

Applications: Fayette Classical Academy

Implementation Budget Requested

\$432,465.28

Planning Budget Requested

\$1,067,534.72

Total Budget Requested

\$1,500,000.00

Planning Reimbursements

\$0.00

Implementation Reimbursements

\$0.00

Total Reimbursements

Remaining Budget

\$1,500,000.00

Profile

Fayette Classical Academy

Changes Requested

Eligibility for CSP Subgrant

Replication

Replication: Are you requesting an implementation grant?

Yes

Replication: Are you requesting a pre-opening supplement?

Yes

Are you requesting a supplement?

Yes

Replication: Are you requesting the rural/priority community supplement?

No

Replication: Are you requesting the high school supplement?

Yes

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).

FCA will utilize the broad flexibility waiver to align the school's resources, organizational structure, instructional program, and operations to achieve its Mission in compliance with the law and the charter agreement. In every course and stage, instruction emphasizes rich content, memorization, recitation, Socratic dialogue, writing as the manifestation of ordered thinking, and evidence-based argument and debate. Moral virtues are taught explicitly and drawn from the great stories that have shaped our heritage. The board and executive leaders will make use of the broad flexibility waiver in matters including but not limited to allocation of funds; class sizes; staffing decision, teacher certification requirements; selection of in-service training providers; duty free lunch period; use of prescribed textbooks; overall staffing levels; values and character education texts; and course listings.

In ESEA section 4310, a charter school is defined by the flexibility it receives via authorization through specific State Statutes, through its autonomy to set its own educational objectives, and to provide public school educational programming that is not offered in the traditional public school setting as a result of regulatory restrictions. The establishment of Fayette Classical Academy and the waivers it intends to apply meet this definition and affirm its status as a charter school. Charter schools are also defined by the ability of parents to choose to send their children to, a regulatory restriction that is not possible for the traditional public school which has its student population determined by boundaries. Fayette Classical Academy and all schools operated by Liberty Classical Schools are schools of choice and operate a school lottery that allows for students from a wide variety of backgrounds the opportunity to attend the school. Fayette Classical Academy is committed to serving as a public school and to applying waivers in the instance that those waivers allow us to provide a better and more meaningful education to our students.

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.

Fayette Classical Academy intends to use CSP funding in the planning phase to hire key school leadership and community outreach positions as far in advance of the school opening as possible. These key roles, Head of Schools, Enrollment and Registration Coordinator, Lower School Academic Dean, Business Manager, and Operations Director are all key roles essential to completing the tasks necessary to open a school fully prepared for students on Day 1. Although the opening of Fayette is supported by some financial resources, those resources do not afford us the capacity to fully employ these positions and gather the necessary curricular and classroom equipment needed to get the building fully operational by day one. The use of CSP funding for these positions will allow us to hire them sooner in the cycle and to focus on a successful school opening, a central goal for this grant and the Liberty Classical Schools team.

Fayette Classical Academy has a number of items that it would like to spend funds on during the implementation phase of this grant. These items fall into three general areas. The first is safety and security, second is materials related to a successful opening, and third is the development of community spaces.

The team is aware that the building that we are entering into was not designed originally to house a school of the size that we intend. As a result, there are a number of changes that need to be made to meet the needs of students and to ensure the campus is safe and operational in our current school environment. This means that the team would like to focus on updating the door hardware including hardware to aid in security in the case of a school lockdown, updating the badge door access system to make sure all external doors are only accessed by those with badges, setting up a phone system to ensure that each classroom is equipped with a phone for intercom and faster office-to-classroom communication, and an upgrade to the security camera system to ensure that it covers all essential spaces. Under this category, the team would like to put funding towards the upgrading of the bathrooms to ensure ADA compliance and the purchase of a coating required on each interior door to bring them up to fire code. Along with this, the Fayette team would like to ensure that the school begins with the proper hearing and vision screening materials to meet some of the requirements of the Special Education evaluation process as well as some essential furniture for the nurses clinic.

Under the second category, the team would like to fund essential items that need to be installed and in place prior to the first day of school and over the growth of the school each year. This includes items such as teacher and student computers, classroom desks and chairs, whiteboards, projectors, office furniture, fire safe file cabinets for student records, full school networking equipment, and two copy machines. Each of these items is essential to the opening of the school and a failure to have any of these items in place and operational prior to the start of the school year each year could lead to difficulties. Ensuring these are in place will allow for the school to show the confidence it needs to the community that it is prepared to provide a high quality education to their students. In this way, these items meet the goal to serve as a high quality charter school.

The third area that we would like to fund is the construction of two playground spaces on the campus. The location that we are finalizing for the school lacks any playground equipment. As a result, there are no communal spaces for students to gather when they are not in class. We would like to construct two playgrounds on the campus to serve the ages and grade levels we would like to serve. With this funding, we can ensure that we are providing the best playground equipment possible and meeting the needs of all students that may come through the doors. These spaces are essential to the development of a community. Having these spaces on the campus will ensure that we provide the experience that families and students seek in a school, adding to the ability of the school to serve as a representation of a high-quality charter program.

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.

Fayette outreach efforts began in June 2023 in response to requests from interested parents in the region. Those supporting the effort include the Mayor and City Manager of Fayetteville, several of its city council members, a family that formerly attended ACA, and the grandparents of a 10-year ACA teacher. Utilizing a combination of Zoom calls, meetings with community leaders, and information sessions open to the general public, Liberty has accumulated over 850 signatures of support in Fayette County. Our intention is to continue outreach plans that have proven successful at both our Atlanta and Kennesaw schools which opened near 100% of enrollment capacity and immediately built waitlists that exceeded 1,500 students. Parents, business and civic leaders, clergy members, and elected officials have expressed support for the school, recognizing that Liberty will add another outstanding public school option, alleviate enrollment stress on existing school systems, and add a distinctive educational option in grade-ranges presently unserved by public schools of choice.

Liberty initiated community engagement and site selection efforts centered in both locations as a direct result of parental inquiries; lack of charter schools of choice in the full grade bands (K-12); strong responding public support; accessibility to base of operations. Fayette County, Georgia, has a population of approximately 119,000 residents. The racial composition is diverse, with about 64% White, 27% Black or African American, 5% Asian, and 6% Hispanic or Latino. The age distribution includes 23% under 18, 58% aged 18-64, and 19% aged 65 and over. The county boasts a median household income of around \$90,000. Educational attainment is high, with about 95% of residents having at least a high school diploma, and 45% holding a bachelor's degree or higher. Fayette Classical Academy (FCA) will add another outstanding public-school option to the region, alleviate enrollment stress on existing school systems, and add a distinctive educational option in grade ranges presently unserved by public schools of choice. The region will experience significant population increases as a result of exciting projects like the national headquarters for the United States Soccer Teams, the expansion of the world's largest movie studio, Trillith Studios, and construction of one of the nation's largest data storage facilities. Despite these major projects, the full enrollment at FCA would only account for less than 1.47% of school-aged children in the surrounding area.

A key element of our success is our intentional efforts to educate families on classical education and empower them to help their students at home. This begins pre opening with open houses and continues with regular Math and Literacy Curriculum Nights, Coffee with the Principal, parent-teacher conferences, weekly newsletters from the school and regular communication from teachers. In addition, we host a speaker series on topics related to parenting and the liberal arts.

Building community and inviting parent input in a multi-LEA attendance zone requires an intentional strategy, and our school will engage volunteers in two primary ways - Parent Volunteer Organization (PVA) and Mission Support Team (MST). The MST is a representative body including board members, school leaders, and representatives of the faculty, staff, and parents organized to advise the Head of School on matters like the annual calendar and accreditation. The PVA is made up of primarily parents who are invested in working with the administration to support our teachers and promote community and partnership within the school. Each of our current schools has over 150 trained volunteers who help plan school events, work the carpool line and lunch room, hold monthly teach appreciation efforts, assist with fundraising, and more. Specific events and initiatives include Veterans Day and MLK Jr. observances, school-wide and grad-specific social events, the annual Heritage Festival, and Grandparents' Day. We employ a Community Engagement Director to support a Parent Volunteer Association that makes volunteerism widely accessible.

While we are able to account for an economically diverse population through our weighted lottery, there is no opportunity within the lottery process to screen for race and we firmly believe that there should not be. It is through the diversity of our outreach efforts, the high quality of our programming, and our track record at our other schools that help to invite a racially diverse student body. A desire for a high quality education is universal and regardless of racial background we know that there are families in every community that are interested in these opportunities. As a result of this, we would anticipate that our demographics in both new locations would closely mirror the demographics of the surrounding community and through our outreach efforts, we would make a concerted effort to ensure that that diversity was maintained.

Family and Community Engagement Plan

Liberty engages families through our comprehensive outreach efforts that begin prior to submitting the petition and continue throughout the life of the school. Much of these efforts have been detailed in the response to the previous application area and throughout this application. Liberty has used and will continue to use a variety of strategies to engage our school communities and to elicit their feedback on the development of the schools. These include, but are not limited to: in person meetings across the proposed attendance zone, online meetings to ensure that information about the school is accessible regardless of schedule or physical location, establishing an Advisory Team at each school, hosting pre-opening open houses, hosting annual Math and Literacy Curriculum Nights, hosting monthly Coffee meetings with the Principal, parent-teacher conferences, publishing weekly newsletters from the school, organizing and standing up the Parent Volunteer Organization (PVA) and Mission Support Team

(MST) and supporting their efforts, sending out annual surveys to all community members to elicit feedback, and holding open board meeting sessions that invite and allow community input and involvement. As with our current schools, it is believed that these efforts will foster the type of collaboration that has been found to support the operation of our schools and the needs of our students and families. Through this process all of our families are invited to provide input including and especially those families with specific needs such as ESOL and Special Education families.

Liberty schools aim to meet the needs of students and families in their communities by ensuring that their demographics align with the local attendance zones both racially and socioeconomically. We plan to establish support structures such as a local advisory board, a mission support team, and opportunities for parental involvement in school activities. Currently without a specific location identified, we are unable to finalize plans for public transportation arrangements. However, once a location is determined, we will promptly communicate plans to prospective families. In addition, Liberty is committed to promoting the diversity and integration efforts of the local communities that it will have schools in. Liberty's recruitment, admissions, enrollment, policies discussed above provide evidence of Liberty's commitment to a diverse student body.

Recognizing the equity impact of providing daily school transportation, Liberty intends to allocate funds for a limited daily bus service. This service, modeled after Atlanta Classical Academy's approach, will prioritize approximately 10% of students who face transportation barriers due to financial need. We will explore funding from public, private, and philanthropic sources to support transportation for economically disadvantaged students and those with transportation needs identified in their Individualized Education Plans (IEPs). Additionally, buses or shuttle services may be used for student events or field trips, with student conduct governed by school discipline policies. All transportation services and providers will undergo comprehensive safety training, maintain appropriate insurance coverage as per O.C.G.A. § 20-2-1090, undergo background checks, and comply with relevant state and district regulations.

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

Healthy and high-quality growth is a central focus of our organization. Since opening our founding school in 2014, our goal has been to expand the opportunities we developed at that first school into more communities around Metro Atlanta. We founded our second school, which opened its doors in the 2020 - 2021 school year with Kindergarten through 6th grade. Since then it has grown each year and will become a full k-12 school in the 2026-2027 school year. The same is true for Fayette Classical Academy. Fayette Classical Academy exists as a result of the success of our practices at our first two schools, and we anticipate that its founding will represent the knowledge we have gained over the years. In addition to being built on the same growth model as our previous schools, our intention with Fayette is to ensure that it serves as a model school and a place for professional development and instructional excellence for schools around the metro Atlanta area. Fayette will also serve to be a model for the future schools we intend to open. Our intention with funding is to ensure the sustainability of our school program. We are committed that the items purchased will have longevity. This will ensure that we can put other funding towards other areas of growth rather than having to work to maintain or replace materials that have previously been purchased.

Additionally, Fayette will continually seek feedback from its authorizers and from the school community to evaluate its own progress and to consider ways to improve. Through the completion of various monitoring procedures, FCA intends to evaluate its areas of improvement and to ensure it is continually meeting expectations and serving students and their families well. As a part of the ongoing growth of the school, we intend to employ a Community Engagement Director that will support a Parent Volunteer Association. This organization is a way for parents to give to the school community through volunteerism and also serves as a body that provides input on areas of growth for the school. Also, to ensure major decisions are made with a broad base of input, we intend for Fayette to establish a Mission Support Team (MST), a representative body including board members, school leaders, and representatives of the faculty, staff, and parents organized to advise the Head of School on matters important to the success of the school and the needs of the students. This local advisory board will support pre-and post- opening community development efforts and manage ongoing satisfaction surveys conducted annually and regularly report those results to the governing board.

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.

Liberty currently employs a Director of Public Programs, Grants and Revenue. The central responsibility of this role is to serve as overall manager for grants received by the schools in the network. Dr. James Keller will serve as the Project Director and primary person responsible for the management of the State CSP subgrant, if Fayette Classical is approved to receive funds. As Project Director, Dr. Keller will oversee the requirements and objectives of this grant and ensure that timely and accurate reporting occurs. While other members of the team will be actively involved in the process, Dr. Keller will serve as the person responsible for monitoring the expenditures and drawdowns for allowability and in accordance with the school, state and federal policy and procedure. The Liberty team has made the board aware of this grant opportunity and reviewed the subgrant agreement with the board chair. Throughout the life of the grant, reports on the grants status will be provided to the board monthly to allow for their oversight of the funding. The table below details all of the roles within the Liberty network that will specifically support the management of this grant over the 36 month grant period.

Role

Responsibilities

Fayette Classical Academy Board of Directors

Oversight and review of grant expenditures and reimbursals as part of the budget analysis process.

CEO/Superintendent

Responsible for the overall performance of Liberty's growing organization; supervisor to Heads of Schools.

Director of Public Programs, Grants and Revenue

Grant Project Director - Oversight and management of whole grant including financial and program monitoring benchmarks

LCSES Chief Financial Officer

Support the collection of financial information for the expenditures and reimbursal of grant funding

LCSES Finance Team members

Other team members such as the Controller and the Finance Director of Purchasing and School Support. Assist with the monthly reconciliation of grant funding as well as oversight of grant expenditures and reimbursal.

Director of Data and Accountability

Support the collection of Progress Monitoring data and the review of that data annually

Head of School for Fayette Classical Academy

Serve as the primary oversight and evaluator at the school level to track and monitor the schools progress towards achieving the objectives and benchmarks of the grant.

Provide additional oversight over the expenditures and reimbursal of grant funding.

School Business Manager for Fayette Classical Academy

Serve as the manager of local school expenditure documentation and assist in the collection and documentation of expenditures and reimbursal of grant funding.

New Schools Director

Responsible for Liberty's Leader Fellowship Program, a 1- and 2- year program designed to prepare new Heads of School for the role; responsible for coordinating the support of Liberty's team in support of new school openings.

The following table lays out general guidance for the timeline of activities for this grant. It also includes the roles that will participate to ensure these activities are completed.

Activity/Outcome

Timeline

Person(s) Responsible

Collection of data related to the grant for Fayette Classical Academy

annually - to be determined by the date Annual report is due

Director of Data and Accountability; Director of Public Programs, Grants and Revenue; Head of school for Fayette Classical Academy

Grant Data review meeting(s) for Fayette Classical Academy

annually - to be determined by the date Annual report is due

Director of Data and Accountability; Director of Public Programs, Grants and Revenue; Head of school for Fayette Classical Academy

Grant reimbursal submissions

Monthly /quarterly

Director of Public Programs, Grants and Revenue; LCSES finance department; School business manager at Fayette

Grant funding reconciliation

Monthly

Director of Public Programs, Grants and Revenue; LCSES finance department; LCSES Board

Reporting of CSP CMO Grant Funding Status

Monthly

CFO

Attend trainings on CSP provided by the SCSC

Annually, as presented

Director of Public Programs, Grants and Revenue

Submission of Annual Project Grant Performance Report

On date set by SCSC

Director of Public Programs, Grants and Revenue; CFO

Submission of Final Project Grant Performance Report

90 days after the close of the grant

Director of Public Programs, Grants and Revenue; CFO
Posting of Annual State Report card for each school
Updated July Annually - or as soon as available
Director of Public Programs, Grants and Revenue

Each of the data review meetings will serve as standing benchmarks to evaluate the progress of the schools in achieving the grant outcomes and as an opportunity for the Fayette team to discuss any changes in activities that need to occur to improve the overall performance of the school in relation to this grant. It will be in this meeting where programmatic decisions shall be discussed and any changes that would affect the original objectives of this grant would be managed.

In addition to the requirement to report annually on the budget expenditures, Liberty intends to complete monthly grant reconciliations to ensure that there is alignment with funding expenditures and reimbursals. Liberty, through the process of managing other federal funding sources as a result of schools it currently operates, has a clear procurement, expenditure documentation, and drawdown process which will be utilized here. This includes internal controls. While the Director of Public Programs Grants and Revenue will have oversight over the expenditures to ensure they are appropriate and aligned with the grant budget, this position does not have direct access to the funding sources. Additionally, purchases will be made by the School Business Manager and the receipt of reimbursals are managed by the Controller and the CFO. Additionally, all grant funding will be monitored through our financial software allowing for monthly grant reporting to be provided to the Director of Public Programs, the CFO, and the Liberty Board of Directors. The CFO will report monthly on the status of the grant funding to Liberty's Board of Directors.

Given the distribution of responsibilities described above, we believe the Project Director and other members will have the necessary time and resources to adequately manage and support the requirements of this grant. The requirements of this grant align with the current expectations and responsibilities of each of the positions listed above and would not add additional responsibilities that they are not already managing in relation to other requirements.

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.

Liberty is actively expanding to achieve its strategic goal of providing classical education to more students by opening three additional schools in Georgia. Over the next decade, Liberty aims to establish and operate a total of ten K-12 American classical schools. By 2034, the organization plans to serve over 8,200 students and graduate more than 400 citizen-leaders annually.

To ensure these objectives are met, Liberty's vision includes meeting all strategic goals for its current schools, ACA and NCA, including renewals, accreditation, and facility requirements. The central office and all schools will be fully staffed, funded, and enrolled according to plan. Liberty also seeks to actively contribute to organizations such as the Georgia State Charter School Foundation, Georgia State Charter School Association, Hillsdale College, and the Charter School Growth Fund. These same organizations have provided significant support toward Liberty's own replication efforts.

To effectively communicate and execute this vision, Liberty utilizes the Entrepreneurial Operating System® (EOS®). EOS® provides a comprehensive set of tools and processes that align the school's time investments and resource allocations with annual, three-year, five-year, and ten-year plans. This approach has significantly enhanced the performance of Atlanta Classical and facilitated rapid progress for Northwest Classical in delivering the K-12 classical charter school model. Key features of EOS® include long-, mid-, and short-term strategic planning tools that support improvements across all aspects of the school. This structured approach amounts to a comprehensive school improvement plan that is refined quarterly, updated annually, and communicated to all stakeholders.

The founding team for Fayette Classical Academy is composed of the governing board, Liberty's CEO, the Director of New Schools, and the Head of School, along with the rest of the Liberty team collectively bring extensive experience in opening and operating successful charter schools. Liberty has met all of its requirements on the SCSC Pre-Opening checklist and additional ready-to-open requirements as part of our agreement with Hillsdale College.

We are in the final stages of securing a physical location for the school. Additionally, we have posted publicly and begun interviews for the Lower School Academic Dean and the Enrollment and Registration Coordinator. Aside from these positions, Liberty's Finance, Operations, and New Schools teams will provide support to get the school up and running and prepared to open its doors in August 2025.

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.

Liberty Classical Schools Educational Services Inc. (Liberty) strives to develop a culture of respect and inclusion at each of its schools. This includes an intentional effort to ensure that each of its schools is as representative of the local community, racially and socioeconomically, as possible. We exist to provide choice and a high-quality education to as many families as possible. An essential part of that is expanding the number of schools in our network; however, simply having more schools is not enough. To serve all students, to have high-quality schools, and to ensure they are racially and economically diverse, requires intentional effort. Liberty believes that this begins with intentional practices that are built into the fabric of our school management procedures. There are three areas that we will highlight here that we use each and every year at all of our schools to ensure that we are operating high-quality charter schools that are racially and socio-economically diverse. Those three areas are: A weighted lottery and an open community outreach and marketing plan, establishing diverse community partnerships, and upholding a mission, vision, and values applicable to all regardless of background.

To maximize the diversity of our student body, Liberty makes a concerted effort to market its schools to preschools and housing complexes that serve predominantly low-income families. We consistently promote our outreach sessions through local media outlets, and we advertise on Facebook and Instagram. Recent research by Khora, a well-respected social media marketing firm, indicates that 85% of households with an annual income of less than \$30,000 report that they use Facebook frequently. Facebook allows us to target ads in specific areas and neighborhoods, providing us with an efficient way to get information about our application and enrollment details to as many families as possible within the attendance zone. While there is a legal obligation to ensure that the social-economic diversity of the school reflects the attendance zone it is located in, Liberty would be committed to this responsibility regardless. In practice, Liberty employs a weighted lottery system. When families submit enrollment applications, they have the option to self-identify as "economically disadvantaged", indicating that based on their family's household size and income, they qualify for federal benefits under SNAP, TANF, WIC, Medicaid, or PINS programs. The applications of those who identify as such are weighted to have an increased probability of selection for admission. Liberty's schools have used the weighted lottery in the past, and it has had the intended impact.

A second way that Liberty ensures that its schools engage and educate a diverse student body is by forming community partnerships. These community partnerships help us reach and support families that reflect the racial and socioeconomic diversity of the attendance zone. We have done this at our two current campuses, Atlanta Classical Academy and Northwest Classical Academy, and would continue that at Fayette Classical Academy. As an example, Atlanta Classical Academy has for a number of years partnered with La Amistad Inc. and Agape Youth and Family Center, both local nonprofits that serve the latinx and economically-disadvantaged community respectively. With these two organizations, ACA has hosted countless outreach sessions in local neighborhoods and also provided parent training sessions and student-tutoring. We believe this practice is essential for each of our campuses to ensure that we not only invite a variety of students to apply and attend our schools, but that we are able to provide them the best education possible through our partnerships with organizations near where they live.

The mission of Liberty's schools is "To develop students in mind and character through an American classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility." It is vitally important to us that this mission focuses on students, generally. For us, this means all students and their families, regardless of their background. This is further reinforced by the vision at each of our schools that the teachers that work daily to "form knowledgeable, virtuous citizens" also represent this diversity and express the fullness of our democratic heritage. We believe first and foremost in hiring the best person for the job and that a diversity of experience and background is essential to be the most qualified. We look at who the person is and how they have experienced and represented themselves in the world and not just what they look like. With a commitment to the future of the America that our founding fathers envisioned, we are focused on graduating students who take pride in the pluralism of America and who understand that pluralism is essential for democracy and the future of our republic. A diverse student body and teaching staff ensures that students do not just understand this value, but have an experience that grounds their understanding. These high concepts are practiced daily by our students through their growth and development of both academic abilities and core virtues that we believe to be essential to the citizens of today and tomorrow: Courage, Courtesy, Honesty, Humility, Perseverance, Self-Government, and Service. Regardless where a student comes from, all deserve to be entrusted with the responsibility of citizens of the United States and endowed with the virtues and knowledge essential to meet that responsibility and to lead the future of our nation.

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

Liberty's finance and accounting office, HR office, Head of School, and campus-level business manager collaborate to manage Fayette Classical's financial activity. The finance and accounting office includes the CFO, Controller, Purchasing Director, and Director of Federal Programs, plus a campus-level Business Manager. This team supports the Head of School and the leadership team in compliance with board policy and board-approved budgets. All board members review financial performance monthly. The board Treasurer assists the whole board with oversight of the school's financial activity, assists in the development of financial policies, and chairs the Board's Audit Committee. The Treasurer is not a signer on any account and has no authority to approve or authorize transactions. The board's Audit Committee meets with the finance team quarterly to inspect artifacts called for by board policy. The board engages an SCSC-approved auditor, and the CFO and finance office support the auditor's work.

The foundation of the work of this team does not focus on the present needs, but is focused on ensuring we are meeting our budget expectations for at least the next 5 years. This is done through the meticulous review and approval of annual budgets, and the ongoing monitoring of budgets on a monthly basis. Given these controls, the team is well aware of its revenue and expenditures and would anticipate and plan for a reduction in revenue at the end of the grant period. The budget for this grant has been developed with the CFO to ensure that there is a connection with the plans for the grant funds and the anticipated budget for the school. Ensuring open communication about all aspects of the management of the school ensures that the school will be in a financial position that is strong and sustainable after the grant period.

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.

FCA Enrollment and Lottery Procedure 2025-2026.pdf

If necessary, please upload a second document.

Marketing and Public Relations Plan.pdf

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

LCS Code of Conduct and Promotion and Retention Policy.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.

Fayette Classical - Meeting the Educational needs of Special Populations.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.

FY25 Fayette Classical Academy Charter Contract.pdf

Please upload the applicant school's transportation plan.

Fayette 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.

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."

Data to support High Quality Charter replication.pdf

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.

Open Meetings and Records Policy - Liberty Classical Schools.pdf

Priorities

Priorities Claimed

High School

Indicate if the applicant school will offer high school during the term of this subgrant (up to 36 months).

Fayette will not offer high school during the 36 months of this grant; however, we have been authorized to open a k-12 school through our approved charter contract and we will be in the planning phase for the 9th grade during the final year of this grant.

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

Signed - CSP Subgrant Assurances.pdf

Submission Date

01/07/2025

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.

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If necessary, please upload a second document.

Marketing and Public Relations Plan.pdf

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

LCS Code of Conduct and Promotion and Retention Policy.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.

Fayette Classical - Meeting the Educational needs of Special Populations.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.

FY25 Fayette Classical Academy Charter Contract.pdf

Please upload the applicant school's transportation plan.

Fayette Transportation plan .pdf

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

Data to support High Quality Charter replication.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.

Open Meetings and Records Policy - Liberty Classical Schools.pdf

File Upload: CSP Subgrant Assurances

Signed - CSP Subgrant Assurances.pdf

Fayette Classical Academy

Enrollment and Lottery Procedures for 2025-2026 School Year

Fayette Classical Academy (FCA) has established the following procedures to ensure an objective, orderly, and fair enrollment process:

Application

1. Enrollment is open to any grade level eligible student who resides in Fayette, Coweta, Clayton, Fulton, Henry and Spalding Counties and in the City of Atlanta Public Schools District. For the 2025-2026 school year, enrollment will be available in grades K-6.
2. FCA has contracted with SchoolMint, an industry leader providing enrollment and lottery software and services, to ensure a fair and transparent process for all prospective families.
3. The enrollment application for the 2025-2026 School Year is available beginning on November 4, 2024.
4. Students who apply for admission to FCA for the 2025-2026 school year before 8pm on February 14, 2025 will be entered into the lottery.
5. The FCA Enrollment Coordinator is responsible for ensuring that all applications within the lottery pool are verified, that qualified individuals are conducting the lottery, that the lottery procedures are established and tested, and that the names of all students who are eligible for the lottery are included in the lottery pool.

Enrollment Priorities and Processes established by Georgia Law and Charter Agreement

6. FCA provides enrollment priority to 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 another full-time employee at the charter school.
7. FCA will employ a dynamic, sibling-attending preference for enrollment at the school. The sibling preference will apply to all siblings of students who complete registration at FCA.
8. In accordance with O.C.G.A. 20-2-2066(a)(1)(A), FCA will implement a weighted lottery for economically disadvantaged students for the current academic year in all grades. To facilitate the weighted lottery, applicants will indicate their economically disadvantaged status on the application. Applicants who receive offers will be required to provide documentation of the economically disadvantaged status.
9. The weight shall be calculated annually with the formula:
 $W = (PA - PE) / (E - PE)$,
provided however, the weight shall be no less than 4:1 and no more than 10:1.
 - a. The variables of the weighted lottery formula described above shall be defined as follows:
 - i. "P" shall be equal to the percentage of educationally disadvantaged students in the local school systems that the students would otherwise be zoned to attend by the Governor's Office of Student

Achievement for the previous school year. In the event the percentage of educationally disadvantaged students in the local school system in which the Charter School is located is more than 50%, P shall not exceed 50%.

- ii. "A" shall be equal to the total number of Kindergarten applications from all students.
- iii. "E" shall be equal to the number of Kindergarten applications from students who qualify as educationally disadvantaged.

Lottery and Registration Process

10. The lottery will take place the week of February 17, 2025 and the results of the lottery will be published no later than noon on Thursday, February 20, 2025. Waitlists at each grade will be established based upon the results of the lottery.
11. Offers of enrollment will be made from the waitlists for up to 72 seats in kindergarten through fifth grades and up to 88 seats in grade 6.
12. Applicants who receive an offer of enrollment will be notified using the email and text (SMS) functions of the SchoolMint platform. All steps for registration must be completed by the deadlines outlined in the offer email sent to each family.
13. Applicants who receive offers of enrollment must log into their SchoolMint account and either accept or decline the offer.
14. After accepting the offer, applicants will complete the registration process.
15. Registration: submit copies of the following vital and proof of residency documents in the Infinite Campus Online Registration Portal
 - a. Evidence of birth/proof of age (submit one of the following):
 - i. Birth certificate
 - ii. Passport showing age of child
 - iii. Adoption record
 - iv. Other documentation by a governmental agency to include but not be limited to Immigration and Naturalization Service (INS), U.S. State Department and U.S. Customs.
 - b. Certificate of immunization (Form 3231)
 - c. Certificate of Eye, Ear, and Dental Examinations (Form 3300)
 - d. Proof of residence - *documents must include the name of the parent/guardian and a street address.*
 - i. Electric/power bill - current within 30 days AND *one of the following*:
 - ii. Current lease/rental agreement or mortgage statement
 - iii. Current residential property tax statement or bill
 - iv. Current warranty or quitclaim deed
 - v. Current home purchase agreement
 - vi. Current homeowner's insurance policy
 - vii. Most recent income tax return
 - viii. Current paycheck stub
 - e. Social Security card or Signed Waiver as provided for by OCGA 20-2-150(d)

- f. Where applicable, proof of eligibility for economically disadvantaged status and financial aid:
 - i. Most recent income tax return (2023), or
 - ii. Current award letter or card for SNAP, TANF, WIC, Medicaid, or PIN
 - g. Education records (optional but helpful):
 - i. Final report card for 2024-2025 school year when available
 - ii. Most recent report card
 - iii. Any records related to IEP, 504, SST/RTI, Special Education or ESOL
16. When applicable, enrollment packets not including proof of economically disadvantaged status will not be accepted and the offer for enrollment will be rescinded. Any offer rescinded for such deficiency will result in the applicant's name being placed at the end of the waitlist.

After the Lottery

- 17. Those applicants who are waitlisted may log into their SchoolMint account at any time to determine their status on the waitlist.
- 18. Applications submitted after the lottery will be added to the waitlist for their respective grade.
- 19. The waitlists for all grades remain active until the next lottery is held in 2026.
- 20. Applications DO NOT carry over to subsequent school years.
- 21. When an opening becomes available during the school year, the principal may choose to offer the vacant seat to the first student on the waitlist.

Questions about admission should be directed to the FCA Enrollment and Records Coordinator at enrollment@fayetteclassical.org.



FAYETTE CLASSICAL ACADEMY

Marketing and Public Relations Plan Hillsdale Year Zero Leader Program November 1, 2024

Liberty Classical School's Proven Process

Liberty Classical Schools has established a proven school outreach and marketing process for its current and prospective schools.



The goal of enrollment outreach and marketing is to inform families from across the targeted attendance zone about the mission of the school and their option to apply. The targeted zone is either the entire district for locally authorized schools or within a 30-minute drive time for state-authorized schools. Fayette Classical Academy is approved to serve the attendance zone of Fayette, Coweta, Clayton, Henry, Spalding, and Fulton Counties in addition to the city of Atlanta.

Website and Printed Materials

The school website is a parent's primary source of information about the enrollment process. The school's enrollment page on the website is updated with all pertinent dates in mid-September (application release date and lottery date) and mid-March (post-lottery information) of each school year.

- [Atlanta Classical Academy](#)
- [Northwest Classical Academy](#)
- [Fayette Classical Academy](#)

Each Enrollment and Records Coordinator (ERC) ensures their school's website contains the following information.

- An overview of the enrollment process
- FAQs
- The school's legal obligations
- Contact information

- Key dates and times

The ERC works with the Community Engagement Director to create and update printed materials for distribution at information meetings and community events. Printed materials are generated in English and Spanish.

Social Media and Digital Marketing

The ERC works with the Community Engagement Director to market the opportunity for enrollment to the entire attendance zone through paid and organic social media and email campaigns. Recent research by Khora, a well-respected social media marketing firm, indicates that 85% of households with an annual income of less than \$30,000 report using Facebook frequently. Facebook allows us to target ads in specific areas and neighborhoods, specifically to families with school-aged children, providing us with an efficient way to get information about our application and enrollment details to as many as possible within the attendance zone.

Information Sessions

Information Sessions are an effective way to engage interested families, answer their questions, and educate them about our mission at a high level. These are typically hosted by ERC with the support of a school leader.

- Approximately 4 times per year, leading up to the annual enrollment lottery
- To reach many parents, some sessions are in-person, others online, and are hosted at various times and days
- Presentation agenda/slides may be found here.

Open Houses and Preview Days

Open Houses and Preview Days, particularly for new schools, provide an opportunity for parents and students to see their prospective school. These more in-depth information sessions typically allow parents to rotate through several sessions at the school covering topics such as the following:

- Mission and Vision
- Our approach to Literacy
- Our approach to Math and Science
- The Socratic Method

School Fairs, Community Events, and Partner Events

School fairs and community events allow us to efficiently reach many potential families.

The ERC also facilitates our schools' participation in educational events in our community and special presentations to our community partners.

The ERC ensures our presence at these events, and arranges for leaders, teachers, current students, and

current parents to represent our schools.

- Typically 3 or 4 per season
- ERC facilitates table setup and provides marketing materials if appropriate

The ERC also facilitates our schools' participation in educational events in our community and special presentations to our community partners, such as Agape Youth and Family Center and LaAmistad After School Program.

Outreach efforts for Fayette Classical Academy have mirrored those at ACA and NCA that have yielded a combined waitlist of over 3,000 students across both campuses.

Fayette Classical Academy Outreach

Liberty has implemented our proven marketing and outreach strategy as we prepare to launch Fayette Classical Academy. Fayette outreach efforts began in June 2023 in response to requests from interested parents in the region. Those supporting the effort include the Mayor and City Manager of Fayetteville, several of its city council members, a family that formerly attended ACA, and the grandparents of a 10-year ACA teacher. We attended numerous community meetings with engaged civic organizations, including Rotary Club meetings, Kiwanis Club meetings, and Chamber of Commerce meetings. We began our weekly/biweekly informational webinars and in-person information sessions at the beginning of January, including a meeting hosted by the Fayetteville City Manager at City Hall. We promote all outreach sessions using paid social media ads (Facebook & Instagram) as well as newsletters and event reminders to our email list. Across all of our channels, engagement increased exponentially as we began outreach during the first quarter and has continued to steadily grow. Our email subscribers grew from 199 at the end of January to 1,157 in March to 2,324 in October. We averaged 73 clicks per social media ad in January, 360 in February, and 458 in March. We increased the number of ads and the number of dollars spent per ad from January to February and from February to March.

Pre-Launch Marketing Strategy

- Identify community outreach team (founding families/volunteers)
- Identify and Meet with Community Leaders
 - Political figures
 - Church leaders
 - Local preschools
 - Non-profit organizations
- Identify festivals and other community events to participate in and/or sponsor
- Create FCA social media accounts and grow engagement
- Hold regular in-person and virtual information sessions
- Segment Liberty's email list to identify prospective FCA parents and grow school's email subscribers
- Create branded print materials to disseminate at info sessions and to supply to local outreach team
 - Example: [5x7 Info Card](#)
- Publish press releases of important updates (charter approval, application open, key leadership hires, etc.)
 - [Approval Announcement - Sept. 3, 2024](#)
 - [State Charter School Commission Press Release](#)

Visible Leadership Present in the Marketing Process

- School leader is local and present, immersed in local events, business meetings, etc.
- Supplemented by LCS and its affiliates

Community Partnerships

FCA will strive to form community partnerships, as we have done with our previous schools, to reach families that reflect the racial and socioeconomic diversity of the attendance zone. For example, Atlanta Classical Academy has partnered with local non-profits like [La Amistad Inc.](#) and

Agape Youth and Family Center to host outreach sessions where we bring devices and assist parents in completing the enrollment application.. To maximize the scope of our audience, we market to preschools and housing complexes that serve predominantly low-income families; we participate in local school fairs; we promote our outreach sessions through local media outlets; and we advertise on Facebook and Instagram.

Name Recognition

Liberty's two existing schools are in significant demand which will help set up FCA for similar success. During the 2024 open enrollment period, ACA received 1,633 applications and NCA received 1,461 applications to participate in the enrollment lotteries on each campus. Liberty and its current schools have premium accounts on Niche, the most commonly-used education search platform on the internet. Fayette outreach will be incorporated into Liberty's marketing efforts on Niche until FCA has its own premium account (once students are enrolled), at which time we will shift to FCA-specific marketing on Niche. Some of FCA's attendance zones overlap with those of ACA, and parents who have long been on the waitlist have expressed interest in applying to FCA when the time comes.

Social Media

Recent research by Khora, a well-respected social media marketing firm, indicates that 85% of households with an annual income of less than \$30,000 report using Facebook frequently. Facebook allows us to target ads in specific areas and neighborhoods, providing us with an efficient way to get information about our application and enrollment details to as many as possible within the attendance zone.

Summary

In the year leading up to the school's launch, we have a comprehensive and proven plan for marketing and enrollment outreach. After the school is launched, we will continue many of these efforts indefinitely. The most compelling and effective public relations strategy, however, is a mission-driven school that delivers excellent content; offers an attractive environment to employees, students, and families; demonstrates operational excellence; and positively engages with the surrounding community. We will strive for excellence in every aspect.



Book	Handbooks
Section	3000 - School Life and Environment
Title	Discipline
Code	3.04.03

LIBERTY CLASSICAL SCHOOL - STUDENT CODE OF CONDUCT

3.04

GENERAL

Student self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of the virtues. The aim of Liberty Classical is to teach students. "Student" derives from the Latin word *studēre*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, should be diligent in, attached to, and zealous for their studies. Simply put, we expect students to live up to their name. The teachers of Liberty Classical will work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education Liberty Classical offers them.

Expectations for student behavior during the school day also apply before and after the school day, during the After School Program, on field trips, and at on-campus and off-campus school events. Disciplinary consequences will be imposed for the violation of school rules and behavioral expectations during the After School Program, field trips, and school events as they are for such violations during the school day.

3.04.01

HONOR CODE

Liberty Classical was founded to develop students in both mind and character. The school's virtues are the guiding principles used to cultivate and nurture character: courage, courtesy, honesty, perseverance, self-government, and service. Students are expected to conduct themselves honorably in word and deed, to strive to live by the virtues, and to encourage others to do so as well.

The Liberty Classical Schools Honor Code is as follows:

Liberty Classical students strive to be virtuous in conduct, seek to grow in scholarship and learning, and pursue a commitment toward civic responsibility. Liberty Classical students will not lie, cheat, or steal, and will discourage others from such actions.

Parents are expected to discuss the Honor Code with their student(s) and are required to turn in the Parent Compact and Student Compact signature page at the beginning of the school year.

3.04.02

PERSONAL ELECTRONIC DEVICES

Students may not bring cell phones, computers, tablets, smart watches, or other unapproved electronic devices to campus. Any unapproved electronic device used, seen, or heard during the school day will be confiscated and held until the end of the day, at which time a parent/guardian may pick up the device. Repeated misuse of a cell phone or other device may result in additional disciplinary consequences.

3.04.03

STUDENT CODE OF CONDUCT

A successful school requires an orderly, safe, and respectful environment for all students. This Code of Conduct establishes standards of student behavior designed to create the expectation that students will behave themselves in such a way so as to facilitate a learning environment for themselves and other students, respect each other and school employees, and obey student behavior policies adopted by the schools. Students are expected to follow the Code of Conduct at all times while on school property, at school-sponsored events, and on school transportation.

No school or code of conduct can reasonably anticipate every possible situation that may arise requiring disciplinary action. For situations not specifically identified, administration shall use the code of conduct as a guide to determine the appropriate disciplinary action based on the details and severity of the specific circumstances.

Parental Involvement:

There is an expectation that school personnel and parents/guardians will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about and actions in response to student behavior that detracts from the learning environment. Parents are also encouraged to inform their children of the consequences of violating the Code of Conduct and more serious laws, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

All families will receive a copy of the Code of Conduct each year, which must be reviewed and a signed acknowledgment of receipt shall be returned to the school. Failure to return a signed acknowledgment will not preclude a student from being held to the standards and rules in the Code of Conduct.

Progressive Discipline:

The school will strive to implement a progressive discipline process to create the expectation that the degree of discipline will be in proportion to the severity of the behavior being disciplined as required by state law (OCGA §20-2-735). Disciplinary action shall be appropriate based on the age of the student, the student's disciplinary history, and the severity of the misconduct. Provided however, Administration shall have the discretion to elevate the level of discipline for any act of misconduct when reasonably warranted based on the specific circumstances and severity of the misconduct. Repeated violations of lower-level misconduct may also result in escalated consequences.

TIER I: MINOR ACTS OF MISCONDUCT

Tier I violations are minor acts of misconduct that do not meet behavioral expectations and may interfere with the orderly operation of the classroom, school function, extracurricular activity, or any other school program, including school-approved transportation.

Potential Consequences: Verbal Warning, Parent Communication, Discipline by Teacher, Administrative Conference, Detention, Loss of Privilege, In-School Suspension, and/or Short-Term Out of School Suspension

1. Disruptive behavior

2. Horseplay, rough, or boisterous activity
3. Use of abusive, profane, or obscene language or gestures not directed at anyone in particular or directed towards another student
4. Failure to follow rules or blatant defiance of instruction/direction of school employees
5. Academic Dishonesty
6. Unauthorized possession of personal electronic or communication devices
7. Excessive tardiness
8. Violations of dress code
9. Public displays of affection
10. Failure or refusal to attend previously assigned disciplinary assignments (ex. Detention or ISS)
11. Unintentional possession of prescribed or over the counter medication
12. Encouraging or assisting others to engage in Tier I misconduct

TIER II: INTERMEDIATE ACTS OF MISCONDUCT

Tier II violations are intermediate acts of misconduct directed against other people or property that do not seriously endanger the health or safety of others or cause serious disruptions of school order.

Potential Consequences: Verbal Warning, Parent Communication, Discipline by Teacher, Administrative Conference, Detention, Loss of Privilege, In-School Suspension, and/or Short-Term Out of School Suspension

1. Repeated or multiple acts of Tier I misconduct
2. Excessive absenteeism
3. Use of abusive, profane, or obscene language or gestures towards employees, staff, or visitors
4. Chronic disruptive behavior
5. Cheating
6. Failure to follow directions of school employees related to safety or the maintenance of order
7. Possession and/or use of tobacco and vaping products
8. Possession, use, and/or distribution of unauthorized items (non-drug)
9. Possession of prescribed or over the counter medication
10. Knowing possession of stolen property
11. Theft or attempted theft of student, school, employee, or private property with an estimated value of up to \$100.00
12. Attempting to alter or damage school property or the property of others
13. Trespassing on school property
14. Unauthorized presence on school property or at school events
15. Teasing or taunting
16. Lewd, indecent, or inappropriate behavior
17. Hazing
18. Leaving school grounds or the site of a school activity without permission
19. Intentionally providing false information to a school employee or agent
20. Improper use of school technology
21. Violations of Acceptable Use Policy
22. Prohibited use of personal electronic or communication devices during the school day
23. Blocking traffic or entrance to school property or areas inside the school
24. Interference with school transportation
25. Gambling
26. Making mild threats
27. Encouraging or assisting others to engage in Tier II misconduct

TIER III: MODERATE ACTS OF MISCONDUCT

Tier III violations are moderate acts of misconduct that place students, staff, and/or visitors at risk of or cause emotional or physical harm, which may include but are not limited to threats to the health, safety, and/or property of others.

Potential Consequences: Administrative Conference, Detention, Loss of Privilege, In-School Suspension, Short Term Out of School Suspension; Long-Term Suspension, Expulsion

1. Repeated or multiple acts of Tier I and/or Tier II misconduct
2. Violating no contact contracts
3. Interference of school transportation while in motion
4. Intentional triggering of fire alarm or other safety or emergency systems
5. Intentionally reporting false threats or reports to school employees, agents, law enforcement, or emergency services
6. Sexual activity, consensual
7. Vandalism, altering, or causing damage to school property or the property of others
8. Attempted arson of school or private property
9. Breaking and entering of school or private property
10. Assisting with the unauthorized entry of unauthorized persons on school grounds
11. Attempted extortion or blackmail
12. Making threats of violence or inappropriate behavior against another student
13. Retaliatory behavior
14. Assault of another student
15. Battery of another student, without serious bodily harm
16. Participating in, encouraging, or recording a fight with or among other students
17. Theft or attempted theft of student, school, employee, or private property with an estimated value of more than \$100.00
18. Stalking
19. Harassment on basis of race, color, national origin, religion, disability, or sexual orientation
20. Sexual Harassment
21. Sexual Battery
22. Sexual Molestation
23. Possession and/or sharing of offensive material (non-technology)
24. Possession of drug paraphernalia
25. Possession, use, buying, or under the influence of illicit or illegal drugs or alcohol
26. Possession, use, of prescription medication not prescribed to the student
27. Distribution, sale, or buying nonprescription medication
28. Possession of prohibited substances or objects
29. Unauthorized still, video, and/or audio recording of school property, other students, employees, or visitors using a personal or school device
30. Unauthorized use of technology
 - a. Accessing any account other than one assigned to the student
 - b. Production, display, and/or distribution of inappropriate, obscene, explicit, sexually explicit, or pornographic materials
 - c. Unauthorized copying computer files and software
 - d. Tampering, phishing, hacking
31. Gang activity
32. Wearing or displaying obscene, offensive, and/or gang-related clothing, tattoos, paraphernalia, etc.
33. Bullying/Cyberbullying (see Bullying Policy)

34. Possession and/or use of Category II Weapon
35. Making moderate threats
36. Encouraging or assisting others to engage in Tier III misconduct

TIER IV: SERIOUS ACTS OF MISCONDUCT

Tier IV violations are acts of serious misconduct that place students, staff and/or visitors at risk of emotional or physical harm, which may include threats to the health, safety, and/or property of others and other acts of serious and repeated misconduct.

Potential Consequences: Short-term suspension, long-term suspension, expulsion

1. Repeated or multiple acts of Tier I, Tier II, and/or Tier III misconduct
2. Completion of any act if attempting the act would be a lesser violation under the Code of Conduct
3. Arson of school or personal property
4. Possession of alcohol, tobacco, vaping products, illegal or illicit drugs, prescription, and/or non-prescription medication with the intent to sell, give away, or otherwise distribute to another person.
5. Sale, distribution, or purchasing of alcohol, drugs, and/or prescription medication
6. Assault of school employee, agent, or visitor
7. Battery of school employee without serious injury
8. Battery of a student, school employee, agent, or visitor with serious injury
9. Participating in, encouraging, or recording a group fight
10. Intentionally making false reports of serious crimes to school employees, agents, law enforcement, or emergency services
11. Making threats of bombs or explosives
12. Making threats of violence or inappropriate behavior against a school employee, agent, or visitor
13. Forceful abduction or detention of another person
37. Repeated Bullying/Cyberbullying (see Bullying Policy)
14. Making serious or severe threats
15. Possession of a Category I Weapon
16. Any other offense committed on or off campus that could be considered a felony
17. Encouraging or assisting others to engage in Tier IV misconduct

* OCGA §20-2-751.6 – Any student found by a disciplinary hearing officer or tribunal to have committed physical violence against a school employee, including but not limited to, teacher, school bus driver, or school official, that causes physical harm shall be expelled for the remainder of the student’s eligibility to attend public school in Georgia. The student shall also be referred to juvenile court with a request for petition alleging delinquent behavior. A student who is found guilty by a disciplinary hearing officer or tribunal to have committed physical violence that does not cause physical harm may be disciplined by expulsion, long-term suspension, or short-term suspension. Any student who is alleged to have committed an act of physical violence shall be suspended pending a disciplinary hearing.

** OCGA §20-2-751.1 – Any student who is determined to have possessed a firearm or dangerous weapon at school shall be recommended for expulsion from school for a period of not less than one calendar year; provided, however, that a hearing officer or tribunal, administrator, superintendent, or governing board shall have the authority to modify such expulsion requirement on a case-by-case basis.

Parents/guardians and/or students will be held responsible for restitution of the full value of any damaged or stolen property.

Short-term and in-school suspensions

The length of any short-term or in-school suspension shall be determined by the Principal based on the severity of the infraction and any other relevant factors. All suspensions will require a conference between the parent(s) and Principal. A remedial student discipline plan will be created during this conference. The conference will occur before the student is re-admitted to class. The Principal may require the parent to attend a full day of class with the student upon return. The loss of class time due to repeated suspensions may be grounds for retaining a student at the current grade level for the following year.

Long-term suspensions and expulsion

For especially serious violations of school order and safety or for habitually disruptive behavior, Liberty Classical will pursue long-term suspensions or expulsion through due process procedures as required by state law.

DEFINITIONS

Consequences

1. **Detention** – a consequence assigned by a teacher or an administrator that requires a student to be at school for a period of time other than normal school hours or days. The term shall include Saturday school. The student's parent or legal guardian should be notified at least one day prior to the assigned date of detention or Saturday school.
2. **In-School- Suspension (ISS)** - the removal of a student from his/her class for at least half a school day by the principal or a designee and assignment to a location supervised by appropriate personnel in another room on the school premises. A student assigned to in-school suspension will be permitted to work on classroom assignments and will be counted present for attendance purposes.
3. **Out-of- School Suspension (OSS)** – Removal of a student from school for a defined short-term or long-period.
 - a) Short-Term OSS– suspension of a student for not more than ten (10) school days.
 - b) Long-Term OSS – suspension of a student for a period of more than ten (10) school days but not beyond the current school quarter or semester.
4. **Expulsion** – Expulsion of a student for a period of time that extends beyond the current school quarter or semester. Expulsion may be permanent or for a defined period of time.

Misconduct

The following should be viewed as general definitions to establish expectations for the terms defined but the definitions may not be an exhaustive list for all items or actions that may reasonably be classified under the term defined. The application of each will be applied on a case by case basis upon reviewing the totality of circumstances.

1. **Assault** – Attempting to make physical contact with another person with the intent to cause bodily harm, threat of physical injury, or is so severe that it places another person in reasonable apprehension of serious bodily harm or injury
2. **Arson** – intentionally damaging or attempting to damage property by the use of fire or incendiary device
3. **Alcohol** – includes all alcoholic beverages or any substance falsely identified by the student to be an alcoholic beverage.
4. **Battery** – Intentional touching or striking of another person to insult, provoke, or cause bodily harm that may or may not result in physical injury or serious bodily harm.
5. **Drugs** – illicit drugs, illegal drugs, inhalants, narcotics, hallucinogens, stimulants, amphetamines, barbiturates, or marijuana, marijuana oil, THC (including, but not limited to hemp-derived THC products) or any other substance listed under the Georgia Controlled Substances Act, or any substance falsely identified as such, or the student purports to be an illegal drug, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the

Georgia Controlled Substances Act. Drugs may be in any form including but not limited to, powder, liquid, flakes, solid, inhalant, or vapor.

6. **Drug Paraphernalia** – includes any equipment, product, supplies, or accessories that are used with or to make, use, or hide drugs
7. **Extortion** – Use of threats or intimidation to demand money or something of value from another person
8. **Gambling** – Betting or playing a game of skill or chance for money or anything of value
9. **Gang** - any group or association of three or more persons, whether formal or informal, which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity or behavior of any kind, whether on or off school campuses or school property.
10. **Harassment** - Intentional, substantial, and unreasonable verbal, physical or written contact that is initiated, maintained, or repeated, which includes harassment, intimidation, or abuse of students or others based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity, or a physical characteristic.
11. **Personal Electronic or Communication Devices** – include but are not limited to cell phones, smart phones, smart watches, recording devices, and gaming devices
12. **Physical Violence** – means (a) intentionally making physical contact or an insulting or provoking nature with another person; or (2) intentionally making physical contact which causes physical harm to another person unless such contact or physical harm were in self-defense. (OCGA §20-2-751.6)
13. **Sexual Battery** – intentionally making physical contact with the intimate body parts of another person without the consent of that person.
14. **Sexual Harassment** – Any unwelcome conduct or communication of a sexual nature that is so severe, pervasive, and objectively offensive that it effectively denies the victim equal access to the school's program or activities. Sexual harassment may be explicit or implied, verbal, written, and/or silent action, which includes but is not limited to sexual jokes, comments on an individual's physical characteristics, and unwanted touching or gestures.
15. **Sexual Molestation** - doing any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes a student forcing another person to make physical contact with the student's intimate body parts, such as having another student perform sex acts.
16. **Stalking** - Following, contacting, or placing another person under surveillance without consent for the purpose of harassing and intimidating, which includes behavior that would cause a reasonable person to: (a) fear for his or her safety or the safety of others; or (b) suffer substantial emotional distress.
17. **Tardiness** – Failure to be at an assigned place at the assigned time without a valid excuse
18. **Theft** – To steal or attempt to steal property belonging to the school, a school employee, another student, or any other person
19. **Threat** – a written or verbal statement or action that communicates an intention to inflict pain, injury, damage, or other hostile action on another person or place
20. **Tobacco and vaping products** - include, but not be limited to, any lighted or unlighted cigarettes, cigars, pipe tobacco, pipe, bidi, clove cigarette, cigarillo, hookah, blunts, chewing tobacco, snuff, snus, orbs, strips, sticks, electronic cigars and cigarettes, vape pens, vape solutions, and any other items containing or reasonably resembling tobacco or tobacco products regardless of whether it actually contains tobacco.
21. **Trespass** – unauthorized presence on school property, may include but is not limited to students who are subject to disciplinary action entering the school premises
22. **Weapon** – Any hazardous object, firearm, or dangerous weapon that may be used to cause or inflict harm or bodily injury. Notwithstanding the foregoing, any object that is not traditionally considered to be a weapon but is used in a manner that attempts to cause serious harm or bodily injury may be considered a weapon under the Code of Conduct.
 - a. Category II Weapons –

- i. Incendiary devices, including smoke bombs, stink bombs, fireworks, cigarette lighters, matches, or other similar devices.
 - ii. Any knife or instrument having a blade of less than two inches,
 - iii. Any "look-alike" firearm, any "look-alike" or practice knife, or plastic disposable razor or sling shot.
 - iv. Non-lethal gun, including but not limited to BB guns and paintball guns
 - v. Ammunition
 - vi. Any other weapon not classified as a Category I Weapon
- b. Category I Weapon – includes any hazardous object, firearm or dangerous weapon including but not limited to gun, pistol, revolver, or any weapon designed or intended to propel a missile of any kind
 - i. Hazardous Object - means all hazardous objects including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or taser as defined by state law. (OCGA §20-2-751)
 - ii. Firearm – means any loaded or unloaded, manual or automatic gun, pistol, or revolver of any length, from which any shot, bullet, or missile can be discharged
 - iii. Dangerous Weapon - means any weapon that fires explosive or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosive from a metallic cylinder and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon which is designed to explode and injure personnel or similar weapon used for such purpose. (OCGA §16-11-121)

Unsafe Schools

Major offenses, including but not limited to, drug and weapon offenses can lead to the school being named as an Unsafe School in accordance with SBOE Rule 160-4-8-.16.

Students in Kindergarten – Third Grade

Students in preschool through third grade may not be expelled or suspended for more than five consecutive or cumulative days during a school year without first receiving a multi-tiered system of supports (MTSS), such as response to intervention. If the student is receiving or has received MTSS, the school has met its statutory obligations. Provided however, these requirements shall not apply if the student possessed a weapon, illegal drugs, or other dangerous instrument or such student's behavior endangers the physical safety of other students or school personnel. (OCGA §20-2-742)

Appeal of Discipline for Students Committing Acts of Physical Violence Against School Personnel

Any student alleged to have committed an act of physical violence against a teacher, bus driver, or other school official or employee shall be suspended pending the disciplinary hearing. (OCGA 20-2-754(c)) If appropriate, the decision of the disciplinary hearing officer, shall include a recommendation as to whether a student may return to public school and, if return is recommended, a recommended time for the student's return to public school. The school's board may impose penalties not recommended by the disciplinary hearing officer. (OCGA §20-2-751.6) The decision of the disciplinary hearing officer may be appealed to the

school's board by filing a written notice of appeal within 20 calendar days from the date the decision is rendered.

A student found by a disciplinary hearing officer to have committed an act of physical violence against a teacher, bus driver, school official, or school employee that causes physical harm must be expelled for the remainder of the student's eligibility to attend public school.

3.04.03.1

Lower School Disciplinary Procedures

- a) Discipline by Teachers. Teachers are expected to address and manage student misbehavior by providing re-direction before escalating to sending a student to the Office of the Dean of Students or other administrative interventions. Referrals to the Dean of Students will be for chronic or egregious behavior and/or when a student's behavior is disrupting the learning of others. Teachers shall lead peaceful, orderly classrooms. Students shall be polite and attentive and behave according to the school virtues: courage, courtesy, honesty, humility, perseverance, self-government, and service. Generally speaking, private behavioral infractions shall be managed privately with the involved student or students. Public or otherwise overt infractions may be managed in front of a student's peers, provided that the discipline is discreetly administered and private information regarding the student is not disclosed to other students.
- b) Parent Communication. A teacher will post brief comments in a student's planner for parent review when issues of irresponsible student behavior arise or when redirection was required to correct behavioral issues. Parents will be called or emailed if the behavioral issues continue or become chronically worse.
- c) Discipline by the Dean of Students. Teachers will send students to the Office of the Dean of Students when a student's behavior is chronic or egregious or when the behavior disrupts the learning of other students.
 - i. The Dean of Students will meet with the student, discuss the incident for which the student was sent to the Dean's Office, and will set forth expectations for the student regarding future behavior so that the student can conform his or her behavior to meet those expectations.
 - ii. After meeting with the student, the Dean may elect to send a virtue card home with the student. The virtue card requires that:
 1. The student reflect, with his or her parent, upon the virtue(s) not practiced by the student with regard to the disciplinary incident in question;
 2. The student, with the support of his or her parent, devises a plan for improvement and for practicing the virtue(s) in question moving forward; and,
 3. The student returns the virtue card, signed both by the student and his or her parent, to the Dean of Students.
 - iii. When he deems it necessary, the Dean of Students shall issue the student a Discipline Referral Form. The following actions will be taken according to the number of referrals, which shall be cumulative throughout the school year:

First infraction: The Dean of Students shall contact the student's parent(s) by telephone to discuss the disciplinary violation in question. A Discipline Referral Form will be sent home with the student for review and signature by a parent. The student must return the signed Discipline Referral Form to the Dean of Students.

Second infraction: The Dean of Students shall contact the student's parent(s) by telephone to request a personal meeting with the student's parent(s) to discuss the disciplinary violation in question. A Discipline Referral Form will be sent home with the student for review and signature by a parent. The student must return the signed Discipline Referral Form to the Dean of Students.

Third infraction: The student shall be removed from class, sent to the Office of the Dean of Students who shall call the student's parent(s), and may not return to class without the student's parent attending school with the student for the entire day, as approved by the Principal.

Fourth infraction: The student shall be removed from class, sent to the Office of the Dean of Students who shall call the student's parent(s), shall be subject to suspension with the approval of the Principal, and may not return to class without the student's parent attending school with the student for the entire day, as approved by the Principal.

- iv. A particularly severe offense or repeated Disciplinary Referrals may result in the student being subject to suspension, or in certain cases, expulsion. The Dean of Students reserves the right to elevate the consequence of a disciplinary violation to a higher level due to the severity of the violation and/or to promote the safety and welfare of the individual student or the school community.

3.04.03.2

Upper School Disciplinary Procedures

- a) Discipline by Teachers. Teachers are expected to address and manage student misbehavior by providing re-direction before escalating to sending a student to the Office of the Dean of Students or other administrative interventions. Referrals to the Dean of Students will be for chronic or egregious behavior and/or when a student's behavior is disrupting the learning of others. Teachers shall lead peaceful, orderly classrooms. Students shall be polite and attentive and behave according to the school virtues: courage, courtesy, honesty, humility, perseverance, self-government, and service. Generally speaking, private behavioral infractions shall be managed privately with the involved student or students. Public or otherwise overt infractions may be managed in front of a student's peers, provided that the discipline is discreetly administered and private information regarding the student is not disclosed to other students.
- b) Parent Communication. For issues of praise, irresponsibility, or redirection, teachers are encouraged to contact parents.
- c) Loss of Privilege. Loss of Privilege is a disciplinary measure used to address minor infractions. A loss of privilege is imposed directly by the teacher upon the student and will be served in a designated room during the lunch and/or recess period each school day. During the loss of privilege period assigned, students will be afforded a period of time for reflection and be provided opportunities for community service. The teacher will apprise parents by email of the imposition of a loss of privilege. A loss of privilege may be imposed for minor disciplinary violations, including, but not limited to, the following:
- Repeated dress code violations;
 - Failure to turn in homework assignments;
 - Repeated or excessive tardiness to class; and,
 - Classroom disturbance or uncooperative behavior.

Losses of privilege imposed for a lack of academic responsibility will be tracked separately from disciplinary losses of privilege and will not accrue toward the imposition of detention. A loss of privilege imposed for a lack of academic responsibility reinforces the importance of personal responsibility and provides an opportunity for a student to compensate for lost learning by completing an assignment or studying.

- d) **Detention.** Detention is an escalating consequence for more serious disciplinary offenses or repeated minor infractions and shall be imposed upon students by the Dean of Students. Detention will be served after school from 3:30 pm - 4:15 pm and will generally be accompanied by a loss of privilege during lunch. Detention is a time for reflection, repair, and restoration. Detention takes priority over athletic practices, fine arts rehearsal, club meetings, and other extracurricular activities. If a student is scheduled to take a make-up test or is scheduled to participate in a scheduled game on a Liberty athletic team, on the day he or she is supposed to serve a detention, the student may serve the detention on the following day, at the discretion of the Dean of Students.

After the imposition of three detentions upon a student, the Dean of Students may require a parent to accompany a student for a full day of school. The student may also be deemed ineligible to participate in extracurricular activities, including, but not limited to, school athletic programs. Particularly severe disciplinary offenses or the repeated imposition of detention may result in the student being subject to suspension, or in certain cases, expulsion. Liberty reserves the right to elevate the consequence to a higher level due to the severity of an infraction and/or to promote the safety and welfare of the individual student or the Liberty community.

3.04.03

STUDENT DISCIPLINARY HEARINGS

A student shall have the right to a disciplinary hearing conducted by a qualified disciplinary hearing officer any time a punishment of long-term suspension or expulsion has been recommended by the Principal or his/her designee as the result of violating the Liberty Classical Code of Conduct or as required by law.

Disciplinary Hearing Coordinator

The Principal may designate an administrator (School Counselor, Assistant Upper School Principal, Student Services Director, or another employee) to coordinate the disciplinary hearing process. The Disciplinary Hearing Coordinator (DHC) shall be responsible for the on-going operation of student disciplinary hearings, including such activities as receiving requests/cases for hearings, providing for the physical arrangements for hearings, assembling and having in place the persons to hear a case or series of cases, scheduling hearings, preparing and serving subpoenas and handling other correspondence concerning hearings, monitoring the actual conduct of hearings, communicating decisions to the respective parties, preparing and maintaining necessary records, and processing appeals to the Board.

Notice

When a disciplinary hearing is required, the DHC shall provide written notice of the relevant procedures to the parent/guardian/student age 18 or older (Appendix 6). This notice shall include the following:

1. The date, time and place of the hearing.
2. A brief statement of the act(s) the student is alleged to have committed, including the date, time, and place of the incident(s) if known.
3. Identify the portion of the Code of Conduct allegedly violated.
4. The maximum penalty that may be administered for the alleged misconduct, and the discipline being recommended.
5. The names of witnesses that may be called at the hearing and evidence that may be used to support the charges.
6. A statement that a hearing is required unless the parent/guardian/student 18 years old or older waives the hearing, in writing.
7. A statement that at the hearing the student is entitled to be represented by a representative of his/her choice, including an attorney, at the student or parent's expense if so desired; and that the student may call witnesses during the hearing and utilize other compulsory processes upon request. Notice that the student or parent/guardian must notify the School at least two business days prior to the hearing if they intend to bring legal counsel. Failure to provide sufficient notice may result in the hearing being delayed so the school's attorney may attend.

8. A statement that all parties are afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses.
9. A copy of the hearing procedures or how to access the procedures.

Delivery of Notification: The notice of hearing shall be delivered to the student and his/her parent/guardian either in person or by mail to the last known address of the parent or guardian. Service shall be deemed to be perfected when the notice is deposited in the United States mail with sufficient postage addressed to the last known address of the parent/guardian. If notice is delivered in person, written confirmation shall be obtained by the person delivering the notice. An additional copy should also be sent via electronic mail when possible.

Pre-Hearing Conference

Within three (3) school days of the first day of a recommended long-term suspension or expulsion, the Head of School shall provide the parent/guardian or student who is age 18 or older with an opportunity to participate in a pre-hearing conference. A minor student may be invited to attend the conference at the discretion of the Head of School.

During a pre-hearing conference, the Head of School should be prepared to offer and discuss the available witness's/student's statements; current status of the student's academic and conduct grades in all classes (progress reports); days present and absent (excused and unexcused absences); number of tardies and class cuts; discipline records; and interventions offered and supports given at the local school including SST referral, counseling sessions and parent/guardian conferences; copy of police report; and any other information or evidence relevant to the incident. Documentation of the above should be shared as appropriate and permitted by law.

The purpose of this meeting is for the parent and school to discuss the investigation in-progress or completed by the school, the discipline procedures afforded, and any information provided by the student and/or the parent/guardian.

As this is a parent conference, legal counsel for student and/or parent may not attend. The Head of School/designee may set a reasonable time limit for the meeting and may end the meeting if it is evident that resolution is not imminent.

If the parent/guardian and school are able to reach an agreement about the disciplinary outcome, the parent/guardian may waive the hearing in writing (Appendix 7). Unless the Principal and parent/guardian come to a decision that results in a hearing waiver, the disciplinary hearing will proceed as scheduled. If the pre-hearing conference does not occur and there is no hearing waiver by the parent/guardian, the hearing will proceed as scheduled.

Disciplinary Hearing Officer

A qualified Disciplinary Hearing Officer (DHO) shall be selected by the Head of School or DHC to oversee a student disciplinary hearing. In accordance with State Board Rule 160-4-8-.15, the hearing officer shall be:

- 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
- c. 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, 2016.

The Head of School shall maintain on a file a list of qualified Disciplinary Hearing Officers. Prior to selection as a DHO, the Coordinator shall confirm that the individual has no prior involvement in the matter or conflict of interest in the case.

Waiver

At any time before a decision is rendered by a DHO, the parent/guardian or student aged 18 or older may accept the charges and recommend discipline or come to an agreement for an alternate consequence within

the range allowed by the Liberty Code of Conduct. However, if the student is accused of assault or battery of an employee, the hearing may be waived only with agreement by the victim. A waiver must include the following:

- a. Description of charges and the rule(s) violated
- b. Discipline accepted or alternatively agreed upon
- c. Specific waiver of right to a disciplinary hearing
- d. Parent/Guardian/Student 18+ signature and date

Scheduling

A disciplinary hearing should be held within ten (10) school days after the first day of suspension unless the Head of School and the parent/guardian mutually agree, in writing, to an extension. Provided however, a new hearing date shall be set no later than 15 school days after the first date of the suspension unless requested in writing by the parent/guardian and agreed to by the School.

If good and sufficient cause exists, the DHC may reschedule a hearing. The student or his/her representative may request a continuance of the hearing from the DHC within 24 hours of the scheduled hearing date. The DHC shall have the discretion to consider extenuating circumstances for any continuance requested less than 24 hours prior to the scheduled hearing. Written notice of the rescheduled date and time must be provided to the student's parent/guardian/representative and may be provided either in person, by electronic mail, or by first class mail return receipt requested.

If a continuance is requested or caused by the parent/guardian/student age 18 or older/student's representative, the student shall continue to serve his/her recommended school level discipline (ISS or OSS) during the time of the continuance and until the hearing is conducted and a decision has been rendered. If the continuance requested by parent/student's representative requires that the hearing occurs outside the 10-day maximum period for suspensions, it is understood that the parent is knowingly waiving the statutory due process timeline and must confirm this agreement in writing at the time the continuance is requested.

Students will be provided with appropriate grade-level instructional materials for independent work while awaiting the completion of a disciplinary hearing.

Group Disciplinary Hearing

When multiple students who are believed to have acted in concert are alleged to have violated the same rule(s) and the facts are similar for all students, a group disciplinary hearing may be conducted if the Principal or his/her designee believes that no student will have his/her interests substantially prejudiced by a group hearing.

Any student who objects to participation in a group hearing should notify the DHC in writing no less than 48 hours before the hearing.

If during the disciplinary hearing, the hearing officer finds that a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student.

Conduct of Hearing

Hearing Attendees: Student disciplinary hearings are confidential and are not open to the public. The DHC may observe student disciplinary hearings for administrative purposes.

The Hearing Officer may exclude individuals who are not a party, witness or a representative in the proceedings.

Witnesses

Witnesses shall only be present at a disciplinary hearing while providing testimony or responding to questions from the Hearing Officer or parties involved. Any teacher who will be called as a witness shall be

given notice at least three days before the hearing. The failure to include a witness from the initial disciplinary hearing notice shall not preclude that witness from testifying.

Legal Representation at the Disciplinary Hearing: If the student is represented by an attorney, the School's attorney may be present. The student/parent/guardian must notify the Coordinator not less than two business days prior to the hearing if the student will be represented by an attorney. Failure to give such notice can result in the hearing being continued so that the School's attorney may be present.

Burden of Proof

The burden of proof is a preponderance of the evidence (more likely than not) and shall be on the School.

Presentation of Evidence:

The evidence for the school and student/student representative (if present) shall be presented to the Hearing Officer. The Principal shall determine who will present on behalf of the School, including but not limited to the Board attorney. The administrator representing the school, the Board attorney, the student's representative, and the hearing officer are entitled to question witnesses about any matters which are relevant to the charges against the student or the appropriate discipline. The Hearing Officer has the authority to limit unproductively long or irrelevant questioning.

Procedural Objections

Objection to the sufficiency of the notice and/or other procedural objections shall be waived unless written notice thereof is filed with Student Relations no less than 24 hours prior to the time the hearing is scheduled to begin. The hearing may be postponed until such defects have been removed or remedied.

Presiding Officer: The Hearing Officer will serve as the presiding officer and may rule on issues of procedure and admissibility of evidence presented during the hearing.

Decisions: The Hearing Officer, after conducting the hearing and receiving all evidence, shall render a decision based solely on the evidence received at the hearing and shall determine what, if any, disciplinary action shall be taken. Such action may include, but is not limited to, short-term suspension, long-term suspension, expulsion or permanent expulsion.

If the student is found guilty, the hearing officer shall accept the punishment recommended by the School or determine what, if any, alternative punishment is appropriate under the circumstances. In determining the punishment, the hearing officer may consider the student's entire student record to include the academic, disciplinary, and attendance records of the student.

Notice of Hearing Decision: The decision rendered by the Hearing Officer at the hearing shall be in writing and shall become part of the record. A copy of the written decision (Appendix 8, template) shall be given to each party within 10 days of the conclusion of the hearing. The hearing officer's decision shall be final unless appealed to the Liberty Board of Directors. The Notice of Hearing Decision should include the following:

- a. Short statement of the student's conduct and rule violated
- b. List of witnesses that testified
- c. List of exhibits presented
- d. Finding on whether the student committed the rule violation
- e. Discipline or sanction levied on the student for the rule violation
- f. Appeal rights to the Liberty Board of Directors.

Record of Proceedings: An audio or video record of the hearing shall be kept and made available to all parties upon request. A verbatim written transcript will be prepared by the School if the Board so requests or if the decision of the Board is subject to further appeal proceedings. If a written transcript is not prepared by the School, the parent/guardian/student may obtain a written transcript at their own expense.

Appeals

Liberty Board of Directors. Any party may appeal the hearing decision to the Board by filing a written notice of appeal within ten (10) calendar days of the date of decision. The appeal should be addressed to the attention of the Board Chair. Appeals by the administration must be approved by the Head of School. The Head of School shall have the authority to suspend the hearing decision during the period of appeal to the Board of Directors. Upon the appeal of a decision of the disciplinary hearing officer to the Board, the Board will render its decision as required by law. The decision shall be in writing and a copy shall be provided to the student/parent/guardian and the Head of School.

The Board will discuss the appeal in the Executive Session. The parties shall have the right to be represented by legal counsel during the appeal. The Board's review will be based solely on the record. The Board shall not hear any oral arguments as part of any appeal, nor shall it consider any evidence that was not presented at the disciplinary hearing. The Board may take any action it deems appropriate and has the power to affirm, reverse, or modify in any respect the decision reached.

3.04.03.4

STUDENTS WITH SPECIAL NEEDS

Nothing in the Liberty Code of Conduct, Honor Code, or Discipline Proceedings will be permitted to infringe upon any rights provided pursuant to the Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans with Disabilities Act. Liberty will comply with all requirements regarding the rights of students with disabilities under state and federal law, as applicable.

3.04.05

Bullying

1.0 Policy

1.1 In accordance with Georgia law (O.C.G.A. 20-2-751.4), Liberty has adopted a zero-tolerance for bullying, harassment, intimidation, and/or bodily harm that adhere to the definitions established in the state laws. Liberty's bullying policy is as follows:

The term "bullying" means an act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - a. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
 - b. Has the effect of substantially interfering with a student's education or otherwise substantially infringing upon the rights of a student;
 - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - d. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, including, but not limited to, extracurricular activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying that originate on school property or involve the use of school equipment, including, but not limited to, acts that occur within a school sponsored activity online.

“Cyberbullying” means bullying that involves the use of electronic communication, including, but not limited to, communication devices and services, including, but not limited to, cellular telephones, cameras, computers, social media platforms, text messages, chat platforms, and internet sites.

“Electronic communication” means, but is not limited to, any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic, or photo-optical system. Such term shall include photographs and video and audio recordings.

“School equipment” means any computer or computer networking equipment, technology or technology related device or service, or communication system or service that is operated, owned, leased, and made available to students by a local board of education, local school system, or public school and that is used for transmitting, receiving, accessing, viewing, hearing, downloading, recording, or storing electronic communication.

2.0 Bullying Policy

2.1 In accordance with the school’s zero-tolerance policy for bullying, harassment, intimidation, and physical bodily harm, Liberty will clearly communicate its policies and procedures to all students and families through orientation, the parent/student handbook, in periodic school-wide assemblies, posting of the policy and resources throughout the school in places easily visible to students and families, and through the adoption of anti-bullying programs, such as those listed on the GADOE website. All staff will be trained to spot these forms of intimidation and will be required to report suspected bullying to the Head of School immediately.

3.0 Bullying/Intimidation/Harassment Protocol

3.1 Report

Students, families, and staff are expected to immediately report any suspected bullying, as defined above, to a staff member who must document the report and provide such documentation immediately to the Head of School.

3.2 Investigate

The Head of School will investigate the allegation, involving other staff as appropriate (and making the Liberty CEO aware of the investigation). The investigation should begin no later than the following school day and shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s) and staff members and reviewing video surveillance if available.

3.3 Notify

At an appropriate time during or after the investigation, parents/guardians of the accused and the target or suspected victim must be notified. The Head of School will be involved in the notification of the guardians of both the accused and the victim. The Head of School shall notify the parents/guardians both by telephone and by email addresses using the contact information provided by the involved parties that is on file with Liberty. Such notice shall, as appropriate under the circumstances, include referrals to resources for counseling and other appropriate services for students who have been found to have committed an offense of bullying or are targets or suspected victims of bullying;

3.4 Discipline

Upon confirming that bullying has occurred, the accused student should be charged with bullying and given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances. Students in grades six through twelve found by disciplinary hearing officer, panel, or tribunal of school officials to have committed the offense of bullying for the third time in a school year shall be assigned to an alternative education program.

3.5 Follow-Up

Liberty administrators will work with the counseling department to craft a follow-up plan and timeline for all involved parties to provide after-care and follow up after the disciplinary proceedings. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited; such retaliation shall be considered a serious violation of the policy and independent of whether a complaint is substantiated. The Head of School will review bullying records at the end of each semester as part of a formal review of discipline and culture and may choose to implement school-wide programming and/or more stringent disciplinary measures to address ongoing or frequent bullying incidents and/or reports.

3.6 Record-Keeping

All bullying allegations, whether proven and disproven through investigation, will be maintained in written record by the School Counselor or Head of School. Records will not be made a part of the student's cumulative file unless the discipline assigned warrants such action; however, counseling and administrative staff will have access to bullying records throughout a student's tenure at the school.

3.04.06

STUDENT SEARCH & SEIZURE POLICY

The Head of School or his/her designee may conduct a reasonable inspection of school property and students' school desks, backpacks, and articles carried upon their persons in accordance with law and school policies.

A student's backpack, pockets or other articles carried upon their persons may be searched when a School official has a reasonable suspicion that the student is violating or has violated the law or School rule. Any search of a student's person or personal belonging must be conducted in a manner and scope that is reasonably related to the circumstances. When necessary and justified, any search that requires a student to remove articles of clothing must be conducted in private by a school official of the same sex as the student and must be conducted in the presence of another school official of the same sex.

Lockers, desks, electronic devices, and other property of the school may be subject to inspection for any reason and without warning or notice. Although not required, personnel should try to limit random searches of school property without reasonable suspicion. At the time school property is assigned to a student, students should be provided with the rules and regulations of using school property and reminded that such property is subject to search by school officials. Omission of this reminder shall not preclude the search of school property. Additionally, the Head of School or his/her designee may authorize law enforcement or other individuals' to access school property to conduct a search in accordance with law.

In the event the search of a student's person, personal possessions, locker, or desk reveals the student is concealing material, the possession of which is prohibited by federal, state, or local law, the proper authorities shall be notified so that they may take appropriate action. Additionally, a student may be subject to disciplinary action in accordance with school policies.

Items which are generally prohibited by the Student Code of Conduct may be confiscated by the Executive Director/Principal/Head of School or designee. Confiscated items must remain in the possession of a designated school official, unless the items are relinquished to the proper authorities. For all items not relinquished to the authorities, the Head of School shall determine the appropriate time for disposal of a confiscated item or when the item may be returned to the student or their parent/guardian.

Fayette Classical Academy

PROMOTION AND RETENTION POLICY

It is our goal for parents, teachers, and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses.

The following criteria for promotion and retention are established in accordance with Georgia Statute (O.C.G.A. Sections 20-2-282, 283, 284, 285), State Board of Education rules, and local expectations. It is the policy of the State of Georgia that the placement or promotion of a student into a grade, class, or program should be based on an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive the instruction and other services needed to succeed and progress to the next higher level of academic achievement.

Fayette Classical Academy will serve all special subpopulations according to all state, federal, and local guidelines. The school intends to employ a Director of Student services, an administrative position that focuses on ensuring compliance and addresses the needs of the school's special populations and programs. The Director of Student Services is responsible for supporting the work of department heads over each of the special populations. The Special Education Lead Teacher (SELT) will oversee compliance for students with IEPs in accordance with IDEA. The MTSS/504 Chair and Coordinator is responsible for coordinating Response to Intervention (RTI) and Student Support Team (SST) processes and ensuring 504 eligibility and accommodation plans for all students. The ESOL Coordinator administers the ESOL program, conducts screenings and assessments, and provides support and resources for general education teachers to meet the needs of ESOL students. The Director of Student Services will also support the counseling services provided at the school. Each of these departments under the oversight of the Director of Student Services and Fayette's Head of Schools will ensure that each child needing these services and programming receives it in accordance with the law.

Liberty Classical Schools currently operates two other schools and has established this department along with clear policies and procedures laid out in the *Student Services Implementation Manual* which can be provided upon request. Through our experience we have identified the practices that meet our legal obligations and serve our students and faculty. Through the implementation of our experience and the establishment of those same practices and procedures at Fayette, we expect to serve those special populations with the same fidelity and excellence that we have provided at our other schools.

Atlanta Classical Academy serves as the school that is being replicated for this application. The following is the data for the last 3 years regarding the percentages of students with disabilities and the students receiving ESOL services.

Year	Economically Disadvantaged (%)	English Learners (%)	Students with Disability (%)
23-24	18.3	3.3	8.6
22-23	9.8	4	8.1
21-22	13.7	4.4	8.5

CHARTER FOR FAYETTE CLASSICAL ACADEMY

This charter for Fayette Classical Academy (“Charter”) is entered into by and between Liberty Classical Schools Educational Services, Inc. (“Petitioner”) and the State Charter Schools Commission of Georgia (“SCSC”) (collectively referred to as “the parties”).

WHEREAS, the Petitioner submitted a petition 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;

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 Fayette Classical Academy (“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.
 - 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.
2. Charter Term. The SCSC grants this Charter to Petitioner to operate the Charter School for a five-year term beginning on July 1, 2025 and expiring on June 30, 2030.

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3. Grade Range. The Charter School is authorized to serve grades kindergarten through 12. The total enrollment for the Charter School shall be at least 422 students but shall not exceed 973 students at any point during the charter term.
4. Mission Statement. To develop students in mind and character through an American classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility.
5. School Educational Model and Instructional Days.
 - a. Essential or Innovative Features. Defining characteristics of the school include a curriculum that is content rich, balanced, and cohesive across the four disciplines of math, science, literature, and history; includes the study of the American literary, moral, philosophical, political, and historical traditions; explicit instruction in phonics and grammar; the study of Latin; the use of the Socratic method in instruction; an instructional approach that acknowledges objective standards of truth, goodness, and beauty; a well-educated and articulate faculty that uses traditional, teacher-led methods of instruction; a commitment to use technology effectively without diminishing the faculty leadership that is crucial to academic achievement; a plan to serve grades K-12 (the school will open with fewer grades to provide continuity and a recurrent examination of subjects); a school culture that emphasizes moral virtue, decorum, respect, discipline, and studiousness among students and faculty; and a breadth of extracurricular activities and rich opportunities for volunteerism.
 - b. The Charter School shall deliver instruction to students at a brick-and-mortar location for the number of school days of education required by O.C.G.A. 20-2-168(c) and SBOE Rule 160-5-1-.02 unless the Charter School receives advanced written approval from the SCSC Executive Director to deliver instruction through an alternate model for a specified number of school days. The SCSC Executive Director has sole discretion to evaluate and determine whether to approve a request from the Charter School pursuant to this paragraph.
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 public school district of one of the following Georgia cities or counties: Fayette County, Coweta County, Fulton County, Clayton County, Henry County, Spalding County, and the city of Atlanta.
 - b. Application. Prospective students must submit an application to the Charter School by the deadline set by the Charter School to be eligible for enrollment. The Charter School shall require proof of residency in the Attendance Zone at the time of application or enrollment.

The application process must comply with O.C.G.A. § 20-2-2066 and SCSC Rule 691-2-.05. The application shall only request information to identify the student and determine the grade to which the student will be enrolled, including the student's name and grade as well as basic contact information

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for the parent, such as a telephone number and email address. 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 gather other relevant information from students in compliance with applicable law 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 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; and
 - ii. A sibling of a student enrolled in the Charter School.

- e. Weighted Lottery. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A), the Charter School may implement a weighted lottery. Prior to publishing its weighted lottery procedures or implementing the weighted lottery, the Charter School shall obtain written approval from SCSC staff of its weighted lottery procedures and the subset(s) of educationally disadvantaged students to which the weighted lottery will apply.
 - i. An increased chance of admission will be provided to at least one of the following subsets of educationally disadvantaged students with each subset as defined by the State Board in accordance with federal guidelines and regulations:
 - 1. Students who are economically disadvantaged;
 - 2. Student with disabilities;
 - 3. Limited English proficient students;
 - 4. Neglected or delinquent students; and
 - 5. Homeless students.
 - ii. To facilitate the weighted lottery, applicants may indicate their educationally disadvantaged status on the admissions application and the Charter School shall verify this status as part of the registration process.
 - iii. The Charter School shall make good faith efforts to confirm educationally disadvantaged status prior to the lottery, but shall not be required to re-administer the lottery or change a student's lottery status in the event any student's failure to provide appropriate documentation of such status results in a lower or higher percentage of educationally disadvantaged students being accepted into the Charter School.
 - iv. The weight shall be calculated annually with the formula $W = (PA - PE) / (E - PE)$, provided however, the weight shall be no less than 4:1.

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- v. The variables of the weighted lottery formula described above shall be defined as follows:
 1. “P” shall be equal to the percentage of educationally disadvantaged students in the local school system in which the Charter School is located as measured by the Governor’s Office of Student Achievement for the previous school year. In the event the percentage of educationally disadvantaged students in the local school system in which the Charter School is located is more than 50%, P shall not exceed 50%.
 2. “A” shall be equal to the total number of Kindergarten applications from all students.
 3. “E” shall be equal to the number of Kindergarten applications from students who qualify as educationally disadvantaged.
 - vi. Upon the request of Petitioner after the second year of weighted lottery implementation, the SCSC agrees to review and consider revisions to this provision to confirm its efficacy.
- f. 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 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

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procedure established by a local board of education, the SBOE, or the GaDOE. 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. The Charter School shall ensure that it is accredited in accordance with, and meets other requirements of, an eligible high school as defined in O.C.G.A. 20-3-519(6)(A) prior to any student's high school graduation from the Charter School.
9. Comprehensive Performance Framework and Performance Expectations.
 - a. Incorporation Into Charter Contract. The Comprehensive Performance Framework (CPF) adopted by the SCSC shall be incorporated into the Charter as Exhibit A. The CPF 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 CPF or this charter contract. The specific terms, forms and requirements of the CPF, 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 CPF 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. If 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 consistent with those set forth in the CPF.
 - 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 CPF, 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 CPF 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 relevant factors in making renewal decisions.**
 - d. Mission-Specific Goals. The operational portion of the CPF incorporated as Exhibit A, holds the Charter School accountable for the following mission-specific goals, which may be amended through an administrative clarification:
 - i. **Each year, 100% of employees shall participate in at least one training presentation on the school's Mission, Vision, and Organizational Values.**
 - a. Measure 1: 100% of employees will participate in a "Mission Brief" delivered by the Head of School or senior member of the leadership team within the first 30 days of employment.
 - b. Measure 2: 100% of new parents and students will be welcomed to the school and presented with the "Mission Brief" within the first semester of attendance.

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- ii. **Employees and families will model citizenship through active participation and contributions to the life of the school community.**
 - a. Measure 1: By the end of our first charter term, at least 80% of parents shall participate in one school event or volunteer opportunity.
 - 1. By the end of year one, 67% of parents shall participate in one school event or volunteer opportunity.
 - 2. By the end of year two, 70% of parents shall participate in one school event or volunteer opportunity.
 - 3. By the end of year three, 75% of parents shall participate in one school event of volunteer opportunity.
 - 4. By the end of year four, 78% of parents shall participate in one school event or volunteer opportunity.
 - 5. By the end of year five, 80% of parents shall participate in one school event or volunteer opportunity.
 - b. Measure 2: By the end of the first charter term, 80% of employees will participate in or support a program of the school outside of their core role.
 - 1. By the end of year one, 67% of employees will participate in or support a program of the school outside of their core role.
 - 2. By the end of year two, 70% of employees will participate in or support a program of the school outside of their core role.
 - 3. By the end of year three, 75% of employees will participate in or support a program of the school outside of their core role.
 - 4. By the end of year four, 78% of employees will participate in or support a program of the school outside of their core role.
 - 5. By the end of year five, 80% of employees will participate in or support a program of the school outside of their core role.
- iii. **The school will establish a culture that elevates and dignifies the art of teaching with a spirit of humility and constant improvement.**
 - a. Measure 1: Each year, 100% of classroom teachers shall receive feedback from an academic leader within the first semester of the school year.
- iv. **The school will provide students with opportunities to practice and develop habits of citizenship and virtuous living.**
 - a. Measure 1: By the end of the first charter term, 75% of students in grades 3 and above shall participate in a service project.
 - 1. By the end of year one, at least 60% of students in grades 3 and above shall participate in a service project.
 - 2. By the end of year two, at least 63% of students in grades 3 and above shall participate in a service project.
 - 3. By the end of year three, at least 67% of students in grades 3 and above shall participate in a service project.
 - 4. By the end of year four, at least 70% of students in grades 3 and above shall participate in a service project.
 - 5. By the end of year five, at least 75% of students in grades 3 and above shall participate in a service project.

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- e. Performance Review Presentations. In the event that the Charter School fails to meet standards in accordance with the CPF, the Charter School may be required to provide additional information or documentation regarding its performance to the SCSC or make an annual, in-person report to the SCSC Board (“Performance Review Presentation”). At least one Charter School governing board member and one Charter School staff member must attend an Annual Performance Review Presentation. Additional information, documentation or presentations must be in the form and manner as requested by the SCSC.

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 GaDOE and to the SCSC that complies with all requirements established by the GaDOE or applicable law.

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 education laws and regulations applicable to students with disabilities, 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 education 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 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 federal law.

14. Governance Structure.

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- 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.
- 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.
 - i. Open Meetings Act. The Governing Board is subject to and shall comply with the Open Meetings Act, O.C.G.A. § 50-14-1 et seq., and any subsequent amendment thereof.
 - ii. Regular Meetings. The Governing Board shall conduct regular meetings consistent with principles of transparency and avoid actual or apparent conflicts of interest in the governance of the Charter School. The Governing Board shall conduct no less than ten (10) regular meetings each state fiscal year.
 - iii. Called Meetings with Less than 24 Hours' Notice. In addition to adhering to the specific notice requirements in the Open Meetings Act, if the Governing Board schedules a called meeting (i.e., a meeting that is not regularly scheduled) with less than twenty-four (24) hours' notice, the Governing Board shall also notify the SCSC Executive Director or his or her designee of the meeting via electronic mail or phone immediately after scheduling the called meeting.
 - iv. The Governing Board shall not vote on any official business, policy or public matter by e-mail.
- d. Public Records and Transparency. The Governing Board is subject to and shall comply with the 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:

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- 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. Procedure for contacting School Leader;
 - vi. Procedure for contacting the Governing Board;
 - vii. Any admissions application utilized by the school;
 - viii. Notification of enrollment and admission procedures required by SCSC Rule 691-2-.05, including the date, time, and location of any upcoming enrollment lottery;
 - ix. Annual operating budget or summary thereof as required by O.C.G.A. § 20-2-167.1; and
 - x. The Charter School's charter contract.
- e. Communication with Stakeholders. The Charter School, including the Governing Board and School Leader, must communicate in a timely manner with stakeholders, including, but not limited to: the SCSC, families, students, and other government agencies. The Governing Board or School Leader must use all reasonable efforts to promptly and expeditiously respond to and address stakeholder communications, complaints, and requests for information received via the procedures listed in Paragraph 14(d).
- f. Governing Board Eligibility
- i. 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.
 - ii. No person who has an immediate family member sitting on the Governing Board or serving as the Charter School's superintendent, Head of School, principal, assistant principal, or administrative staff can serve on the Governing Board unless the person discloses the conflict to the Governing Board in a writing wherein he or she agrees to recuse themselves from any discussion and/or Commission action regarding the immediate family member, and the Governing Board agrees to waiver of this provision in a public meeting. Immediate family member means a spouse, child, sibling, or parent or the spouse of a child, sibling or parent.
- g. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest and comply with the requirements of O.C.G.A. § 20-2-2084(e) and this Charter. 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.
- h. 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.

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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.

- i. 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.
- j. 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 GaDOE's Financial Management for Georgia Local Units of Administration Manual for all funds received by the Charter 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 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 and submit its annual financial audit to the SCSC by November 1 each year or as otherwise required by applicable law. If the Charter School does not meet standards on the financial or operational sections of the CPF in the previous year, the SCSC may require the Charter School to utilize an independent certified public accountant selected by the SCSC to perform the subsequent year's annual audit.
- c. Financially At-Risk Schools.
 - i. If the Charter School does not meet standards on the financial section of the CPF and/or circumstances at the Charter School indicate that its ability to manage funds may be compromised, the Charter School may be designated as financially at-risk and require more frequent financial monitoring. The nature of the additional financial monitoring will be determined by the SCSC Executive Director or designee.
 - ii. 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 the form and manner specified by the SCSC Executive Director or designee.

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- iii. This subsection shall not be construed to limit any other SCSC authority to require the Charter School to submit additional financial reports unrelated to financial at-risk monitoring or deficit reduction.
- d. 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.
- e. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- f. 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.
- g. 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.
- h. Surplus Funds. Under no circumstances shall any surplus funds be distributed to the Charter School's board member(s), educational service provider or educational management organization. This subsection shall be construed consistent with the provisions of O.C.G.A. § 20-2-167(a)(5).
- i. 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.
- j. Distribution of Funds and Assets. If the SCSC terminates the Charter or the Charter expires, the Governing Board shall conclude the business and affairs of the Charter School and cooperate with the SCSC to the extent necessary to provide an orderly return of the students to their local school. The Charter School shall remit any surplus or unencumbered funds derived from state or federal grants existing as of the effective date of termination or expiration, and any furniture, equipment

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or other assets purchased with state or federal grant funds, to the SCSC in the manner specified by SCSC within sixty (60) days of the closure date. The SCSC is not 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 as of the closure date.

- k. 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).
- l. 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.
- m. Inventory. The Charter School shall manage and maintain an inventory list of assets purchased with state funds as required by the SCSC.

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, but not limited to, the following provisions:

- 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 of Education Rules. The Charter School shall operate in accordance with all SBOE 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,

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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.
 - 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 SBOE Rule 160-5-1-.12 to preserve the rights of students regarding payments and fees.
17. SCSC Administrative Withhold: Pursuant to O.C.G.A. § 20-2-2089, the SCSC is authorized to withhold up to three (3) percent of the Charter School's funds received through O.C.G.A. § 20-2-2089(a)(1) for administering the duties required of the SCSC pursuant to O.C.G.A. § 20-2-2083.
- a. Return of SCSC Administrative Withhold Funds. Upon satisfaction of annually budgeted expenses, the SCSC may vote to return any surplus funds from its authorized administrative withhold to its Charter Schools on a pro rata basis. The SCSC does not guarantee any surplus of funds.
 - b. Restrictions on Returned SCSC Administrative Withhold Funds. Pursuant to a vote by the SCSC, the SCSC may place reasonable restrictions on any returned administrative withhold funds for

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reasons including, but not limited to, the failure to meet performance expectations based on the CPF and material breaches of its Charter Contract.

18. 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.
19. Compliance with the Rules, Practices, Policies, and Procedures of the SCSC. The Charter School shall operate in accordance with SCSC rules, practices, policies, and procedures established under the authority granted by O.C.G.A. § 20-2-2080 *et seq.* This Charter is deemed automatically amended to reflect applicable changes or additions to SCSC rules, practices, policies, and procedures upon their effective date.
20. 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.
 - 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 subsection, 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 subsection.
 - 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

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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 except as permitted by O.C.G.A. § 20-2-2084(h). 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, and 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 physical presence in the school that allows the individual to oversee daily operations.

21. Record Inspection. Subject to state and federal laws, the SBOE, the GaDOE 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 free of charge or fee for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this section.

22. Records. The Charter School shall adopt a records retention policy consistent with retention schedules published by Georgia Archives and comply with the requirements of SBOE Rule 160-5-1-.14 "Transfer of Student Records" and accompanying guidance.

23. Facilities. The Charter School shall comply with SCSC Rule 691-2-.06 State Charter School Sites and Facilities and the following requirements:

- a. Facility Location. During the Charter School's first operational year serving students, the Charter School shall locate its facility within a local board of education that denied the Charter School's concurrently submitted petition.
- b. Approval of Site and/or Facility. The Charter School shall adhere to the Georgia Department of Education (GaDOE)'s requirements or guidelines for site and facility approval, including but not limited to the GaDOE Guideline for Educational Facility Site Selection. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the

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site or facility selection and development process, the SCSC will continue to hold the Charter School accountable to the requirements in this Charter. The Charter School shall contact the GaDOE Facilities Services Division regarding the following:

- i. Site Code. The Charter School shall contact the Facilities Services Division to obtain site approval as soon as practicable. Failure to provide at least a six (6) months' notice to the Facilities Services Division prior to student occupation of the site or facility may delay the date that students can start occupying the site or facility. Once site approval has been granted, the Facilities Services Division will issue the Charter School a site code.
 - 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.
 - iii. School Code. The Charter School shall contact GaDOE and request a school code after securing both a site code and facility code. The Charter School shall obtain a school code prior to student occupation of the site or facility.
24. 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.
25. 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.
26. Projected Enrollment. For the purpose of funding students enrolled in the Charter School 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 section may be verified by the SCSC through an onsite visit or by other means.
27. Data Collections. The Charter School assumes sole responsibility for accurate and timely collection and transmission of required data submissions to the SCSC and other government agencies, including but not limited to: the GaDOE, the Georgia Professional Standards Commission, and the United States Department of Education. The Charter School shall utilize a Student Information System that is compatible with the system utilized by the GaDOE. Upon signature of the charter contract, the Charter School affirms its understanding that inaccurate or untimely data may have an adverse impact to the academic, financial and operational standing of the school and further affirms its understanding that the

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SCSC does not guarantee any opportunity or ability to correct any data reporting errors made by the Charter School.

28. Required Trainings.

- a. Data Collections Conference. The Charter School shall send at least one representative to the annual Data Collections Conference held by the GaDOE or by a third party on behalf of GaDOE each year of the Charter School's charter term.
- b. Federal Programs Conference. In each year the Charter School accepts federal funds from the United States Department of Education, the Charter School shall send at least one representative to the annual Federal Programs Conference held by the GaDOE.
- c. 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 year prior to the Charter School opening to 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.

29. 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, including, but 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;
 - 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;

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- 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.

30. 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 various educational options available to students, 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 Charter School's charter contract;
- b. School Records. The Petitioner shall retain ownership, including all incumbent responsibilities of an operational state charter school, of all records for a period of one year from the later of the date the charter contract expired, the date the charter contract was terminated, or the date the state charter school ceased operations. Incumbent responsibilities include, but are not limited to, transferring student records to public or private schools, schools operated by the Department of Juvenile Justice, and the local school system or schools from which the records are requested. After the one-year period, the Petitioner shall transfer all records, including student records, to the SCSC in the format and manner specified by the SCSC;
- c. School Website. The Charter School shall maintain the website of the Charter School for a minimum of twelve (12) months from the date education operations cease. For the purposes of this section, 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;

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- d. 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;
- e. 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;
- f. 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 records in accordance with applicable retention schedules beyond the operation of the Charter School. The Closure Monitor shall notify the SCSC of any action taken by the Charter School that is inconsistent with the its 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;
- g. 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
- h. 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 \$150,000.00 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 preclude Charter School from obtaining liability insurance coverage or surety or fidelity bonds in addition to or in excess of the requirements of this subsection.

31. Pre-Opening Suspension and Deferral.

- 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 Executive Director 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

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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 Executive Director.

- 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 Executive Director 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 Executive Director.
- c. Deferral. The Charter School may defer the opening of the Charter School upon submitting such decision in writing to the SCSC.
- d. Any pre-opening suspension imposed or deferral accepted under this Section shall not result in an automatic extension of the charter term set forth above in Section 2.

32. 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.
- 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.

33. Temporary Extension. At the discretion of the SCSC, this Charter may be extended for a grace period not exceeding sixty (60) days.

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34. Amendments to the Charter. The terms of this Charter may be amended upon approval by the SCSC and a majority of the Governing Board of the Charter School. The Charter School shall submit a written request to amend the Charter to the SCSC in the form and manner required by the SCSC. Except as explicitly permitted in this Charter, no amendments are valid or effective unless in writing and signed by both parties.
35. 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 in writing by SCSC staff.
36. Indemnification.
- a. The Charter School agrees to indemnify, defend and hold harmless the GaDOE, 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 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.
37. 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

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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.


38. 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.
39. Assignment. This Charter shall not be assigned or transferred by the Charter School unless consented to in writing by the SCSC.
40. 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.
41. 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.
42. Non-Waiver. Except as specifically provided for in a written waiver signed by the parties, failure by either party at any time to require performance or claim a breach of this Charter does not constitute a waiver or affect the party's right to require performance or claim a breach of this Charter.
43. 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.
44. 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.*
45. 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.
46. Survival. Charter School will continue to be subject to the following obligations after this Charter terminates or expires: Paragraphs 15 ("Fiscal Control"), 21 ("Record Inspection"), 27 ("Data Collections"), 30 ("School Closure") and 36 ("Indemnification").
47. 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

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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.


Michael Dudgeon (Oct 14, 2024 11:45 EDT)

Mike Dudgeon, Chairperson (Date)
STATE CHARTER SCHOOLS COMMISSION OF GEORGIA


Harrison Coleman (Oct 12, 2024 08:23 EDT)

Harrison Coleman, Governing Board President (Date)
LIBERTY CLASSICAL SCHOOLS
EDUCATIONAL SERVICES, INC.

Exhibit A



COMPREHENSIVE PERFORMANCE FRAMEWORK
for State Charter School Evaluation

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Exhibit A

OVERVIEW:

Comprehensive Performance Framework for State Charter Schools

PURPOSE

Quality charter school authorizers establish standards for school performance that are clear, quantifiable, rigorous, and attainable. The SCSC Performance Framework includes academic, financial, and organizational performance measures that establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation.

The three areas of performance covered by the frameworks—academic achievement, financial management, and organizational compliance— correspond directly with the three components of a strong charter school application and are the three areas on which a charter school’s performance should be evaluated. In each of the three areas, the framework asks a fundamental question:

- Academic Performance: Is the charter school offering students a better educational opportunity than they would otherwise receive at the traditional local school?
- Financial Performance: Is the charter school fiscally viable and responsible?
- Organizational Performance: Is the organization effective, compliant, and well-run?

Exhibit A

SECTION I: ACADEMIC PERFORMANCE

FUNDAMENTAL QUESTION

Is the charter school offering students a better educational opportunity than they would otherwise receive at the traditional local school?

INDICATORS

To answer the above question, the SCSC uses performance metrics derived from:

- the [College and Career Readiness Performance Index \(CCRPI\)](#), the statewide accountability tool. The CCRPI includes a content mastery component that assesses student proficiency and a progress component that uses student growth percentiles to assess student growth, among other measures. And from,
- The [Value-Added Model](#), a statistical predictive measure that considers a student’s individual characteristics and the school’s student body makeup.

MEETING GOALS

A state charter school can meet annual SCSC academic accountability standards by outperforming its comparison zone, the school/districts from which its students are zoned to attend, in terms of student achievement or growth as measured by CCRPI Content Mastery, CCRPI Progress, CCRPI Grade Band Score, or Value-Added Model impact scores.

A state charter school only needs to outperform one of the comparison zones [schools or district(s)] on Indicator 1, Grade Band Measures, or one of the measures included in Indicator 2, Schoolwide Measures, not both, in order to receive an overall Meets designation for a given year.

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?

SCORING CATEGORIES:

Exceeds Standards	Outperforms its comparison zone by 10 or points
Meets Standards	Outperforms its comparison zone
Approaches Standards	Performs as well as its comparison zone
Does Not Meet Standards	Performs below its comparison zone

Exhibit A

INDICATOR PERFORMANCE

SECTION I, INDICATOR 1: GRADE BAND MEASURES

All state charter schools must demonstrate their ability to positively impact students' academic performance either through high levels of achievement or growth across all grade bands served.

<u>Measure</u>	<u>Designation Earned</u>	<u>Explanation</u>
CCRPI Content Mastery	i.e. MEETS	<p><i>Exceeds Standard:</i> The state charter school's score is 10 or more points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of the academic measures in all grade bands served.</p>
CCRPI Progress		<p><i>Meets Standard:</i> The state charter school's score is 1 to 9 points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of the academic measures in all grade bands served.</p>
CCRPI Grade Band		<p><i>Approaches Standard:</i> The state charter school' score is no more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of the academic measures in all grade bands served.</p>
Value-Added Model		<p><i>Does Not Meet Standard:</i> The state charter school's score is more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of academic measures in all grade bands served.</p>

Exhibit A

SECTION I, INDICATOR 2: SCHOOLWIDE MEASURES

All state charter schools must demonstrate their ability to positively impact students' academic performance either through high levels of achievement or growth across all students served.

<u>Measure</u>	<u>Designation Earned</u>	<u>Explanation</u>
<ul style="list-style-type: none"> CCRPI Content Mastery-Whole School Score 	i.e. MEETS	<p><i>Exceeds Standard:</i> The state charter school's score is 10 or more points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one of the schoolwide academic measures.</p>
<ul style="list-style-type: none"> CCRPI Progress-Whole School Score 		<p><i>Meets Standard:</i> The state charter school's score is 1 to 9 points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one of the schoolwide academic measures.</p>
<ul style="list-style-type: none"> CCRPI Grade Band-Whole School Score 		<p><i>Approaches Standard:</i> The state charter school's score is no more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any one of the schoolwide academic measures.</p> <p><i>Does Not Meet Standard:</i> The state charter school's score is more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any of the schoolwide academic measures.</p>

Exhibit A

CALCULATION METHODS

Score	Calculation Explained																								
District Comparison Zone Score	<p>This score is calculated based on the proportion of students the state charter school enrolls from each district served. If a school serves a single district, it is compared to that district's score because 100% of students enrolled in the state charter school are zoned to attend that district. However, if a state charter school serves multiple districts or has a statewide attendance zone, a weighted comparison score is generated based on the proportion of students the state charter school enrolls from each district. For instance, if a state charter school enrolls 80% of its students from District A and 20% from District B, then the comparison score will comprise 80% of District A's CCRPI score and 20% of District B's CCRPI score. The SCSC uses the GaDOE Data Collections Student Record report to determine district enrollment proportions.</p>																								
School Comparison Zone Score	<p>This score is calculated based on the proportion of students the state charter school enrolls from each local school attendance zone served. The student-level address element in the GaDOE Data Collections Student Record report is used to determine which school each student enrolled in a state charter school is zoned to attend [the school the student would attend if they were not enrolled in the charter school]. The SCSC weights those schools' CCRPI scores based on the proportion of students enrolled. This is the same process that is used to generate the District Comparison Zone Scores, just at the more granular, school level.</p>																								
Whole School Score	<p>This score is calculated based on the proportion of students the state charter school enrolls in each grade band served. For instance, if a state charter school serves grades K-8 and enrolls 60% of its students in the elementary grade band and 40% of its students in the middle-grade band, then the Whole School Score is 60% of the school's elementary school score plus 40% of the school's middle school score. The state charter school's score is then compared to the same weighting of the District Comparison Zone Score and the School Comparison Zone Score. For state charter schools that serve across grade bands, this measure seeks to determine whether, as a whole, the school is providing a better opportunity for most students. The SCSC uses the GaDOE Data Collections FTE-3 report to determine district enrollment proportions.</p>																								
CCPRI Grade Band Score	<p>This score is calculated using the CCRPI Scoring by Component data file published by GaDOE annually and by following the grade band score calculation methodology as described in the 2019 CCRPI Calculation Guide¹. Specifically, each CCRPI Component is weighted and combined into an overall score by grade band. The table below displays the weights by component and grade band.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Elementary</th> <th style="text-align: center;">Middle</th> <th style="text-align: center;">High</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Content Mastery</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: left;">Progress</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: left;">Closing Gaps</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td style="text-align: left;">Readiness</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td style="text-align: left;">Graduation Rate</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table>		Elementary	Middle	High	Content Mastery	30%	30%	30%	Progress	35%	35%	30%	Closing Gaps	15%	15%	10%	Readiness	20%	20%	15%	Graduation Rate	--	--	15%
	Elementary	Middle	High																						
Content Mastery	30%	30%	30%																						
Progress	35%	35%	30%																						
Closing Gaps	15%	15%	10%																						
Readiness	20%	20%	15%																						
Graduation Rate	--	--	15%																						

All scores are calculated to the nearest whole number.

¹ The 2018-2019 school year was the last year that GaDOE calculated overall school scores.

Exhibit A

SECTION II: FINANCIAL PERFORMANCE

FUNDAMENTAL QUESTION

Is the charter school fiscally viable and responsible?

INDICATORS

To answer whether the school is fiscally viable, the SCSC assesses a state charter school’s performance on both near-term financial health and long-term financial sustainability measures using data derived from each school’s independent financial audit. Near-term measures are designed to depict the school’s financial position and viability in the upcoming year. Sustainability measures are used to determine a charter school’s ability to cover long-term obligations and control costs effectively over time.

To answer whether the school is fiscally responsible, the SCSC assesses a state charter school’s performance on both fiscal management and oversight measures using data derived from annual monitoring practices and SCSC and GaDOE enrollment data collections. Fiscal management and oversight measures are used to evaluate a charter school’s ability to comply with relevant rules and laws, manage funds responsibly, and provide a more qualitative look at performance irrespective of near-term and long-term calculations.

MEETING GOALS

A state charter school can satisfy annual financial accountability requirements by earning at least 80 points across the near-term and sustainability measures and at least 80 points across the oversight and management measures. In other words, a state charter school must earn a “Meets Standards” designation on both Indicator 1 and Indicator 2 in order to receive an overall “Meets Financial Standards” designation for a given year. Indicators 1 and 2 are calculated separately, and both add up to 100 points independently.

If a school earns below 70 points (a Does Not Meet rating) on both Indicator 1 and Indicator 2, it will be designated as “Does Not Meet” financial standards. Any other combination of points/ratings will result in an “Approaches Standards” designation in the financial section of the CPF for the given year.

SECTION II: DETERMINATION OF COMPLIANCE

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

SCORING CATEGORIES:

Meets Standards	80-100 points
Approaches Standards	70-79 points
Does Not Meet Standards	0-69 points

Exhibit A

INDICATOR PERFORMANCE

SECTION II, INDICATOR 1: FISCAL VIABILITY

NEAR-TERM MEASURES	
<u>Measure 1a, Current Ratio (Working Capital Ratio): Current assets divided by current liabilities</u> Does the school have the ability to cover short-term financial obligations?	Points Available
<i>Meets Standard:</i>	15
<ul style="list-style-type: none"> Current Ratio is greater than 1.0 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Current Ratio is between 0.9 and 1.0 or equal to 1.0 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> Current Ratio is less than or equal to 0.9 	
<u>Measure 1b, Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)</u> Does the school maintain an appropriate balance of cash on hand?	Points Available
<i>Meets Standard:</i>	20
<ul style="list-style-type: none"> Days Cash is greater than 60 days 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Days Cash is between 15 and 60 days 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> Days Cash is less than 15 Days Cash 	
<u>Measure 1c, Annual Debt to Income : Total Annual Debt Payments (Debt Service) / Total Revenue</u> Does the school have enough income to cover short-term debt payments?	Points Available
<i>Meets Standard:</i>	20
<ul style="list-style-type: none"> Annual Debt to Income is below 5 percent 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Annual Debt to Income is between 5 and 15 percent 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> Annual Debt to Income is above 15 percent 	
<u>Measure 1d, Default</u> Is the school repaying debts in a timely manner?	Points Available
<i>Meets Standard:</i>	10
<ul style="list-style-type: none"> School is not in default of loan covenant(s) or delinquent with debt service payments nor does the school have any outstanding debt 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> School is in default of loan covenant(s), is delinquent with debt service payments or the school has any outstanding debt 	
SUSTAINABILITY MEASURES	
<u>Measure 1e, Efficiency Margin: (Change in Net Assets+Change in Pension Related Accts) divided by Total Revenues</u> Does the school manage costs appropriately?	Points Available
<i>Meets Standard:</i>	15
<ul style="list-style-type: none"> Aggregated Three-Year Efficiency Margin is greater than 0. 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent 	

Exhibit A

<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> • Aggregated Three-Year Efficiency Margin is less than -10 percent 	0
Measure 1f, Debt to Asset Ratio: $(\text{Total Liabilities} - \text{Deferred Pension Liability}) \div \text{Total Assets}$ Does the school maintain an appropriate balance between assets and liabilities over time?	Points Available
<i>Meets Standard:</i> <ul style="list-style-type: none"> • Debt to Asset Ratio is less than 95 percent 	20
<i>Approaches Standard:</i> <ul style="list-style-type: none"> • Debt to Asset Ratio is between 95 and 100 percent 	10
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> • Debt to Asset Ratio is greater than 100 percent 	0

Total Points Available—Indicator 1: 100 points

Exhibit A

SECTION II, INDICATOR 2: FISCAL MANAGEMENT & OVERSIGHT

<u>Measure 2a, Adherence to GAAP Standards</u> Is the school following Generally Accepted Accounting Principles (GAAP)?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied 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; and ○ No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight. 	20
<p><i>Does Not Meet Standard:</i></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
<u>Measure 2b, Adherence to Federal Financial Requirements</u> Is the school following all applicable financial requirements when expending federal funds?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of the charter contract relating to proper internal controls, expenditures, inventory, drawdowns, and cost principles when expending federal funds, including but not limited to: <ul style="list-style-type: none"> ○ Proper segregation of duties; ○ Source documentation for expenditures paid with federal funds; ○ Complete and on-time submission of program budgets (Title I, IDEA, and grant budgets); and ○ Maintaining inventory controls and documentation in accordance with federal regulations for items purchased with federal funds. 	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to proper internal controls, expenditures, inventory, drawdowns, and cost principles when expending federal funds during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to proper internal controls, expenditures, inventory, drawdowns, and cost principles when expending federal funds. 	0
<u>Measure 2c, Adherence to the Local Units of Administration Manual</u> Is the school following the Local Units of Administration (LUA) Manual?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all material provisions of the LUA manual. 	15

Exhibit A

<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one material provision of the LUA manual during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with one or more material provisions of the LUA manual. 	0
<p><u>Measure 2d, Adherence to the School’s Own Financial Policies and Procedures</u> Is the school adhering to its own financial policies and procedures?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school adhered to its own financial policies and procedures approved by the school’s governing board and/or developed by school staff. 	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one of its own financial policies and/or procedures approved by the school’s governing board and/or developed by school staff, but the school adequately remedied its finding(s) and regained compliance. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one of its own financial policies and/or procedures approved by the school’s governing board and/or developed by school staff. 	0
<p><u>Measure 2e, Enrollment Variance: [Actual Enrollment during the October FTE Count (fiscal year x) – school enrollment projection (fiscal year X)] / school enrollment projection (fiscal year X)</u> Is the school able to project enrollment in a way that enables adequate budgeting?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> Enrollment Variance equals less than 3 percent 	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> Enrollment Variance is between 3 and 8 percent 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> Enrollment Variance is greater than 8 percent 	0
<p><u>Measure 2f, Timely Audit Submission</u> Does the school have the proper financial documentation to allow for a timely audit review and submission?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school submitted its financial audit on time, on or before November 1st. 	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school submitted its financial audit late, on or before December 1st. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school submitted its financial audit late, after December 1st. 	0

Total Points Available—Indicator 2: 100 points

Exhibit A

SECTION III: OPERATIONAL PERFORMANCE

FUNDAMENTAL QUESTION

Is the organization effective, compliant, and well-run?

INDICATORS

To answer the question above, the SCSC uses data from agency monitoring and other sources, as noted in the appendix of this document, to determine compliance with the indicators listed below.

- Educational Program Compliance
 - Governance, Ethics, and Transparency
 - Obligations to Students
 - Employer Obligations
 - School Environment
 - Additional and Continuing Obligations
-

MEETING GOALS

In any year of the charter term, a state charter school will be deemed operationally compliant if it adheres to the requirements of its charter contract, all applicable rules and laws as measured by the indicators listed above, thus earning a score of at least 80 in the Operations section of the CPF.

SECTION III: DETERMINATION OF COMPLIANCE

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

SCORING CATEGORIES:

Meets Standards	80-100 points
Approaches Standards	70-79 points
Does Not Meet Standards	0-69 points

Exhibit A

INDICATOR PERFORMANCE

SECTION III, INDICATOR 1: EDUCATIONAL PROGRAM COMPLIANCE

A charter school's overall purpose is to provide its students with 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 and Mission-Specific Goals	Points Available
Is the school implementing all essential or innovative features of its program as defined in its current charter contract, and is the school's curricular and educational program aligned with its stated mission as evidenced through the attainment of mission-specific goals?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> • The school has fully implemented all essential or innovative features of its education and operational program as defined in the charter contract in all material respects, and the school has met all mission-specific goals included in its charter contract (if applicable) 	4
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> • The school has at least fully implemented one essential or innovative features of its education and operational program as defined in the charter contract in all material respects or the school has met at least one mission-specific goal included in its charter contract (if applicable). 	2
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> • The school failed to fully implement any essential or innovative features of its education and operational program as defined in the charter contract in all material respects, and the school failed to meet any mission-specific goals included in its charter contract (if applicable). 	0
Measure 1b, State Education Requirements	Points Available
Is the school complying with applicable state education requirements?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> • The school complied with all applicable state laws, rules, regulations, provisions of its charter contract, and the school's own policies and procedures relating to state education requirements, including but not limited to: <ul style="list-style-type: none"> ○ Provided all state mandated programs; ○ Adhered to graduation requirements; ○ Implemented state-adopted content standards; and ○ Administered state assessments in the manner required by law and rule. 	4
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> • The school failed to comply with at least one applicable state law, rule, regulation, provision of the charter contract, or the school's own policies and procedures relating to state education requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> • The school failed to comply with at least one applicable state law, rule, regulation, provision of the charter contract, or the school's own policies and procedures relating to state education requirements. 	0
Measure 1c, Federal Education Requirements	Points Available
Is the school complying with applicable federal education requirements?	
<i>Meets Standard:</i>	4

Exhibit A

<ul style="list-style-type: none"> • The school complied with all applicable federal laws, rules, regulations, and the school’s own policies and procedures relating to federal education requirements, including but not limited to: <ul style="list-style-type: none"> ○ Federal assessment security and reporting of accountability requirements; and ○ Charter School Program grant, Title I, IV, and V requirements. ○ McKinney-Vento Homeless Assistance Act, Charter School Program grant, Title I, IV, and V requirements. 	
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable federal law, rule, regulation, provision of the charter contract, or the school’s own policies and procedures relating to federal education requirements. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with two or more applicable federal laws, rules, regulations, provisions of the charter contract, or the school’s own policies and procedures relating to federal education requirements. 	0
<p>Measure 1d, Data Reporting Is the school complying with all data and financial reporting requirements?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied 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; ○ Consolidated LEA Implementation Plan (CLIP) for federal programs; ○ Special Education Data Reporting; ○ Required Data Surveys; ○ Complete and on-time submission of financial reports, such as its annual budgets, revised budgets, and/or DE 046, in the manner prescribed by GaDOE or the SCSC; ○ Timely periodic financial reports as required by the SCSC, GaDOE, or other state agencies; <p>On-time submission and completion of its annual independent audit by the deadline established by the SCSC.</p>	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with 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. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with two or more laws, rules, regulations, or provisions of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities. 	0

Total Points Available—Section III, Indicator 1: 17 points

Exhibit A

SECTION III, INDICATOR 2: GOVERNANCE, ETHICS, AND TRANSPARENCY

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.

<u>Measure 2a, General Governance</u> Is the governing board complying with all applicable general governance requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied 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. 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its governing board during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed 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
<u>Measure 2b, Open Governance</u> Is the governing board complying with all applicable open governance requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the Georgia Open Meetings Act and Open Records Act requirements. 	4
<p><i>Approaches Standard:</i></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 Act requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></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 Act requirements. 	0
<u>Measure 2c, Governance Training</u> Is the governing board complying with all applicable governance training requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school took 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). 	4

Exhibit A

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed 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
<p>Measure 2d, Transparent Governance and Communication with Stakeholders</p> <p>Is the governing board operating transparently and effectively communicating with stakeholders?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders, including but not limited to: <ul style="list-style-type: none"> ○ Following provisions in SCSC rule 691-2-.03 regarding providing the public easy access to informational items on the school’s website; ○ Communicating school leadership and other major school changes in a timely and transparent matter; and ○ Appropriately and promptly responding to stakeholder complaints, questions, and concerns. 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders. 	0
<p>Measure 2e, Budget Approved in Accordance with State Law Did the school approve its budget in accordance with state law?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school’s budget was approved in accordance with state law, including but not limited to performing the following items from O.C.G.A. § 20-2-167.1 related to the school’s budget approval: <ul style="list-style-type: none"> ○ Conducting two public meetings to provide an opportunity for public input on the proposed budget; ○ Advertising the two public meetings in the school’s legal organ; and ○ Making a summary of the proposed annual operating budget a publicly available area of the school’s website. 	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable state law requirement regarding the passage of the school’s annual budget. 	0

Total Points Available—Section III, Indicator 2: 20 points

Exhibit A

SECTION III, INDICATOR 3: OBLIGATIONS TO STUDENTS

Families entrust schools with the education and welfare of their children, and the school must afford those children the appropriate rights and care.

<u>Measure 3a, Rights of All Students</u>	Points Available
Is the school protecting the rights of all students?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied 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). 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed 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
<u>Measure 3b, Rights of Students with Disabilities</u>	Points Available
Is the school protecting the rights of students with disabilities?	
<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 complied 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; ○ Ensuring appropriate access to the school's facilities and programs to students and parents. 	6
<p><i>Approaches Standard:</i></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 the treatment of students with identified disabilities and those suspected of having a disability during its SCSC onsite or desk monitoring visit but the school adequately remedied its finding(s) and regained compliance. 	3

Exhibit A

<p><i>Does Not Meet Standard:</i></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 the treatment of students with identified disabilities and those suspected of having a disability. 	0
<p>Measure 3c, Rights of Students who are English Learners (ELs) Is the school protecting the rights of English Learners (ELs)?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable provisions of Title III of the Every Student Succeeds Act (ESSA) and all applicable state and federal laws, rules, regulations, and provisions of its charter contract 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. 	6
<p><i>Approaches Standard:</i></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 EL requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></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 EL requirements. 	0

Total Points Available—Section III, Indicator 3: 18 points

Exhibit A

SECTION III, INDICATOR 4: EMPLOYER OBLIGATIONS

The school must respect its employees and ensure that they are duly qualified to further the education and welfare of students.

<u>Measure 4a, Employee Qualifications, Evaluations, and Criminal Records Checks</u> Is the school meeting teacher and other employee qualification and criminal background check requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to employee qualifications, employee evaluations, and criminal background checks, including but not limited to: <ul style="list-style-type: none"> ○ Title II, Part A requirements; ○ Implementation of the Teacher and Leader Keys Effectiveness Systems (TKES and LKES); ○ Ensuring staff have a proper background check or clearance certificate issued by the Georgia Professional Standards Commission. 	5
<p><i>Approaches Standard:</i></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 employee qualifications, employee evaluations, and criminal background checks requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></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 employee qualifications, employee evaluations, and criminal background checks requirements. 	0
<u>Measure 4b, Employee Rights</u> Is the school respecting employee rights?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to employment, including, but not limited to, professional qualifications, nepotism and conflict of interest policies, the Fair Labor Standards Act, the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. 	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment, including, but not limited to, professional qualifications, nepotism and conflict of interest policies, the Fair Labor Standards Act, the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.during its SCSC onsite or desk monitoring, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment, including, but not limited to, professional qualifications, nepotism and conflict of interest policies, the Fair Labor Standards Act, the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. 	0
<u>Measure 4c, Employee Civil Rights</u> Does the school adhere to applicable requirements to ensure the protection of employee civil rights?	Points Available

Exhibit A

<i>Meets Standard:</i> <ul style="list-style-type: none">The school complied with applicable notice, grievance procedure, and substantive requirements of federal and state laws, rules, or regulations prohibiting employment discrimination.	5
<i>Approaches Standard:</i> <ul style="list-style-type: none">The school failed to comply with at least one applicable law, rule, or regulation prohibiting employment discrimination, but the school adequately remedied its findings (s) and regained compliance.	2
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none">The school failed to comply with at least one applicable law, rule, or regulation prohibiting employment discrimination.	0

Total Points Available—Section III, Indicator 4: 15 points

Exhibit A

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.

Measure 5a, Facility	Points Available
Is the school complying with facilities requirements?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied 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 reports and approvals related to facility agreements, changes, maintenance, modifications, and expansion, as required by law, SCSC and GaDOE rules, regulations, and policies. 	6
<p><i>Approaches Standard:</i></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 facility safety and the protection of student and employee health during its SCSC facility visit or policy, procedure, and practice review, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></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 the school's facilities. 	0
Measure 5b, Health and Safety	Points Available
Is the school complying with health and safety requirements?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied 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"> ○ School Health Nurse Program; ○ Conducting child abuse and neglect training; ○ 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. 	6
<p><i>Approaches Standard:</i></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 safety and the protection of student and employee health during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></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 safety and the protection of student and employee health. 	0

Exhibit A

Measure 5c, Information, Data, and Communication Is the school maintaining student and employee information and data securely and communicating with stakeholders appropriately?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, governing board policies, and SCSC directives relating to providing required federal notices and the handling of information and stakeholder communication, including but not limited to: <ul style="list-style-type: none"> ○ Giving appropriate notices and maintaining the security of providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; ○ Transferring of student records; and ○ Confidentiality of personnel records not subject to open records requirements. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to providing required federal notices and the handling of information and stakeholder communication during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to providing required federal notices and the handling of information and stakeholder communication. 	0

Total Points Available—Section III, Indicator 5: 18 points

Exhibit A

SECTION III, INDICATOR 6: ADDITIONAL AND CONTINUING OBLIGATIONS

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

Measure 6a, Additional Obligations Is the school complying with all other obligations?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied 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; ○ Provisions of 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; ○ School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines, if transportation is provided; ○ 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.) 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed 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 during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed 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
Measure 6b, Continuing Obligations Is the school remedying noncompliance after proper notification?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school fulfilled the terms of a corrective action plan required because of the school’s probationary status, and the SCSC determined that the conditions which precipitated the probation no longer exist and that no new conditions necessitate probationary status. 	6
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • Failure to adhere to probation requirements, including but not limited to failure to implement a corrective action plan; failure to implement a required corrective action plan timely; failure to produce interim reports in the form and at the time required by the SCSC, or failure to remediate conditions that precipitated the probationary status. 	0

Total Points Available—Section III, Indicator 6: 12 points

Exhibit A

DATA SOURCES COMPILED

Academic Performance:

Indicator	Data Source
Grade Band Scores	GaDOE: CCRPI Scoring by Component data file, CCRPI Calculation Guides, Student Record data file SCSC: Value- Added Impact report, Student Record data file
Schoolwide Scores	GaDOE: CCRPI Scoring by Component data file, CCRPI Calculation Guides, Student Record data file SCSC: Value- Added Impact report, Student Record data file

Financial Performance:

Indicators	Measures	Data Source
Fiscal Viability	Near-Term Measures	School Audit Report: Governmental Funds-Balance Sheet School Audit Report: Statement of Revenues, Expenditures, and Changes in Fund Balance School Audit Report: Notes
	Sustainability Measures	School Audit Report: Statement of Activities/Change in Net Position and Audit Notes School Audit Report: Statement of Net Position
Fiscal Management	Management and Oversight	SCSC Annual Enrollment Projection Form GaDOE: Data Collections, Student Enrollment by Grade Level 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

Operational Performance:

Indicator	Data Source
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
Governance, Ethics and Transparency	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
Obligations to Students	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
Employer Obligations	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
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

Exhibit A

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
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At this time, Fayette Classical Academy does not intend to provide any transportation services to students and will expect all transportation to be provided by families, unless that transportation is required in accordance with a student's IEP.

CSP High Quality Charter School Data 01/2025

Replication school: Atlanta Classical Academy

All grades Proficiency levels milestones EOG Spring 2024

Milestone Grade and Subject Comparison: District

District	display subj.,	Grade	Year	Comparison G..	38%	26%	24%	12%
ELA	All	2024	All		38%	26%	24%	12%
Math	All	2024	All		35%	33%	19%	12%
Phys Sci	All	2024	All		13%	25%	37%	25%
Sci	All	2024	All		54%	20%	18%	8%
Soc	All	2024	All		41%	34%	19%	6%

Milestone Grade and Subject Comparison for Classical

ELA	All	2024	All		7%	24%	52%	18%
Math	All	2024	All		7%	26%	43%	24%
Sci	All	2024	All		15%	24%	39%	23%
Soc	All	2024	All		15%	45%	38%	

Elementary Milestones EOG Spring 2024

What percentage of students met or exceeded state proficiency measures in the 2023-2024 school year?

Your school(s)		Local District	
Math	Reading	Math	Reading
68%	61%	39%	40%

% of Students meeting or exceeding state-level proficiency results

What percentage of students met or exceeded state proficiency measures for the below categories in the 2023-2024 school year?

Your school(s)		Local District	
Math	Reading	Math	Reading
Too Few Stud	Too Few Stud	16%	23%
Too Few Stud	Too Few Stud	85%	82%
N/A	N/A	N/A	N/A
Too Few Stud	Too Few Stud	39%	40%
41%	41%	25%	26%
75%	70%	85%	85%
Too Few Stud	Too Few Stud	64%	65%
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

What percentage of students met or exceeded state proficiency for the below categories in the 2023-2024 school year?

Your school(s)		Local District	
Math	Reading	Math	Reading
36%	32%	24%	24%
20%	20%	18%	17%
Too Few Stud	Too Few Stud	31%	31%

Students who are from low-income families (i.e., students who receive free/reduced-price lunch)
 Students who have individualized education programs (IEPs) or the equivalent
 Students who are designated as English Learners (ELs)

Middle Milestones EOG Spring 2024

What percentage of students met or exceeded state proficiency measures in the 2023-2024 school year?

Your school(s)		Local District	
Math	Reading	Math	Reading
67%	77%	28%	36%

% of Students meeting or exceeding state-level proficiency results

What percentage of students met or exceeded state proficiency measures for the below categories in the 2023-2024 school year?

Your school(s)		Local District	
Math	Reading	Math	Reading
Too Few Studied	Too Few Studied	26%	47%
Too Few Studied	Too Few Studied	70%	76%
N/A	N/A	N/A	N/A
41%	53%	29%	33%
39%	39%	16%	24%
75%	86%	78%	84%
Too Few Studied	Too Few Studied	56%	69%
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

American Indian or Alaska Native
 Asian
 Native Hawaiian or Other Pacific Islander
 Hispanic or Latino
 Black or African American
 White
 Two or More Races
 Other

Prefer not to say

What percentage of students met or exceeded state proficiency for the below categories in the 2023-2024 school year?

Your school(s)		Local District	
Math	Reading	Math	Reading
39%	45%	16%	23%
27%	60%	13%	17%
Too Few Studied	Too Few Studied	19%	22%

Students who are from low-income families (i.e., students who receive free/reduced-price lunch)
 students who have individualized education programs (IEPs) or the equivalent
 Students who are designated as English Learners (ELs)

Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	Met
School Climate Performance	
School Climate	N/A
Diversity	Met
Financial Performance	
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met

NOTE: Report for 23-24 is not available at this time and no report was provided for 2019-2020.

Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



Book	Handbooks
Section	0000 Governance
Title	Open Records Act of Georgia
Code	0.05.06
Status	Active
Adopted	January 20, 2021

OPEN RECORDS ACT OF GEORGIA

The Board shall be subject to Freedom of Information Act (FOIA)/Open Records Act of Georgia requirements.



Book	Handbooks
Section	0000 Governance
Title	Open Meetings Act
Code	0.05.02
Status	Active
Adopted	January 20, 2021

OPEN MEETINGS ACT

The Board will adhere to the Georgia Open Meetings Act. The Board will:

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location (date, time, location);
- Post agendas not more than 2 weeks in advance but at least one week before a meeting;
- Post and place 24-hour notice for emergency called meetings in a local news vehicle (e.g., paper) and **MUST** state the reason for the emergency meeting in the notice;
- Provide specific agendas for meetings to advise the public of the matters expected to come before the Board. Matters not on the agenda can be addressed if not anticipated before the meeting by amending the agenda.
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, record of votes.



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. [REDACTED] 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. [REDACTED] 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. [REDACTED] 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. [REDACTED] 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. [REDACTED] 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. [REDACTED] 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. [REDACTED] 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. [REDACTED] 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: [REDACTED] Date: 12/17/24

Name: HARRISON COLEMAN

Charter School/Network: FAYETTE CLASSICAL ACADEMY /
LIBERTY CLASSICAL SCHOOLS

Profiles: Fayette Classical Academy

Applicant Information

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

Name of Charter School/Network

Fayette Classical Academy

School Identifier (NCES ID), if known

Authorizer

State Charter Schools Commission of Georgia

Authorization Date

10/14/2024

Eligibility for CSP Subgrant

New School

Proof of Approved Expansion (expansion applicants only)

School Opening Date/Date of Expansion

08/01/2025

Name of Nonprofit Entity

Liberty Classical Schools

Name of LEA

Fayette Classical Academy

LEA Identifier (NCES District ID), if known

Applicant Street Address

[REDACTED]

Applicant City

[REDACTED]

Applicant State

Georgia

Applicant Zip Code

[REDACTED]

Applicant County

Cobb County

Proposed Location of New/Replicated School or Expansion Site

Proposed Street Address

551 New Hope Road

Proposed Applicant City

Fayetteville

Proposed Applicant State

Georgia

Proposed Applicant Zip Code

30,214

Proposed Applicant County

Cobb County

School/Network Website

<https://www.fayetteclassical.org/>

Management Organization Type

Non-Profit CMO

Virtual Status

Not virtual

Grant Contact

Dr. James Keller

Contact Title

Director of Public Programs, Grants, and Revenue

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?

2025-26

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

88

Year 2

88

Year 3

72

Does/will the school use a weighted lottery?

Yes

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

No

Provide an attachment with a list of board members

Fayette Classical Academy Board members.pdf

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 for State CSP Application.pdf

User Login



Profiles: File Attachments

Provide an attachment with a list of board members

Fayette Classical Academy Board members.pdf

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

SCSC Letter for State CSP Application.pdf

Fayette Classical Academy Board members

As of 12/13/24



Bobby Jones

[CLOSE](#)

BOARD MEMBER

CDR Bobby R. Jones, USN (Ret.) is from Fayetteville, Georgia and graduated from The Westminster Schools of Atlanta. After accepting an appointment to the United States Naval Academy, Annapolis, he was designated a Surface Warfare Officer upon commissioning with the Class of 2001. He received his Master's Degree in National Security and Strategic Studies from the United States Naval War College. He is currently pursuing a second Master's at the School for Public and International Affairs at UGA.

Full bio linked here.

Email: bjones@libertyclassicalschoools.org



Merritt Huber

[CLOSE](#)

BOARD MEMBER

Merritt Huber was born and raised in Atlanta, Georgia. He attended Lovett and graduated from Westminster. He attended the University of Georgia where he was a member of the Chi Phi fraternity and graduated from the Terry College of Business. Merritt has led his family business, Carolina Lumber & Supply Co., for over 40 years.

Email: mhuber@carolinalumber.com



Harrison Coleman

[CLOSE](#)

BOARD MEMBER

Harrison Coleman is a third-generation member of the law firm Coleman Talley LLP. Harrison has substantial experience in commercial real estate development, capital markets and finance. In addition to representing developers and investors, and buyers and sellers in industrial, office, multi-family, retail and land transactions, Harrison's practice is focused on the emerging build-to-rent housing sector. He is a lecturer for continuing education classes for the Georgia Bankers Association. Harrison lives in Atlanta with his wife Amanda and their three children.

Full bio linked here.

Email: harrison.coleman@colemantalley.com



FAYETTE
CLASSICAL ACADEMY

December 13, 2024

State Charter Schools Commission of Georgia
2 Martin Luther King Jr. Drive SE,
1356 Twin Towers East, Atlanta, GA 30334

RE: State CSP Grant

Good afternoon,

This serves as notice that Liberty Classical Schools, whose petition for Fayette Classical Academy was officially ratified by the State Charter Schools Commission on October 14, 2024, is planning to apply for the Charter Schools Program State Entity Sub-grant, with the deadline of January 8, 2025.

Please feel free to contact us at the information below if you have any further questions.

--

Dr. James Keller

Director of Public Programs, Grants, and Revenue
[REDACTED]
[REDACTED]

Dr. Matthew Stone

Director of New Schools, Liberty Classical Schools
[REDACTED]
[REDACTED]

Name	Attachments
[REDACTED] 2025-01-28	No
[REDACTED] 2025-01-27	No
[REDACTED] 2025-02-04	No

Review Completed Date

01/28/2025

Application

Fayette Classical Academy

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.

30

Comments - Responsiveness to community need (optional)

The applicant demonstrates a needs analysis for their model (City Mayor, council members, community leaders, and community signatures). Additionally, the applicant demonstrates knowledge of the current racial composition and impending future growth of the county. Additionally, planning to employ a community engagement director will further support planned ongoing parent, family, and community engagement strategies.

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)

Applicant demonstrates the ability to engage in open, transparent conversations and utilize feedback to improve as they have done since 2014 at their previous schools.

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.

10

Comments - Commitment (optional)

The applicant will assign a Director of Public Programs, Grants and Revenue to ensure that funds of the subgrant are utilized to meet the goals of the grant. Additionally, monthly reports will be provided to the school board to ensure transparency and oversight.

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)

The applicant has a plan to carry out the opening/replication of the new school and has a strong track record of success with operating prior locations. However, the applicant is in the process of securing a physical location for the intended campus and hiring administrative staff which may impact readiness.

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 will utilize a weighted lottery system in tandem with an outreach marketing plan as a way to ensure they are recruiting racially and economically diverse students. Additionally, community partnerships within the intended attendance zone will ensure a strong connection for diverse parent engagement and potentially future workforce.

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.

30

Comments - Budget Quality & Financial Sustainability (optional)

Bonus Points

Does the applicant qualify for locating in a priority community?

No

Does the applicant propose offering high school?

Yes

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)

The applicant states that they are approved to operate as a K-12. However, the applicant also advises that subgrant funds will not be used to fund a high school during the 36-month grant period.

Score Before Bonus Points

98

Total Score

108

Comments - Overall (required)

Overall, the applicant provides a strong application.
Specifics are provided in each comment section.

Review Completed Date

01/27/2025

Application

Fayette Classical Academy

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.

15

Comments - Responsiveness to community need (optional)

This section does not really do much to highlight how the school is responding to need, and more so highlights how it is responding to community want. The writers stress how members of the community want the school, but not necessarily why they need the school. Additionally, the statistic saying that this school would educate only 1.47% of students in the area does not do much to highlight need. It would be helpful to hear about what parents in the area are saying, and how the school intends to build a school that addresses a community need based on data and anecdotal evidence.

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.

6

Comments - Growth mindset (optional)

While the CMA has shown growth in other schools, the application relies on proof of growth mindset simply by citing that other iterations of this model have been successful. The application does little to say how this school, in this location, will have a growth mindset. The past indicators of success are important, but not everything in terms of an application.

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.

10

Comments - Commitment (optional)

This section is well thought out, and the existing infrastructure in other schools will be helpful for this campus. It seems the Board will play a large if not total role in this area until additional hires are made.

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)

The schools seems very ready to plan and carry out the duties required and have a track record of success in other areas. However, my concern for this location's iteration is still present. There seems to be a lack of awareness of what this community needs and how it might differ from other locations the CMA has worked in before.

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.

5

Comments - Racial and Socio-economic Diversity (optional)

There is a clearer emphasis on SES diversity over racial diversity. There is more talk about diversity of experience than racial diversity, and I think this application could use more discussion of racial diversity, especially when they are going in to other areas of the state.

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.

30

Comments - Budget Quality & Financial Sustainability (optional)

Budget is clearly outlined and has rationale in the narrative that more than adequately explains the cost reasoning.

Bonus Points

Does the applicant qualify for locating in a priority community?

No

Does the applicant propose offering high school?

Yes

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

74

Total Score

84

Comments - Overall (required)

This CMA has a long track record of success, which it leans on heavily in this application. I believe this is at the loss of the application's understanding of place in terms of the new location. There is almost nothing specific to Fayette other than an understanding of the area growing. There seems to be a disconnect between the plans/rationale of the school, and the location they are seeking to move to. I think the school would do well to gather additional empirical information and anecdotal findings about Fayette, and this would add much needed specificity to this application.

External Evaluator Review: [REDACTED] | 2025-02-04

Review Completed Date

02/04/2025

Application

Fayette Classical Academy

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.

22

Comments - Responsiveness to community need (optional)

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.

9

Comments - Growth mindset (optional)

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.

10

Comments - Commitment (optional)

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.

10

Comments - Readiness (optional)

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.

2

Comments - Racial and Socio-economic Diversity (optional)

I do not see the location or recruitment of student population being very diverse.

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.

27

Comments - Budget Quality & Financial Sustainability (optional)

Sorry about the error.

Bonus Points

Does the applicant qualify for locating in a priority community?

No

Does the applicant propose offering high school?

Yes

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)

I appreciate what the supporters of this school are trying to do, but the application was weak, and I'm unsure if they're serving a clientele that would benefit from SCSC like other applicants and schools may.