in its charter contract that was awarded on the basis of the program outlined in its petition.

Measure 1a, Essential or Innovative Features	<u>Points Available</u>
Is the school implementing all essential or innovative features of its program as defined in its current charter contract?	
<i>Meets Standard:</i>	5
<ul style="list-style-type: none"> • The school implemented all essential or innovative features of its education and operational program as defined in the charter contract in all material respects. 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> • The school fails to implement all essential or innovative features of its education and operational program as defined in the charter contract in all material respects. 	
Measure 1b, Mission-Specific Goals (BONUS*)	<u>Points Available</u>
Is the school's curricular and educational program aligned with its stated mission as evidence through the attainment of mission-specific goals?	
<i>Meets Standard:</i>	5
<ul style="list-style-type: none"> • The school meets all mission-specific goals included in its charter contract. 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> • The school fails to meet at least one mission-specific goal included in its charter contract. 	
Measure 1c, Education Requirements	<u>Points Available</u>
Is the school complying with applicable education requirements?	
<i>Meets Standard:</i>	5
<ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to education requirements, including, but not limited to: <ul style="list-style-type: none"> ○ Providing all federally and state mandated programs; ○ Adhering to graduation requirements; ○ Implementing state-adopted content standards; and ○ Administering state assessments in the manner required by law and rule. 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of the charter contract relating to education requirements. 	
Measure 1d, Data Reporting	<u>Points Available</u>
Is the school complying with reporting requirements?	
<i>Meets Standard:</i>	5
<ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities, including but not limited to: <ul style="list-style-type: none"> ○ QBE/FTE Data Reporting; ○ Personnel Reporting; ○ Student Record Reporting; ○ CCRPI Data Reporting; ○ Special Education Data Reporting; and ○ Required Data Surveys 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities. 	

Total Points Available—Section III, Indicator 1: 15 points

*Schools will earn 5 additional bonus points for meeting mission-specific goals. Bonus points cannot be utilized to increase an overall score above 100.

Section III, Indicator 2: Financial Oversight

Charter schools must be faithful stewards of public funding and must adhere to stringent standards in the management of its assets. Failure to do so is one of the leading causes of charter school closure.

Measure 2a, Financial Reporting Is the school meeting financial reporting and compliance timeline and form requirements?	Points Available
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to financial reporting requirements, including, but not limited to: <ul style="list-style-type: none"> ○ Complete and on-time submission of financial reports, such as its annual budgets, revised budgets, and DE 046, in the manner prescribed by GaDOE or the SCSC; ○ Timely periodic financial reports as required by the SCSC, GaDOE, or other state agency; ○ On-time submission and completion of its annual independent audit by October 1st; ○ Complete and on-time submission of program budgets (Title I, IDEA, and grant budgets) 	6
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financials reporting requirements. 	0
Measure 2b, Adherence to GAAP Standards Is the school following Generally Accepted Accounting Principles (GAAP)?	Points Available
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit that includes: <ul style="list-style-type: none"> ○ An unqualified audit opinion; ○ An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; ○ An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; ○ No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight. 	5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit. 	0

Total Points Available—Section III, Indicator 2: 11 points

Section III, Indicator 3: Governance

A charter school's governing board must provide adequate oversight of school management and operations to ensure that the school is fulfilling its duties to students, employees, parents, and the general public.

Measure 3a, General Governance		Points Available
Is the school complying with all applicable general governance requirements?		
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to governance by its board, including but not limited to: <ul style="list-style-type: none"> ○ Board policies; ○ Board bylaws; ○ Code of ethics; ○ Conflicts of interest; ○ Board composition and/or membership laws and rules; and ○ Restrictions on compensation 		5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its board. 		0
Measure 3b, Open Governance		Points Available
Is the school complying with all applicable open governance requirements?		
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the Georgia Open Meetings Act and open records requirements. 		5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and open records requirements. 		0
Measure 3c, Governance Training		Points Available
Is the school complying with all applicable governance training requirements?		
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school takes action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f). 		5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to take action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f). 		0
Measure 3d, Holding Management Accountable		Points Available
Is the school holding management and contractors accountable?		
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to oversight of school management and contractors, including, but not limited to: <ul style="list-style-type: none"> ○ Implementation of the Teacher and Leader Keys Effectiveness Systems; ○ Remedial action regarding employees not meeting expectations; and ○ Actions to enforce contractual provisions or terminate the contract of noncompliant educational service providers or other contractors. 		5
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to oversight of school management and contractors. 		0

Total Points Available—Section III, Indicator 3: 20 points

Section III, Indicator 4: Students and Employees

Parents entrust schools with the education and welfare of their children, and the school must afford those children the appropriate rights and care. The school must respect its employees and ensure that they are duly qualified to further the education and welfare of students.

<p>Measure 4a, Rights of All Students Is the school protecting the rights of all students?</p>	<p>Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to the rights of students, including but not limited to: <ul style="list-style-type: none"> ○ Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment); ○ The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law); ○ Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and ○ Conduct of discipline (discipline hearings and suspension and expulsion policies and practices). 	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students. 	<p>0</p>
<p>Measure 4b, Rights of Students with Disabilities Is the school protecting the rights of students with disabilities?</p>	<p>Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school complies with all applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: <ul style="list-style-type: none"> ○ Identification and referral of students who may have a disability; ○ Operational compliance regarding the academic program, assessments, and all other aspects of the school's program and responsibilities; ○ Discipline, including due process protections, manifestation determinations, and behavioral intervention plans; ○ Appropriately implementing student Individualized Education Programs and Section 504 plans; and ○ Ensuring appropriate access to the school's facilities and programs to students and parents. 	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability. 	<p>0</p>
<p>Measure 4c, Rights of Students who are English Learners (ELs) Is the school protecting the rights of English Learners (ELs)?</p>	<p>Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract (including Title III of the Elementary and Secondary Education Act (ESEA) and U.S. Department of Education authorities) relating to EL requirements, including but not limited to: <ul style="list-style-type: none"> ○ Required policies related to the service of EL students; ○ Proper steps for identification of students in need of EL services; ○ Appropriate and equitable delivery of services to identified students; ○ Appropriate accommodations on assessments; ○ Exiting of students from EL services; and ○ Ongoing monitoring of exited students. 	<p>4</p>

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements. 	0
<p>Measure 4d, Employee Qualifications</p> <p>Is the school meeting teacher and other employee qualification requirements?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school complies with all applicable laws, rules, regulations, and provisions of its charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to employee qualification requirements. 	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to employee qualification requirements. 	0
<p>Measure 4e, Employee Rights</p> <p>Is the school respecting employee rights?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, and employee termination. 	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, and employee termination. 	0
<p>Measure 4f, Criminal Records Checks</p> <p>Is the school completing required criminal records checks of its employees?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to conducting criminal records checks of its employees and all other required individuals. 	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to conducting criminal records checks of its employees and all other required individuals. 	0

Total Points Available—Section III, Indicator 4: 24 points

Section III, Indicator 5: School Environment

A safe and healthy school environment is critical to creating a conducive learning environment and protecting the well-being of students and employees.

<p>Measure 5a, Facility Is the school complying with facilities requirements?</p>	<p>Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to the school's facilities including but not limited to: <ul style="list-style-type: none"> ○ Fire inspections and related records; ○ Viable certificate of occupancy; ○ Documentation of requisite insurance coverage; ○ Approval from GaDOE regarding initial site selection and facility requirements; and ○ Subsequent approvals as necessary from GaDOE regarding facility maintenance, expansion, or other facility changes. 	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the school's facilities. 	<p>0</p>
<p>Measure 5b, Student Retention Is the school maintaining a safe and secure school environment as measured by the school's student churn rate?</p>	<p>Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school's student churn rate for the year is less than or equal to 20%. If one of the school's Essential or Innovative Features to educate students in a completely virtual program, the school will meet this standard if the school's student churn rate is less than or equal to 35%. If one of the school's Essential or Innovative Features is to serve students who have dropped out of high school or are at risk of dropping out of high school, the school will meet this standard if the school's student churn rate is less than or equal to 90%. The student churn rate equals the number of student entries and exits between October and May divided by the total number of students in the school in October. 	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school's student churn rate exceeds the acceptable threshold for the school's program. 	<p>0</p>
<p>Measure 5c, Health and Safety Is the school complying with health and safety requirements?</p>	<p>Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The School complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to safety and the protection of student and employee health, including, but not limited to: <ul style="list-style-type: none"> ○ Annual health assessments of students; ○ Diabetes Medical Management Plans; ○ Access to auto-injectable epinephrine and automated external defibrillators as appropriate; ○ Scoliosis screening; and ○ A physically safe and secure environment. 	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health. 	<p>0</p>
<p>Measure 5d, Support Services Is the school complying with nursing, food service, and transportation requirements?</p>	<p>Points Available</p>

<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to the provision nursing program requirements, food service (if provided) and transportation (if provided), including, but not limited to: <ul style="list-style-type: none"> ○ School Health Nurse Program; ○ The National School Lunch Program, School Breakfast Program, and/or After-school Snack Program, including nutritional and reimbursement requirements thereof, if food service is provided; and ○ School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines. 	4
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the provision nursing program requirements, food service (if provided) or transportation (if provided). 	0
<p><u>Measure 5e, Information, Data, and Communication</u> Is the school maintaining student and employee information and data securely and communicating with stakeholders appropriately?</p>	<u>Points Available</u>
<p>Meets Standard:</p> <ul style="list-style-type: none"> • The school complies with all applicable laws, rules, regulations, provisions of its charter contract, governing board policies, and SCSC directives relating to the handling of information and stakeholder communication, including but not limited to: <ul style="list-style-type: none"> ○ Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; ○ Transferring of student records; ○ Confidentiality of personnel records not subject to open records requirements; and ○ Communicating with parents and other stakeholders in a timely manner. 	4
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> • The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to the handling of information and stakeholder communication. 	0

Total Points Available—Section III, Indicator 5: 20 points

Section III, Indicator 6: Additional and Continuing Obligations

A charter school must faithfully fulfill all its obligations and quickly remedy any instance of noncompliance.

<u>Measure 6a, Additional Obligations</u>	<u>Points Available</u>
<p>Is the school complying with all other obligations?</p> <p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complies with all other legal, statutory, regulatory, or contractual requirements, including those contained in its charter contract, that are not otherwise explicitly addressed in these Operational Performance Standards, including but not limited to requirements from the following sources: <ul style="list-style-type: none"> ○ Revisions to state charter law; ○ Consent decrees; ○ Intervention requirements by the authorizer; and ○ Requirements by other entities to which the charter school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.) 	5
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards. 	0
<u>Measure 6b, Continuing Obligations</u>	<u>Points Available</u>
<p>Is the school remedying noncompliance after proper notification?</p> <p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school corrects noncompliance with legal, statutory, regulatory, contractual requirements, or SCSC directives after notification from the SCSC of noncompliance or the school has no matters of material noncompliance for which it received notification from the SCSC. 	5
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school fails to correct at least one matter of noncompliance with legal, statutory, regulatory, contractual requirements, or SCSC directives after notification from the SCSC of noncompliance. 	0

Total Points Available—Section III, Indicator 6: 10 points

Section III: OVERALL DETERMINATION OF COMPLIANCE

As measured by the indicators and measures, is the school meeting operational performance standards?

80-100 pts.	Meets Operational Performance Standards
50-79 pts.	Does Not Meet Operational Performance Standards
0-49 pts.	Falls Far Below Operational Performance Standards

Appendix: Data Sources Compiled

Academic Performance:

Indicator	Data Source
1. State and Federal Accountability Systems	GaDOE: Priority, Focus, Alert, and Reward School Lists
2. Student Achievement	GaDOE: CCRPI Achievement Sub-Score
3. Student Progress	GaDOE: CCRPI Progress Sub-Score
4. Second-Look	GaDOE: CCRPI Single Score SCSC: Value-Added Impact Score GaDOE: Beating the Odds designation

Financial Performance:

Indicator	Data Source
1. Near-Term Measures	School Audit Report: Governmental Funds-Balance Sheet School Audit Report: Statement of Revenues, Expenditures, and Changes in Fund Balance SCSC Annual Enrollment Projection Form GADOE: Data Collections, Student Enrollment by Grade Level School Audit Report: Notes
2. Sustainability Measures, Measure 2a, Efficiency Margin	School Audit Report: Statement of Activities/Change in Net Position School Audit Report: Statement of Net Position

Operational Performance:

Indicator	Data Source
1. Educational Program Compliance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
2. Financial Oversight	GaDOE: Charter School Annual Report, SEA Program Monitoring, Financial Reports SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
3. Governance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
4. Students and Employees	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
5. School Environment	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
6. Additional and Continuing Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report

CHARTER AMENDMENT FOR ETHOS CLASSICAL CHARTER SCHOOL

This amendment to the charter for Ethos Classical Charter School (“Amendment”) is entered into by and between Ethos Classical, Inc. (“Petitioner”) and the State Charter Schools Commission of Georgia (“SCSC”) to amend the charter for Ethos Classical Charter School as follows:

WHEREAS, Petitioner and the SCSC entered into a charter contract on or about September 27, 2018, for the operation of Ethos Classical Charter School (the “Charter Contract”);

WHEREAS, the Petitioner’s current charter term expires June 30, 2024;

WHEREAS, the Georgia Department of Education’s (GaDOE) waiver of assessment and accountability requirements for the 2019-2020 school year rendered the SCSC unable to produce academic performance scores for the 2019-2020 school year; and

WHEREAS, there is inadequate performance data to consider Ethos Classical Charter School for charter renewal;

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, Petitioner and the SCSC agree as follows:

- 1. Paragraph 2 of the Charter Contract shall be amended to read:

The SCSC grants this Charter to Petitioner to operate the Charter School for a six-year term beginning on July 1, 2019 and expiring on June 30, 2025.

- 2. Except as amended herein, all other terms and conditions of the Charter Contract shall remain in full force and effect.

WITNESS the hands and seals of the undersigned as of the date set forth next to each signature. This Amendment shall be effective as of the date of the last signature below.



Chairperson,
STATE CHARTER SCHOOLS COMMISSION

7/29/2020
(Date)

DocuSigned by:
Melissa Moore
CD279E63D3C1424...

Governing Board Chairperson,
ETHOS CLASSICAL, INC.

7/16/2020
(Date)

CHARTER AMENDMENT FOR ETHOS CLASSICAL CHARTER SCHOOL

This amendment to the charter for Ethos Classical Charter School ("Amendment") is entered into by and between Ethos Classical, Inc. and the State Charter Schools Commission ("SCSC") to amend the enrollment limit of Ethos Classical Charter School.

WHEREAS, Ethos Classical, Inc. operates Ethos Classical Charter School pursuant to a charter contract executed on or about September 27, 2018 (the "Charter Contract");

WHEREAS, Ethos Classical Charter School desires to increase its enrollment limit from 540 to 648; and

WHEREAS, the SCSC believes that this charter amendment is in the best interest of the ongoing viability of the school and its service to its students and community;

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, Ethos Classical, Inc. and the SCSC agree as follows:

1. Paragraph 3 of the Charter Contract shall be amended to read:

Grade Range. The Charter School shall serve grades K-5. The Charter School's total enrollment shall be at least 138 students but shall not exceed 648 students at any point during the charter term.

2. Except as amended herein, all other terms and conditions of the Charter Contract, including any prior amendments, shall remain in full force and effect.

WITNESS the hands and seals of the undersigned as of the date set forth next to each signature. This Amendment shall be effective as of the date of the last signature below.



Chairperson,
STATE CHARTER SCHOOLS COMMISSION

7/28/20

(Date)



Governing Board President,
ETHOS CLASSICAL, INC.

7/15/2021

(Date)

THIRD CHARTER AMENDMENT FOR ETHOS CLASSICAL CHARTER SCHOOL

This amendment to the charter for Ethos Classical Charter School (“Amendment”) is entered into by and between Ethos Classical, Inc. and the State Charter Schools Commission (“SCSC”) to amend the attendance zone for Ethos Classical Charter School.

WHEREAS, Ethos Classical, Inc. operates Ethos Classical Charter School pursuant to a charter contract executed on or about September 27, 2018 (the “Charter Contract”);

WHEREAS, Ethos Classical Charter School desires to increase its enrollment limit from 540 to 648; and

WHEREAS, the SCSC believes that this charter amendment is in the best interest of the ongoing viability of the school and its service to its students and community;

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, Ethos Classical, Inc. and the SCSC agree as follows:


1. Section a of Paragraph 6 of the Charter Contract shall be amended to read:

Attendance Zone. Enrollment shall be open to any grade level eligible student who resides in the attendance zones for Atlanta Public Schools, Fulton County Schools, Clayton County Public Schools, Cobb County School District, DeKalb County School District, or Douglas County School System.

2. Except as amended herein, all other terms and conditions of the Charter Contact, including any prior amendments, shall remain in full force and effect.

WITNESS the hands and seals of the undersigned as of the date set forth next to each signature. This Amendment shall be effective as of the date of the last signature below.

—  _____ 4/10/23
C (Date)
STATE CHARTER SCHOOLS COMMISSION

—  _____ 4/7/2023
Governing Board President, (Date)
ETHOS CLASSICAL, INC.

FOURTH CHARTER AMENDMENT FOR ETHOS CLASSICAL CHARTER ACADEMY

This amendment to the charter for Ethos Classical Charter School (“Amendment”) is entered into by and between Ethos Classical, Inc. (“Petitioner”) and the State Charter Schools Commission of Georgia (“SCSC”) to amend the grade range and mission specific goals for Ethos Classical Charter School (“Charter School”).

WHEREAS, Petitioner operates the Charter School pursuant to a charter contract executed on or about September 27, 2018 (the “Charter Contract”);

WHEREAS, Petitioner seeks to expand the Charter School’s grade range from K-5 to K-8 and revise its mission-specific goals;

WHEREAS, the SCSC believes that this charter amendment is in the best interest of the ongoing viability of the Charter School and its service to its students and community;

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, Petitioner and the SCSC agree as follows:

1. Paragraph 3 of the Charter Contract shall be stricken in its entirety and be replaced with the following:

Grade Range. The Charter School shall be authorized to serve grades K-8. The Charter School’s total enrollment shall be at least 138 students and shall not exceed 852 students at any point during the Charter Term.

2. Paragraph 9, Subparagraph d, Subsection ii shall be stricken in its entirety and be replaced with the following:

Mission-Specific Goals. The operational portion of the Comprehensive Performance Framework, incorporated as Exhibit A, holds the Charter School accountable for the following mission-specific goals:

- i. Goal 1: 85 % of matriculating 5th grade students will transition into 6th grade at or above grade level in reading.
 1. Measure 1: In K-3, 85% of students will end each year at or above grade level in reading as measured by the STEP Reading Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve STEP 3.
 - b. At the end of 1st grade, 85% of students will achieve STEP 6, or grow 3 levels, whichever yields highest achievement.
 - c. At the end of 2nd grade, 85% of students will achieve STEP 9, or grow 3 levels, whichever yields highest achievement.
 - d. At the end of 3rd grade, 85% of students will achieve STEP 12, or grow 3 levels, whichever yields highest achievement.
 2. Measure 2: In K-5, students will end each year at or above grade level in reading as measured by the i-Ready Reading Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve a score of 401 or higher on the i-Ready Reading Assessment.
 - b. At the end of 1st grade, 85% of students will achieve a score of 453 or higher on the i-Ready Reading Assessment.

ETHOS CLASSICAL CHARTER ACADEMY

- c. At the end of 2nd grade, 85% of students will achieve a score of 505 or higher on the i-Ready Reading Assessment.
 - d. At the end of 3rd grade, 85% of students will achieve a score of 534 or higher on the i-Ready Reading Assessment.
 - e. At the end of 4th grade, 85% of students will achieve a score of 558 or higher on the i-Ready Reading Assessment.
 - f. At the end of 5th grade, 85% of students will achieve a score of 579 or higher on the i-Ready Reading Assessment.
 - ii. Goal 2: Students in grades 6-8 at the Charter School will demonstrate mastery in ELA.
 1. Measure 1: Eighty percent (80%) of students in 6th grade will be proficient + in ELA on the Georgia Milestones.
 2. Measure 2: Eighty percent (80%) of students in 7th grade will be proficient + in ELA on the Georgia Milestones.
 3. Measure 3: Eighty percent (80%) of students in 8th grade will be proficient + in ELA on the Georgia Milestones.
 - iii. Goal 3: 85% of matriculating 5th grade students will transition into 6th grade at or above grade level in math.
 1. Measure 1: In K-5, students will end each year at or above grade level in math as measured by the i-Ready Math Assessment, or similar nationally normed reference assessment.
 - a. At the end of Kindergarten, 85% of students will achieve a score of 378 or higher on the i-Ready Math Assessment.
 - b. At the end of 1st grade, 85% of students will achieve a score of 407 or higher on the i-Ready Math Assessment.
 - c. At the end of 2nd grade, 85% of students will achieve a score of 434 or higher on the i-Ready Math Assessment.
 - d. At the end of 3rd grade, 85% of students will achieve a score of 458 or higher on the i-Ready Math Assessment.
 - e. At the end of 4th grade, 85% of students will achieve a score of 479 or higher on the i-Ready Math Assessment.
 - f. At the end of 5th grade, 85% of students will achieve a score of 490 or higher on the i-Ready Math Assessment.
 - iv. Goal 4: Students in grades 6-8 at the Charter School will demonstrate mastery in Math.
 1. Measure 1: Eighty percent (80%) of students in 6th grade will be proficient + in Math on the Georgia Milestones.
 2. Measure 2: Eighty percent (80%) of students in 7th grade will be proficient + in Math on the Georgia Milestones.
 3. Measure 3: Eighty percent (80%) of students in 8th grade will be proficient + in Math on the Georgia Milestones.
 - v. Goal 5: Students will achieve mastery in Social Studies.
 1. Measure 1: Eighty percent (80%) of students in 8th grade will be proficient + in Social Studies on the Georgia Milestones.
 - vi. Goal 6: Students will achieve mastery in Science.
 1. Measure 2: Eighty percent (80%) of students in 8th grade will be proficient + in Science on the Georgia Milestones.
3. Except as amended herein, all other terms and conditions of the Charter Contact, including any prior amendments, shall remain in full force and effect.

ETHOS CLASSICAL CHARTER ACADEMY

WITNESS the hands and seals of the undersigned as of the date set forth next to each signature. This Amendment shall be effective as of the date of the last signature below.


Michael Dudgeon (Mar 7, 2024 12:15 EST)

Mike Dudgeon, Chairperson
STATE CHARTER SCHOOLS COMMISSION

03/07/2024

(Date)


(Mar 6, 2024 11:38 EST)

Melissa Moore, Governing Board President
ETHOS CLASSICAL, INC.

03/06/2024

(Date)










Ethos Classical Charter Amendment

Final Audit Report

2024-03-07

Created:	2024-03-01
By:	Kiara Thompson ([REDACTED])
Status:	Signed
Transaction ID:	CBJCHBCAABAAPOrhKXG_R9md71F_nCd6yxAQmgZ-Nng

"Ethos Classical Charter Amendment" History

-  Document created by Kiara Thompson ([REDACTED])
2024-03-01 - 5:26:57 PM GMT- [REDACTED]
-  Document emailed to [REDACTED] for signature
2024-03-01 - 5:27:00 PM GMT
-  Email viewed by [REDACTED]
2024-03-06 - 4:37:39 PM GMT- [REDACTED]
-  Signer [REDACTED] entered name at signing as Melissa Leigh Moore
2024-03-06 - 4:38:29 PM GMT- [REDACTED]
-  Document e-signed by Melissa Leigh Moore ([REDACTED])
Signature Date: 2024-03-06 - 4:38:31 PM GMT - Time Source: server- [REDACTED]
-  Document emailed to Michael Dudgeon ([REDACTED]) for signature
2024-03-06 - 4:38:33 PM GMT
-  Email viewed by Michael Dudgeon ([REDACTED])
2024-03-07 - 5:14:38 PM GMT- [REDACTED]
-  Document e-signed by Michael Dudgeon ([REDACTED])
Signature Date: 2024-03-07 - 5:15:05 PM GMT - Time Source: server- [REDACTED]
-  Agreement completed.
2024-03-07 - 5:15:05 PM GMT



Monday, July 1, 2024

Dear State Charter School Commission of Georgia,

I am writing to formally notify you of our intent to apply for the Charter Schools Program (CSP) State Entities (SE) subgrant. This grant opportunity will significantly enhance our capacity to achieve our mission of providing a high-quality educational experience for our students.

The CSP SE subgrant will enable us to expand our instructional resources as we prepare to expand through middle school beginning in Fall 2025. We believe that these enhancements will directly contribute to the academic success and overall well-being of our scholars.

Our application will detail our comprehensive plan to utilize the subgrant funds effectively and align with the CSP's goals of promoting the creation and expansion of high-quality charter schools. We are committed to maintaining transparency and accountability throughout the grant period and will comply with all requirements set forth by the grant program.

We appreciate your support and guidance as we embark on this process. Please let us know if there are any specific steps or additional information needed from us to facilitate our application.

Thank you for your continued partnership and support in advancing educational opportunities for our students.

Sincerely,

Danielle Mack

Head of School



Name	Attachments
[REDACTED] 2024-08-08	No
[REDACTED] 2024-07-31	No
[REDACTED] 2024-08-02	No

Review Completed Date

08/08/2024

Application

Ethos Classical Charter School

Reviewer

[REDACTED]

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

24

Comments - Responsiveness to community need (optional)

The applicant describes several methods it has utilized to engage its community and families ranging from advisory councils to surveys. The range of methods indicates that the applicant has provided multiple opportunities for the community and families of students to engage in conversations regarding the proposed expansion. The application would have been strengthened if the applicant had provided data regarding the results of these methods. For example, how many surveys were returned compared to the number sent out? How many of those surveys indicated support for the expansion? How often did the focus groups meet and who (which groups did the participants represent) attended? Most importantly, how many parents of enrolled 4th graders indicate they would enroll their child into the 6th grade expansion for the 25-26 school year?

Growth mindset

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's growth mindset? Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.

8

Comments - Growth mindset (optional)

The applicant provides a robust narrative with specific examples of how they embrace a growth mindset. The examples indicate that the school not only works with its students and staff on a growth mindset but with parents and community members as well, demonstrating a holistic approach. If the applicant could have provided some data regarding the processes described in this section, the application would have been strengthened. For example, how often is data reviewed? How often are workshops held and how many participants attend?

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

6

Comments - Commitment (optional)

The applicant provides a thorough narrative with specific people and organizations identified who will be responsible for the implementation and reporting requirements of the grant. It is a strength of this application that the person identified to manage the grant has previous CSP experience. However, the school only met the standard for the federal financial reporting indicator in the operations performance framework in 2019-20. For the past three school years, the school has not met standard causing questions to be raised regarding this applicant's ability to meet the reporting requirements of this federal grant.

Readiness

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's readiness? Applicants must demonstrate their readiness to plan for and carry out the opening of a new charter school, replication of an existing charter school, or expansion of an existing charter school. For new schools, the evaluation team will seek evidence of adequate planning and qualified team members to carry out the academic model approved in the charter and sound operations. For replications and expansions, the evaluation team will review current and historical academic and operational performance, eligibility for expansion or replication, and mitigating factors.

7

Comments - Readiness (optional)

The applicant provides information regarding how the proposed expansion aligns to its mission and vision. It is a strength of this application that the leadership team of the existing school has secondary school experience and there is a plan in place to identify the principal of the proposed middle school internally. Based upon previous sections, the applicant's 85% retention rate of staff indicates a strong culture within the teaching and leadership teams. However, as stated previously, the applicant's compliance history with federal financial reporting requirements does detract from this application. If the applicant has addressed this shortcoming with information on why it has not met standard and what it plans to do to remedy this deficiency going forward, the application would have been strengthened.

Racial and Socio-economic Diversity

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's racial and socio-economic diversity? All applicants must explain how they will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse. If an applicant is proposing a location in a segregated/isolated community and/or offers a culturally responsive educational model, this requirement may be waived at the discretion of the Selection Committee.

10

Comments - Racial and Socio-economic Diversity (optional)

The applicant provides detailed information regarding how it will maintain its racial and socio-economic student population diversity. The school is richly diverse and the applicant provided detailed information regarding how it will maintain this diversity as it expands into middle school. Of particular strength is the applicant's description of conducting equity audits; however, the application would have been further strengthened by providing some data on the audit outcomes including how frequently they are conducted.

Budget Quality & Financial Sustainability

Please evaluate the budget on a scale of 1 to 30. Applicants should present a complete grant budget that adheres to the allowable cost guide and meets the objectives of the CSP SE Grant. Reviewers will look for adequate rationale in the budget narrative for each budget category and sufficient detail to demonstrate that the applicant has a realistic plan for utilizing subgrant funds within the grant period. Applicants should demonstrate a plan for maintaining financial sustainability after the end of the subgrant period.

25

Comments - Budget Quality & Financial Sustainability (optional)

The applicant provides a thorough narrative regarding its plans to use the funds in accordance with federal expectations and how it will maintain financial sustainability after the end of the grant period. The proposed budget does align with CSP allowable costs and aligns with the proposed expansion plan. While the budget is clear and demonstrates an understanding of the CSP allowability requirements, the significant investment in Chromebooks does raise questions. Given the short shelf life of these devices, what are the school's plans for replacement? This could create challenges for the school after the grant ends if the school has not developed a plan on how it will pay for replacements.

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

No

Comments - Bonus Points (optional)

Score Before Bonus Points

80

Total Score

90

Comments - Overall (required)

The applicant provides strong responses to many parts of this CSP application. Based on school data, it is a school that is serving a richly diverse student population and has maintained the majority of its staff throughout its history. The plan for the use of these funds to support the proposed expansion is strong, yet would have been strengthened with some additional data and details. The budget does align with the proposed expansion and appears to align with federal allowability. That said, the school's sustainability plan does not address several areas of concern for this evaluator especially the replacement of electronic devices. Additionally, the school's inability to meet standard for the federal financial reporting indicator for the past three school years is also a concern.

Review Completed Date

07/31/2024

Application

Ethos Classical Charter School

Reviewer

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

19

Comments - Responsiveness to community need (optional)

- Plan to purchase shuttle passenger van to connect two campuses throughout the day. This does not necessarily respond to community transportation need though and seems to only address transportation needs between the two campuses (only covering 5 miles of the commute for people) during the school day itself.
- Plan for feedback mechanisms does not indicate parent/caregivers had say in the way they would most like to give said feedback. Plan does not do enough to indicate the school has meaningfully centered family voice or made it as easy as possible for families to give feedback.
- No mention of if communication strategies are actually what parents/caregivers indeed want/need to feel involved. No mentioning of how parents/caregivers were involved in creation of school's communications plans.
- No survey data mentioned indicated what % of parents want what is mentioned (ex. arts expansion, etc.).

Growth mindset

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's growth mindset? Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.

5

Comments - Growth mindset (optional)

- Watch Me Grow board mentioned, but no details of what this actually means/does for growth mindset and if it works
- No specific plans, initiatives, names, etc. mentioned for workshops
- Broad answers that don't really point to specifics and more so just say they plan on doing it.
- Documentation uploaded does not indicate students were meeting goals in the specialized services population, yet no mention of how school is specifically planning to target these populations to advance growth.

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

7

Comments - Commitment (optional)

-Most well explained and detailed part of the application so far BUT nothing specifically mentioned about how it will look/can look different for the middle school expansion. It more so explains what was done before and how they plan to continue those practices. I think mentioning how/why these practices could look different in a new campus with older students is important, and it is missing here.

Readiness

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's readiness? Applicants must demonstrate their readiness to plan for and carry out the opening of a new charter school, replication of an existing charter school, or expansion of an existing charter school. For new schools, the evaluation team will seek evidence of adequate planning and qualified team members to carry out the academic model approved in the charter and sound operations. For replications and expansions, the evaluation team will review current and historical academic and operational performance, eligibility for expansion or replication, and mitigating factors.

7

Comments - Readiness (optional)

-85% teacher retention is 5% less than state average in 2024 but higher than district (APS) average (76%). This indicates Ethos Classical is performing better than the district in which it is situated in terms of teacher retention. The retention of teachers is important for expansion purposes.
-Would have liked to see how the needs assessment they administered specifically drove Ethos's plans for expansion. No examples mentioned.
-Good to see some founding members of the lower school are part of the expansion plan. This is beneficial for cohesiveness of mission into the new building. Would like to see discussion of how leadership plans to unite the campuses together more, as they are one school but in physically separate places. For follow through and seamless transition, this seems to be important.

Racial and Socio-economic Diversity

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's racial and socio-economic diversity? All applicants must explain how they will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse. If an applicant is proposing a location in a segregated/isolated community and/or offers a culturally responsive educational model, this requirement may be waived at the discretion of the Selection Committee.

9

Comments - Racial and Socio-economic Diversity (optional)

-What does giving priority to diversity in the lottery actually look like- how is that operationalized? Would like to see specifics here? Using weights, etc.
-Hands on Atlanta partnership to increase staff diversity
-Equity audits

Budget Quality & Financial Sustainability

Please evaluate the budget on a scale of 1 to 30. Applicants should present a complete grant budget that adheres to the allowable cost guide and meets the objectives of the CSP SE Grant. Reviewers will look for adequate rationale in the budget narrative for each budget category and sufficient detail to demonstrate that the applicant has a realistic plan for utilizing subgrant funds within the grant period. Applicants should demonstrate a plan for maintaining financial sustainability after the end of the subgrant period.

22

Comments - Budget Quality & Financial Sustainability (optional)

-How does a fee-based after school program align with community needs? Who does this serve the most and how does the school plan to make this an equitable program for families who would use after care but cannot afford it?
-Renting out facilities and equipment does not seem like a sustainable revenue source, especially with children using it and normal wear

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

No

Comments - Bonus Points (optional)

Score Before Bonus Points

69

Total Score

79

Comments - Overall (required)

-No documentation uploaded for meeting definition of a high quality charter school

External Evaluator Review: [REDACTED] | 2024-08-02

Review Completed Date

08/02/2024

Application

Ethos Classical Charter School

Reviewer

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

26

Comments - Responsiveness to community need (optional)

Based on the projected number of students for the first three years of 104, 192, and 288, there is a community need. The enrollment goals seem to be in place and being attained.

Growth mindset

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's growth mindset? Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.

10

Comments - Growth mindset (optional)

The charter school is expanding through middle school beginning in fall 2025, so growth mindset is evident.

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

9

Comments - Commitment (optional)

The school is focused on literacy and committed to offer a progressive blended model and daily arts program.

Readiness

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's readiness? Applicants must demonstrate their readiness to plan for and carry out the opening of a new charter school, replication of an existing charter school, or expansion of an existing charter school. For new schools, the evaluation team will seek evidence of adequate planning and qualified team members to carry out the academic model approved in the charter and sound operations. For replications and expansions, the evaluation team will review current and historical academic and operational performance, eligibility for expansion or replication, and mitigating factors.

8

Comments - Readiness (optional)

Considering the school has met the standards/goals in all three categories in three of the past four years, it is ready to expand.

Racial and Socio-economic Diversity

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's racial and socio-economic diversity? All applicants must explain how they will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse. If an applicant is proposing a location in a segregated/isolated community and/or offers a culturally responsive educational model, this requirement may be waived at the discretion of the Selection Committee.

9

Comments - Racial and Socio-economic Diversity (optional)

The charter school shall take deliberate action to provide family-based education support to families with disabilities, English language learners, and students who are economically disadvantaged.

Budget Quality & Financial Sustainability

Please evaluate the budget on a scale of 1 to 30. Applicants should present a complete grant budget that adheres to the allowable cost guide and meets the objectives of the CSP SE Grant. Reviewers will look for adequate rationale in the budget narrative for each budget category and sufficient detail to demonstrate that the applicant has a realistic plan for utilizing subgrant funds within the grant period. Applicants should demonstrate a plan for maintaining financial sustainability after the end of the subgrant period.

22

Comments - Budget Quality & Financial Sustainability (optional)

The charter school shall have an annual financial audit conducted by an independent CPA. Although I can tell nothing except "points available" from Section II on pages 6-7 of Exhibit A, I assume the financial performance is sustainable. I'm

Bonus Points

Does the applicant qualify for locating in a priority community?

No

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

No

Comments - Bonus Points (optional)

Based on the authorizer being SCSCG, I assume the local public school is not involved with the application.

Score Before Bonus Points

84

Total Score

84

Comments - Overall (required)

I am insecure about scoring this application, based on what was submitted. Unless I am reading Exhibit A incorrectly, it only appears to be a lengthy rubric showing points available for various measures. I do not actually see how the school scored on the rubric, so it is of little help. My scores are based on various content that I could find within the application and the input Molly gave regarding the standards being met. I can also assume the Charter School has been successful because it is seeking expansion. However, there was not sufficient detail to demonstrate what I felt I was seeking to score.