

## Applications: International Charter Academy of Georgia

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**Implementation Budget Requested**

\$500,000.00

**Planning Budget Requested**

\$0.00

**Total Budget Requested**

\$500,000.00

**Planning Reimbursements**

\$0.00

**Implementation Reimbursements**

\$0.00

**Total Reimbursements**

**Remaining Budget**

\$500,000.00

**Profile**

International Charter Academy of Georgia

**Changes Requested**

**Eligibility for CSP Subgrant**

Expansion

**Expansion: Are you requesting an implementation grant?**

Yes

**Are you requesting a supplement?**

No

### Narrative

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

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

International Charter Academy of Georgia (ICAGeorgia) was authorized by the State Charter School Commission of Georgia to open in the summer of 2018 with a statewide attendance zone. Parents, educators, and business leaders have joined forces to launch the only Japanese/ English Dual Language Immersion Charter School in the United States. Their vision is that ICAGeorgia students will become life-long learners and globally responsible citizens who have the knowledge, skills, and attitudes to succeed in, and to effect positive change, in our world. Thus, the mission of ICAGeorgia is to broaden the horizons of students in Georgia to a diverse international community so that they may become global citizens who promote peace around the world.

ICAGeorgia achieves this mission through an innovative academic program that combines a Japanese/English dual language immersion program with cooperative learning and differentiation techniques. The result is an environment that promotes cooperative learning, positive attitudes, openness to diversity, inclusion, and better understanding of differentiation among students, parents, and the community at large. Our students contribute to the local and global community through various service-learning projects. We promote parent involvement and foster a community whose members learn from one another. We insert social issues such as hunger, poverty, and illiteracy, and increase awareness and compassion through daily conversations. Age-appropriate service-learning activities are designed for each grade.

ICAGeorgia enjoys flexibility in operational practices, such as calendars, schedules, and budget to allocate resources to support unique program priority and the liberty to seek additional funding through grants, donations, and community support, which helps maximize instructional time and implement innovative instructional and learning practices. The school is free and open to all students who reside in the state of Georgia and meet the age requirement of Georgia Department of Education. In exchange for this flexibility, we are held accountable for delivering positive academic outcomes, with diverse academic standards and assessment methods.

This model aligns with the Elementary and Secondary Education Act (ESEA) Section 4310, which defines charter schools as public, free, and exempt from many government rules that limit operational and management flexibility. According to ESEA 4310:

- Charter schools are governed by public supervision and set educational objectives determined by their creators and approved by their authorizers.
- They are not affiliated with political or religious groups and are open to all students, embracing non-discrimination and civil rights.
- Enrollment is typically managed through lottery systems.
- Charter schools comply with federal and state audit requirements, unless operating under a waiver, and adhere to federal, state, and local health and safety regulations.
- They must abide by state laws and have performance agreements with their authorizers to measure student performance.

In summary, both ICAGeorgia and ESEA 4310 define charter schools as institutions operating under a charter, exempt from regulations that often limit traditional public schools. They offer innovative educational programs aligned with their unique models, are free and open to all students, function as choice schools, and are required to meet performance goals.

**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.**

ICAGeorgia will utilize CSP grant funds to meet established goals aimed at enhancing student achievement, fostering a positive and supportive learning environment, and promoting the school's core values. These efforts will instill a sense of ownership and pride in students, creating spaces that encourage and reinforce positive behaviors. The impact of core values will shape the mental health, academic performance, language acquisition and social relationships within the school. Students will develop a sense of purpose and direction, leading to better decision-making and self-regulation in challenging situations. These efforts will aid in the overall development of students and the learning environment.

Areas of Focus:

- Technology
- Music
- Art
- Curriculum
- Character Education
- Language
- Learning and Collaborative Spaces
- Professional Development
- Workshops

Creating an educational program that is comprehensive, challenging, purposeful, integrated, relevant, and standards-based is essential to ICAGeorgia's success. The following details demonstrate how ICAGeorgia will achieve these goals:

Planning Phase:

1. Needs Assessment

- Conduct assessments to identify gaps and set objectives.
- Design programs supported by activity outlines, resource planning, and budgeting.
- Measure plans against grant guidelines to ensure compliance and obtain approval from required stakeholders.
- Develop timelines to track each phase of the activities.

## 2. Professional Development

- Identify training needs for teaching staff.
- Create a training schedule and curriculum aligned to Georgia standards.
- Budget funds for training and materials.
- Schedule training sessions throughout the year.

### Implementation Phase:

#### 1. Resource Allocation

- Procure materials and resources as outlined in the budget.
- Train staff as needed.

#### 2. Program Execution

- Implement the program while adhering to timelines and objectives.
- Regularly monitor progress and use data to make necessary adjustments.
- Engage and inform the community about progress, challenges, and successes.
- Collect data, assess outcomes, and report on fund usage and lessons learned.

### Example: Art (Connections Course for Middle Grades)

#### Planning Phase:

##### 1. Art Needs Assessment

- Survey student interest in different art forms.
- Outline the structure and goals for the art course.
- Allocate funds for materials, including art supplies and classroom furniture.
- Develop a timeline for the program launch.

##### 2. Professional Development

- Identify training needs for teaching staff.
- Create a training schedule and curriculum aligned with Georgia standards.
- Budget funds for training and materials.
- Schedule training sessions throughout the year.

#### Implementation Phase:

##### 1. Art Course

- Purchase curriculum materials, software, and classroom furniture.
- Launch the art course.
- Monitor and track student participation and feedback.

##### 2. Professional Development

- Hire trainers or allocate courses and materials for staff.
- Ensure teachers attend professional development sessions as scheduled.
- Monitor and collect feedback from teachers and assess the impact of the training.

By following a structured approach to planning and implementation, ICAGeorgia will utilize CSP grant funds effectively to enhance student achievement and create a positive learning environment. Through continuous monitoring and community engagement, the school will ensure the success and sustainability of its programs.

**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.**

ICAGeorgia recognizes the critical importance of expanding to include middle grades. Research consistently demonstrates that middle school is a pivotal time for students to achieve advanced proficiency levels in language acquisition. Recognizing this, we conducted a community survey which revealed that over 70% of respondents support the expansion through middle grades to further enhance students' language skills and overall academic success.

For the school year 2025 (SY25), ICAGeorgia projects that 60% of its current 5th grade families will return to continue their dual language studies. To ensure a racially balanced student body regardless of socio-economic status, ICAGeorgia will continue to actively market and promote the school to diverse communities.

One of ICAGeorgia's strengths is its strong community engagement. Stakeholder involvement is pivotal to our success, and we provide a variety of opportunities for community members to participate. Family engagement nights are held several times a year, covering topics such as math, reading, Japanese, ESOL, SPED, and, starting next school year, the Gifted Program. These events provide families with activities to support their child's learning at home.

Our community also looks forward to annual events such as the Winter Concert, Dining with the Scholars, Rice Pounding, Kakizome/calligraphy, and Japan Bowl. These events foster a sense of community and appreciation for the school's culture and values.

ICAGeorgia prioritizes community needs and input. Annually, stakeholders have several opportunities to provide input on various topics, including safety, academics, behavior, and culture. Community members also contribute to the yearly Comprehensive LEA Needs Assessment. The leadership team hosts yearly meetings with targeted families to gather input both in person and through surveys. Survey results are shared in the weekly bulletin, along with explanations of any decisions based on the feedback.

Our Parent Teacher Organization (PTO) meets with school leadership monthly to address needs, collaborate on events, and provide feedback and suggestions. This continuous loop of feedback ensures that ICAGeorgia's decisions are aligned with community expectations and needs.

Recently, ICAGeorgia's leadership team, board members, and community members collaborated with Bellwether, a leading national organization, to conduct a comprehensive needs analysis. This analysis resulted in a strategic plan with clear priorities, action steps, owners, deliverables, and timelines. The priorities identified include:

- Using data more efficiently
- Coaching and development of teachers
- Fundraising
- Expanding impact (including middle school expansion)

Each priority is broken down into specific initiatives and components to achieve the set goals. As a result, ICAGeorgia has become more efficient in data-driven decision-making, board members are actively leading fundraising efforts, and the school is well-prepared for the planned middle school expansion.

ICAGeorgia's commitment to expanding to middle grades is supported by robust community backing, strategic planning, and a focus on continuous improvement. With the community's support and the strategic initiatives in place, ICAGeorgia is poised to enhance its impact and provide even greater educational opportunities for its students.

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

ICAGeorgia is proud of its impact on the community, as evidenced by student levels of academic proficiency, language development, and character building. However, there is a clear opportunity to expand our program to serve more students in grades 6-8. Expanding to middle school will provide students with a greater opportunity to be immersed in more rigorous language development offerings. Through this growth, more students will achieve native-level proficiency in both Japanese and English.

ICAGeorgia will use data-driven strategies to set goals, strengthen practices, inform instruction, and codify coaching and feedback across all grades and languages. Our approach includes:

- Data-Driven Decision Making: Using comprehensive data analysis to set and achieve academic and language development goals.
  - Fundraising Expansion: Expanding our fundraising efforts to meet the financial demands of middle school growth.
  - Staffing Improvement: Continuously improving staffing to meet the needs of an expanding curriculum.
1. Behavior Management and Student Support: Developing a robust behavior management and student support system tailored to grades 6-8.
  2. Counselor-Led Initiatives: Implementing counselor-led collaborations to help students develop graduation plans and cultivate a sense of purpose.
  3. Teacher Capacity Building: Increasing our teachers' capacity to meet the evolving demands of curriculum changes through ongoing professional development.

ICAGeorgia is committed to embracing these challenges with a growth mindset. We will take the time to celebrate our successes and view failures as opportunities to grow. This holistic approach will ensure that our middle school expansion is not only successful but also sustainable and impactful for the community. The school leadership has consistently demonstrated a growth mindset, as evidenced by the implementation of the afterschool program, the Gifted program, the prioritization of staff development, Cognia Accreditation, mentorship program, and the establishment of numerous policies and procedures to ensure the realization of our vision and goals.

Throughout the term of this subgrant, ICAGeorgia will continue to build on its strong foundation, leveraging data and community input to guide our growth and ensure that our students receive the highest quality education.

**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.**

Junko Jones, CFO, will be responsible for CSP subgrant activities, including reporting, procurement/purchasing, bookkeeping, accounting, and recordkeeping of expenditures in accordance with the ICAGeorgia Financial Policies, Federal Program Handbook, GAAP, GASB, and LUAS Manual.

ICAGeorgia CFO who is responsible for ensuring that central office practices follow the policies set by the Governing Board. In addition, the CFO will report directly to the Governing Board on a regular basis and work closely with the Finance Committee comprised with the Board members and the Principal to ensure accuracy and accountability. All administrative staff members who handle purchase orders, bookkeeping, inventory management are divided according to the internal controls (segregation of duties) and required to follow ICAGeorgia Policies and Procedures. The Governing Board reviews policies on an ongoing basis and presents amended policies for ratification as needed. CFO presents financial position in addition to budget documents at every Governing Board meeting.

ICAGeorgia's budget encompasses reasonable, allocable, and allowable expenses necessary to plan and implement the school's academic program. All expenses listed are aligned to one or more of the project goals. ICAGeorgia will utilize CPS grant funds to meet established goals developed to enhance student achievement and learning.

The CSP subgrant budget will be developed with the CSP subgrant purchase guidelines (allowable expenditures) through several steps. The first version of the budget is established by the CFO with input from the Principal and Deans. The proposed budget is then reviewed by the Finance Committee and Board. The proposed budget is posted on the school's newsletter for stakeholders' input.

To ensure effective organizational planning and financial stability, the governing board will periodically review the school's performance and alignment to the mission and charter. The governing board will maintain a close relationship with the principal and the CFO, who will produce timely reports that include but are not limited to testing results, enrollment, and financial reports, which can be indicators of the strengths and weaknesses of the school. The governing board should actively work with the staff and administration to devise a strategic plan for the school, while also sharing this plan with the parents and the community at large.

**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.**

In 2023, the Georgia Charter Growth Initiative awarded ICAGeorgia the opportunity to collaborate with Bellwether, a leading national organization that assists schools in creating strategic plans and setting priorities for school growth initiatives. Throughout this process, the ICAGeorgia team met several times a month over the course of a year to develop and build capacity in critical areas, including:

- Academics
- School Culture
- Talent Development
- Leadership
- Community Engagement
- Governance
- Operations
- Finance
- Strategic Planning

Each of these areas was thoroughly examined, discussed, and evaluated. As a result, ICAGeorgia established clear goals and received expert guidance on developing strategies to achieve these goals. Specific deadlines were set to ensure preparedness for middle school expansion. Eighty percent of the strategic goals were implemented and the remaining will be completed within the next several months. One of the successful implementation initiatives was the Talent acquisition and retention. Currently, ICAGeorgia is fully staffed for middle school expansion.

**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.**

The ICAGeorgia community proudly represents over 20 countries. Embracing all students, the school recognizes and celebrates each culture and its traditions throughout the year, including Hispanic Heritage, Black History, and Asian American and Pacific Islander Heritage months. ICAGeorgia provides opportunities for all students, regardless of race or socio-economic status, to participate in every program within the school. As a state charter school, ICAGeorgia welcomes students from any geographic location.

When recruiting talent, ICAGeorgia ensures that the student body is reflected in the diversity of the teachers who serve them. Our teachers represent over six countries, contributing to a rich and inclusive educational environment.

ICAGeorgia cultivates a strong sense of community by imparting and exemplifying its core values: diversity, accountability, responsibility, leadership, and commitment. The school's climate places significant emphasis on character building, seamlessly integrating it into daily life. Each day, students discuss the core value of the week and are held accountable for embodying it throughout the school day. This intentional messaging resonates throughout the entire community as we strive toward our peace mission.

ICAGeorgia is dedicated to creating an environment that fosters dialogue across cultural differences, providing students and teachers with opportunities to collaborate. This exposure bridges gaps and fosters compassion and respect through shared experiences, preparing students to thrive in a diverse and interconnected world.

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

The CSP subgrant will be used to purchase materials and resources to supplement and improve ICAGeorgia's dual language immersion program and middle school core curriculum (materials, equipment, and furniture). The CSP subgrant will supplement State funds, and not supplant them, to ensure that Federal funds provide the additional educational resources that students and teachers need to succeed academically.

ICAGeorgia plans to demonstrate fiscal viability and conservative fiscal practices while achieving academic success. The school will ensure this practice while utilizing the CSP funds. ICAGeorgia has established a plan to utilize CSP funds to supplement instead of supplanting other funds by identifying items for purchase with little or no ongoing costs. All requested items will enhance ICAGeorgia's ability to provide high-quality education with an emphasis on ICAGeorgia's unique approach of the dual-language immersion program and expansion of the middle school.

ICAGeorgia is careful to report designated funds from all sources and track utilization of these funds with accuracy, ensuring that all funds are used as intended. No CSP funds will be expended for ongoing costs, items already ordered, or items already budgeted for the current fiscal year.

Over the past six years, ICAGeorgia has carefully and strategically planned a sustainable financial position, which has been proven through the SCSC Comprehensive Performance Framework. ICAGeorgia continues to demonstrate proficiency in raising funds to supplement funds received from Federal and State sources. ICAGeorgia has developed the budget from the State funds with minimum academic needs. After the end of the subgrant period, ICAGeorgia will continue to maintain these critical needs with the state funds.

## 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.**

ICAGeorgia Enrollment-Policy.pdf

**If necessary, please upload a second document.**

Admissions-and-Lottery-Procedure-2024-2025.pdf

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

ICAGeorgia Student Handbook 2024-2025\_v3\_board Updating.docx.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.**

FTE Data - SPED and ESOL.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.**

2024 ICAGeorgia Charter Contract.Executed.pdf

**Please upload the applicant school's transportation plan.**

ICAGeorgia Transportation Plan.pdf

## Relationship with CMO/EMO

**Does the school have a relationship with CMO/EMO?**

No

## Additional Information for Replication & Expansion Applicants

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

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

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

Yes

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

**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.**

**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.**

ICAGeorgia Website Open Records Act.docx

## Priorities

**Priorities Claimed**

None

**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**

7.15.2024 Georgia CSP Subgrant Application Assurances\_Signed.pdf

**Submission Date**

07/17/2024

**Applications: File Attachments**

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**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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ICAGeorgia Website Open Records Act.docx

**File Upload: CSP Subgrant Assurances**

7.15.2024 Georgia CSP Subgrant Application Assurances\_Signed.pdf

# International Charter Academy of Georgia

## Enrollment and Lottery Policy

**Admissions Attendance Zone:** Statewide

**Admissions and Enrollment:** In accordance with O.C.G.A. 20-2-2066 (1)(A), ICAGeorgia will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. ICAGeorgia shall enroll an eligible student, as defined by GADOE, who resides within the attendance zone and submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random lottery process.

ICAGeorgia 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. ICAGeorgia may use applications for the purpose of verifying the student's residence within the school's attendance zone. ICAGeorgia may gather relevant information from students after enrollment is determined. For a detailed list of information that is needed to complete enrollment, refer to the Enrollment packet for students with confirmed spots on the school's website: [www.internationalcharteracademy.org](http://www.internationalcharteracademy.org).

Current ICAGeorgia students are provided the opportunity to re-enroll for the upcoming school year prior to new enrollment. Siblings of current students will register during this re-enrollment period. For new students interested in attending ICAGeorgia for the following school year, the registration period is from the middle of January to the middle of February. The exact dates and the procedure will be announced each year on the school website. Students enrolling at ICAGeorgia are subject to the following priority:

- Siblings\* of students admitted at ICAGeorgia;
- Children of teachers and staff at ICAGeorgia; and
- Children of the ICAGeorgia Board\*\*.

\*Siblings are defined as follows:

1. Biological (including half sibling) /adoptive sibling
2. Step sibling residing in the same household
3. Foster children residing in the same household

\*\*The children of the founding board members as well as the current governing board members will have the priority.

Applications and detailed information on admission procedures will be made available to the public on ICAGeorgia's website. The opportunity to apply will also be advertised to the community in newspapers, community bulletin boards, etc. Interested individuals may also request an application via email or come to pick up in person at the school office.

When there are more registrants than spaces available, ICAGeorgia will hold a lottery of the students who register during the enrollment period. Lotterease, a third party vendor that specializes in charter school lotteries, will handle the initial registration as well as the lottery in the event of a lottery. The time and place of the lottery will be published on the school's website: [www.internationalcharteracademy.org](http://www.internationalcharteracademy.org)

During the lottery, participants will win admission in the order that their number is drawn, up until the pre-established maximum capacity is reached.

Thereafter, participants will be placed on a waitlist in the order their number is drawn. The results of any lotteries will be published on ICAGeorgia's website and posted for public viewing in the school building. Applicants will also be notified of the results via e-mail. Accepted students will then be given a further deadline by which time they must confirm their enrollment. If parents do not bring in their enrollment documentation during the specified timeframe, then the school will deem the acceptance as a rejection and shall fill the vacant spot from the waitlist. At the conclusion of this process, if any grade level, program, class, or building remains below its maximum capacity, applicants will be admitted from the waitlist according to the order determined at the lottery. Any applications received after this point will be considered "late registrants" and treated as follows: (1) If spots remain available in the grade level, program, class, or building, applications will be admitted in the order they are received. (2) If no spots are available, applicants will be added to the waitlist in the order their applications are received.

ICAGeorgia shall maintain a written waiting list of registered students for the current school year only. Parents, therefore, must register every year, even if they are on the waitlist for the current school year.

**Adopted 12-2-2017**



## **Admissions and Lottery Procedure SY2024-2025**

**ADMISSIONS ATTENDANCE ZONE:** Georgia Statewide

### **AGE REQUIREMENT**

For the 2024-2025 School Year, the age requirements are as follows:

- Kindergarten: Students must be 5 years old on or before September 1, 2024.
- First Grade: Students must be 6 years old on or before September 1, 2024.
- Second Grade: Students must be 7 years old on or before September 1, 2024.
- Third Grade: Students must be 8 years old on or before September 1, 2024.
- Fourth Grade: Students must be 9 years old on or before September 1, 2024.
- Fifth Grade: Students must be 10 years old on or before September 1, 2024.

Note: Students can enroll one grade below if families prefer. Students can enroll one grade higher with the below list of exceptions:

- Students who were legal residents of one or more states (or countries) for a period of two years immediately prior to relocating to Georgia and were legally enrolled in a public school, or a state or regional accredited school, must meet the above age requirements on or before December 31st, 2024.
- Transfer students in the household of active, full-time duty status members of the United States uniformed services, including the National Guard and Reserve, will be allowed to enroll at the same grade level as their previous accredited school, regardless of age.
- In addition, students who have successfully completed the prior grade at a public school or state agency accredited private school, or who are graduates of the prior grade at any school and fall within the age range typical of Georgia students in that grade, will be eligible for enrollment in the subsequent grade.

### **APPLICATION & ENROLLMENT PROCESS**

In general, the initial application opens at the beginning of January, and the lottery takes place in March. To apply for the initial application, applicants follow the registration steps through the online application system, Lotterease, or contact ICAGeorgia directly for paper-based initial application.

### **Online Application System “Lotterease”**

ICAGeorgia holds a lottery of the students who register during the initial application period. Lotterease, a third party vendor that specializes in charter school lotteries, handles the initial application as well as the random lottery in the event of a lottery. The date and time of the lottery will be published on the school’s website: [www.internationalcharteracademy.org](http://www.internationalcharteracademy.org) and school’s official Facebook page: <https://www.facebook.com/internationalcharteracademyofgeorgia>

### **Accuracy of Application**

Parents are responsible for ensuring that the information provided to ICAGeorgia through Lotterease is accurate. If inaccurate information is provided regarding grade, date of birth, sibling status, or preferences, it is the parent’s responsibility to correct the application in their Lotterease account PRIOR to the close of the Initial Application Period. If the error is discovered after the close of the Initial Application Period but before the lottery drawing, it is the responsibility of the parent to contact Admissions to make sure the correction is made prior to the lottery. If the error is discovered at any point after the lottery drawing, regardless of the applicant’s admission status or position on the waitlist, the applicant will be moved to the end of the waitlist. If the student has already enrolled at ICAGeorgia and the error is discovered or sibling status changes, the applicant may be withdrawn and returned to the end of the waitlist.



### **Lotterease Application Expiration**

Lotterease applications are only valid for one academic year. A new application must be submitted for each academic year for new students. The waitlist becomes void annually after the enrollment period has ended and does not automatically carry over from year to year.

### **Exception to Lotterease Procedure**

If ICAGeorgia decides to enter the student retroactively, initial applications are delivered using the following methods rather than Lotterease website registration.

- Mail Postmark Date
- Email Time Date
- Phone and/or Voicemail Time Date
- Drop Off Time Date

### **Lottery Preference Groups**

Students enrolling at ICAGeorgia are subject to the following priority:

- Siblings\* of students admitted at ICAGeorgia;
- Children of teachers and staff at ICAGeorgia; and
- Children of the ICAGeorgia Board\*\*

\*Siblings are defined as follows:

1. Biological (including half sibling) /adoptive sibling
2. Step sibling residing in the same household
3. Foster children residing in the same household

\*\*The children of the founding board members as well as the current governing board members will have the priority.

### **Notification of Confirmation or Waitlist**

After the lottery is run, parents will receive a notification email from ICAGeorgia Lotterease. Email will consist of 1) notification of confirmation or applicant selected or 2) notification of waitlist. Upon receiving the notification of confirmation or applicant selected, parents have three (3) days to secure the spot. If parents do not confirm within the three day timeframe, the order will be moved to the bottom of the waitlist.

### **Waitlist Process**

If an open spot becomes available, Lotterease will move the waitlist and the applicant will receive a notification email from ICAGeorgia Lotterease. Email will consist of 1) notification of confirmation or applicant selected or 2) notification of waitlist. Upon receiving the notification of confirmation or applicant selected, parents have three (3) days to secure the spot. If parents do not confirm within the three day timeframe, the order will be moved to the bottom of the waitlist.



## Enrollment Process

Enrollment forms can be obtained in three ways.

1. Enrollment forms are available on the school's website (<https://www.internationalcharteracademy.org/enrollment-application-forms/>) OR
2. In the notification email from ICAGeorgia Lotterease OR
3. At the school's main office (Phone: 770-604-0007, Email: [admissions@internationalcharteracademy.org](mailto:admissions@internationalcharteracademy.org))

Enrollment forms must be submitted to the ICAGeorgia office within five (5) days after confirming through Lotterease. For any applicant who is accepted after July 19, the enrollment packet is due within three (3) business days from the date of notification or they will forfeit their spot. Enrollment forms are accepted in one of the three ways below.

- Via e-mail or fax OR
- Via hand-deliver to the school's main office in-person OR
- Mail them to the school's main office

International Charter Academy of Georgia  
3705 Engineering Drive, Peachtree Corners, GA 30092  
Ph: 770-604-0007 / Fax: 770-837-0479 / [admissions@internationalcharteracademy.org](mailto:admissions@internationalcharteracademy.org)

In addition to enrollment forms, the following supporting documents are required when completing an application for enrollment:

- Copy of student's Birth Certificate for US citizens or Passport for non-US citizens
- Two Copies of Proof of Residency in Georgia  
The person with whom the child legally resides with must attach proof of residency, dated within the last (30) days, and must show parent, guardian or legal name and street address. Please note that a P.O. Box is not acceptable as a residence address.  
***See below list of acceptable supporting Proof of Residency documents***
  - Current Georgia driver's license or Georgia identification card if the address on the identification is the same as the residential address
  - Bank Statement, loan documents, credit card statement, monthly activity statement, voided check
  - Home mortgage payment statement
  - Health insurance, previously issued W-2 Form 1099, pay stub
  - Georgia property tax statement with evidence thereupon of payment
  - Voter registration documentation from residing county
  - A current motor vehicle registration (tag receipt)
  - Cable bill, Telephone or Cell Phone bill, Gas bill
  - Receipt to have utilities connected
  - Affidavit of Proof of Residency (Appendix VI) (This form shall be completed for students seeking enrollment at ICAGeorgia, who live with their parents or legal guardians, but reside in the home of another adult.)
- \*Copy of student's Social Security Card or Social Security Waiver Form
- Copy of Driver's License or other legal form of ID, such as a passport of Enrolling Parent/Guardian
- Georgia Immunization Form 3231 or notarized affidavit signed by all parents/legal guardians that swears or affirms that immunization(s) required conflict with religious beliefs
- Georgia Hearing, Vision and Dental Form – GA Form 3300



**Note:** If legal custody of a child is split between two parents, in addition to the documents listed above, a certified copy of the most recent court order identifying each parent's respective award of physical custody must also be attached. Parents are responsible for immediately informing the school of any changes to the court order.

**\*Procedure for Requesting Student Social Security Numbers (SBOE Rule 160-5-1-.24)**

Each local unit of administration (LUA), at the time of initial enrollment or at the beginning of a school year for a student already enrolled but who has not provided a Social Security number, shall, in a language appropriate for the parent, guardian, student or person enrolling the student:

1. Request the Social Security Number.
2. Give notice that providing the Social Security number is voluntary.
3. State the purpose for which the Social Security number shall be used.
4. Cite the provision of law which authorizes the LUA (Local unit of administration) to request the provision of the student Social Security number.

**Enrollment for Withdrawn Student with an Intent To Return**

1. If a student withdraws the school but intends to return to our school within a couple of month of withdrawal, the student is considered as a returning student. Therefore, Lotterease or Enrollment Packet process is not required.
2. If a student returns to our school in a year or more, the family is required to follow the enrollment procedure as a new student.



**ICAGEORGIA**

International Charter Academy of Georgia

**cognia**™ accredited school

# **Student Handbook**

## **School Year 2024-2025**

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Student Handbook 202-2025 Revision Log:

Plan Established	Ver.0	July 1 <sup>st</sup> , 2024	Plan Effective: July 1 <sup>st</sup> , 2024	Board approval pending Plan established pending
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## Letter from the Board

Dear Families,

We are excited to welcome you to ICAGeorgia for the 2024-2025 academic year. Your family is part of an exceptionally talented and energetic student body, and we are proud that you chose ICAGeorgia. The ultimate purpose of our work together can be stated in our mission to “broaden the horizons of students in Georgia to a diverse international community so that they may become global citizens who promote peace around the world.” Ultimately, we want 100% of our students to have a solid foundation that will prepare them for middle school, high school, college, and the competitive world beyond.

The ICAGeorgia Student Handbook provides a great deal of important information regarding our programs, policies and procedures. Please read the handbook thoroughly and discuss this information with your children. Good communication between home and school is vital to the learning process.

Here at ICAGeorgia, you will find fantastic teachers and staff devoted to your student’s success, and we encourage you to reach out to these individuals at times when you might need assistance. We encourage a close, proactive relationship with our parents and look forward to working with you. Please remember that our door is always open for questions, comments or concerns.

Sincerely,

ICAGeorgia Board of Directors

## About ICAGeorgia

ICAGeorgia offers a Dual Language immersion program in both English and Japanese. This means that students spend part of their day immersed in Japanese-speaking classes and the rest of the day in English-speaking classes. Throughout the school day, during both Japanese and English immersion, students are exposed to a wide range of content learning areas, such as Math, Science, Social Studies, Art, Music and Physical Education.

## Mission

To broaden the horizons of students in Georgia to a diverse international community so that they may become global citizens who promote peace around the world.

## Core Values

W.O.R.L.D. PEACE (We Own our Responsibility to Lead and Devote ourselves to Peace.)

<b>W (We)</b>	<b>DIVERSITY</b>	We practice mutual respect for the rich dimensions of diversity contained within each individual. We seek to build alliances across differences so that we can work together to eradicate all forms of discrimination.
<b>O (Own our)</b>	<b>ACCOUNTABILITY</b>	We use our power to make choices that lead to positive results. Likewise we apologize when our choices lead to negative results. We accept, learn and apply the lessons that come from our mistakes. We celebrate our victories.
<b>R (Responsibility to)</b>	<b>RESPONSIBILITY</b>	Our decisions have individual and collective impact. We challenge and support each other to consider, understand and own the effect that our decisions and/or actions have on our own lives and the lives of others.
<b>L (Lead and)</b>	<b>LEADERSHIP</b>	We lead by example. We treat ourselves and others with love and respect. We motivate the members of our community to make the positive changes that they want to see in their own lives, communities and the world.
<b>D (Devote ourselves to Peace)</b>	<b>COMMITMENT</b>	We have staying power. We follow through on our promises. We show up, we persevere and we try.

# ICAGeorgia School Calendar

## International Charter Academy of Georgia 2024-2025 School Year Calendar (190 School Days)

### Key Dates

#### TERM 1: 7/29/2024-10/4/2024

- 7/4 (Thu) Independence Day (Holiday)
- 7/19-7/28 Teachers Pre-Planning (No School)
- 7/24 (Wed) Back-To-School Open House
- 7/29 (Mon) First Day of School
- 9/2 (Mon) Labor Day (No School)
- 9/5 (Thu) Curriculum Night
- 9/20 (Fri) Digital Learning Day #1
- 10/4 (Fri) End of 1st Ten Weeks, Progress Report Distribution

#### TERM 2: 10/7/2024-12/20/2024

- 10/11-10/14 Fall Break (No School)
- 10/17-10/18 Parent-Teacher Conference, Early Release
- 11/8 (Fri) Digital Learning Day #2
- 11/25-11/29 Thanksgiving Break (No School)
- 12/20 (Fri) End of 2nd Ten Weeks
- 12/20 (Fri) Early Release, Report Card Distribution, Teacher Planning
- 12/23-1/3 Winter Break (No School)

#### TERM 3: 1/6/2025-3/14/2025

- 1/20 (Mon) Martin Luther King Jr. Day (No School)
- 2/7 (Fri) Digital Learning Day #3
- 2/17 (Mon) Presidents' Day
- 3/14 (Fri) End of 3rd Nine Weeks, Progress Report Distribution

#### TERM 4: 3/17/2025-5/23/2025

- 3/14 (Fri) Digital Learning Day #4
- 3/20-3/21 Parent-Teacher Conference, Early Release
- 4/4 (Fri) Early Release, Teacher Planning
- 4/7-4/10 Spring Break (No School)
- 5/23 (Fri) Last Day of School, Early Release, Final Report Card Distribution
- 5/28 (Mon) Memorial Day (Holiday)
- 5/27-5/30 Teachers Post-Planning (Mandatory)
- 6/19 (Thu) Juneteenth (Holiday)

- No School Day (Student/Teacher Holiday)
- Digital Learning Day (All students learn at home)
- Teacher Planning/Professional Development (Student Holiday)
- Early Release Day
- Parent-Teacher Conference & Early Release

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

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

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

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

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

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

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

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

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

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

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

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

Board Approved



## ICAGeorgia Daily Schedule

<b>Regular School Days</b>		
	<b>Mon-Thu</b>	<b>Fri</b>
Tardy Bell (At/after 8:10am, parents/guardians must escort your child to the Front Office for check-in)	Starting at 8:10am	Starting at 8:10am
Instructional Time	8:10am to 2:45pm for Elementary 8:10am to 3:08pm for Middle	8:10am to 2pm for all grade levels
Early Arrival (Principal approval required)	7:30am	7:30am
Carpool Drop-Off	7:45am to 8:05am	7:45am to 8:05am
Early Pick-Up	Before 2:20pm	Before 1:30pm
Dismissal Time	2:45pm to 3:15pm for Elementary 3:08pm to 3:25pm for Middle	2:00pm to 2:30pm for all grade levels
Late Pick-Up Fee in effect	Starting at 3:16pm for Elementary Starting at 3:26pm for Middle	Starting at 2:31pm for all grade levels
<b>Early Release Days</b>		
Instructional Time	8:10am to 12:15pm including recess and lunch time	
Dismissal	12:15pm to 12:45pm	
Late Pick-Up Fee in effect	Starting at 12:46pm	

## A Day in the Life . . .

ELEMENTARY			MIDDLE		
Sample Daily Schedule			Sample Daily Schedule		
Period	Bell Schedule	Subjects	Period	Bell Schedule	Subjects
<b>Homeroom</b>	8:10am	Attendance	<b>Homeroom</b>	08:10am	Attendance
<b>1</b>	8:15am	ELA/SS	<b>1</b>	08:15am	Math/Sci
<b>2</b>	9:10am	Math/Sci	<b>2</b>	09:10am	Math/Sci
<b>3</b>	10:05am	Specials (Art, PE, Health, Character Building)	<b>3</b>	10:10am	ELA/SS
<b>Recess/Lunch</b>	11:00am	Recess/Lunch	<b>4</b>	11:15am	ELA/SS
<b>4</b>	12:05pm	Japanese	<b>Lunch</b>	12:20pm	Lunch
<b>5</b>	01:00pm	Japanese	<b>5</b>	01:20pm	Connections (ie. Art, Computer Science, Music)
<b>6 (Mon-Thu)</b>	01:55pm	Differentiated Instruction (DI)	<b>6</b>	02:15pm	Connections (ie;. Japanese, PE)
<b>Dismissal</b>	Mon-Thu: 2:45pm, Fri: 2pm		<b>Dismissal</b>	Mon-Thu: 3:08PM, Fri: 2:12PM	

### ICAGeorgia Late Pick-up Policy

The school day ends at 2:45pm for elementary and 3:08pm for middle school Monday through Thursday and 2:00pm for all grade levels on Fridays. The latest pick up times are at 3:15pm for Elementary/3:25pm for Middle Mondays through Thursdays and at 2:30pm on Fridays. If you believe that you will be late picking up your child, please contact the main office. Chronic lateness will result in \$1 per minute for the first 10 minutes, \$25 for 11 min.-20 min., \$50 for 21 min. and on. This policy will be effective September 3rd, 2024. Failure to pick up your child on-time may result in the school contacting the authorities. You will pick up your child at the police department.

### ICAGeorgia Afterschool Program

ICAGeorgia provides an in-house after school program. Please use this link <[HERE](#)> to register for the ICAGeorgia Afterschool Program lottery if interested.

#### ICAGeorgia After School Program - Lottery Information

Due to the program's popularity, the program accepts families who intend to use the program on a weekly basis only for the 2024-2025 school year. Since there is a limited number of seats available, there will be a lottery for new families. Please fill out the following lottery registration at the link

above. The lottery registration is open from 5/31/2024 at 9am to 7/8/2024 at 8:59am. The lottery will take place at the school on 7/8/2024 at 9am. Selected families will be notified to the email below upon completion of the lottery on 7/8/2024.

## ICAGeorgia Governing Board

ICAGeorgia's board of directors is responsible for carrying out the provisions of the school's charter, for upholding the school's mission and vision, for setting policy, ensuring financial stability and working to ensure performance goals are met.

If you have a question or concern that you would like to direct to the entire board, please attend one of our upcoming board meetings (schedule [here](#)) or email [board@internationalcharteracademy.org](mailto:board@internationalcharteracademy.org).

## Governing Board Members

**Lai Ying Floria Whitcomb, Vice Chair and Treasurer** - Lai Ying Floria Whitcomb advocates for the continued strengthening of business and cultural relationship between Asia and the U.S. She is currently employed at the Department of Global Affairs, Kennesaw State University. Until 2017, her professional career was in the area of banking mainly in currency trading and financial analysis. She is also sitting on the board of Hong Kong Association of Atlanta. A native of Hong Kong, Lai Ying has been residing either in Japan or in the U.S. since 38 years ago. She received a B.S. degree from Sophia University in Tokyo, Japan. She and her husband of 33 years raised three children together.  
[f.whitcomb@internationalcharteracademy.org](mailto:f.whitcomb@internationalcharteracademy.org)

**Mellissa Takeuchi** - Mellissa Takeuchi is a Project Manager at the Georgia Department of Economic Development specializing in Japanese investment. She is tasked with bringing more Japanese companies to Georgia. In addition, she travels the state to better understand the local communities, including all of their unique characteristics and strengths and to assist them in attracting more Japanese businesses. She took over this role in February of 2021.

Ms. Takeuchi is fluent in Japanese and has more than 18 years of experience working with Japanese companies and public entities. She earned her B.A. in International Affairs and Economics from George Washington University. Prior to joining the Georgia Department of Economic Development, she held various roles at the Consulate-General of Japan in Atlanta for 8 years. Previously she worked as a Bilingual Executive Assistant at Toppan Interamerica in McDonough, Georgia, as well as serving 5 years as an Assistant Language Teacher on the Japan Exchange and Teaching (JET) Program. She lived and worked just outside of Kobe, Japan for 6 years and has remained connected to Japan and the local Japanese community in Atlanta ever since.

Ms. Takeuchi is a member of the Japan-America Society of Georgia, the Japanese Chamber of Commerce of Georgia, and the Georgia Economic Developers Association.

Ms. Takeuchi is a native of Conyers, Georgia. She now lives in Marietta with her husband and their two pugs and three cats. In her free time she likes to travel and (attempting) to cook Japanese food.  
[m.takeuchi@internationalcharteracademy.org](mailto:m.takeuchi@internationalcharteracademy.org)

**Sachiko Ueno** - Ms. Ueno is originally from Kyoto, Japan. At the age of 22, she moved to Atlanta and earned an MBA from Kennesaw State University. She pursued SHRM-SCP certification with SHRM.

Ms. Ueno currently serves as the Human Resources and Administration Manager at Nissei ASB Company located in Smyrna, GA.

She has been an HR professional in the U.S. for over 20 years. She feels that her profession was given to her for a reason. She loves helping and guiding others to a better position in life and career.

She raised three boys by herself and are now all adults and enjoys her life of empty nest by traveling and hiking. She has five grades on the second stage of calligraphy, and she also enjoys calligraphy for meditation.

She is a member of the Japanese Chamber of Commerce of Georgia and the Society for Human Resource Management.

[s.ueno@internationalcharteracademy.org](mailto:s.ueno@internationalcharteracademy.org)

**Minako Ahearn - ICAGeorgia Founder and Chair of the Advisory Board** - Having spent her early life between Japan, America, and Europe, Mrs. Ahearn knows firsthand the difficulties and the great benefits of living in more than one culture. Throughout her career, she has striven to provide similar experiences to others. She started a Dual Language program and pioneered service-learning and peace-education initiatives in Atlanta in 2004. Mrs. Ahearn believes in a future of peaceful international cooperation, where individuals from different cultures interact with open hearts and minds. Having worked both in the classroom and in administrative roles as principal, Mrs. Ahearn's ideals are matched by the hands-on experience of running an educationally-sound and financially-viable school. Mrs. Ahearn obtained a Bachelor's Degree in International Law from the International Christian University in Japan in 1982, a Bachelor of Music from Southern Methodist University in Texas in 1986 and a Master's Degree in Education from Central Michigan University in 2005. The area of her research focus has been Dual Language immersion education for the last 15 years. She currently teaches Japanese at LaGrange College. She was named one of the 25 Most Influential Asian Americans in Georgia in 2019.

[m.ahearn@internationalcharteracademy.org](mailto:m.ahearn@internationalcharteracademy.org)

**Robert Johnson - New title pending, Former Chair (SY2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024)**, Mr. Johnson is a longtime Atlanta lawyer with strong ties to the local Japanese community. After living in Japan for several years in the early 1980s, Mr. Johnson obtained his Juris Doctor from Brigham Young University in 1988. Since then he has worked at the law firms Jones Day and Ogletree Deakins. He is currently employed at Baker Donelson Bearman Caldwell & Berkowitz, PC. He specializes in Business Immigration law and International Business law in general. Aside from the legal expertise, he brings to ICAGeorgia, his good standing in the community is evident in his membership in a number of professional and non-profit organizations. Since 2007 he has been recognized as a Leader in Business Immigration by Chambers USA. He is an Executive Board Member as well as the former Chairman of the Japan-America Society of Georgia.

[r.johnson@internationalcharteracademy.org](mailto:r.johnson@internationalcharteracademy.org)

**Jessica Cork 0 New title pending, Former Secretary (SY2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024)** - Mrs. Cork has twenty-three years of experience working at Japanese governmental organizations and corporations, including the Consulate-General of Japan in Atlanta and currently as Vice President of Public Relations and Communications at YKK Corporation of America. The expertise that she brings to ICAGeorgia includes work-abroad and scholarship program management, public relations, event planning, and cross-cultural communication.

[j.cork@internationalcharteracademy.org](mailto:j.cork@internationalcharteracademy.org)

## Faculty & Staff

The staff of ICAGeorgia is made up of committed educators with a vast range of experiences and expertise. Our team holds college degrees ranging from associates to doctorates and instructional certificates in leadership, ESOL, reading, gifted, special education, physical education and counseling. This allows our staff to be both flexible and highly attentive to each student. Please enjoy learning more about our team!

### Central Office Staff

**Felecia Tucker-Jones, Principal** - Felecia Tucker-Jones serves as the Principal at International Charter Academy of Georgia. She works for ICAGeorgia because she believes in the value of diversity. Language allows for deep connections and cross-cultural relationships. She feels privileged to be a part of our students' journeys. In her spare time, Ms. Tucker-Jones loves to write and enjoy her family.

[f.jones@internationalcharteracademy.org](mailto:f.jones@internationalcharteracademy.org)

**Junko Jones, Chief Financial Officer** - Junko Jones is Chief Financial Officer (CFO) at International Charter Academy of Georgia, managing financial strategy, budget administration, and funds from federal, state, and donations. In addition, she oversees ICAGeorgia's administration, enrollment, facilities, and human resources operations. Ms. Jones has 25 years' experience in finance and accounting with 20 years in Corporate Finance. She has an MBA in Accounting as well as certificates in Charter Schools Financial Management.

[j.jones@internationalcharteracademy.org](mailto:j.jones@internationalcharteracademy.org)

**Miki Ito, Sr. Operations Specialist / School Liaison for the McKinney-Vento Program** - Miki Ito is Sr. Operations Specialist and School Liaison for the McKinney-Vento Program at International Charter Academy of Georgia assisting in the central office to ensure that the school runs smoothly. Before starting her career in Education, she worked as a corporate events & conference planner, office manager, consecutive interpreter and translator for 20 years. As a native-born Japanese speaker who studied English in the US school system, she understands intimately the experience of learning two languages and can relate as well as empathize with our ICAGeorgia's students. She enjoys witnessing the growth of all of our children as they blossom into English and Japanese speaking citizens. In her spare time, she enjoys shopping, doing crafts and being outdoors with her boyfriend and Chihuahua twins. She also loves hula and anything Hawaiian.

[m.ito@internationalcharteracademy.org](mailto:m.ito@internationalcharteracademy.org)

**Yuriko Evett, Executive Assistant** - Yuriko Evett is an Executive Assistant at International Charter Academy of Georgia. She is very grateful to have joined the team and to be a part of the first Japanese and English public charter school in Georgia. She certainly feels that she is lucky to work with our wonderful teachers and skillful staff members! Ms. Evett enjoys building relationships with students, parents, and everyone that comes to visit ICAGeorgia. She loves to visit Georgia State Parks, camp, and hike with her beautiful family. She loves taking pictures of nature and generally spending time outdoors. She is a mother of 3 and a loving Irish terrier!

[y.evett@internationalcharteracademy.org](mailto:y.evett@internationalcharteracademy.org)

**Heidi Walker, Receptionist/Administrative Assistant** - Heidi Walker is Receptionist/Administrative Assistant here at ICAGeorgia. Before joining the team she was lucky enough to translate and teach abroad in Haiti, Jamaica, Dominican Republic, Mexico, Canada, and other states across the US. This experience allowed her to become more culturally aware which draws her closer to students and parents. She enjoys helping others and making sure everyone is taken care of. In her spare time, she values family time, loves to travel, and watch movies.

[h.walker@internationalcharteracademy.org](mailto:h.walker@internationalcharteracademy.org)

**Kaitlyn Garrett, School Nurse, RN** - Kaitlyn Garret is a School Nurse at International Charter Academy of Georgia.

[k.garrett@internationalcharteracademy.org](mailto:k.garrett@internationalcharteracademy.org)

## Kindergarten Team

**Carlota Parra, Teacher** - Carlota Parra is an English subject teacher for the kindergarten class. She was born in Venezuela and is an enthusiast and advocate of bilingual education. Her journey as an educator has been magical. She believes in nurturing young minds, creating a fun and engaging learning environment, and sowing the seeds of a lifelong love for language, which is one of the many reasons why she joined ICAGeorgia. In her spare time, she enjoys outdoor activities with her husband and dog, board games, traveling, and a hot cup of coffee.

[c.parra@internationalcharteracademy.org](mailto:c.parra@internationalcharteracademy.org)

**Shizue Sommer, Teacher** - Shizue Sommer is a Japanese subject teacher for the kindergarten class. She enjoys working at ICAGeorgia because she loves kids and has always been fascinated with bilingual education. Many years ago, she remembers her own kindergarten experience and always strives to improve upon it. For hobbies, she likes spending time with her children, watching figure skating, cooking, and hiking.

[s.sommer@internationalcharteracademy.org](mailto:s.sommer@internationalcharteracademy.org)

**Jourdan Moulis, Teaching Assistant** – Jourdan Moulis is a paraprofessional for the kindergarten class.

[j.moulis@internationalcharteracademy.org](mailto:j.moulis@internationalcharteracademy.org)

**Noriko Ueda, Teaching Assistant** – Noriko Ueda is a paraprofessional for the kindergarten class.

[n.ueda@internationalcharteracademy.org](mailto:n.ueda@internationalcharteracademy.org)

## 1st Grade Team

**Monica Blade, Teacher** - Monica Blade is an English subject teacher for the 1st grade class and is also a Gifted class teacher. She was born and raised in Rome, Italy, but she has lived in the US since 1997. She is very excited to be part of the staff at ICAGeorgia and can't wait to learn more about the Japanese language and culture. Ms. Blade has a master's degree in elementary education and a gifted endorsement. For the past 9 years, she taught both 1st and 2nd grade at another dual language immersion school in Atlanta. Despite the challenges, she has seen the incredible enrichment that students get when they learn academic content while acquiring another language and their increased level of cultural awareness. When she is not teaching, she enjoys traveling to Europe and spending time with her friends and family.

[m.blade@internationalcharteracademy.org](mailto:m.blade@internationalcharteracademy.org)

**Mieko Basan, Teacher** - Mieko Basan is a Japanese subject teacher for the 1st grade class. It is her privilege to witness students grow as global citizens in diverse learning environments. She believes their learning experiences at ICAGeorgia open their eyes to the world. In her spare time, she enjoys videography, photography, and working out. She also enjoys learning about different cultures and food from all over the world.

[m.basan@internationalcharteracademy.org](mailto:m.basan@internationalcharteracademy.org)

## 2nd Grade Team

**Naosuke Umezaki, Teacher** - Naosuke Umezaki is a Japanese subject teacher for the 2nd grade class. Language is an important factor in the culture and identity of any country. He aims to demonstrate the valuable parts of Japanese culture to his students through daily lessons, his thoughts, words and actions, and to empower them to learn. Mr. Umezaki loves kayaking, camping, and Japanese archery, but the most enjoyable time for him is when he plays tug of war.

[n.omezaki@internationalcharteracademy.org](mailto:n.omezaki@internationalcharteracademy.org)

TBD, Teacher

## 3rd Grade Team

**Maria Icabceta, Teacher** - Maria Icabceta is an English subject and ESOL teacher for the 3rd grade class. She is excited to be part of the International Charter Academy of Georgia team. She thinks that students can achieve great heights when they are bilingual. They are able to embrace diversity and learn about a different culture. In her spare time, she enjoys spending time with son and daughter. She loves outdoor activities.

[m.icabceta@internationalcharteracademy.org](mailto:m.icabceta@internationalcharteracademy.org)

**May Nelson, Teacher** - May Nelson is a Japanese subject teacher for the 3<sup>rd</sup> grade class. She works for ICAGeorgia because she is passionate to support and nurture children to obtain academic knowledge, broaden the global view, and find a joy of learning. In her spare time, she likes reading, dancing and going to new places with her children.

[m.nelson@internationalcharteracademy.org](mailto:m.nelson@internationalcharteracademy.org)

## 4th Grade Team

**Peter Kim, Teacher** – Peter Kim is a Math/Science subject teacher for the 4<sup>th</sup> grade class. Mr. Kim recently graduated with a Master’s Degree in Elementary Education from Mercer University. He holds a deep love for travel, firmly convinced that it brings invaluable experiences to the classroom. Through his journeys, he has gleaned important lessons on understanding different perspectives and embracing diversity.

Outside of the classroom, he loves to read, learn new skills, and play sports. Mr. Kim has developed a strong passion for martial arts and has been a Taekwondo instructor for the past eight years, sharing his expertise with people from diverse age groups and backgrounds.

[p.kim@internationalcharteracademy.org](mailto:p.kim@internationalcharteracademy.org)

TBD, Teacher

## 5th Grade Team

**Megan Perkins, Teacher/Dean of English Program** - Megan Perkins is an English subject teacher for the 5th grade classes, and is also Dean of English Program. She works for ICAGeorgia because she believes in the benefits of students learning and experiencing different languages and cultures. In her

spare time, she is often found enjoying outside activities with her sons. When she has the time to relax at home, she is typically found reading.

[m.perkins@internationalcharteracademy.org](mailto:m.perkins@internationalcharteracademy.org)

**Noriko Harada, Teacher** - Noriko Harada is a Japanese Math subject teacher for the 5th grade class. She works for ICAGeorgia because she believes in the benefits of learning two languages, two cultures, and developing greater cognitive flexibility. In her spare time, she loves watching soccer games and spending time with her family.

[n.harada@internationalcharteracademy.org](mailto:n.harada@internationalcharteracademy.org)

## 6th Grade Team

**Seiko Onuki, Teacher** -

[s.onuki@internationalcharteracademy.org](mailto:s.onuki@internationalcharteracademy.org)

**Megan Perkins, Teacher/Dean of English Program** - Megan Perkins is an English subject teacher for the 6th grade classes, and is also Dean of English Program. She works for ICAGeorgia because she believes in the benefits of students learning and experiencing different languages and cultures. In her spare time, she is often found enjoying outside activities with her sons. When she has the time to relax at home, she is typically found reading.

[m.perkins@internationalcharteracademy.org](mailto:m.perkins@internationalcharteracademy.org)

**Noriko Harada, Teacher** - Noriko Harada is a music teacher for the 6th grade class. She works for ICAGeorgia because she believes in the benefits of learning two languages, two cultures, and developing greater cognitive flexibility. In her spare time, she loves watching soccer games and spending time with her family.

[n.harada@internationalcharteracademy.org](mailto:n.harada@internationalcharteracademy.org)

## Specials

**Ai Lovell, Teacher** - Ms. Ai Lovell is the Humanities and Physical Education teacher at ICAGeorgia. Students will study Art, Health, Character Building and Physical Education with Ms. Lovell through the school year. She has been teaching for over 15 years in both Japan and the U.S. She is looking forward to helping the students at ICAGeorgia learn and grow. She is happy to be a bridge builder between the U.S. and Japan. In her spare time, she enjoys traveling, cooking, and looking out for new coffee shops in Atlanta.

[a.lovell@internationalcharteracademy.org](mailto:a.lovell@internationalcharteracademy.org)

**Shawn Allen-Nix, Teacher** -

[s.nix@internationalcharteracademy.org](mailto:s.nix@internationalcharteracademy.org)

## ESOL

**Annie Varghese, Teacher/Dean of Education** - Ms. Varghese has been with ICAGeorgia since its opening in 2018. Prior to coming to ICAGeorgia, she served as Head Teacher of the English Department at a private Japanese school in Atlanta. With 17 years plus in education, her current role revolves primarily around supporting the principal in all aspects of day to day operations, Assessment and ESOL coordinator. She also implements a strong school culture with teachers, parents, and

students while organizing a variety of school culture events that align with the mission. Mentoring the student leadership team is her passion and building strong relations in the community through service learning projects. She is proud to work with students and serve their needs everyday and enjoys the diversity represented at ICAGeorgia!

[a.varghese@internationalcharteracademy.org](mailto:a.varghese@internationalcharteracademy.org)

## Special Education

**Andrea Lay, Teacher/Special Education Coordinator** - Ms. Lay is a Special Education and MTSS coordinator here at ICAGeorgia. This is her 26th year of teaching special education in Georgia. She loves seeing the abilities in all students, and watching students succeed is the best part of her job. She loves the outdoors and being a mom of two girls. She is so excited to be part of the ICAGeorgia family and so thankful for feeling so welcomed.

[a.lay@internationalcharteracademy.org](mailto:a.lay@internationalcharteracademy.org)

**Arkela Lewis, Teacher/Special Education**

[a.lewis@internationalcharteracademy.org](mailto:a.lewis@internationalcharteracademy.org)

## Admissions and Enrollment

In accordance with O.C.G.A. 2022066 (1)(A), ICAGeorgia will admit students of any race, color, nationality, ethnic origin, religion, sexual orientation, or gender. ICAGeorgia shall enroll an eligible student, as defined by GADOE, who resides within the attendance zone and submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random lottery process.

ICAGeorgia 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. ICAGeorgia may use applications for the purpose of verifying the student's residence within the school's attendance zone. ICAGeorgia may gather relevant information from students after enrollment is determined. For a detailed list of information that is needed to complete enrollment, refer to the Enrollment packet for students with confirmed spots on the school's website: <https://www.internationalcharteracademy.org/admissions/>.

Current ICAGeorgia students are provided the opportunity to re-enroll for the upcoming school year prior to new enrollment. Siblings of current students will register during this re-enrollment period. For new students interested in attending ICAGeorgia for the following school year, the registration period is from the middle of January to the middle of February. The exact dates and the procedure will be announced each year on the school website. Students enrolling at ICAGeorgia are subject to the following priority:

- Siblings\* of students admitted at ICAGeorgia;
- Children of teachers and staff at ICAGeorgia; and
- Children of the ICAGeorgia Board\*\*

\*Siblings are defined as follows:

1. Biological (including half sibling/adoptive sibling)
2. Step sibling residing in the same household
3. Foster children residing in the same household

\*\*The children of the founding board members as well as the current governing board members will have the priority.

Applications and detailed information on admission procedures will be made available to the public on ICAGeorgia's website. The opportunity to apply will also be advertised to the community in newspapers, community bulletin boards, etc. Interested individuals may also request an application via email or come to pick up in person at the school office.

When there are more registrants than spaces available, ICAGeorgia will hold a lottery of the students who register during the enrollment period. Lotterease, a third party vendor that specializes in charter school lotteries, will handle the initial registration as well as the lottery in the event of a lottery. The time and place of the lottery will be published on the school's website:

[www.internationalcharteracademy.org](http://www.internationalcharteracademy.org).

During the lottery, participants will win admission in the order that their number is drawn, up until the pre-established maximum capacity is reached. Thereafter, participants will be placed on a waitlist in the order their number is drawn. The results of any lotteries will be published on ICAGeorgia’s website and posted for public viewing in the school building. Applicants will also be notified of the results via e-mail. Accepted students will then be given a further deadline by which time they must confirm their enrollment. If parents do not bring in their enrollment documentation during the specified timeframe, then the school will deem the acceptance as a rejection and shall fill the vacant spot from the waitlist.

At the conclusion of this process, if any grade level, program, class, or building remains below its maximum capacity, applicants will be admitted from the waitlist according to the order determined at the lottery. Any applications received after this point will be considered “late registrants” and treated as follows: (1) If spots remain available in the grade level, program, class, or building, applications will be admitted in the order they are received. (2) If no spots are available, applicants will be added to the waitlist in the order their applications are received.

ICAGeorgia shall maintain a written waiting list of registered students for the current school year only. Parents, therefore, must register every year, even if they are on the waitlist for the current school year.

## Attendance Expectations

Attendance is one of the most powerful predictors of academic achievement and having our students in their seats, ready to learn for the entire school day will benefit them, their classmates, and our whole school community. We know there are times when missing school cannot be avoided but too often it becomes a habit. ICAGeorgia has the legal obligation to report chronic absenteeism to Juvenile Court and as a way to avoid this action, please read this section carefully.

### Definitions:

**Tardy** - A student is tardy when a student arrives at an assigned place after the designated time. Repeated or habitual tardiness is an undesirable personal habit and is also disruptive to the orderly instructional process; therefore, teachers or principals will take corrective action.

**Unexcused Absence** - A student is absent any time he or she is missing from school or from any assigned class or school activity.

**160-5-1-10 (a) Truant** – any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences. Truancy is a serious offense that requires stern corrective action on the part of the school and the parents. All unexcused absences will be reported to parents via email or phone within 24 to 48 hours.

The International Charter Academy of Georgia School District operates under the authority of the State Board of Education Rules and laws set forth in the state of Georgia. Punctual and regular attendance is important and expected. Regular attendance in school is the joint responsibility of the student and his/her parent(s) or guardian(s). The responsibility of our district and schools is to provide each student with quality instruction and inform parents if their child is absent from school.

## Excused/Unexcused Absences

Excuses for absences shall be furnished to the school by the student's parent or guardian within five (5) days after the student returns to school and shall specifically state the reason for the absence. If a note

is not received, the absence or tardy will be recorded as unexcused. Parents need to furnish a doctor's excuse if their child was seen by a doctor. If the student did not visit the doctor, a note explaining the absence from the parent will be accepted. Students shall be permitted to make up work missed. Please send these notes to the main office.

If a student must be absent, his/her parent(s) MUST submit the **Attendance Form** (Parent>Attendance/Absences) on our website or use the QR Code behind the Carpool Tag Card and notify the homeroom teacher prior to 8:00 a.m. on the day of the absence. If a parent knows in advance that their child will be absent, they must notify the main office by submitting the **Attendance Form** and homeroom teacher at least 24 hours in advance of the absence. The school will accept absent notices through the Attendance Form and will accept documents (excuse note) via emails (office email: [infor@internationalcharteracademy.org](mailto:infor@internationalcharteracademy.org)).

For excuse absences, parents have five (5) days to turn in the excuse absence documents such as Doctor's note to our office in-person or by email ([info@internationalcharteracademy.org](mailto:info@internationalcharteracademy.org)). Failure to do so will result in an unexcused absence. All absences due to Illness for three (3) or more consecutive days will require a Doctor's Note or an explanation email from parent/guardian. Upon the student's return to school, please provide any documentation or Doctor's Note(s) to the Front Office in-person or by email ([info@internationalcharteracademy.org](mailto:info@internationalcharteracademy.org)).

Students will be marked absent for one-half day if the student is out-of-school for 1.5 hours or more; a student will be marked absent for a whole day if the student is out-of-school for more than 4 hours. If a student misses school in order to attend a non-school function, the absence will be considered as unexcused unless he/she has received prior approval from the principal. Students participating in a contest/event will attend school the full day in order to participate. Exceptions can only be made by the building principal or designee. *A student who has been absent for more than three (3) days for illness, must present a physician's statement to be readmitted to class.*

The following are considered excused absences:

- Illness
- Serious illness or death in student's immediate family (Funeral)
- Medical or dental appointment
- Court order by a governmental agency mandating the student's absence from school.
- Special or recognized religious holidays observed by the faith of the student.
- Weather or environmental conditions rendering attendance impossible or hazardous to the student's health or safety.
- Other absences for which permission has been granted in advance. (Vacation during the regular school calendar will be unexcused.)

The following, even with parental consent and a written note/excuse, are considered unexcused absences:

- Truancies
- Working
- Oversleeping
- Shopping
- Car not starting
- Personal appointments
- Out-of-town travel (unless excused prior to absence)
- Needed at home (unless excused prior to absence)

- Other avoidable absences.

If there is doubt about whether an absence will be considered excused or unexcused, check in advance by emailing with the main office.

## Excessive Absences

Any student who is absent for more than five (5) days in any one quarter will be considered as having excessive absences. These absences do not include those that result from participation in school-sponsored trips. Additionally, a child who is absent 25 days in one school year may be considered for retention. **Disciplinary actions for excessive absences, unexcused absences, tardiness and truancies are outlined below.**

A pattern of tardiness and/or unexcused absences will result in a report to the administrator, counselor or other designated school personnel. Attendance personnel will assess the situation by talking to the student, parent, and school staff, suggest appropriate interventions, and document attempts to reduce tardiness and absences. ***If unexcused absences and tardiness continues, the parent and/or the student will be referred to the appropriate court for truancy.***

### Level I:

Three (3) unexcused absences. School staff will contact parents/guardians and document the contact in the student's school file. The staff may contact parents via email, telephone, letter, note in the student's agenda, or other forms of communication.

### Level II:

Five (5) unexcused absences. School staff will notify parents/guardians of the student's truancy and request a conference with the parents/guardians, and parents/guardians will be required to sign an Attendance Contract.

**Note:** after 6<sup>th</sup> unexcused absence, parents/guardians will receive a notice to attend a 40-minute attendance course on school premises in an attempt to avoid a truancy report to Juvenile Court.

### Level III:

Ten (10) or more unexcused absences may lead to filing a complaint report with juvenile court for judicial proceedings and suspicion of neglect associated with attendance may lead to notifying the Department of Family and Children Services (DFACS).

## Late Arrival/Tardiness/Early Checkouts

Students who are not seated in their seats **at 8:10 a.m.** will be marked absent. Any student who is tardy or who must leave school prior to regular dismissal time **MUST** be checked in and/or out by a parent/guardian with the main office secretary. Otherwise, the student will be considered truant. **A student will receive a Tardy Pass to be marked as tardy.**

To be considered "in attendance" for a school day, a student must be present for at least one half of the school day, excluding the lunch period. Students leaving school before meeting that requirement will be considered absent for the day. Students may not be signed out for early checkout after 2:20pm on Mondays through Thursdays and 1:30pm on Fridays, for this is disruptive to the schoolwide dismissal process.

## Prolonged Absence Due To Illness

If a student is absent due to illness for more than ten (10) consecutive days, arrangements can be requested for an alternative education program such as Hospital/Homebound (HHB).

## Evening/After school Activities

Please be sure to accompany your child to all evening events. They should not be dropped off or left unattended.

## Make-up Work After Absences

It is the responsibility of the parent to make arrangements to make up missed work when absent. Students will not be provided with make-up work prior to absences. If your child is absent two or more days, you may call the main office and request that assignments be prepared for pick up the next day. If your child only misses one day, work can be made up the following day.

Teachers must permit students to makeup work missed during absences for any of the following reasons:

- A. Participation in school-sponsored activities such as field trips or other designated events,
- B. Personal illness,
- C. Medical requirements,
- D. Family illness,
- E. Death of a family member,
- F. Observance of a religious holiday,
- G. Orders of government agencies,
- H. Hazardous conditions,
- I. Suspension (ISS and OSS)

Any assignments or projects given prior to days of absence are due immediately upon the first day a student returns. However, in extenuating circumstances, this may be extended.

## Parent/Guest Visits

All visitors to International Charter Academy of Georgia must go directly to the main office upon entering the building to officially register as a guest and receive a visitor badge/sticker. Guests must wear a visitor's badge/sticker at all times during the visit. All guests are expected to respect the teacher's duty to provide instruction from 7:45am-2:45pm. All classroom visits must be pre-arranged with either a teacher or administrator.

## Parent Visits During Lunch

Parents are welcome to have lunch with their child with the exception of the beginning of the year, testing, and the end of the year. A minimum of a week advance notice is required of your child's teacher. Please remember to check the school calendar. All visitors must check-in at the main office and receive a visitor badge/sticker. **Fast food lunches are not permitted at school.** *Only two visitors allowed per child* due to limited space. Parents may sit with their child at the assigned parent table in the cafeteria. Once the student's lunch period is over, visitors must leave the campus after signing out

at the office immediately following lunch. If a parent has another child who eats at a different lunch time, they must leave the cafeteria and return to the main office to follow the check-in/out process. Picnic tables outside are reserved for special group activities.

## Volunteers

School volunteers may be used to relieve teachers of routine and clerical matters so that they may increase their effectiveness in instruction. In some cases, the volunteers will supplement the teacher's work through the volunteer's special resources as determined by the teacher. Parents at ICAGeorgia volunteer at least 15 hours each school year.

Volunteers in the school shall be under the supervision of the school's principal or designee, in accordance with approved procedures. The school's principal or designee will provide an orientation to each volunteer prior to the volunteer's service at the school. Volunteers may not disrupt instruction or request to meet with their child's teacher during their visit. All volunteers must sign in and out at the designated area in the main office.

## Volunteer Training

Prior to volunteering, all volunteers must attend FERPA (Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99) training for school volunteers by Operations Specialist and online Mandated Reporter training. Volunteers are mandated to immediately report suspicions of child abuse and/or neglect to the school's principal or designee, should they have concerns about a student's wellbeing.

## Security Clearance

All volunteers, including parents, must go through security clearance. Security clearance forms are available in the main office. This also applies to chaperones for field trips. Upon completion of application forms, volunteer applicants must do a fingerprint and background check process. The approval may take several weeks. Requests for emergency clearances will not be accepted. Therefore, it is recommended to start the security clearance process as soon as possible if an applicant feels that there may be an opportunity to volunteer at some time throughout the school year. Security clearance is valid for 5 years. Cost will be incurred by the volunteer applicant.

## Field Trips

As a learning experience, teachers may plan field trips. Parents may be asked to assist the teacher as chaperones. Parents serving in this capacity may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours.

\*\*\*Parents identified to attend a field trip are required to work with the central office to obtain a background check.

Participation in field trips is a privilege. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons relating to behavior or conduct. Students must follow all instructions given by staff or any other adult in charge while on the trip, including while on the bus and while at the field trip site. Students who fail to follow instructions will be given

an appropriate consequence upon return to school. If a student is suspended anytime during the school year, the student will not participate in the next school event/field trip. Also, those students with poor behavior that may endanger/disrupt others on a field trip their participation will be left up to the discretion of the school administration.

Parent permission must be given for students to participate in field trips, no exceptions. The teacher will send permission slips and information about each field trip 2-4 weeks prior to each field trip. Money and permission slips must be turned in according to the permissions slips guidance, prior to the field trip or the student **WILL NOT** be permitted to take part in the field trip. Students are to wear their uniform on field trips for security reasons (unless otherwise authorized by administration). All open balances owed to the school must be remitted prior to the student attending the field trip according to the permission slip.

It is very important that parents adhere to the field trip collection deadlines. Teachers will not be able to collect any payments after the due date written on the permission slip. No refunds after the permission slip deadline, **NO** exceptions. Please **DO NOT** ask the office staff to take payment for field trips. Students must hand deliver required documents to his/her teacher by the due date. All students must be in attendance on the day of the field trip to be allowed to attend.

- Early dismissal from a field trip site is not permitted.
- All field trips should be paid by cash or check (payable to ICAGeorgia) to your child's teacher.
- Money will not be accepted at the front office.
- If you are a chaperone, no babies/siblings are allowed on the Field Trip. Please be mindful that a chaperone may be responsible for their own field trip cost.

## Chaperones

The PTO and ICAGeorgia Staff have determined that chaperones will be randomly selected for school field trips. Periodically, your child may be eligible for the mandatory parent/guardian chaperone list which is based on your child's safety and support needs. All chaperones must have background checks to be selected.

## Car Ride Procedures

ICAGeorgia encourages parents to carpool to and from school. This will help the school to receive and dismiss children in a timely fashion. ICAGeorgia will not coordinate carpools, but rather help bring interested parents together so they may work out specific details. Getting students to school and dismissing from school safely are high priorities.

Please access active carpool during designated times. Families must use the most current carpool tag for the school year. Drivers of cars in line without a current carpool tag will be asked to get out of line and wait until carpool ends to pick up their child(ren) in the office. Carpool ends daily at 3:15 pm on Mondays through Thursdays and at 2:30pm on Fridays. If a parent arrives after that time, a parent will be asked to park and come to the main office to pick up their child(ren).

Communicating with teachers and staff during the arrival or dismissal process poses a safety risk. If you need to speak with a teacher or staff member, please make an appointment or come to the office during the office hours.

As a best practice, any walk-ups and ID checks during the dismissal process will be asked to wait until the end of dismissal time to retrieve your child. Please note and understand that a driver without a carpool tag must come into the office and show a picture ID, no exception. This is for the security of the student. The ID name must match the students designated pick-up personnels on the Office Card.

## Technology and Electronics Policy

It is the discretion of school administration to allow students to bring electronic devices to enhance student learning in the practice of BYOD. The acronym "BYOD" stands for Bring Your Own Device. As students utilize their personal technology devices in school, they can learn new ways to use them for collaborating and interacting with their teachers and each other to research information, solve problems, create original products, and publish their work. Some of the technology tools that schools may opt to allow students to bring may include the following: laptop computers, tablet computers, e-readers, netbook computers, iPads, gaming devices and smartphones. Please note: prior approval must be granted before a student brings a device to school. If the device has not been pre-approved, it will be held by the teacher until the end of the day.

To promote proper Electronic Etiquette and an academic environment, the use of these devices will be restricted during the following times and situations:

- Use of electronic devices during the instructional school day is prohibited, UNLESS authorized by school staff and signed parental permission. Students may not use electronic communication devices during instruction time or on school buses {O.C.G.A. § 20-2-1183) unless it is for the sole purpose of academic instruction and authorized by school staff. Students must adhere to the school's established Cell Phone Protocol as directed. They must be KEPT OUT OF SIGHT IN THE STUDENT'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, AS WELL AS WHILE ON FIELD TRIPS, AND ON THE SCHOOL BUS AND/OR SCHOOL OTHER PROVIDED TRANSPORTATION, unless being utilized for instructional purposes and authorized by school staff. Students are not to utilize communication devices for personal calls, texting or personal social media postings.
- The use of audio recording or camera functions of electronic devices by students is strictly prohibited on school premises at all times, unless directed by a school official. Electronic devices shall not be used in a way that threatens, humiliates, harasses or intimidates school-related individuals, including students, employees and visitors, or violates local, state or federal law. Students may only have electronic devices for the exceptions below. Otherwise ICAGeorgia's policy prohibits the possession or use of the following electronic devices on the school campus or on the school bus: cell phones, pagers/beepers, iPods, walk-men, radios, CD/DVD players, digital cameras, electronic games and toys, laser pointers or any other electronic devices.

### Exception for Personal Communication Devices

- Students can bring communication devices to school for the sole purpose of student safety and communication with parents and guardians before and after the school day. ALL DEVICES MUST BE KEPT OUT OF SIGHT IN THE STUDENT'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, AS WELL AS WHILE ON FIELD TRIPS, AND ON THE SCHOOL BUS AND/OR SCHOOL OTHER PROVIDED TRANSPORTATION, unless they are being used for instructional purposes (BYOD) and authorized by school staff.

- Students can BYOD for the sole purpose of academic instruction. BYOD devices must be authorized by school staff and parental permission provided through the ICAGeorgia Technology Use Agreement.
- Cell phones or any other personal communication devices that are visible, ring, or make sounds during the instructional day will be considered contraband items and a violation of this policy.
- Electronic devices may not be used during any students' assessments unless specifically allowed by law, student IEP, or teacher directions.

Students who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to appropriate disciplinary action. No student shall photograph, videotape, record or reproduce, via any audio or video means, another student or staff member while on school system premises, without the expressed prior permission of the student or staff member.

**First Offense:** Should a student receive or send a phone call or text message during school or make personal posts on social media the device shall be confiscated by a certified or classified staff member and given to an administrator. The Parent(s)/guardian(s) of the student will need to plan with the Administrative Office to retrieve the device.

**Second Offense and Thereafter:** A second infraction shall result in the device being confiscated and the student will be required to participate in disciplinary action assigned by the administrator and the device will remain in the possession of the administrator until a parent, guardian or parent designee comes to the school to pay a \$25 fine and to participate in a conference with school administration. In addition, disciplinary actions may be assigned as outlined in the Code of Conduct.

Students shall be personally and solely responsible for the security of their cellular telephones and/or other Personal Communication Devices (PCDs) or BYODs. ICAGeorgia shall not assume responsibility or liability for the theft, loss or damage to a cellular telephone or other PCD or BYOD, nor does it assume responsibility for the unauthorized use of any device.

## Social Media

ICAGeorgia will utilize Facebook, Instagram, LinkedIn and other forms of social media to enable our community and families to exchange information concerning upcoming events, important dates and critical information. Social media will not be utilized as a means to degrade, bash, or spread negative comments against our school, students, and staff. We reserve the right to delete and or block individuals who post hurtful and negative comments. At ICAGeorgia **we own our responsibility to lead and devote ourselves to promote world peace.**

## Photography

Students may be photographed, videotaped, or interviewed by school officials or the news media at school or during a school activity or event and such photographs, video tapes, and interviews may be published, including internet publication. If you, as a parent/guardian, object to your child being photographed, videotaped, interviewed, or having his/her work displayed, the objection must be presented in writing to the school's front office within 10 days after the first day of school.

## Uniform Policy

All children are expected to follow the ICAGeorgia dress code. Uniforms are an indispensable feature of our school culture and effort to maintain an elevated standard of personal appearance, promote a dignified school climate, and foster school pride. Please use the following uniform and appearance guidelines:

### **Tops: Collared Polo or Button Down**

- White (Elementary)
- Navy (Elementary)
- Black (Middle)
- Lime Green (Middle) - Polo shirt with school logo available for purchase at school

### **Blazer, Vest, Cardigan or Pullover**

- Navy

### **Bottoms: Pants, Shorts, Skirts, Dresses**

- Navy
- Khaki

### **Tights, Socks, Stockings or Leggings**

- Navy
- Khaki
- Black
- White

### **Shoes**

- Closed toe shoes *only*.

### **Others**

- Face mask or face shield (Optional)
- On Fridays, students are allowed to wear an ICAGeorgia T-shirt with jeans.

There will be occasional announced opportunities for dress-down or spirit wear days, and those requirements will be specified in the announcement during the occasion.

**Note:** The school logo is preferred but not required on uniform shirts. All shorts, skirts and dresses must be below the knees. Students who are out of uniform on regular school days will receive a verbal and written correction. The school will contact a parent/guardian to bring a change of clothes on the second offense. Parents who require an exemption from the dress code for religious, cultural or short-term medical reasons may make an application to the principal.

## Lunch

Students may bring their own lunch from home or order through ICAGeorgia's lunch vendor, Gohan Market. More information regarding Gohan Market and ordering process can be found on the ICAGeorgia website or a weekly Parent Bulletin.

- Please note that students are not allowed to use a microwave to heat up lunch items. Please ensure that all lunch items are ready to eat.
- Commercial fast food and canned or bottled soft drinks are **NOT** allowed.

- If a parent will need to deliver lunch during the school hours, please bring the lunch by 10:30am at the latest.
- No restaurant deliveries
- A \$10 fee will be incurred to students who forget to bring lunches.

## Food Allergy / Nut-free School

ICAGeorgia is a nut-free school. If your child brings food from home, please help us keep our students and staff safe by refraining from sending products with nuts or made with nuts.

If a lunch contains nuts or food made with nuts, the student will be removed from the lunchroom and allowed to eat lunch in another room. A note will be sent home to remind parents of nut products.

**Please be aware of students with nuts allergy and exposure to nuts can result in death.**

## Parties & Celebrations

At ICAGeorgia, we enjoy honoring our students on their birthday, special occasions and holidays. And children enjoy the food that parents bring. However, because of the ongoing pandemic and the growing number of students who struggle with food allergies we are strongly encouraging families to send non-food items on birthdays, special occasions and holidays. Instead of a food item, please consider sending something for the class to enjoy such as:

- A game for the classroom
- A Classroom book
- A set of items for each child to keep such as pencils, pens, erasers, markers, etc.

If you must send food, the item must be individually and commercially wrapped. Please keep in mind that our school is a nut-free school. Foods made at home may not be distributed within the school at this time. Prior to bringing store bought food, parents must get permission from the classroom teacher.

No visitors are allowed in the classroom, which means parents will need to drop off the items at the front desk. If you have any questions, please contact your child's teacher. Thank you very much for understanding.

## Free & Reduced Lunch Program

Free and Reduced Lunch Program is available to families who believe they may qualify. The Free and Reduced Lunch Program Application forms are available at the Main Office. Please note that a parent must provide their child's lunch until the official approval notification is communicated by the office.

## Emergency Delays or Closings

In the event of inclement weather, ICAGeorgia will make an inclement weather decision. We will announce delayed start time, early dismissal or school closing via local news outlets and all in-house communication vehicles including our website, email, text, and social media. Please know that our students and staff members come to us from a large geographical area, and even if you may not have inclement weather in your area, your child's classmates might. We want to make every effort to ensure that our community is safe at all times. If you feel that you should not travel for safety reasons, please inform the office, and keep your child safe.

Families will receive an email from [info@internationalcharteracademy.org](mailto:info@internationalcharteracademy.org) or text via the school messenger if the school closes or is delayed during inclement weather. Please also check the following media sources:

- Local News: Channel 2 WSB-TV or <https://www.wsbtv.com/weather/school-closings/>
- Facebook: <https://www.facebook.com/internationalcharteracademyofgeorgia/>
- School Website: <https://www.internationalcharteracademy.org/>

## Emergency Procedures

Your child's safety is paramount. We are required by law to hold fire, lockdown and inclement weather drills on a regular basis. ICAGeorgia will train students and staff members on safety procedures. Additionally, it is critical for the school to be able to contact parents/guardians at any time students are at school. The school must have the parents'/guardians' current address and home, cellular, and business telephone numbers. Emergency contact persons/guardians and their telephone numbers are needed in case a parent/guardian cannot be reached. This information is required at the time of registration and whenever a change occurs with the parents'/guardians' address, telephone or emergency contact information.

## Drills

Georgia law requires all public schools to perform drills throughout the school year. Drills are not publicly announced. ICAGeorgia will perform monthly fire drills or severe weather drills (twice a year) to ensure students and staff are prepared in the event of a real emergency.

ICAGeorgia will perform at least one intruder alert drill per school year. Parents will be notified via school messenger text at the start and conclusion of the drill. Please refrain from contacting the office during the drill. Parents who wish to opt out of intruder alert drills will be notified the day of the drill. Parents will keep their child at home for the day as the drill can happen at any time during the school day.

## Illness

Signs and symptoms of illness can appear suddenly; they progress rapidly in children, and infections spread easily in school settings. Many of our children are susceptible to viruses. In order to minimize the spread of illnesses, ICAGeorgia requests that you keep your child/children home if he/she exhibits any of the symptoms described below. If you are unsure as to whether or not your child's symptoms are indicative of an illness, we request that you keep your child home for, at least, a day. If your child is sent home because of an illness, or becomes sick at home, keep him/her home for at least 24 hours after all symptoms have subsided.

### **SYMPTOMS OF ILLNESS REQUIRING YOUR CHILD TO STAY HOME OR BE REMOVED FROM SCHOOL**

- A temperature of 100 degrees Fahrenheit taken in the ear, in addition to other symptoms is an indication of a fever.
- One or more episodes of watery or loose stools indicates diarrhea.
- Vomiting two or more times in a 14-hour period.
- Rashes are frequent occurrences in children, however, if the rash is accompanied by fever or causes severe itching or discomfort, your child should remain at home until the symptoms disappear, or are treated by a physician who gives you a written clearance for him/her to return to school.

- Thick mucus or yellow/green drainage from the eye, crustiness along eyelids which appears after cleaning, or “Pink Eye”.
- Children can experience much pain with an earache and are more comfortable at home.
- Severe sore throat, swollen glands and a fever, especially accompanied by fever and/or swollen glands may be strep throat. Strep throat requires treatment with antibiotics. The child must be on antibiotics for at least 24 hours before he/she can return to school.

Runny noses and coughs are frequent during the winter and the spring. If your child coughs continuously, has thick yellow/green nasal or mucous drainage, or requires frequent wiping of nasal mucous drainage, please keep him/her home. Should these symptoms develop at school we will request that you take him/her home.

Irritability/excessive sleepiness, or unusual behaviors, especially in younger children may be an indication of the onset of an illness. Children are uncomfortable, unhappy and do not benefit from the classroom at these times.

### **PROCEDURE FOR STUDENTS RETURNING TO SCHOOL AFTER FEVER, SIGNIFICANT ILLNESS, INJURY OR SURGERY:**

- Students may **ONLY** return to school once 24 hours have passed since the last episode of vomiting or diarrhea, 24 hours have passed after taking any type of antibiotics, and must be fever free without the use of fever reducing medications for 24 hours. This is vital to the health of our school’s population as some of our students are more susceptible to becoming critically ill if they contract any type of infection.
- To maintain the health and safety of our students, it is essential that we receive current information on a child who is returning to school after a period of absence.
- In the event that a student is absent for three or more consecutive days, is hospitalized, has a need to go to the Emergency Room, or has a change in their functional status (i.e. change in weight bearing status, functional restriction, etc.) due to illness or injury, please provide the school nurse with documentation from the physician noting any change in medications or restrictions including start date, date of return to school, or changes in activities.
- For injuries, please provide specific instructions from the physician regarding any restrictions or accommodations related to physical activity, therapy and/or equipment use.
- The physician should also include a specific time frame for the restrictions. Without this information the student may not be able to participate in his/her regularly scheduled activities, including therapies.
- ICAGeorgia recommends that in all of the above situations that a parent/guardian calls the school nurse prior to the student returning. All documentation can be sent to [info@internationalcharteracademy.org](mailto:info@internationalcharteracademy.org) or be handed in.

**Note:** To use the elevator, students must provide a dated and signed doctor's note explaining the medical necessity for elevator access.

## **Medication**

Whenever possible, medications should be given at home. However, we realize that for a student to maintain school attendance, certain medications may be required during school hours. In an effort to prioritize student and staff safety, the school has specific policies and procedures for medications administered at school. **NO medications will be given without prior written permission.** For your child to receive medication at school, you will need to complete:

"The parent Medication Permission Form." This form provides parent permission for over-the-counter and short-term (less than 10 days) medications, and physician-prescribed long-term (more than ten days) to be administered at school.

"The Health Care Provider Medication Information Record." This form provides information from your healthcare provider about medications that are to be given for more than 10 days or regularly during the school year.

Please take the time to read the **guidelines below** carefully. These policies will require cooperation and communication between parents and school personnel.

1. Medications received at school in unlabeled bottles, pills in zip-lock bags and aluminum foil will not be administered.
2. Non-prescription medications (over the counter medications) must be brought to the school by a designated adult in the **Original** container along with a written parental request that includes parent contact phone number, and directions for administering that states the frequency, dose and length of administration.
3. Prescription medications must be brought to the school in the **Original** prescription container labeled with the student's name, date prescribed, instructions for administering, name of drug, name of issuing Health Care Provider, expiration date, and route medication is to be given.
4. School staff will dispense medications only as directed on the **Original** labeled container. It is the responsibility of the parent/guardian to notify the school if changes in the medication, dosage, and/or time of administration are requested and a new **Original** container must be provided.
5. For ALL medications to be administered for more than 10 school days, the parent/guardian must provide specific instructions, including related equipment needed if necessary, by completing a "Parent/Guardian Medication Permission Form" and by having your health care provider complete a "Health Care Provider Medication Information Record."
6. It is the responsibility of the parent/guardian to inform the school, in writing, of any changes in pertinent data. A new "Medication Permission Form" must be provided indicating requested changes.
7. It is the responsibility of the parent/guardian to deliver **ALL** medication to the nurse or other designated school personnel.
8. A "Parent/Guardian Medication Permission Form" **and** if pertinent, a "Health Care Provider Medication Information Record" shall be kept relative to each medication taken by the student during the school day. This record will include the student's name, name of medication, time, route, and correct dose.
9. Long-term medications usually need to be refilled on a monthly basis. It is the responsibility of the parent/guardian to keep the school supplied with adequate amounts of medication.

## Bullying and Harassment Policy

Bullying and other forms of intimidation will not be tolerated in any form and are strictly prohibited by International Charter Academy of Georgia and Georgia law (O.C.G.A. 20-2-715.4). All reports of bullying are taken seriously. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written.

Bullying behavior is defined as:

- Willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so or;
- Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or;
- Any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass or intimidate that:
- Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts.
- Has the effect of substantially interfering with the student's or victim's education;
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of ICAGeorgia

Examples of bullying and harassment include, but are not limited to:

- Unwanted teasing
- Physical violence and/or attacks
- Sexual, religious, or racial harassment
- Destruction of school/personal property
- Rumors or spreading of falsehoods
- Social exclusion, including incitement and/or coercion
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g. Facebook, etc.) chat rooms, texts, and instant messaging
- Sending abusive or threatening text messages or instant messages
- Threats, taunts and intimidation by words and/or gestures
- Extortion
- Public humiliation 46c
- Theft of money and/or personal possessions
- Stalking
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim.
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and posting them online.
- Using websites to circulate gossip and rumors to other students

Bullying may occur on school property or through school technology resources, but can also occur through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:

- a) is directed specifically at students or school personnel,
- b) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of ICAGeorgia, AND
- c) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

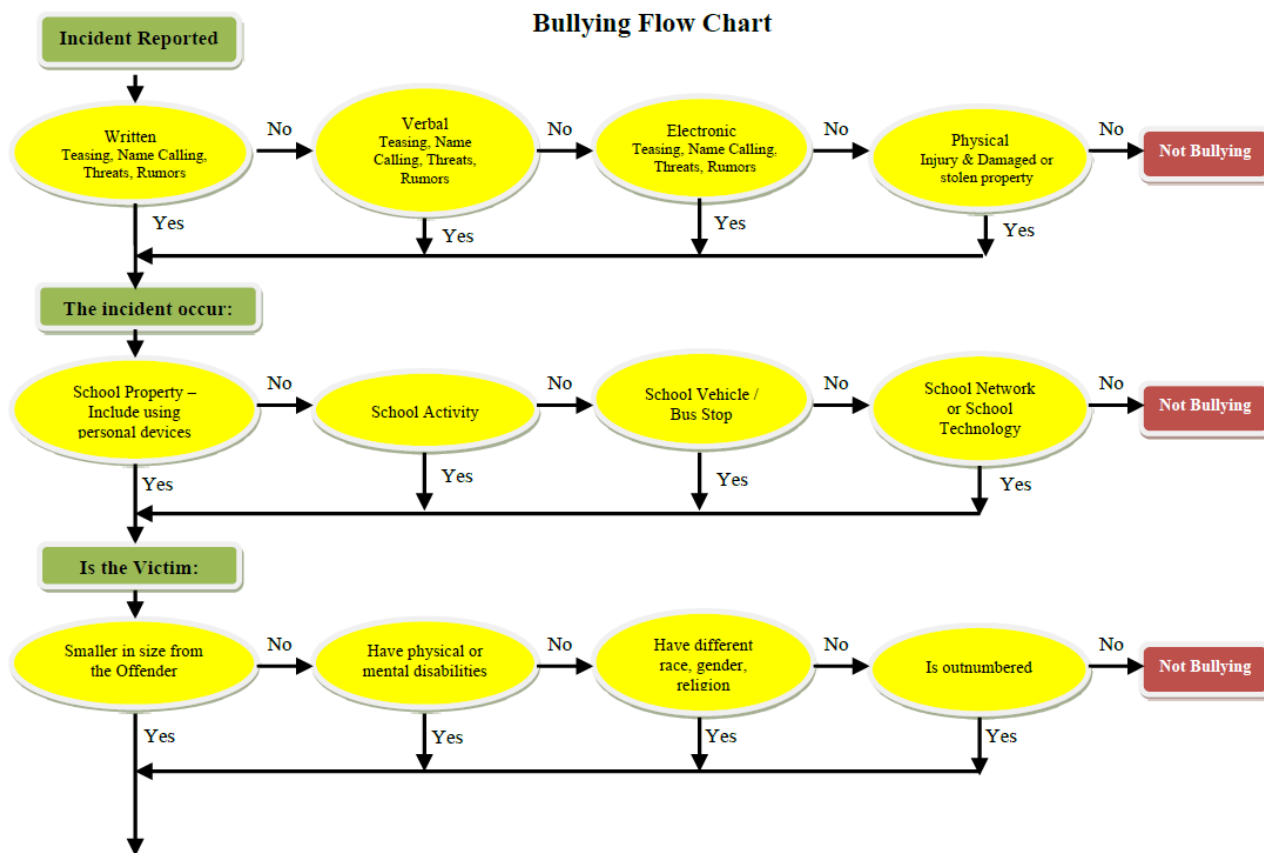
Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

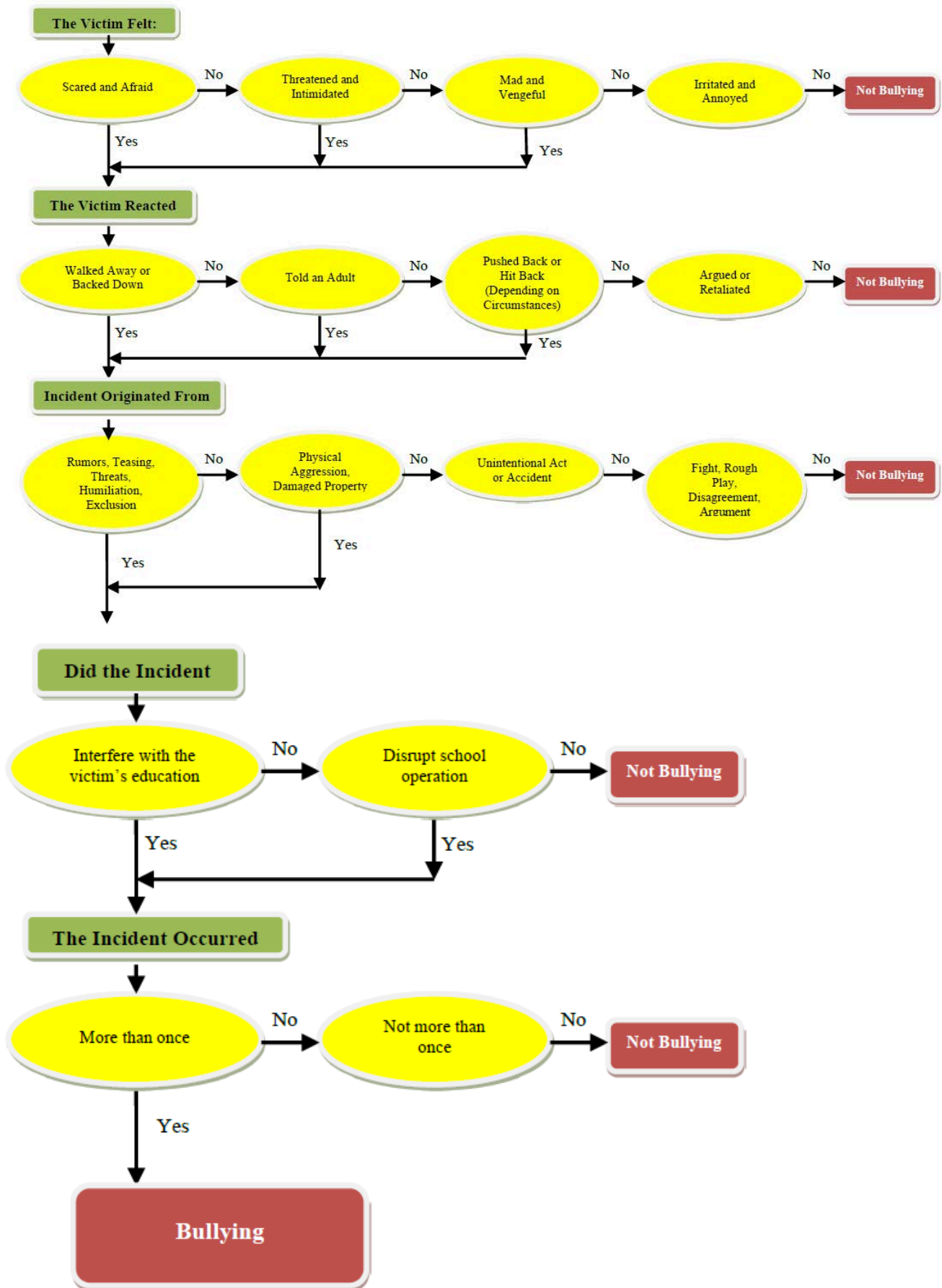
Parents/guardians/persons that have control of charge of students who are victims of bullying or are found to have committed bullying will be notified via telephone/personal conference or letter/referral. Staff members are expected to report instances of these behaviors to the designated administrator immediately so that administrators may investigate them in a timely manner. Employees, volunteers, students, and parents/guardians/other persons that have control of students may report or otherwise provide information on bullying activity to a school administrator anonymously if they choose. No person who reports bullying behaviors will be retaliated against by any school employee. Students who retaliate against others for reports of bullying behavior are subject to discipline which may include enhanced consequences. Students who knowingly file a false report of bullying will also be disciplined. Please see ICAGeorgia School Behavior Policy.

*Prohibited behaviors must occur on the property of the public school, at an event within the 45c jurisdiction of a public school or at a school-sponsored event. Reported incidents of bullying, harassment, intimidation or retaliation that have occurred outside the jurisdiction of the school and have not disrupted the ICAGeorgia environment shall be reported to the students' parents/guardians. Disciplinary action may also be necessary if off-campus behavior results in a disruption to the ICAGeorgia school environment.*

### Bullying Flow Chart

Adapted from Texas State: Texas School Safety Center & Georgia Department of Education





## Code of Conduct

At ICAGeorgia, we believe in creating schools that foster the natural potential and curiosity of our students by providing high quality instruction, accountability and support in a safe and nurturing learning environment. We understand that providing this environment requires the thoughtful planning of a fair, student-centered school wide community building and discipline plan. This means that in our classrooms, we must provide explicit instruction and support about our mission, core values, expectations and non-negotiables. Helping students learn valuable life lessons like making good choices lead to good consequences and making bad choices lead to bad consequences is also a significant part of this process.

In general, the school's core values are aligned to the mission and will inform our approach to community building, celebration and accountability.

### W.O.R.L.D. PEACE

(We own our responsibility to lead and devote ourselves to promote world peace)

MNEMONIC	MEANING	CORE VALUE
W	We	DIVERSITY
O	Own our	ACCOUNTABILITY
R	Responsibility to	RESPONSIBILITY
L	Lead and	LEADERSHIP
D	Devote ourselves to peace	COMMITMENT

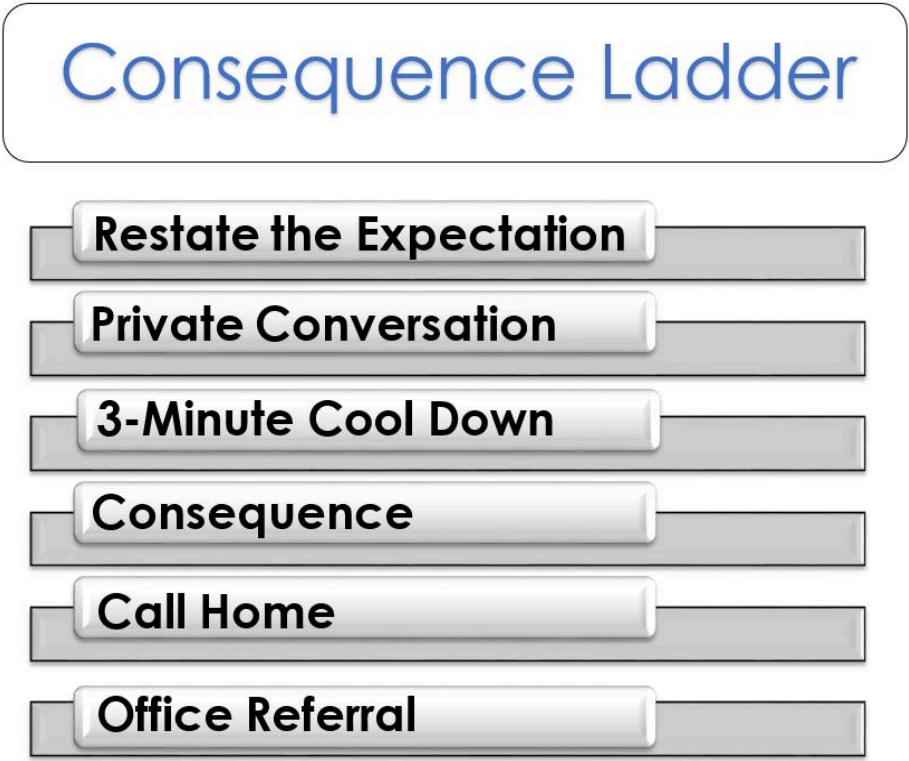
While there is no simple formula for creating the perfect large-scale community building and accountability system, the ideals below will provide clear, developmentally appropriate consequences for a wide range of students' choices. This formula will serve as a guideline for holding our students accountable for both good and poor choices either in our classrooms or common areas. The successful implementation of W.O.R.L.D PEACE will include a sense of purpose, consistent committed adult leadership and support, check-ins for reflection, student-led programs and activities, program supervision, and the integration of community building activities into the regular school day.

Ongoing communication about how students' care for themselves and the community will be imperative, so grade teams will routinely discuss student concerns and/or choices during grade level meetings. These concerns will be submitted via meeting minutes to the Principal. Time sensitive issues will be reported immediately. Additionally, office referrals and all major incidents will be recorded in the student support log.

### Core Beliefs

1. At ICAGeorgia, we believe we will strengthen students' ability to self-monitor by providing feedback for basic expectations.
2. At ICAGeorgia, we believe everyone deserves the right to emotional and physical safety in our community. Breaks in trust and respect will not be tolerated.
3. At ICAGeorgia, we believe in empowering our students to reflect on the choices they have made through multiple opportunities to consider their impact on the community.
4. At ICAGeorgia, we believe in an individualized approach to meet students' needs so they are most successful in school. We will always consider the student and the context of a situation.
5. At ICAGeorgia, we believe in the importance of a community coming together to celebrate individual and joint successes as well as hold one another accountable.

## ICAGeorgia School Discipline Policy



A child who is sent to the office will lose school wide privileges [Loss of Privileges = LOP] including field trips, and other school events: NO EXCEPTIONS. Further, a student with three or more office referrals will be placed on a behavior plan (see charts below).

Teachers and staff will follow the procedure below for each office referral:

- **1st Office Referral** - The teacher will call the parent/guardian to explain the incident that lead to the office referral. The child will lose schoolwide privileges for one week (five days).
- **2nd Office Referral** - The teacher will schedule a parent-teacher conference to discuss the incident that lead to the office referral. The child will lose schoolwide privileges for ten days/two weeks.
- **3rd Office Referral** - The child will be sent home immediately. He/she may not return without a parent. The parent will meet with the teacher, principal and child the following morning between 7:45am - 8:15am to discuss next steps including but not limited to loss of privileges and a behavior plan.
- **4th Office Referral** - The principal or designee may request that the parent/guardian will shadow the student during class. The child will remain on the behavior plan and will still not be allowed to participate in school wide events. If the pattern continues, the school will make recommendations to the SST, Sped and/or counseling teams.

## Office Referral Ladder

**1st - Phone Call Home/One Week LOP**

**2nd - Parent-Teacher Mtg/Two Weeks LOP**

**3rd Time - Return w/Parent/Behavior Plan (BP)**

**4th Time - Parent-Principal Mtg/BP**

### Discipline Procedures

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behaviors; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience. Though few students desire discipline, they often need structure and clear expectations to reach their full potential.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. **The following list is not all-inclusive:**

1. Students are expected to respect the authority of school personnel which includes but is not limited to administration, teachers, staff, and substitutes.

2. Malicious destruction of school property will result in the replacement, repair, or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
3. Students shall help keep the school clean at all times. There is to be no gum chewing in the school building or on school grounds.
4. Items such as water pistols, matches, iPods, skateboards, handheld game devices, toys, of any sort, etc. are not permitted on school grounds.
5. Weapons or anything used with the intent to cause harm are not permitted on school grounds or school activities on or off campus.
6. No items will be permitted that carry pictures or slogans referring to drugs culture or alcohol. No profane, abusive or slang language is to be used.
7. All students will follow the established school cell phone policy. Cell phones or other personal electronic devices should not be brought to school and use is prohibited during school hours. School phones are available in case of emergency. Possession of a cell phone or other personal electronic devices during the school day will result in the equipment being collected and returned directly to the parent.
8. There is zero tolerance for aggression, drugs, and alcohol on campus. Students that push, hit, bite, kick, harass, bully, threaten School Safety or use the internet in a negative way will be assigned an appropriate consequence, up to and including suspension or dismissal from the school.

Detention Policy:

- 3<sup>rd</sup> Grade – 6<sup>th</sup> grade: 30 minutes - 1 hour (Teacher will coordinate with family)
- 6<sup>th</sup> grade: Saturday School

LEVELS OF DISCIPLINARY ACTION

The International Charter Academy of Georgia has aligned its school code of Conduct and enforced with Administrative Consequences and, or Intervention’s outline in the [Georgia Department of Education Discipline Matrix](#). The Discipline Matrix is a tool for administrators to respond appropriately when students have committed school violations, per the Code of Student Conduct. This tool is designed to offer consistency at all levels across all grade levels so that students are disciplined fairly when their behavior requires consequences and, or interventions beyond the classroom.

There are three (3) levels of disciplinary actions determined by the seriousness of the act and the prescribed action recommended by the Georgia Department of Education Discipline Matrix.

**Level I Actions** – In order to resolve Level I discipline problems, the following options are available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor
- Behavioral Contract
- Restorative Practice
- Restitution
- Detention (lunch)

**Level II Actions** – In order to resolve a Level II offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Detention (after school administrative)

- Detention (after school teacher)
- Time out
- Restorative Practice
- Restitution
- Conference with Principal or designee
- Saturday School
- Out of school suspension if repeated offense (includes a writing assignment)
- Alternative to External Suspension (includes a writing assignment)

**Level III Actions** – In order to resolve Level III offenses, the options available are:

- Out of school suspension (includes a writing assignment)
- Dismissal from school/expulsion

#### AFTER-SCHOOL DETENTION

An administrator or teacher will complete the After-School Detention form which includes the date/time/location of the detention, description of why the detention was given, and the attempts made to contact parent/guardian. If a student misbehaves during After-School Detention or is late, they may be issued another behavioral consequence aligned to the Georgia Department of Education Discipline Matrix.

#### SATURDAY DETENTION

Saturday Detention may be assigned to those students whose behavior is consistently inappropriate. Saturday Detention is scheduled from 8:30-10:30 am; students are required to wear their school uniform and must complete homework/seatwork while serving the detention. There is zero tolerance for misbehavior. A student may be suspended for one day if they miss Saturday Detention, unless due to a family emergency or illness verified by a doctor's note.

#### SUSPENSION

Suspension is a disciplinary action that temporarily removes a student from a class or all classes for a prescribed period of time not to exceed ten (10) school days. The Principal or the Principal's designee shall make every effort to employ parental assistance with alternative consequences for misconduct prior to suspending a student except in emergencies, disruptive conditions or incidents involving serious misconduct. The student will also be required to write an essay explaining actions and plans of corrective behavior prior to returning to school after the suspension.

#### PERMANENT DISMISSAL

The Principal may recommend dismissal of a student to the ICAGeorgia Board of Directors for any of the following:

1. Possession, use of or transmission of a weapon including, but not limited to, a gun, knife, razor, explosive, ice pick, club, or tool.
2. Possession, use of or transmission of a substance capable of modifying mood or behavior.
3. Using any article as a weapon or in a manner calculated to threaten any person.
4. Committing a serious breach of conduct including, but not limited to, an assault on school personnel or on another pupil, making a threat or false report, lewd or lascivious act, arson, vandalism or any other such act, which disrupts or tends to disrupt the orderly conduct of any school activity.
5. Engaging in less serious but continuing misconduct including, but not limited to, the use of profane, obscene, or abusive language, or other acts that are detrimental to the educational function of the school and that have clearly transpired.

Suspendible and/or expulsion offenses include, but are not limited to, the following:

1. Fighting or other dangerous and/or disruptive behavior.
2. Smoking/vaping on school grounds.
3. Being under the influence or having alcoholic beverages and/or drugs on school grounds.
4. Possession and/or use of a weapon or any object that can be used as a weapon including but not limited to knives, brass knuckles, Chinese stars, chains, mace, etc.
5. Defacing or vandalizing school property.
6. Igniting any flammable substance.

### **NONDISCRIMINATION POLICY:**

ICAGeorgia operates on a policy of nondiscrimination based on race, color, national origin, sex, religion, creed, and disability in program services.

## **Authority of School Leadership**

In cases of disciplinary violations not covered by this handbook, the ICAGeorgia's administrative team will collectively determine and impose corrective measures that they believe to be in the best interest of the student and the school. The Accountability and Discipline plan is for staff to use when providing interventions and consequences for student misbehavior. Based on the circumstances of a disciplinary violation, Principals have the authority and discretion to impose interventions and consequences ranked higher on the matrix than indicated for each behavior.

## **Disciplinary Hearing Procedures for Regular Education Students**

Disciplinary Hearing Officers are independent decision makers appointed by ICAGeorgia to hear disciplinary matters. Individuals selected to serve as Disciplinary Hearing Officers will meet the training requirements included in O.C.G.A. 5 20-2759 and State Board of Education (SBOE) rule 160-4-8-.15. Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short-term suspension, long-term suspension, or expulsion of any student found to have violated the Code of Conduct.

If a disciplinary hearing is called, the student will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said ten-day (10) period. Prior to the hearing, students and parents will receive a notice to include the following:

- The rules which the student has allegedly violated.
- A description of the student's acts.
- The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
- The maximum punishment that the student could receive.
- The time and place for the hearing.

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing. The school has the burden of proving that the student engaged in acts that violated the Student Code of Conduct. Students who deny that they have violated the Code of

Conduct should be prepared to present evidence and or witnesses to prove that the student did not violate the Code of Conduct. The Disciplinary Hearing Officer will determine whether the student did or did not violate the Student Code of Conduct as set forth by the school. The Disciplinary Hearing Officer shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board of Directors.

All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The Disciplinary Hearing Officer may limit unproductively long or irrelevant questioning. The parents or legal guardian of the student and any victims may give testimony at the hearing and make a statement to the Disciplinary Hearing Officer concerning their feelings about the proper disposition of the case and to answer any questions. The student may be represented by counsel, at the student's expense, at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interest. All parties shall be entitled to subpoena witnesses for the hearing. A student or parent/guardian shall submit all requests for subpoenas to the student's principal at least forty-eight (48) hours prior to the time of the disciplinary hearing.

The decision of the Disciplinary Hearing Officer may be appealed by submitting a written notice of appeal to the Principal within twenty (20) calendar days from the date the decision is made. The record and documentary evidence shall be kept on file by the Principal or designee for a period of twenty (20) days after the date of the decision of the Disciplinary Hearing Officer. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Hearing Officer, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final at which time the record and documentary evidence may be destroyed.

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

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

When a hearing is appealed, the ICAGeorgia Governing Board will review the transcript of the hearing, make a decision based solely on the record, and notify students and parents in writing of the Board's decision. For the hearing before the Board, students have the right to be represented, at the students' and parents' expense, by an attorney. The attorney will not, however, be allowed to speak at the disciplinary hearing appeal. Students and parents may appeal the Board's decision to the State Board of Education by giving the Principal written notice within thirty (30) days of the decision of the Board.

## Disciplinary Hearing Procedures for Students Who Receive Services Under Section 504 or IDEA

If a disciplinary hearing is called for a student who receives services under Section 504 or IDEA, the school will comply with the notification provisions for regular education students. The student will be suspended from school, no more than ten (10) days, until a manifestation determination hearing may be held, and a decision is rendered by the manifestation team as to whether the alleged behavior was a manifestation of the student's medical condition or disability. If the manifestation team determines that the behavior was a manifestation of the student's medical condition or disability for which the student is receiving services or accommodations, the disciplinary hearing will be concluded, and the manifestation team will determine the appropriate measures to insure that the student does not engage in the prohibited behavior. However, if the manifestation team determines that the alleged behavior was not a manifestation, the disciplinary hearing will proceed as set forth above.

## Violence Against Teachers Or Other School Officials or Employees

ICAGeorgia will have zero tolerance of any kind of intentional violence or inappropriate touching inflicted on a ICAGeorgia school official or a ICAGeorgia employee. Students shall not inflict violence or inappropriate touching on ICAGeorgia or other school officials or employees. Physical violence shall include:

- Intentionally making physical contact of an insulting or provoking nature with the person
- Intentionally making physical contact which causes physical harm to another unless such physical contact or physical harm was in defense of him or herself.

### **Consequences for committing physical violence or inappropriate touching against a school official:**

In the event a student is charged with violence or inappropriate touching against a school employee the student may be subject to suspension, expulsion and/ or criminal charges.

## Weapons

Students are prohibited from possessing firearms (as defined by O.G.G.A. 16-11-127.1), dangerous weapons (as defined by O.G.G.A. 16-11-127) or hazardous objects (as defined by H.B. 826), while on school property or at school functions. Students who possess firearms on campus shall be expelled and will be referred to law enforcement officials. No person other than licensed police personnel will be allowed to carry a gun/weapon onto the property of ICAGeorgia or to any school function off or on the campus.

### **Additional Resource:**

- For more information on progressive discipline in Elementary Schools, please read page 11; pages.24-26 and 30-32 in the [Georgia Department of Education Guidelines](#)

## Inappropriate Behavior

International Charter Academy of Georgia will implement and follow state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator,

or ICAGeorgia employee toward a student which will not prohibit the ability of a student to report the incident to law enforcement authorities as stated in O.C.G.A. § 20-2-751.7(a).

**Student Reporting of Alleged Sexually Inappropriate Behavior**

- 1) Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or ICAGeorgia employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
- 2) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee will make an oral report of the incident immediately by telephone or otherwise to the Principal or Principal’s designee, and will submit a written report of the incident to the Principal or Principal’s designee within 24 hours. If the Principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the Board Chair or the Board’s designee.
- 3) The Principal or Principal’s designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 will make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 will be investigated immediately by school personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the Principal or Principal’s designee will make an immediate written report to the Board Chair or the Board’s designee and the Professional Standards Commission Ethics Division.

"Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any sexual act as defined in O.C.G.A. 19-7-5.

**ADULT-STUDENT BOUNDARIES**

<b>APPROPRIATE</b>	<b>INAPPROPRIATE</b>
Maintaining appropriate personal space	Invading personal space; too close
Reasonable eye contact	Maintaining prolonged intense eye contact
Student aides perform work in the learning environment that is related to educational purpose	Student aides are assigned duties that meet personal needs of the teacher or are unrelated to any educational purpose
Conversations with students are appropriate to the school environment and support student learning and growth	Conversations with students with students become personal in nature and confidential; asking students to “just keep it our secret”
Appropriate use of student conferences in a manner consistent with educational purpose	Ongoing pattern of spending time alone with student in manner inconsistent with or devoid of educational purposes/expectations

<p>Student-teacher relationship is centered on school events &amp; activities and is professional in nature</p>	<p>Student-teacher relationship is maintained outside of school events (taking student to lunch or movie alone; giving special gifts; consistent giving rides home alone; receiving or writing secret notes) and is personal in nature</p>
<p>Maintain fair and equal treatment of all students with only occasional educationally justifiable expectation</p>	<p>Singling out a particular or students for personal attention and friendship beyond the professional staff-student relationship (e.g. covering for providing excuses for special student privileges, writing pass repeatedly for favored students to cover tardiness or absences)</p>
<p>Student-teacher communication is appropriate to the educational purpose and understood by general school population</p>	<p>Student-teacher communication has implied message, inside understanding, jokes or innuendos, of the sexual nature that are not commonly understood by general school population</p>
<p>Leaders of extracurricular activities maintain clear standards around gender issues and harassment</p>	<p>Leaders of extracurricular activities encourage atmosphere of loose and inappropriate boundaries around gender and harassment issues</p>
<p>A pat on the back, or shoulder or arm</p>	<p>Shoulder massage, lingering touches, requesting affection “give me a hug,” “give me a kiss”</p>
<p>Exercising good judgment on whether to, and under what circumstances it is appropriate to, touch students</p>	<p>Touching students inappropriately or in ways that may lead students to misinterpret the intent due to their individual circumstances, cultural standards, or their development stage</p>
<p>Teachers are aware of student needs and referring them to appropriate guidance/counseling or school related support services (nurse, etc.)</p>	<p>Teachers (without appropriate training in effective advising) acting as helpers for serious student problems</p>
<p>Maintaining contact for educational purposes via district authorized e-mail, phone service, or on-line learning sites</p>	<p>Maintaining personal contact via private phone, e-mail, texting or other social networking websites</p>

This list is not an exhaustive list. If a staff member engages in such behaviors, there may be great cause for concern based on the profiles of educators who become sexual abusers. The bottom line is that such behaviors cross the line from professional and caring into personal and dangerous and with rare exceptions are not acceptable.

## Communication Policy and Guidelines

ICAGeorgia attracts strong support and respect from families, local businesses, and organizations. In line with our mission to develop ambassadors of global peace, we aim to communicate clearly and consistently with our community.

Weekly Parent Bulletin is published on Mondays (or the following day if a holiday falls on Monday) that details updates, upcoming parent meetings and events, and important information to keep you informed about the school. It is up to each parent to stay informed by reading the weekly bulletin.

Communication is used to inform current and prospective staff, parents, and families of our commitment to the successful development of our students, to provide a secure and positive environment for all, and address issues in a proactive manner.

Respectful, open, and timely communication is at the heart of the parent-school relationship. The procedures in this policy will ensure that all community members continue to work together in a positive and respectful manner to ensure the growth and learning of all students. It also outlines the most appropriate and effective methods for parents to communicate with the school and the communication guidelines for staff and students to follow.

### Parent/Teacher/School Communication Policy

#### What parents can EXPECT

- Parent communications responded to within a reasonable time
- Requests for appointments responded to or scheduled within a reasonable time
- Parents to be notified about a single serious issue or ongoing problem
- Two formal conferences per year, other meetings, and calls within reason

#### What parents should NOT EXPECT

- **Teachers responding to emails or phone calls during instructional time.**
- Teachers returning a call after work hours
- Answering emails in the evening/weekends
- Access to the teacher's private phone number or email

#### When you should contact your child's teacher:

- Changes in family situation (divorce, new baby, move)
- Medical issues that arise or change
- Illness lasting longer than 3 days
- Safety issues, change in behavior at home
- Family emergencies, sleepless nights, play dates, appointments (send a note)
- Ongoing and pervasive problems/concerns at school or home
- When you can't keep a scheduled appointment
- When homework takes way more time than expected, or your child is unable to do most of it independently

#### When you have last-minute information for the teacher:

- Send a note

- Email the office at [info@internationalcharteracademy.org](mailto:info@internationalcharteracademy.org)

**Communication that interferes with teaching and learning:**

- Showing up at the classroom during the teacher’s prep time before school or during the school day without an appointment
- Discussing an issue with the teacher when they come out to pick up their class in the morning and it’s time for instruction to start
- Speaking to the teacher disrespectfully or angrily, especially in front of your child or other students
- Gossiping to other parents rather than discussing issues directly with staff members. Remember that you are the model of how you want your child to communicate.

**Ways to help your child be more responsible and independent:**

- Encourage your child to talk to the teacher about problems with homework or other issues at school. Send an email or note to the teacher so they’re aware, simply saying, “Joe had a problem in the yard yesterday that he needs to talk to you about.” Let the teacher take it from there.
- Have your child write a note to the teacher explaining why homework wasn’t completed, then sign the note.
- Make your child responsible for carrying their own backpack and belongings to and from school – even in kindergarten!
- If your child is late, bring them to the office to fill out a tardy slip.
- Do not go into classrooms or hallways before or after school without an appointment.

Please note that bringing your child’s lunch or belongings after the start of the school day discourages independence and sets a poor example. If you must drop something off for your child, you should check in the office. Staff will not call the classroom and interrupt instruction to deliver belongings to your child. Belongings left in the classroom after the end of the school day can be retrieved the following morning.

**To increase mutual respect, remember:**

- Teachers will make mistakes; they’re human, too
- Teachers have their own families and lives; respect their privacy.
- We’re all on the same team – your child’s support team!
- Use age-appropriate language around children on campus and at the curb when you drop them off.
- Recognize that we won’t always agree, but we promise to listen.
- Speak positively in front of your child.

**Procedure for Parents with School-Related Issues**

**For Student Issues**

- **Step 1:** Schedule an appointment with your child’s teacher. Complete conference request form located online or in the front office.
- **Step 2:** Schedule an appointment to meet with your child’s teacher and your child.
- **Step 3:** If you feel the issue needs further attention, schedule an appointment with the Principal and your teacher.

**For School Site Issues**

1. Write a letter with your concern and give it to the office staff.

- a. The office staff will contact you with the answer or suggest another course of action.
2. Attend quarterly meetings with school leadership. Please confirm the schedule with the school event calendar for specific dates and times.

## Child Find

Child Find Procedures

State Rule: 160-4-7-.03

### Notification

Child Find is a process that the State of Georgia uses to identify, locate, and evaluate all children, birth through 21, who are suspected of having disabilities, including those who are homeless, are wards of the State or are attending private schools, regardless of the severity of their disability, and who are in need for special education and related services. Georgia schools have policies and procedures in place to ensure the identification, location, and evaluation of these children.

International Charter Academy of Georgia serves children in grades Kindergarten through 6<sup>th</sup> grade. ICAGeorgia completes Child Find responsibilities in a variety of ways which are included but are not limited to the following:

- Child Find notice and information posted on the ICAGeorgia campus
- Child Find information posted on the ICAGeorgia School Website via Handbook link
- ICAGeorgia Student Handbook
- Collaboration with other public agencies such as the Divisions of Mental Health, Family and Children’s Services, and Community Health, parent request, and our Response to Invention (RTI/SST process)

## Student Services

### Special Education

In accordance with state and federal guidelines, ICAGeorgia provides special education services to all qualifying students. Students with diagnosed exceptionalities receive services as outlined by their respective Individual Education Plans (IEPs). The special education team conducts re-evaluations, determinations of eligibility and individual education plans to make sure all students receive the accommodations and modifications they are entitled to under state and federal statutes. ICAGeorgia ensures that students are placed in the least restrictive environment as determined by their IEPs. Settings include small groups, interrelated, and resources. As a state charter school, ICAGeorgia operates in strict adherence to policies and procedures set forth in IDEA and the State Rules and Regulations Pertaining to Special Education. The state rules, as well as parental rights may be referred to online at the following address:

<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SpecialEducation-Rules.aspx>

### Gifted and Talented

ICAGeorgia screens 1<sup>st</sup> through 6<sup>th</sup> grade students twice a year to determine gifted eligibility. At the beginning of the school year, gifted teachers review students’ scores on any nationally normed tests to identify those who should be evaluated. Then, classroom teachers observe students and score them on

specific traits, abilities and behaviors that may indicate giftedness. Parents also have the option of requesting that their child be referred for gifted assessment. ICAGeorgia uses a 3<sup>rd</sup> party assessment vendor to determine Gifted eligibility. These vendors determine eligibility and not ICAGeorgia personnel.

Currently, ICAGeorgia provides resources and support to all teachers in order to develop and nurture the gifts and talents of all of their students. Students who have been identified as gifted will receive robotics instruction and are expected to conduct PBL (Project Based Learning), targeted attention and be supported through the resource model. Gifted students may also be offered to take advanced classes taught by teachers in higher grades to meet their academic needs.

### Identification Protocol Procedure

The following identification procedure will be followed during the school year (2024-2025):

Semester	Referrals	Screening	Individual Evaluation	Notification of Placement
Semester 1	8/5/24-8/16/24	8/19/24-8/23/24	8/26/24-8/30/24	9/6/2024
Semester 2	1/27/25-2/7/25	2/10/25-2/14/25	2/17/25-2/21/25	2/28/2025

## ESOL/ELL

### What is ESOL?

ESOL is an acronym for the English to Speakers of Other Languages program. The ICAGeorgia ESOL Program offers transitional language instruction to any student who is identified as an English Language Learner (ELL).

### What is an ELL student?

An ELL, or English Language Learner, is a student who (1) has a primary or home language other than English and (2) meets GA DOE’s eligibility criteria for language assistance services.

### How are ELs identified?

Under federal law, all students in grades K-12 who have a primary or home language other than English must be identified and potentially eligible students must be screened for language assistance. When any student enrolls in ICAGeorgia, the Home Language Survey (HLS) must be administered as part of the enrollment process. If a parent/guardian lists any language other than English on the registration form, your school’s registrar or clerk should contact an ESOL teacher. An ESOL teacher will review available school records and/or screen the student’s English proficiency using the W-APT or the WIDA Screener.

### Why is a student screened for ESOL services?

When a language minority student enrolls in ICAG after the first month of school, federal and state regulations require that he/she be interviewed or screened for English language proficiency within ten days of registration. Under State Board of Education Rule 160-4-5.02, “all students, whose parents have indicated on a Home Language Survey that a language other than English is spoken in the home or by the student, must take an English language proficiency test to determine eligibility for the ESOL Program or alternative placement for language assistance.”

**When are parents and students notified of eligibility?**

At the beginning of each school year, ESOL Teachers have thirty days to complete the assessment, identification, and parental notification of newly enrolled students' eligibility for language assistance.

**How are Immigrant students identified?**

A student who was born outside of the United States and who has been enrolled in an American school for less than a period of three years is identified as an Immigrant student. These students are reported to the GA DOE as Title III Immigrant students when your school's data clerk or registrar (1) enters the student's birth country; (2) enters the date the student entered a US School; and (3) checks a field in the enrollment tab of Infinite Campus indicating that the student has been enrolled in an American school for less than three years.

**Suicide Prevention Policy**

ICAGeorgia shall provide to all personnel annual training in suicide awareness and prevention in accordance with state law and rules established by the Georgia Department of Education. The principal or designee shall develop procedures consistent with O.C.G.A. § 20 -2-779.1 to address, at a minimum, suicide prevention efforts, intervention, and post-vention. Such procedures shall be developed in consultation with school and community stakeholders, school employed mental health professionals, and suicide prevention experts. In accordance with state law, no person shall have a cause of action for any loss or damage caused by any act or omission resulting from the implementation of this policy or its implementing procedures, or resulting from any training, or lack thereof, required by state law or this policy. The training, or lack thereof, required by the provisions of state law shall not be construed to impose any specific duty of care. Neither the training nor the procedures are designed to impose ministerial duties but to provide a framework in which educators can exercise their professional judgment in the best interest of students.

If a student is deemed to be at risk for a suicide attempt, ICAGeorgia will follow the Georgia Department of Education Policy for suicide awareness, prevention, intervention and post intervention. Parents will be notified by the School Principal unless child abuse is suspected or contacting the parent or guardian would endanger the health or well-being of the student. This would be determined by the principal or mental health professionals.

**Student Records**

It is the policy of International Charter Academy of Georgia that the school shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Student Data Privacy, Accessibility, and Transparency Act of Georgia (the Act). For the purposes of this policy, a "parent" is defined as a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. An "eligible student" is defined as a student who has reached 18 years of age or is attending an institution of postsecondary education. ICAGeorgia shall implement procedures whereby the principal is directed to provide an annual notification to parents of students currently in attendance and eligible students currently in attendance, including parents or eligible students who are disabled or who have a primary or home language other than English, of their rights under the FERPA and the Act, either through a student handbook distributed to each student in the school or by any means that are reasonably likely to inform them of their rights.

The annual notification as required by FERPA will inform parents and eligible students of, and the applicable procedures related to, the following:

1. Parents and eligible students have the right to inspect and review the student’s educational records.
2. Parents and eligible students have the right to request an amendment to student educational records that are believed to be inaccurate, misleading, or in violation of student privacy rights. Parents and eligible students must give consent prior to the disclosure of personally identifiable information contained in their student’s or their own educational record.
3. Parents and eligible students may file a complaint with the United States Department of Education concerning alleged failures of the District to comply with the requirements of FERPA. Generally, a parent or eligible student will be permitted to obtain a copy of the student’s education records upon reasonable notice to the District and payment of reasonable copying costs, if applicable.

## Family Educational Rights and Privacy Act (FERPA)

Confidentiality of student records shall be preserved while access is provided to parents, eligible students, and school officials with legitimate educational interests, as described in the annual FERPA notification given to parents and eligible students. With the exception of directory information as defined below, personally identifiable information will not be released by the school district from an education record without prior written consent of the parent or eligible student, except to the extent authorized by the FERPA and its implementing regulations at 34 C.F.R. § 99.31 and the Act. Unless a parent or eligible student makes a timely request to the principal that such information not be designated as directory information for the individual student, such information will not be considered confidential and may be disclosed upon request.

### Release of Records

Each school shall maintain a record, kept with the education records of each student which indicates all parties which have requested or obtained access to a student’s records. Where the consent of a parent or eligible student is required for the release of records, it shall be in writing, be signed and dated by the person giving consent and shall give:

1. A specification of the records to be released;
2. The purpose for such release; and
3. Identify the parties to whom such records will be released.

## Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of–*
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
  - *Inspect, upon request and before administration or use –*
    1. Protected information surveys of students and surveys created by a third party;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

ICAGeorgia has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. ICAGeorgia will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. ICAGeorgia will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. ICAGeorgia will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202

## Mandated Reporting

Any school employee or volunteer who suspects child abuse or maltreatment is mandated to report and is authorized to report to DFCS and/or Law Enforcement as required by law pursuant to Code Section 19-7-5 of the Official Code of Georgia Annotated (O.C.G.A).

As mandated by Georgia law O.C.G.A 19-7-5, any employee of ICAGeorgia having cause to believe that a child under the age of eighteen (18):

- has had physical injury or injuries inflicted upon the child other than by accidental means by a parent, caregiver or any person who attends to any child as an employee or volunteer of the school;
- has been neglected or exploited by a parent, caregiver or any person who attends to any child as an employee or volunteer of the school; or
- has been sexually assaulted, shall report their belief to the Principal and/or Superintendent.

The Principal, Superintendent, or designee shall make a report of child abuse and neglect to the appropriate Department of Family and Children Services (“DFCS”) as soon as reasonably possible, but no later than twenty-four (24) hours from the time there is reasonable cause to believe that suspected child abuse has occurred.

The Superintendent and/or Principal will provide training annually for professional staff in the identification of children suspected of being neglected or abused. The training will include procedures for reporting such cases. Training may be provided through Pro Solutions Training online service.

### Mandated Reporter Requirements

1.If any employee has reasonable cause to suspect child abuse, sexual abuse, molestation, neglect or exploitation has occurred, the employee must report it or face criminal penalties and employment penalties, including but not limited to termination. When in doubt, the employee shall report the suspicion to protect the interest of the child and to fulfill their legal duty to report.

2.If any employee is aware of an allegation of child abuse of a student by a parent or caregiver (including an employee), the allegation shall be reported immediately and in accordance with this policy and as soon as possible. Employees should not wait until the end of the day or the following day to make a report under any circumstances. If you are unable to reach an administrator after several reasonable attempts, the employee should make the report themselves by calling the Child Abuse hotline (1-855-GACHILD). If an employee is made aware of allegations after-hours and feels the child is in immediate danger, the employee should call the hotline as well.

3.If any employee reports to the Superintendent or Principal that the employee has reasonable cause to suspect the student to child abuse, sexual abuse, molestation, neglect or exploitation, or that the employee has received an allegation of child abuse by a parent or caregiver (including employees), the Superintendent, Principal, or their designee shall submit a complete report to the Department of Family and Children Services as soon as possible, but no later than the 24 hour requirement.

4.If any employee is alleged to have committed child abuse or neglect, in addition to submitting a report to DFCS as required under Paragraph (3) above, the Superintendent and/or Principal shall conduct a prompt investigation to determine whether any inappropriate or unprofessional conduct was taken by the employee.

The Superintendent or Principal should:

- solicit the assistance of involved school employees to assist in their investigation; and,
- contact DFCS and request all documents pertaining to the employees' case, as allowed by law, and should interview the employee, if possible. If an employee refuses to cooperate in the school system's investigation, the employee may be charged with insubordination.

5. At a minimum, the findings of the investigation shall be submitted to the Board of Directors and should include:

- the steps taken to investigate the allegation;
- the findings as to whether the employee engaged in unprofessional or inappropriate conduct;
- the recommendation of what action should be taken, if any, as a result of the investigation; and,
- the rationale for recommendation action, if any, or rationale for lack of action, if any.

6. The legal requirement to report suspected child abuse or neglect is applicable to any adult school volunteer. Therefore, mandated reporter training will be required of all school volunteers. School volunteers will be notified of such reporting requirements and required training through the parent handbook and on the school website.

## **Student Reporting of Alleged Sexually Inappropriate Behavior**

O.C.G.A. § 20-2-751.7(a) – The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies. (a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

(b) If it is determined through the state mandated process established pursuant to subsection (a) of this Code section that a complaint against a teacher, administrator, or other school employee is unsubstantiated and without merit, the local school system shall, at the request of the aggrieved party, submit a written statement to that effect to all local print and television media outlets that published any articles or reported any news relating to such complaint against the teacher, administrator, or employee.

(c) The Professional Standards Commission shall coordinate a training program on educator sexual misconduct. Such a program shall be delivered by trained staff from the Professional Standards Commission, regional educational service agencies, and local school systems receive such training.

(d)(1) The staff of the Professional Standards Commission shall be authorized, without notification to the Professional Standards Commission, to immediately open an investigation submitted to the commission by a local school superintendent, with approval of the local board of education, of a complaint by a student against an educator alleging a sexual offense, as provided for in Code Sections 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100.

(2) The Professional Standards Commission shall have on staff a minimum of one investigator specifically trained in investigating educator sexual misconduct. The investigation of any complaint of sexual misconduct shall be completed in no more than 60 days and shall be presented at the commission meeting immediately following the conclusion of the investigation.

(3) If the Professional Standards Commission's review of the investigative report results in a sanction against the educator, the educator shall have the right to appeal the commission decision to a hearing before an administrative law judge within 90 days of such sanction.

(e) Nothing in this code section shall be construed to infringe on any right provided to students with Individualized Education Program pursuant to the federal Individuals with Disabilities Act of 1990.

Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the at to any teacher, counselor or administrator at his/her school.

Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 2 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee, or ICAGeorgia Board of Directors.*

Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

**“Sexual abuse”** means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any sexual act as defined in O.C.G.A. 19-7-5.

**“Sexual misconduct”** includes behavior by an educator that is directed at a student and intended to sexually arouse or titillate the educator or the child.

## Child Abuse Prevention

ICAGeorgia will provide age-appropriate sexual abuse and assault awareness and prevention education for our K-6th grade students during health class.

### Senate Bill 401 - Sexual Abuse and Assault Awareness and Prevention

**Effective July 1, 2018, Senate Bill 401 requires:**

- Annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grades 9 (O.C.G.A. § 20-2-143).
- The provision that professional learning may include participating in or presenting at in-service training on sexual abuse and assault awareness and prevention (O.C.G.A. § 20-2-200).
- In-service training programs on sexual abuse and assault awareness and prevention for professional personnel that will be providing instruction in annual age-appropriate sexual abuse and assault awareness and prevention education in K through grade 9 (O.C.G.A. § 20-2-201).

## Title IX

ICAGeorgia does not discriminate on the basis of sex in its education program and activities, as required by Title IX. Such a requirement not to discriminate extends to admission and employment. As required by Title IX of the Education Amendments of 1972, ICAGeorgia prohibits all unlawful discrimination, harassment and retaliation on the basis of sex, gender, gender identity, gender expression, or sexual orientation in any employment decision, admissions determination, education program or educational activity. Effective August 14, 2020, pursuant to federal regulations implementing Title IX, any complaint involving “sex-based discrimination” as defined by those federal regulations that occurs in an International Charter Academy of Georgia education program or activity against a person in the United States shall be addressed pursuant to the ICAGeorgia Title IX Grievance Procedure, available below. Inquiries about the application of Title IX may be directed to the Assistant Secretary of the Office for Civil Rights, United States Department of Education, or to the following:

### **Title IX Coordinator Contact:**

School Principal, Compliance Coordinator, Title IX  
International Charter Academy of Georgia  
3705 Engineering Drive  
Peachtree Corners, GA, 30092  
(770) 604-0007  
Email: [principal@internationalcharteracademy.org](mailto:principal@internationalcharteracademy.org)

Title IX Grievance Process is located on the ICAGeorgia website for review

## Homeless Children and Youth

The McKinney-Vento Education for Homeless Children and Youth Act ensures certain educational rights and protections for children and youth experiencing homelessness. This law identifies any student who lacks a fixed, regular, and adequate nighttime residence as homeless. It provides legal protections for children and youth in homeless situations to immediately enroll in, attend, and succeed in school and qualifying public preschool programs. The law further provides for student records maintenance and transfer, school of origin transportation, and appropriate resolution for homeless

students. In accordance with this law, International Charter Academy of Georgia affords children and youth experiencing homelessness equal access to the same free, appropriate public education - including comparable services, such as Title I support, special education, gifted, and English Learners (EL) - as provided to other non-homeless students. Children and youth experiencing homelessness will have access to needed services to support their academic achievement as they work to meet the same challenging standards to which all students are held.

### **Homeless Education Definitions**

The term children and youths experiencing homelessness includes students who are otherwise legally entitled to, or eligible for, free, public education (including preschool), but who lack a fixed, regular, and adequate nighttime residence. The term also includes:

- Sharing the housing of other persons due to loss of housing, economic hardships, or a similar reason (sometimes referred to as doubled-up);
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals; or
- Awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

A child or youth is considered to be experiencing homelessness for as long as he or she is in a living situation outlined in the McKinney-Vento Act and until the end of the school year in which the student moves into permanent housing.

The term *unaccompanied* youth includes a youth not in the physical custody of a parent or guardian and who is homeless as defined by law. The more general term youth also includes unaccompanied youth.

The term *enroll* and enrollment include attending classes and participating fully in school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth. Legal guardians are included in this term.

*School of origin* means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

*Local Liaison* is the staff person designated by the system's local educational agency (LEA) and each LEA in the state as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Homeless Assistance Act.

### **Identification**

In collaboration with school personnel and community organizations, the local liaison or designee will identify children and youths experiencing homelessness in the district, both in and out of school, and

maintain access to data regarding students in this situation. The local liaison or designee will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The local liaison will also instruct school registrars and secretaries to offer homeless education information upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the liaison.

The local liaison will keep data on the number of children and youths experiencing homelessness in the district - where they are living, their academic achievement (including performance on state and district-wide assessments), and the reason for any enrollment delays, interruption in their education, or school transfers.

### **School Selection**

Each child and youth experiencing homelessness has the right to remain at his or her school of origin or to attend the school that serves students who live in the attendance zone in which the child or youth is actually living. Therefore, in selecting a school, children and youths experiencing homelessness shall remain at their schools of origin to the extent feasible, except when doing so is contrary to the wishes of the child's parents or guardian. Students may remain at their schools of origin the entire time they are in their situation and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years. In addition, the student shall receive appropriate credit for full or partial course work satisfactorily completed while attending a prior school in accordance with state, local, and school policy.

### **Enrollment**

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students experiencing homelessness may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth in this situation. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment.

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the LEA local liaison. If complete records are not available, IEP teams or other committees or school officials, as appropriate, must use good judgment in choosing the best course of action, balancing procedural requirements, and the provision of services. In all cases, the goal will be to avoid any disruption in all appropriate services. The International Charter Academy of Georgia Enrollment Plan seeks to eliminate barriers and ensures that enrollment under the McKinney-Vento Act may not be denied or delayed due to the lack of documentation normally required to enroll.

Such documents include:

- Proof of residency
- transcripts/school records
- Immunization or health records
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of uniforms
- Any factor related to the student's living condition
- Any other documentation requirements

**Transportation**

Transportation is not offered to any student at the International Charter Academy of Georgia; however, ICAGeorgia will provide vouchers for public transportation when needed by any student considered experiencing homelessness.

**Homeless School Liaison**

The primary goal of the Homeless School Liaison is to eliminate barriers to school enrollment and promote academic success for all students. The Homeless School Liaison along with the school social workers serves as the link between families and community resources. The Homeless School Liaison is responsible for providing on-going training to families and schools and community resources in an effort to promote awareness, education and most of all sensitivity to the needs of families/students experiencing homelessness. Please contact the Homeless School Liaison (Operations Specialist) in the main office at 770-604-0007 for further information.

School Liaison for the McKinney-Vento Program at International Charter Academy of Georgia  
Operations Specialist  
Phone: 770-604-0007

Georgia Department of Education  
McKinney-Vento Grants Program  
Email: [mvp@doe.k12.ga.us](mailto:mvp@doe.k12.ga.us)

**Boy Scouts of America Equal Access Act**

The Office for Civil Rights (OCR) enforces the Boy Scouts of America Equal Access Act in public schools, LEAs and SEAs that receive Federal funds made available through the Department of Education. The Boy Scouts Act is part of the No Child Left Behind Act of 2001 that amended the Elementary and Secondary Education Act of 1965. Under the Boy Scouts Act, no such public school, LEA or SEA that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society, that wishes to meet at the school.

OCR is charged with enforcing the Boy Scouts of America Equal Access Act. Complaints alleging violations of this law may be filed using the OCR [online complaint form](#) or by contacting the OCR office with authority to handle complaints where the institution or entity you are complaining about is located.

## Stakeholder Grievance Policies

International Charter Academy of Georgia is a multi-cultural, a multi-ethnic, multi-racial, multi-linguistic community working together to promote world peace through the exchange and mutual respect of both Japanese and American culture and languages. Likewise the mission of our school is “to promote world peace.” At ICAGeorgia, we understand that at times, peace will require conflict. Though we aspire to solve our issues in a healthy, peaceful manner—we understand that a more formalized process is required for more serious matters. Therefore, our district has established a set of procedures that must be followed when parents are dissatisfied with a certain teacher, central office staff, administrator, and/or policy and vice versa when teachers, central office staff or administrators are dissatisfied with a certain parent.

**Note:** All parties are encouraged to solve issues at the lowest level prior to filing a formal grievance.

### Student or Parent Grievance

Below are the steps parents will follow when they are dissatisfied with a certain teacher, central office staff, administrator, and/or policy

#### Level I

The complaint shall be presented orally or in writing to the principal within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time. The administrator will conduct an investigation and render a written decision within ten (10) calendar days of the filing of the complaint.

#### Level II

A complainant dissatisfied with the decision of the principal may appeal to the principal by filing a written request to meet with the principal or principal designee. This request must be filed within ten (10) calendar days after the complainant receives the decision from the principal. The principal or designee will render a written decision within ten (10) calendar days after the meeting.

#### Level III

A complainant dissatisfied with the decision of the principal or principal designee may appeal to the ICAGeorgia Board of Directors by filing a written request. The appeal must be filed within ten (10) calendar days after the complainant receives the decision from the principal. The Board will act on the complaint at the next scheduled board meeting.

### Teacher or Staff Grievance

Norms are parameters that help members of the school community feel safe during all communication. When members of the community fail to follow these norms, we call this occurrence a “culture break.” Examples of culture breaks include sharing your concerns with the wrong staff members, gossiping, refusal to follow safety procedures for early dismissal or carpool, aggressive behavior toward staff and so on. In an effort to support open-two way communication between our families and staff, please review and follow the ICAGeorgia stakeholder meeting and conflict norms. Below are the steps the school will follow when teachers, central office staff or administrators are dissatisfied with a certain parent.

Meeting Norms	Conflict Norms
<ul style="list-style-type: none"> <li>● Take turns talking</li> <li>● Respect the time parameters</li> <li>● Respect others comments or concerns</li> <li>● No side bars/One mic</li> <li>● Active Listening</li> <li>● Follow up and follow through</li> <li>● Advocate for yourself and others openly and respectfully</li> <li>● Step outside of your comfort zone</li> <li>● Don't assume</li> </ul>	<ul style="list-style-type: none"> <li>● Time and Place</li> <li>● Choose your words carefully</li> <li>● Be Calm</li> <li>● Be transparent (open and honest)</li> <li>● Take turns speaking and listening without interruption</li> <li>● Ask for help</li> <li>● The power dynamic is equal and confidential during conflict</li> <li>● Support and hold teammates accountable</li> <li>● Forgive</li> </ul>

**STEP I**

The complaint shall be presented orally or in writing to the principal within 10 calendar days of the most recent incident. Any witness or other evidence must be provided at this time.

**STEP II**

The principal or principal designee will conduct an investigation (review of previous incidents), evaluate and render a written decision regarding the appropriate level within ten (10) calendar days of the filing of the complaint.

Levels include but are not limited to the following:

- I. Parent-Teacher mediation
- II. A request for PTO support (i.e., board member meeting invite)
- III. A request via memo of concern to limit one-on-one staff-parent interaction (administrator or lead teacher must be cc'd on all communication and/or present during all meetings)
- IV. A request via memo of concern to cease all one-on-one communication and schoolwide participation in non-essential/non-academic events.
- V. A recommendation for loss of enrollment

**STEP III**

A complainant dissatisfied with the decision of the principal or principal designee may appeal to the principal or principal designee by filing a written request to meet with the principal or principal designee. This request must be filed within ten (10) calendar days after the complainant receives the decision from the principal. The principal or designee will render a written decision within ten (10) calendar days after the meeting.

**STEP IV**

A complainant dissatisfied with the decision of the principal or principal designee may appeal to the ICAGeorgia Board of Directors by filing a written request. The appeal must be filed within ten (10)

calendar days after the complainant receives the decision from the principal. The Board will act on the complaint at the next scheduled board meeting.

## Authority of School Leadership

For culture breaks and/or norms not covered by this handbook, the ICAGeorgia’s administrative team will collectively determine and impose corrective measures that they believe to be in the best interest of the school. The procedures for filing a grievance are designed to remove the communication barriers that impact morale and disrupt the school environment. Based on the circumstances, principals have the authority and discretion to determine interventions listed and not listed within the levels provided.

## Grading Policy

Parents at ICAGeorgia will receive updates on students’ academic progress approximately every 9 weeks throughout the school year. Families will receive a report card at the end of each semester in December and May/June, and progress reports in October and March. Japanese and English grades will be separate to correlate with their respective curricular standards. All classes will be represented on the report card, however, only core content courses including Math, Science, Social Studies and Language Arts will receive letter grades.

Students in Kindergarten are assessed using the following Performance Levels based on the Georgia Kindergarten Inventory of Developing Skills (GKIDS):

P	Proficient
AP	Approaching Proficiency
DV	Developing
BA	Below Average Progress
N	Needs Improvement

Students in grades 1<sup>st</sup> – 6<sup>th</sup> are assessed using the following Grading Scale and Grading Categories to determine letter grades/performance level based on the Japanese Ministry of Education and Georgia Standards of Excellence:

	PERFORMANCE LEVEL	GRADE	GRADING SCALE
EP	Excellent Progress	A	100-90
AA	Above Average Progress	B	89-80
AP	Average Progress	C	79-74
BA	Below Average Progress	D	73-70
UP	Unsatisfactory Progress	U	69 and below

GRADING CATEGORIES	
Homework	5%
Participation	5%
Classwork	25%
Quizzes	25%
Tests & Projects	40%

Students in all grades (Kindergarten to 6<sup>th</sup> grade) receive Pass or Fail for Specials such as Music, Physical Education, Health, Character Building. Students in Gifted Class receive Pass or Fail in Gifted courses.

Performance Level for P/F (Music, Art, Physical Education/Health, Gifted)	
Pass	Fail

## Promotion Policy

The Principal is authorized to make initial grade placement of a student and to promote, accederate, or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student’s parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the Principal.

The Principal shall consider the following non-exhaustive list of factors when making such decisions:

1. The education record of the student, including but not limited to a student’s grades, standardized test scores, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill (s) delivering the instruction, and available programs.
2. Attendance
3. Discipline
4. The physical, social and emotional readiness of the student for the curriculum of each grade.
5. The current research on grade placement, promotion, acceleration and retention.
6. The recommendation of the student’s parents and teachers.
7. The Promotion Requirements described below.
8. The applicable laws governing these decisions.

### Promotion Requirements for Grades 5 and 8

In addition to the standards and criteria described above, promotion of a student shall be determined as follows:

1. No fifth grade student shall be promoted to the sixth grade if the student does not receive a grade level reading determination of “On/Above Grade Level” on the state adopted assessment.
2. No fifth grade student shall be promoted to the sixth grade if the student does not attain an achievement level of “Developing Learner,” “Proficient Learner,” or “Distinguished Learner” on the math section of the state adopted assessment.

Any student who does not perform at grade level on the state adopted assessment as described above the first time the student takes the state adopted assessment may be retested a second time. The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subjects (s) prior to the retesting.

The Principal may still, in her/his/their sole discretion, decide to retain a student who meets the promotion Requirements but for whom an analysis of the factors listed above indicates that retention is the student’s best interest. If a parent appeals the decision to retain the student, the school shall establish a placement committee to consider the appeal. For students receiving special education or related services, the Individualized Education Program Committee shall serve as the placement committee. The placement committee’s decision to promote the student to the next grade level must be unanimous and must be based on a determination that if promoted and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year. A plan for accelerated, differentiated, or additional instruction must be developed for each student who does not achieve grade level performance in grades 5 or 8 on the state adopted assessment as described above whether the student is retained, or placed, or promoted for the subsequent school year. The goal of playing, accelerating, promoting, or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

ICAGeorgia does not offer a summer program at this time.

## Homework Policy

At ICAGeorgia we assign homework to practice new skills, apply previously learned skills in new contexts, and/or foster productive study habits and independence. Our goal is to assign homework that is purposeful, age appropriate, and tailored to the needs of our students’ and their families. ICAGeorgia will use the following guidelines to help ensure that homework is both beneficial and balanced:

Teachers use the following time schedule as a guide when assigning home learning:

<b>Homework</b>		<b>Reading</b>
Grade K	10 minutes	10 minutes
Grade 1	20 minutes	10 minutes
Grade 2	20 minutes	20 minutes
Grade 3	30 minutes	30 minutes
Grade 4	45 minutes	30 minutes
Grade 5	45 minutes	30 minutes
Grade 6-8	60 minutes	30 minutes

These times are a guide and are based on the average child's ability and on concentrated, undistracted time for doing homework. Some homework assignments may take less time or may take slightly more

time on any given day. A child who does not complete class work during school hours may have to complete this work in addition to the home learning assignment. Reading requirements will be sent home by the teacher.

Assignments must be completed on time and properly written. The only acceptable excuse for not completing homework is the student's illness or a written note stating an emergency, which prevented homework from being completed. If a student fails to bring in homework, he/she should complete it for the following day. If a child consistently fails to complete homework, there may be behavioral consequences in the classroom. It is important to note that homework is the student's responsibility.

To enhance your child's academic growth, we ask that parents do the following:

1. To read the class monthly newsletter to stay informed of the academic topics to be introduced and studied in the classroom.
2. To provide a suitable time and place within the home for homework.
3. To allow for at least 30 minutes for grades K-3 and 60 minutes for grades 4-6 of homework daily.
4. To limit television, video games, and phone usage during the week and allow more time for reading, studying, and family time.
5. To check your child's homework nightly.

## Re-test Policy

ICAGeorgia will not provide retesting for any district benchmarks including but not limited to the iReady assessment, Avant, etc.

If a child receives a failing score on an end of unit test, he/she/they may have the option to retake the test. The final grade on the unit test will be the average of the initial grade and retest.

## Assessment Accountability (Grade 6)

Students are held accountable for weighted common formative and summative assessments and will not be allowed to "opt-out" of learning.

Students referred to AA fall into one of the following categories:

- Student sits and refuses to do an assignment in class
  - Partially completed assessments *should be* taken and graded
- A student refuses to submit a long-term assignment when offered the opportunity to do so in class.
  - Partially completed assessments *should be* taken and graded.
  - Consider making check-in points so that "won't do" students are caught sooner in this process rather than at the conclusion of it.
- A student does not make-up an assignment after being given a reasonable date and time to do so.

It is not a place/time for make-up work.

It is not a way to get students to complete unweighted practice work.

It is not extended Time.

It is not a way to troubleshoot technology issues.

### Assessment Accountability Detention and Student Expectations

Students are REQUIRED to report to AA detention until the teacher has verified that work is submitted.

Students who do not report will be assigned Saturday School Automatically.

## Advisement (Grade 6)

Advisement will be held monthly with the school counselor on a rotation.

## ICAGeorgia Semester Honors Awards

End-of-semester awards criteria are based upon semester averages calculated at the end of each semester.

Honor Roll calculation is based on numeric grades. ICAGeorgia Honor Roll recognition is awarded to students in grades 3-6 only who earn the following criteria.

- Honor Roll (Grades 3-6) shall be awarded to students who earn the non-rounded average of all numeric grades at 80 or above in semester average.
- The Principal's Honor Roll (Grades 3-6) shall be awarded to students who earn the non-rounded average of all numeric grades at 90 or above in semester average.
- Honor Awards are given to students with a minimum of Satisfactory on Conduct.

Specials and Connections (art, music, physical education, etc) shall not count toward calculating Honor roll or Principal's Honor Roll but students should be in good standings of those subjects.

## Parents Bill of Rights (Ga. Code § 20-2-786)

### Policy:

In accordance with the requirements found in Georgia House Bill 1178, International Charter Academy of Georgia maintains the following Parents' Bill of Rights Policy to promote and facilitate parental involvement in the school.

### Right to Access the Following Information

Parents/guardians may request access to the following information under this Policy, by submitting a request in writing to the Principal.

### Instructional Materials

Parents/guardians shall have the right to learn about their child's course of study, which includes the right to access instructional materials intended for use in their child's classroom. Such instructional material shall be made available for review during the first two weeks of each grading period. Your child's teacher(s) will provide information on where and how to access these materials.

### Records Relating to Your Child

Parents/guardians shall have the right to review records relating to their child, including, but not limited to, current grade reports and attendance records. A request for this information should be made in writing and delivered to the Principal.

### Promotion and Retention Requirements

Parents/guardians shall also have the right to access information relating to promotion and retention policies requirements.

Information requested under this policy shall be made available for inspection within a reasonable amount of time not to exceed three school days of receipt of a request. In those instances where some, but not all, of the information requested is available for inspection within three school days, the Principal shall make available within that time period such information as is available. In any instance where some or all of the information is unavailable within three school days of receipt of the request, and such information exist, the Principal shall within such time period, provide the requester with a description of such information and a timeline for when the information will be available for inspection and shall provide the information or access thereto as soon as practicable but in no case later than 30 days of receipt of the request.

### **Rights to Object to Instructional Materials**

If a parent/guardian objects to any instructional materials intended for use in their child's classroom or recommended by their minor child's teacher, the parent/guardian shall first, as soon as possible after becoming aware of the objection, raise the objection with the child's teacher in which classroom materials is intended for use and/or who recommended the material. The teacher shall respond to the objection within five school days of its receipt, or as soon thereafter as is reasonably practicable.

If the parent/guardian is unsatisfied with the teacher's response, then within five school days of receiving the response, the parent/guardian shall submit a written objection to the Principal. Such objections should include a description of the allegedly objectionable material, the course in which the material is intended or recommended to be used, why the parent/guardian believes the material is objectionable, and, where possible, should attach a copy of the objectionable material.

The Principal will review the objection within five school days of receiving the written objection, or as soon thereafter as is reasonably practicable, respond in writing to the parent/guardian to offer a resolution to the objection.

If the parent/guardian disagrees with the Principal's proposed resolution, the parent/guardian may appeal to the Board of Directors. The Board of Directors or its designee will review the matter at its next regularly scheduled meeting or as soon thereafter as is reasonably practicable, and notify the parent/guardian, relevant teacher, and Principal of its decision on the matter in writing.

Please Note: The school may take necessary action to protect its materials from loss, damage, or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the material; and

No parent or guardian shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians is permitted.

### **Right to Withdraw Child from Sex Education**

To the extent that any sex education is proposed as part of your child's course of study, you will be notified in advance by your child's teacher. Upon notification, you have the right to withdraw your child from the school's prescribed course of study in sex education by providing a written objection to your child's teacher of your child's participation. In the event that a parent withdraws the student the school will provide an alternative course for the student.

## Right to Opt-Out of Photographs, Videos, and Voice Recordings of Your Child

Parents/guardians shall have the right to provide written notice that photographs, videos, or video recordings of their child(ren) are not permitted at any time during the school year. This opt-out is subject to applicable public safety and security exceptions. For example, all students at the school will be subject to being recorded by the School's surveillance cameras.

### Review Procedures

If the Principal denies a request for information or does not provide existing responsive information within 30 days, the parent/guardian may appeal such denial or failure to the Board of Directors. The Board of Directors must place the appeal on the agenda for its next public meeting. If it is too late for such an appeal on the next meeting's agenda, the appeal must be included on the agenda for the subsequent meeting.

A parent/guardian aggrieved by the decision of the Board of Directors may appeal to the State Board of Education, as provided in O.C.G.A. § 20-2-1160(b).

## Protect Students First Act Complaint Resolution Policy (Ga. Code § 20-1-11)

In accordance with the requirements found in Georgia House Bill 1084, the Protect Students First Act (the "Act"), ICAGeorgia maintains the following Complaint Resolution Policy to set forth how eligible individuals may make complaints about ICAGeorgia's adherence to the requirements of the Act.

### Summary of the Protect Students First Act

The Protect Students First Act, the full text of which is available at <https://www.legis.ga.gov/legislation/61477>, requires ICAGeorgia to prohibit its employees from discriminating against students and other employees based on race. Further, ICAGeorgia must ensure that its curricula and training programs encourage employees and students to practice tolerance and mutual respect and to refrain from judging others based on race. In doing so, it shall not advocate for "divisive concepts," a term further defined in the Act.

The Act is not intended to and shall not be constructed or applied in practice to, among other things, inhibit or violate state and federal Constitutional rights, prohibit ICAGeorgia from promoting tolerance, mutual respect, or cultural sensitivity or competence, or to ban the discussion of "divisive concepts" as part of a larger course of instruction in a professionally and academically appropriate manner without espousing personal political beliefs.

Further, the Act does not prohibit the use of curricula that addresses the topics of slavery, racial oppression, racial segregation, or racial discrimination, including topics relating to the enactment of enforcement of laws resulting in racial oppression, segregation, and discrimination in a professionally and academically appropriate manner and without espousing personal political beliefs.

### Individuals Who May Make Complaints Under This Policy

Only the following individuals shall be permitted to make a complaint under this Policy: the parent/guardian of a current ICAGeorgia student; an ICAGeorgia student who has reached the age of majority or is a lawfully emancipated minor; and any current ICAGeorgia administrator, teacher, or other School personnel. An individual making a complaint under this Policy shall be referred to herein as a "Complainant".

**Request for Records**

Any individual able to bring a complaint under this policy may also, before or in conjunction with bringing a complaint, make a written request to the Principal for access to nonconfidential records reasonably believed to substantiate a complaint made under the Act. The Principal shall produce such records for inspection within a reasonable amount of time not to exceed three school days from the date of the written request. In any instance where some or all of the requested documents are unavailable within three school days of receipt of the request, but such documents do exist, the Principal shall within three days provide the Complainant with a description of such records and a timeline for when they will be available shall provide the documents or access thereto as soon as practicable but in no case later than thirty days after receipt of the written request. If the Principal denies a request for records or does not provide existing responsive records within thirty days, the requester may appeal such denial or failure to respond to the Board of Directors. The Board of Directors must place such appeal on the agenda for its next public meeting. If it is too late for such an appeal to appear on the next meeting's agenda, the appeal must be included on the agenda for the subsequent meeting.

**Complaint Procedures**

To initiate a complaint under this Policy, a Complainant shall submit to the Principal, in writing, reasonably detailed description of the alleged violation of the Protecting Students First Act.

By way of example, a reasonably detailed description would generally include the date on which the alleged violation occurred, in which course or during what school-sponsored event the alleged violation occurred, the individual (s) accused of committing the alleged violation, any witnesses to the alleged violation, and details of the substance of the alleged violation (i.e., what remarks were made or what materials were presented that are objectionable).

**Investigation of Complaints**

Within five school days of receiving a written complaint, the Principal or his/her designee shall review the complaint and take reasonable steps to investigate its allegations. What is considered "reasonable" will vary based on the details of the Complaint, but generally will involve interviewing the Complainant, interviewing the individual(s) identified as having violated the Act, interviewing any witnesses to the alleged violation as needed, and/or reviewing the allegedly objectionable materials at issue, if any.

The Principal or his/her designee shall thereafter meet with the Complainant within ten days of receiving the written complaint ---unless another schedule is mutually agreed to by the Complainant and the Principal ---and inform the Complainant whether a violation occurred, in whole or in part, and, if such a violation was found to have occurred, what remedial steps have been or will be taken; provided, however, that the confidentiality of student or personnel information shall not be violated.

If the Complainant so request, the Principal or his/her designee shall within three days of the above referenced meeting, provide to the Complainant a written summary of findings of the investigation and a statement of remedial measures, if any; provided, however, that such written response shall not disclose any confidential student or personnel information.

**Appeal of Principal's Decision**

If Complainant disagrees with the Principal's or his/her designee's determination, Complainant may, within 5 business days of receipt of the written findings, submit a request in writing to the Chair of the

Board of Directors to review the Principal's or his/her designee's decision. The Board of Directors or its designee shall, within ten school days receiving a written request, review the Principal's or his/her designee's determinations. Confidential student or personnel matters shall not be subject to review.

### **Appeal of Board of Director's Decision**

If Complainant disagrees with the Board of Directors' decision, Complainant may submit a request in writing to the State Charter School Commission to review the Board of Directors' decision. The State Charter Commission shall take appropriate remedial measures. Confidential student and personnel matters shall not be subject to review.

## **Complaint Resolution Process for Material Harmful to Minors**

### **(1) DEFINITIONS.**

- a. Harmful to Minors – As outlined in O.C.G.A. § 20-2-324.6, that quality of description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:
  - i. Taken as a whole, predominantly appeals to the prurient, shameful, or morbid interest of minors;
  - ii. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; and
  - iii. Is, when taken as a whole, lacking in serious literary, artistic, political, or scientific value for minors.
- b. Designee – A school or system administrator designated by the school principal to conduct the complaint resolution process.
- c. Parent – parent, legal agent, legal guardian, or kinship caregiver.
- d. Permanent Guardian – An individual appointed as a guardian of a minor pursuant to Part 5, Article I of Chapter 2 of Title 29.

### **(2) REQUIREMENTS.**

- a. Complaint Resolution Process
  - i. Complaint Submission
    1. Complaints alleging that material that is Harmful to Minors has been provided or is currently available must be submitted by the Parents or Permanent Guardians of a student enrolled in the school.
    2. Complaints must be submitted in writing to the principal of the school where the student is enrolled.
    3. Complaints shall provide a reasonably detailed description of the material that is alleged to be harmful to minors.
  - ii. Complaint Review Procedures
    1. Within seven (7) business days of receiving a written complaint, the school principal or his or her Designee will review the complaint and take reasonable steps to investigate allegations in the complaint, including, but not limited to, reviewing the material that is alleged to be harmful to minors, if it is available.
    2. The school principal or his or her Designee shall determine whether the material that is the subject of the complaint is harmful to minors.
    3. The school principal or his or her Designee will determine whether student access to the material that is the subject of the complaint should be removed or restricted.

4. Within ten (10) business days of receiving the complaint, unless another schedule is mutually agreed to by the Parent or Permanent Guardian and the school principal or his or her Designee, the school principal or his or her Designee shall confer with the Parent or Permanent Guardian and inform him or her whether the material that is the subject of the complaint was determined to be harmful to minors, and whether student access to such material will be removed or restricted.
- iii. Appeals Process
1. Appeals of the school's principal's or his or her Designee's determinations of the complaint allegations shall be subject to full administrative and substantive review by ICAGeorgia Board, which shall also include the ability of the Parent or Permanent Guardian to provide input during public comment at a regularly scheduled board meeting.
  2. Unless another time frame is mutually agreed upon by the Parent or Permanent Guardian and ICAGeorgia Board, the review and final disposition of the appeal by the (local) Board of Education shall be completed within thirty (30) calendar days of receiving the written appeal.
  3. The title of the material submitted for appeal that is determined by the ICAGeorgia Board not harmful to minors shall be published on the website of ICAGeorgia Board within fifteen (15) business days from the date of such determination and shall remain on the website for a period of not less than twelve (12) months.
  4. A Parent or Permanent Guardian may request access to appealed materials that are physical in nature and accessible to their student in the student's school media center. A Parent or Permanent Guardian must abide by the school's policies and procedures when requesting and reviewing such material.





## Administrative Release and Consent Form 2024-2025 School Year

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

### PHOTO/VIDEO RELEASE (SCHOOL WIDE):

It is the practice of the International Charter Academy of Georgia to recognize student achievement and accomplishments. These stories may appear in newspapers, television, and/or social media.

\_\_\_\_\_ I give permission for my child to be photographed, interviewed, have the name published and/or videoed for stories/articles promoting the school or the school system by the school staff.

\_\_\_\_\_ I consent to the release of the photographs/videos to the media for school-related coverage.

\_\_\_\_\_ I do NOT give my consent for ICAGeorgia to use pictures/videos of my child.

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

### PHOTO RELEASE (SCHOOL YEARBOOK):

\_\_\_\_\_ I give my consent to include my child’s photograph(s) in the school yearbook.

\_\_\_\_\_ I do NOT give my consent to include my child’s photograph(s) in the school yearbook.

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

### WEB PAGE:

It is the practice of the International Charter Academy of Georgia to recognize student achievement and accomplishments. In posting a photograph or exemplary classroom projects of a student, the school is careful not to associate a student’s full name in such a way that it can be identified with the photograph of the student.

\_\_\_\_\_ I give permission for photographs and exemplary classroom projects to be posted on the school’s web page which can be accessed on the Internet at <http://www.internationalcharteracademy.org>.

\_\_\_\_\_ I give my consent for ICAGeorgia to post my child’s work on the ICAGeorgia web page.

\_\_\_\_\_ I do NOT give my consent for ICAGeorgia to post my child’s work on the ICAGeorgia web page.

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

### INTERNET RELEASE:

Part of the curriculum includes educating students on the use of technology. Students will have access to the Internet for research, communications, assessment, and various instructional activities. Access to the Internet will be supervised and monitored during use.

\_\_\_\_\_ I give my consent for my child to access the Internet.

\_\_\_\_\_ I do NOT give my consent for my child to access the Internet.

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**INSTRUCTIONAL MATERIAL:**

Students will have access to a variety of instructional resources including: textbooks, computers, chromebooks, 3-D printers, robotics, instructional games and supplies, and physical education equipment. Students will also have access to school facilities. Because our resources are limited, we must ensure that they are maintained.

\_\_\_\_\_ I understand that I am responsible for replacing or paying for items and property that are lost or damaged by my child which are under the control, supervision, or ownership of ICAGeorgia.

Parent/Legal Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_



## FERPA DIRECTORY INFORMATION OPT-OUT FORM

*Please sign & return to the school office ONLY if opting out.*

### NOTICE OF DIRECTORY INFORMATION OPT OUT

In accordance with the Federal Educational Rights and Privacy Act of 1974 (FERPA), as amended, a student’s education records are maintained as confidential and, except for a limited number of special circumstances listed in that law, will not be released to a third party without the parent/student’s prior written consent. The law, however, does allow schools to release student “directory information” without obtaining the prior consent of the parent/student. If you do not want the release of certain types of directory information without your prior consent, you may choose to “opt-out” of this FERPA exception by signing the Form below. Directory information of a student who has opted-out from the release of directory information, in accordance with this policy/procedure for opting out, will remain flagged until the student requests that the flag be removed by completing and submitting a revocation of the opt out to the School.

- I request the withholding of the following personally identifiable information identified as Directory Information under FERPA.
- I understand that upon submission of this Form, the information checked cannot be released to third parties without my written consent or unless the School is required by law or permitted under FERPA to release such information without my prior written consent; and that the checked directory information will not otherwise be released from the time the School receives my Form until my optout request is rescinded.
- I further understand that if directory information is released prior to the School receiving my optout request, the School may not be able to stop the disclosure of my directory information.

### CHECK THE INDIVIDUAL BOXES BELOW TO SELECTIVELY OPT OUT OF INFORMATION SHARING

	Name		Date of birth
	Grade level		Place of birth
	Telephone Number		Dates of attendance
	Permanent or home address		Honors and awards received
	Email address		Photograph

Student Name (Print): \_\_\_\_\_ Grade level: \_\_\_\_\_

Student Name (Print): \_\_\_\_\_ Grade level: \_\_\_\_\_

Student Name (Print): \_\_\_\_\_ Grade level: \_\_\_\_\_

Parent/Guardian Name (Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## INTRUDER ALERT DRILL OPT-OUT FORM (School Year 2024-2025)

*Please sign & return to the school office ONLY if opting out.*

Georgia law requires all public schools to perform drills throughout the school year. Drills are not publicly announced. ICAGeorgia will perform monthly fire drills or severe weather drills (twice a year) to ensure students and staff are prepared in the event of a real emergency.

ICAGeorgia will perform at least one intruder alert drill per school year. Parents will be notified via school messenger text at the start and conclusion of the drill. Please refrain from contacting the office during the drill. Parents who wish to opt out of intruder alert drills will be notified on the day of the drill. Parents will keep their child at home for the day as the drill can happen at anytime during the school day.

Please complete this form if you would like your child to opt out of the Intruder Alert drill.

I, \_\_\_\_\_, would like my child to opt out of the Intruder Alert drill.  
(Parent/Guardian Name)

Student Name (Print): \_\_\_\_\_ Grade level: \_\_\_\_\_

Student Name (Print): \_\_\_\_\_ Grade level: \_\_\_\_\_

Student Name (Print): \_\_\_\_\_ Grade level: \_\_\_\_\_

Parent/Guardian Name (Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Upon completion, please return this form to the school office.

## International Charter Academy of Georgia

	FY2024-1	FY2023-1	FY2022-1
<b>FTE</b>	<b>231</b>	<b>200</b>	<b>167</b>
ESOL Students	77	65	57
ESOL Percentage	33%	33%	34%
SPED Students	10	7	4
SPED Percentage	4%	4%	2%

Georgia Department of Education  
 Full Time Equivalent (FTE 2024-1)

Student Enrollment by Grade  
 7830620-State Charter Schools II- International Charter Academy  
 of Georgia

[Back to Enrollment Report Menu](#)   [Back to FTE Report Menu](#)   [Back to Main Menu](#)

Enrollment by Grade is split out by GRADE, GENDER, and RACE/ETHNICITY. The student detail report also includes BIRTH DATE, PRESENT PRIOR 10 DAYS, PROGRAM and INCLUSION CODES, STATUS, and numbers of ESOL segments.

Enrollment By Grade/Gender/Race Ethnic		Enrollment By Grade- 3 years Data		Enrollment By School Type- 3 years Data	
<b>FTE Enrollment By Grades</b>					
Grade Level	2024-1	2023-1	2022-1		
KK	48	44	41		
01	51	49	28		
02	48	24	32		
03	29	33	30		
04	25	30	23		
05	30	20	13		
<b>System Total</b>	<b>231</b>	<b>200</b>	<b>167</b>		

Georgia Department of Education  
 Richard Woods, State Superintendent of Schools  
 July 16, 2024 07:39 a.m.

Georgia Department of Education  
 Full Time Equivalent (FTE 2024-1)

ESOL by Segments  
 7830620-State Charter Schools II- International Charter Academy of Georgia

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ESOL Segments - This is the total number of ESOL students by School (with 1, 2, 3, 4, or 5 segments of ESOL) who are served by an itinerant teacher or by a non-itinerant teacher on the day of the count. This report includes the student by School, Grade level, Race and Ethnicity.

ESOL by Segments-School				ESOL by Segments- 3 years Data			
ESOL Student Enrollment By Segments							
School		2024-1		2023-1		2022-1	
ID	Name	Total ESOL Segments	Total Number of Students	Total ESOL Segments	Total Number of Students	Total ESOL Segments	Total Number of Students
0620	International Charter Academy of Georgia	95	77	72	65	64	57
<b>System Total</b>		<b>95</b>	<b>77</b>	<b>72</b>	<b>65</b>	<b>64</b>	<b>57</b>

Georgia Department of Education  
 Richard Woods, State Superintendent of Schools  
 July 16, 2024 07:39 a.m.

[Back to Special Education Report Menu](#)  
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 [click here to print](#)

Enrollment in Special Education- Tabulates the active student enrollment in Special Education (students where the RECORD TYPE = "S"). This report shows, by gender and race/ethnicity the number of students for whom segments of Inclusion (ex.: Para, Job Coach, Special Education Teacher, etc.), segments of itinerant service, segments of Supplemental Speech and segments of transportation were reported. Data from this report (not PII) is reported to the Federal Department of Education in accordance with IDEA. For federal reporting, age is calculated as of the count day in October.

Enrollment in Special Education		By System Level- 3 years Data					By School Level-3 Years Data					By School Level for Inclusion- 3 years Data				
School	Enrollment in Special Education															
	Other Special Education Count in FTE2024-1					Other Special Education Count in FTE2023-1					Other Special Education Count in FTE2022-1					
	Total Inclusion 4-9	Itinerant Teacher	Special Education	Supplemental Speech	Transported	Total Inclusion 4-9	Itinerant Teacher	Special Education	Supplemental Speech	Transported	Total Inclusion 4-9	Itinerant Teacher	Special Education	Supplemental Speech	Transported	
0620-International Charter Academy of Georgia	0	0	10	0	0	1	0	6	0	0	0	0	4	0	0	
<b>System Total</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	

Georgia Department of Education  
 Richard Woods, State Superintendent of Schools  
 July 16, 2024 07:39 a.m.

## CHARTER FOR INTERNATIONAL CHARTER ACADEMY OF GEORGIA

This charter for International Charter Academy of Georgia (“Charter”) is entered into by and between International Charter Academy of Georgia, 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 International Charter Academy of Georgia (“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, 2024 and expiring on June 30, 2029.

## International Charter Academy of Georgia

3. Grade Range. The Charter School shall serve grades K-8. The Charter School's total enrollment shall be at least 196 students but shall not exceed 390 students at any point during the charter term.
4. Mission Statement. The mission of the Charter School is to broaden the horizons of students in Georgia to a diverse international community so that they may become global citizens who promote peace around the world.
5. School Educational Model and Instructional Days.
  - a. 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.
  - b. Essential or Innovative Features. The Charter School shall offer a dual language program in English and Japanese with subjects taught in both languages using state standards and experiences drawn from Japanese culture. Students will contribute to the community through service learning.
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 State of Georgia.
  - 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 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.

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- 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. 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. Consistent with SBOE 160-4-9-.05, as a dual-language immersion charter school, the Charter School may adopt policies that restrict enrollment to specific grade levels within the grade span served by the Charter School. The Charter School must offer at least one annual enrollment opportunity for each grade served for which space is available.
7. Maximum Flexibility Allowed by Law. In exchange for the Charter School's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the SCSC grants the maximum flexibility allowed by law to the Charter School. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the 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. Reserved.
9. Comprehensive Performance Framework and Performance Expectations.

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- 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:
  - i. Goal 1: During each year of the charter term, ninety percent (90%) of the Charter School's students will participate in at least two grade-level cultural events focused on cultural experiences relevant to Japan and Japanese people.
  - ii. Goal 2: During each year of the charter term, seventy percent (70%) of the Charter School's students who have completed one year at the Charter School will obtain a Novice-Mid rating or higher in listening comprehensive in Japanese as measured by ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines.
  - iii. Goal 3: During each year of the charter term, seventy percent (70%) of the Charter School's students who have completed one year at the Charter School will obtain a Novice-Mid rating or higher in speaking in Japanese as measured by ACTFL proficiency guidelines.
- 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 make an annual, in-person report to the Commission ("Performance Review Presentation"). At least one Board member and one staff member must attend the Annual Performance Review Presentation. Presentations shall be in the form and manner 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

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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.

- 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

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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:

- 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;

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- 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. 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.

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### 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. If the Charter School does not meet standards on the financial section of the CPF and/or demonstrates negligence which may lead to material financial misstatements of the Charter School's fiscal performance, 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.
- 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.

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- 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 ("Scg date"), and any furniture, equipment 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. All other assets of the Charter School shall revert to the SCSC after the Charter School's liabilities are satisfied. 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. Deficit Reduction. If at any time during the charter term the SCSC determines that the Charter School has a negative cash balance or an unrestricted days cash of less than fifteen (15) days, the Charter School may be required to submit a financial risk-avoidance plan, monthly SCSC Fiscal Compliance Template reports and monthly bank statements from all banks utilized by the Charter School. Submission shall be in the form and manner specified by the SCSC Executive Director. This subsection shall not be construed to limit any other SCSC authority to require the Charter School to submit additional financial reports unrelated to deficit reduction.

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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, 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.

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- 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 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.

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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 is required by rule or law, including personnel employed by an educational management organization or other educational service provider. At least two individuals employed by the Charter School shall be credentialed to administer the teacher evaluation system. At least two (2) individuals employed by the Charter School or on the Charter School Governing Board shall be credentialed to administer the leader evaluation system. The Charter School may not delegate the evaluation of its School Leader to any individual or entity who is not a member of the Charter School Governing Board.
  - f. School Personnel. Teachers and other instructional staff and faculty must be employees of the Governing Board and may not be employed by an Educational Service Provider or other entity affiliated with an Educational Service Provider. The School Leader may be employed by an Educational Service Provider only if the Governing Board retains the authority to select and dismiss that individual from service at the Charter School. Non-instructional staff, such as the Chief Financial Officer, business manager, bookkeeper, maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain

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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 for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this section.
22. Student Records. The Charter School shall adopt a records retention policy 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. Reserved.
  - b. Approval of Site and/or Facility. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the site or facility selection and development process, the SCSC will continue to hold the Charter School accountable for adhering to the Georgia Department of Education (GaDOE)'s requirements for site and facility approval. 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. Except as approved in writing by the SCSC Executive Director, the Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to receiving the 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. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation of the site or facility prior to architectural review.

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- 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 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 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.

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- 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).

### 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;
  - 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:

## **International Charter Academy of Georgia**

- a. Student Transition Plan. The Charter School shall create a transition plan to facilitate its students' transition to other educational institutions. The transition plan shall outline a variety of educational options 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 six (6) 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;
- 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 its legal or contractual obligations. The Charter

## **International Charter Academy of Georgia**

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 \$100,000.00 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. Reserved.

### 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.

## **International Charter Academy of Georgia**

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

## International Charter Academy of Georgia

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

**International Charter Academy of Georgia**

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 (Apr 17, 2024 20:20 EDT)

04/16/2024

Mike Dudgeon, Chairperson

(Date)

STATE CHARTER SCHOOLS COMMISSION OF GEORGIA

*Robert Johnson*

Robert Johnson (Apr 16, 2024 16:53 EDT)

04/16/2024

Robert Johnson, Governing Board President

(Date)

INTERNATIONAL CHARTER ACADEMY OF GEORGIA, 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***

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## PURPOSE

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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

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FUNDAMENTAL QUESTION

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

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INDICATORS

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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.

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MEETING GOALS

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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

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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**

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**INDICATOR PERFORMANCE**

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**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"> <li>CCRPI Content Mastery-Whole School Score</li> </ul>	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"> <li>CCRPI Progress-Whole School Score</li> </ul>		<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"> <li>CCRPI Grade Band-Whole School Score</li> </ul>		<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 Guide<sup>1</sup>. 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.

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

Exhibit A

SECTION II: FINANCIAL PERFORMANCE

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FUNDAMENTAL QUESTION

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Is the charter school fiscally viable and responsible?

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INDICATORS

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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.

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MEETING GOALS

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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"> <li>• Current Ratio is greater than 1.0</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>• Current Ratio is between 0.9 and 1.0 or equal to 1.0</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>• Current Ratio is less than or equal to 0.9</li> </ul>	
<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"> <li>• Days Cash is greater than 60 days</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>• Days Cash is between 15 and 60 days</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>• Days Cash is less than 15 Days Cash</li> </ul>	
<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"> <li>• Annual Debt to Income is below 5 percent</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>• Annual Debt to Income is between 5 and 15 percent</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>• Annual Debt to Income is above 15 percent</li> </ul>	
<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"> <li>• School is not in default of loan covenant(s) or delinquent with debt service payments nor does the school have any outstanding debt</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>• School is in default of loan covenant(s), is delinquent with debt service payments or the school has any outstanding debt</li> </ul>	
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"> <li>• Aggregated Three-Year Efficiency Margin is greater than 0.</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>• Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent</li> </ul>	

## Exhibit A

<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>• Aggregated Three-Year Efficiency Margin is less than -10 percent</li> </ul>	0
<b>Measure 1f, Debt to Asset Ratio: <math>(\text{Total Liabilities} - \text{Deferred Pension Liability}) \div \text{Total Assets}</math></b> 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"> <li>• Debt to Asset Ratio is less than 95 percent</li> </ul>	20
<i>Approaches Standard:</i> <ul style="list-style-type: none"> <li>• Debt to Asset Ratio is between 95 and 100 percent</li> </ul>	10
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>• Debt to Asset Ratio is greater than 100 percent</li> </ul>	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"> <li>• 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"> <li>○ An unqualified audit opinion;</li> <li>○ An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses;</li> <li>○ An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; and</li> <li>○ No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight.</li> </ul> </li> </ul>	20
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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"> <li>○ Proper segregation of duties;</li> <li>○ Source documentation for expenditures paid with federal funds;</li> <li>○ Complete and on-time submission of program budgets (Title I, IDEA, and grant budgets); and</li> <li>○ Maintaining inventory controls and documentation in accordance with federal regulations for items purchased with federal funds.</li> </ul> </li> </ul>	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• The school complied with all material provisions of the LUA manual.</li> </ul>	15

## Exhibit A

<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to comply with one or more material provisions of the LUA manual.</li> </ul>	0
<p><b><u>Measure 2d, Adherence to the School’s Own Financial Policies and Procedures</u></b> 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"> <li>The school adhered to its own financial policies and procedures approved by the school’s governing board and/or developed by school staff.</li> </ul>	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	0
<p><b><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></b> 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"> <li>Enrollment Variance equals less than 3 percent</li> </ul>	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>Enrollment Variance is between 3 and 8 percent</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>Enrollment Variance is greater than 8 percent</li> </ul>	0
<p><b><u>Measure 2f, Timely Audit Submission</u></b> 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"> <li>The school submitted its financial audit on time, on or before November 1st.</li> </ul>	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>The school submitted its financial audit late, on or before December 1<sup>st</sup>.</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>The school submitted its financial audit late, after December 1st.</li> </ul>	0

**Total Points Available—Indicator 2: 100 points**

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**Exhibit A**

**SECTION III: OPERATIONAL PERFORMANCE**

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**FUNDAMENTAL QUESTION**

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

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**INDICATORS**

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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**

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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.

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**SECTION III: DETERMINATION OF COMPLIANCE**

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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

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### INDICATOR PERFORMANCE

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#### 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.

<b>Measure 1a, Essential or Innovative Features and Mission-Specific Goals</b>	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"> <li>• 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)</li> </ul>	4
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	2
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	0
<b>Measure 1b, State Education Requirements</b>	Points Available
Is the school complying with applicable state education requirements?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> <li>• 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"> <li>○ Provided all state mandated programs;</li> <li>○ Adhered to graduation requirements;</li> <li>○ Implemented state-adopted content standards; and</li> <li>○ Administered state assessments in the manner required by law and rule.</li> </ul> </li> </ul>	4
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
<b>Measure 1c, Federal Education Requirements</b>	Points Available
Is the school complying with applicable federal education requirements?	
<i>Meets Standard:</i>	4

**Exhibit A**

<ul style="list-style-type: none"> <li>• 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"> <li>○ Federal assessment security and reporting of accountability requirements; and</li> <li>○ Charter School Program grant, Title I, IV, and V requirements.</li> <li>○ McKinney-Vento Homeless Assistance Act, Charter School Program grant, Title I, IV, and V requirements.</li> </ul> </li> </ul>	
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
<p><b>Measure 1d, Data Reporting</b></p> <p>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"> <li>• 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"> <li>○ QBE/FTE Data Reporting;</li> <li>○ Personnel Reporting;</li> <li>○ Student Record Reporting;</li> <li>○ CCRPI Data Reporting;</li> <li>○ Consolidated LEA Implementation Plan (CLIP) for federal programs;</li> <li>○ Special Education Data Reporting;</li> <li>○ Required Data Surveys;</li> <li>○ 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;</li> <li>○ Timely periodic financial reports as required by the SCSC, GaDOE, or other state agencies;</li> </ul> </li> </ul> <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"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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"> <li>○ Board policies;</li> <li>○ Board bylaws;</li> <li>○ Code of ethics;</li> <li>○ Conflicts of interest;</li> <li>○ Board composition and/or membership laws and rules; and</li> <li>○ Restrictions on compensation.</li> </ul> </li> </ul>	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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.</li> </ul>	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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).</li> </ul>	4

## Exhibit A

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	0
<p><u>Measure 2d, Transparent Governance and Communication with Stakeholders</u> 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"> <li>• 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"> <li>○ Following provisions in SCSC rule 691-2-.03 regarding providing the public easy access to informational items on the school’s website;</li> <li>○ Communicating school leadership and other major school changes in a timely and transparent matter; and</li> <li>○ Appropriately and promptly responding to stakeholder complaints, questions, and concerns.</li> </ul> </li> </ul>	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
<p><u>Measure 2e, Budget Approved in Accordance with State Law</u> 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"> <li>• 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"> <li>○ Conducting two public meetings to provide an opportunity for public input on the proposed budget;</li> <li>○ Advertising the two public meetings in the school’s legal organ; and</li> <li>○ Making a summary of the proposed annual operating budget a publicly available area of the school’s website.</li> </ul> </li> </ul>	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable state law requirement regarding the passage of the school’s annual budget.</li> </ul>	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"> <li>• 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"> <li>○ Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment);</li> <li>○ The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law);</li> <li>○ 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</li> <li>○ Conduct of discipline (discipline hearings and suspension and expulsion policies and practices).</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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"> <li>○ Identification and referral of students who may have a disability;</li> <li>○ Operational compliance regarding the academic program, assessments, and all other aspects of the school's program and responsibilities;</li> <li>○ Discipline, including due process protections, manifestation determinations, and behavioral intervention plans;</li> <li>○ Appropriately implementing student Individualized Education Programs and Section 504 plans;</li> <li>○ Ensuring appropriate access to the school's facilities and programs to students and parents.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3

## Exhibit A

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
<p><b>Measure 3c, Rights of Students who are English Learners (ELs)</b></p> <p>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"> <li>• 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"> <li>○ Required policies related to the service of EL students;</li> <li>○ Proper steps for identification of students in need of EL services;</li> <li>○ Appropriate and equitable delivery of services to identified students;</li> <li>○ Appropriate accommodations on assessments;</li> <li>○ Exiting of students from EL services; and</li> <li>○ Ongoing monitoring of exited students.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements.</li> </ul>	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.

Measure 4a, Employee Qualifications, Evaluations, and Criminal Records Checks	Points Available
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"> <li>• 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"> <li>○ Title II, Part A requirements;</li> <li>○ Implementation of the Teacher and Leader Keys Effectiveness Systems (TKES and LKES);</li> <li>○ Ensuring staff have a proper background check or clearance certificate issued by the Georgia Professional Standards Commission.</li> </ul> </li> </ul>	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
Measure 4b, Employee Rights	Points Available
Is the school respecting employee rights?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
Measure 4c, Employee Civil Rights	Points Available
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"><li>The school complied with applicable notice, grievance procedure, and substantive requirements of federal and state laws, rules, or regulations prohibiting employment discrimination.</li></ul>	5
<i>Approaches Standard:</i> <ul style="list-style-type: none"><li>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.</li></ul>	2
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"><li>The school failed to comply with at least one applicable law, rule, or regulation prohibiting employment discrimination.</li></ul>	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"> <li>• 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"> <li>○ Fire inspections and related records;</li> <li>○ Viable certificate of occupancy;</li> <li>○ Documentation of requisite insurance coverage;</li> <li>○ Approval from GaDOE regarding initial site selection and facility requirements; and</li> <li>○ Subsequent reports and approvals related to facility agreements, changes, maintenance, modifications, and expansion, as required by law, SCSC and GaDOE rules, regulations, and policies.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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"> <li>○ School Health Nurse Program;</li> <li>○ Conducting child abuse and neglect training;</li> <li>○ Annual health assessments of students;</li> <li>○ Diabetes Medical Management Plans;</li> <li>○ Access to auto-injectable epinephrine and automated external defibrillators as appropriate;</li> <li>○ Scoliosis screening; and</li> <li>○ A physically safe and secure environment.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0

**Exhibit A**

<b>Measure 5c, Information, Data, and Communication</b> 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"> <li>• 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"> <li>○ 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;</li> <li>○ Transferring of student records; and</li> <li>○ Confidentiality of personnel records not subject to open records requirements.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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"> <li>○ Revisions to state charter law;</li> <li>○ Consent decrees;</li> <li>○ 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;</li> <li>○ School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines, if transportation is provided;</li> <li>○ Intervention requirements by the authorizer; and</li> <li>○ Requirements by other entities to which the charter school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.)</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
Measure 6b, Continuing Obligations Is the school remediating noncompliance after proper notification?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	6
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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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# FY24 ICAG Charter Contract

Final Audit Report

2024-04-18

Created:	2024-04-12
By:	Kiara Thompson ([REDACTED])
Status:	Signed
Transaction ID:	CBJCHBCAABAAX47ZKA9oGaCktvYla43-Dddc8otrl-RW

## "FY24 ICAG Charter Contract" History

-  Document created by Kiara Thompson ([REDACTED])  
2024-04-12 - 5:42:40 PM GMT-[REDACTED]
-  Document emailed to [REDACTED] for signature  
2024-04-12 - 5:42:47 PM GMT
-  Email viewed by [REDACTED]  
2024-04-16 - 6:08:45 PM GMT-[REDACTED]
-  Signer [REDACTED] entered name at signing as Robert Johnson  
2024-04-16 - 8:53:07 PM GMT-[REDACTED]
-  Document e-signed by Robert Johnson ([REDACTED]g)  
Signature Date: 2024-04-16 - 8:53:09 PM GMT - Time Source: server-[REDACTED]
-  Document emailed to Michael Dudgeon ([REDACTED]) for signature  
2024-04-16 - 8:53:11 PM GMT
-  Email viewed by Michael Dudgeon ([REDACTED])  
2024-04-18 - 0:20:16 AM GMT-[REDACTED]
-  Document e-signed by Michael Dudgeon ([REDACTED])  
Signature Date: 2024-04-18 - 0:20:58 AM GMT - Time Source: server-[REDACTED]
-  Agreement completed.  
2024-04-18 - 0:20:58 AM GMT



## ICAGeorgia Transportation Plan

ICAGeorgia is committed to recruiting students from a wide geographical area, recognizing that transportation is a critical factor in ensuring accessibility and inclusivity. Our goal is to provide reliable and cost-effective transportation solutions that cater to the diverse needs of our student body.

### Initial Transportation Efforts

Since the inception of ICAGeorgia, we have dedicated significant resources to understanding the transportation needs of our families. Early in our planning, we proposed providing daily bus transportation by renting buses from private companies such as BusMax or contracting with Samson Trailways. However, the costs associated with renting buses and the daily fee of approximately \$10 per family proved to be a financial burden, and no families signed up for the service.

### Current Transportation Strategy

Despite the challenges, we remain committed to addressing the transportation needs of our families. Based on preliminary surveys, half of the pre-enrolled ICAGeorgia families reside in and around Gwinnett County and have expressed interest in school bus transportation. Therefore, our initial plan is to establish bus routes within this area.

- **Bus Routes:** A single bus will make several stops at central points throughout Gwinnett County, allowing multiple families to gather for pick-up and drop-off.
- **Expansion:** If there is sufficient interest to cover the costs, we will consider establishing a second route in another county with a high concentration of ICAGeorgia students.

### Supplementary Transportation Solutions

In addition to bus transportation, we are exploring various ways to support parents for whom transportation may be a barrier to enrollment. These initiatives include:

- **Carpooling:** We have created a list of families interested in carpooling, which parents can use to coordinate shared rides. The PTO is actively promoting this initiative to enhance participation.
- **Before and After School Care:** To accommodate parents with inflexible schedules, we provide early-morning and after-school care, ensuring that children have a safe place to stay outside regular school hours.

## Ongoing Assessments

ICAGeorgia has conducted multiple surveys over the past six years to gauge the transportation needs of our families. Although previous surveys indicated limited interest in school bus services, we continue to assess the situation. Given the geographical spread of our students across seven counties, arranging a school bus service has been complex. However, we remain proactive in addressing transportation needs:

- **Continual Surveys:** We will conduct another transportation survey to gather up-to-date information on family needs and preferences.
- **Parental Engagement:** We will continue to connect parents interested in carpooling and work closely with the PTO to support and promote carpooling arrangements.

ICAGeorgia is dedicated to ensuring that transportation challenges do not hinder any child's opportunity to attend our school. By providing bus routes in key areas, supporting carpooling initiatives, and offering flexible care options, we aim to make our school accessible to all families, regardless of their geographical location



## ICAGeorgia Website Information

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)

**Meeting Information:**

<https://www.internationalcharteracademy.org/governance/board-meetings/>

**Public Announcements such as Budget Hearing and Procurement:**

<https://www.internationalcharteracademy.org/governance/>

**Instructions for making open records request:**

<https://www.internationalcharteracademy.org/governance/>



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

Board Chair Signature: \_\_\_\_\_ Date: 7/15/2024

Name: Lai Ying F. Li Whitcomb

Charter School/Network: International Charter Academy of Georgia

## Profiles: International Charter Academy of Georgia

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### Applicant Information

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

**Name of Charter School/Network**

International Charter Academy of Georgia

**School Identifier (NCES ID), if known**

7830620

**Authorizer**

State Charter School Commission

**Authorization Date**

02/28/2024

**Eligibility for CSP Subgrant**

Expansion

**Proof of Approved Expansion (expansion applicants only)**

2024-ICAGeorgia-Charter-Contract.Executed.pdf

**School Opening Date/Date of Expansion**

07/29/2024

**Name of Nonprofit Entity**

International Charter Academy of Georgia Inc.

**Name of LEA**

International Charter Academy of Georgia

**LEA Identifier (NCES District ID), if known**

130025004325

**Applicant Street Address**

3705 Engineering Drive

**Applicant City**

Peachtree Corners

**Applicant State**

Georgia

**Applicant Zip Code**

30,092

**Applicant County**

Gwinnett

Proposed Location of New/Replicated School or Expansion Site

**Proposed Street Address**

3705 Engineering Drive

**Proposed Applicant City**

Peachtree Corners

**Proposed Applicant State**

Georgia

**Proposed Applicant Zip Code**

30,092

**Proposed Applicant County**

Gwinnett

**School/Network Website**

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

**Management Organization Type**

Non-Profit CMO

**Virtual Status**

Not virtual

**Grant Contact**

Felecia Tucker-Jones

**Contact Title**

Principal

**Contact Email Address**

f.jones@internationalcharteracademy.org

**Contact Phone Number**

7706040007

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

2018-2019

**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**

23

**Year 2**

46

**Year 3**

69

**Does/will the school use a weighted lottery?**

No

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

Yes

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

Yes

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

International Charter Academy of Georgia Mail - Webform Submission Confirmation.pdf

**User Login**

info@internationalcharteracademy.org

## Profiles: File Attachments

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**Proof of Approved Expansion (expansion applicants only)**

2024-ICAGeorgia-Charter-Contract.Executed.pdf

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

International Charter Academy of Georgia Mail - Webform Submission Confirmation.pdf

## CHARTER FOR INTERNATIONAL CHARTER ACADEMY OF GEORGIA

This charter for International Charter Academy of Georgia (“Charter”) is entered into by and between International Charter Academy of Georgia, 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 International Charter Academy of Georgia (“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, 2024 and expiring on June 30, 2029.

## International Charter Academy of Georgia

3. Grade Range. The Charter School shall serve grades K-8. The Charter School's total enrollment shall be at least 196 students but shall not exceed 390 students at any point during the charter term.
4. Mission Statement. The mission of the Charter School is to broaden the horizons of students in Georgia to a diverse international community so that they may become global citizens who promote peace around the world.
5. School Educational Model and Instructional Days.
  - a. 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.
  - b. Essential or Innovative Features. The Charter School shall offer a dual language program in English and Japanese with subjects taught in both languages using state standards and experiences drawn from Japanese culture. Students will contribute to the community through service learning.
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 State of Georgia.
  - 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 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.

## International Charter Academy of Georgia

- 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. 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. Consistent with SBOE 160-4-9-.05, as a dual-language immersion charter school, the Charter School may adopt policies that restrict enrollment to specific grade levels within the grade span served by the Charter School. The Charter School must offer at least one annual enrollment opportunity for each grade served for which space is available.
7. Maximum Flexibility Allowed by Law. In exchange for the Charter School's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the SCSC grants the maximum flexibility allowed by law to the Charter School. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the 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. Reserved.
9. Comprehensive Performance Framework and Performance Expectations.

## International Charter Academy of Georgia

- 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:
  - i. Goal 1: During each year of the charter term, ninety percent (90%) of the Charter School's students will participate in at least two grade-level cultural events focused on cultural experiences relevant to Japan and Japanese people.
  - ii. Goal 2: During each year of the charter term, seventy percent (70%) of the Charter School's students who have completed one year at the Charter School will obtain a Novice-Mid rating or higher in listening comprehensive in Japanese as measured by ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines.
  - iii. Goal 3: During each year of the charter term, seventy percent (70%) of the Charter School's students who have completed one year at the Charter School will obtain a Novice-Mid rating or higher in speaking in Japanese as measured by ACTFL proficiency guidelines.
- 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 make an annual, in-person report to the Commission ("Performance Review Presentation"). At least one Board member and one staff member must attend the Annual Performance Review Presentation. Presentations shall be in the form and manner 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

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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.

- 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

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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:

- 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;

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- 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. 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.

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### 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. If the Charter School does not meet standards on the financial section of the CPF and/or demonstrates negligence which may lead to material financial misstatements of the Charter School's fiscal performance, 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.
- 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.

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- 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 ("Scg date"), and any furniture, equipment 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. All other assets of the Charter School shall revert to the SCSC after the Charter School's liabilities are satisfied. 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. Deficit Reduction. If at any time during the charter term the SCSC determines that the Charter School has a negative cash balance or an unrestricted days cash of less than fifteen (15) days, the Charter School may be required to submit a financial risk-avoidance plan, monthly SCSC Fiscal Compliance Template reports and monthly bank statements from all banks utilized by the Charter School. Submission shall be in the form and manner specified by the SCSC Executive Director. This subsection shall not be construed to limit any other SCSC authority to require the Charter School to submit additional financial reports unrelated to deficit reduction.

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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, 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.

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- 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 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.

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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 is required by rule or law, including personnel employed by an educational management organization or other educational service provider. At least two individuals employed by the Charter School shall be credentialed to administer the teacher evaluation system. At least two (2) individuals employed by the Charter School or on the Charter School Governing Board shall be credentialed to administer the leader evaluation system. The Charter School may not delegate the evaluation of its School Leader to any individual or entity who is not a member of the Charter School Governing Board.
  - f. School Personnel. Teachers and other instructional staff and faculty must be employees of the Governing Board and may not be employed by an Educational Service Provider or other entity affiliated with an Educational Service Provider. The School Leader may be employed by an Educational Service Provider only if the Governing Board retains the authority to select and dismiss that individual from service at the Charter School. Non-instructional staff, such as the Chief Financial Officer, business manager, bookkeeper, maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain

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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 for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this section.
22. Student Records. The Charter School shall adopt a records retention policy 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. Reserved.
  - b. Approval of Site and/or Facility. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the site or facility selection and development process, the SCSC will continue to hold the Charter School accountable for adhering to the Georgia Department of Education (GaDOE)'s requirements for site and facility approval. 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. Except as approved in writing by the SCSC Executive Director, the Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to receiving the 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. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation of the site or facility prior to architectural review.

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- 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 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 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.

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- 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).

### 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;
  - 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:

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- a. Student Transition Plan. The Charter School shall create a transition plan to facilitate its students' transition to other educational institutions. The transition plan shall outline a variety of educational options 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 six (6) 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;
- 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

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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 \$100,000.00 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. Reserved.

### 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


## International Charter Academy of Georgia

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

**International Charter Academy of Georgia**

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 (Apr 17, 2024 20:20 EDT)

04/16/2024

Mike Dudgeon, Chairperson  
STATE CHARTER SCHOOLS COMMISSION OF GEORGIA

(Date)

  
Robert Johnson (Apr 16, 2024 16:59 EDT)

04/16/2024

Robert Johnson, Governing Board President  
INTERNATIONAL CHARTER ACADEMY OF GEORGIA, INC.

(Date)

Exhibit A



**COMPREHENSIVE PERFORMANCE FRAMEWORK**  
***for State Charter School Evaluation***

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## Exhibit A

### OVERVIEW:

# ***Comprehensive Performance Framework for State Charter Schools***

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## PURPOSE

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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

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

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INDICATORS

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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.

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MEETING GOALS

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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**

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**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"> <li>CCRPI Content Mastery-Whole School Score</li> </ul>	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"> <li>CCRPI Progress-Whole School Score</li> </ul>		<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"> <li>CCRPI Grade Band-Whole School Score</li> </ul>		<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 Guide<sup>1</sup>. 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.

<sup>1</sup> 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

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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"> <li>Current Ratio is greater than 1.0</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>Current Ratio is between 0.9 and 1.0 or equal to 1.0</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>Current Ratio is less than or equal to 0.9</li> </ul>	
<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"> <li>Days Cash is greater than 60 days</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>Days Cash is between 15 and 60 days</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>Days Cash is less than 15 Days Cash</li> </ul>	
<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"> <li>Annual Debt to Income is below 5 percent</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>Annual Debt to Income is between 5 and 15 percent</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>Annual Debt to Income is above 15 percent</li> </ul>	
<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"> <li>School is not in default of loan covenant(s) or delinquent with debt service payments nor does the school have any outstanding debt</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>School is in default of loan covenant(s), is delinquent with debt service payments or the school has any outstanding debt</li> </ul>	
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"> <li>Aggregated Three-Year Efficiency Margin is greater than 0.</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent</li> </ul>	

### Exhibit A

<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>• Aggregated Three-Year Efficiency Margin is less than -10 percent</li> </ul>	0
<b>Measure 1f, Debt to Asset Ratio: <math>(\text{Total Liabilities} - \text{Deferred Pension Liability}) \div \text{Total Assets}</math></b> 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"> <li>• Debt to Asset Ratio is less than 95 percent</li> </ul>	20
<i>Approaches Standard:</i> <ul style="list-style-type: none"> <li>• Debt to Asset Ratio is between 95 and 100 percent</li> </ul>	10
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>• Debt to Asset Ratio is greater than 100 percent</li> </ul>	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"> <li>• 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"> <li>○ An unqualified audit opinion;</li> <li>○ An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses;</li> <li>○ An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; and</li> <li>○ No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight.</li> </ul> </li> </ul>	20
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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"> <li>○ Proper segregation of duties;</li> <li>○ Source documentation for expenditures paid with federal funds;</li> <li>○ Complete and on-time submission of program budgets (Title I, IDEA, and grant budgets); and</li> <li>○ Maintaining inventory controls and documentation in accordance with federal regulations for items purchased with federal funds.</li> </ul> </li> </ul>	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• The school complied with all material provisions of the LUA manual.</li> </ul>	15

## Exhibit A

<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to comply with one or more material provisions of the LUA manual.</li> </ul>	0
<p><b><u>Measure 2d, Adherence to the School’s Own Financial Policies and Procedures</u></b> 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"> <li>The school adhered to its own financial policies and procedures approved by the school’s governing board and/or developed by school staff.</li> </ul>	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	0
<p><b><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></b> 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"> <li>Enrollment Variance equals less than 3 percent</li> </ul>	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>Enrollment Variance is between 3 and 8 percent</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>Enrollment Variance is greater than 8 percent</li> </ul>	0
<p><b><u>Measure 2f, Timely Audit Submission</u></b> 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"> <li>The school submitted its financial audit on time, on or before November 1st.</li> </ul>	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>The school submitted its financial audit late, on or before December 1<sup>st</sup>.</li> </ul>	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>The school submitted its financial audit late, after December 1st.</li> </ul>	0

**Total Points Available—Indicator 2: 100 points**

---

**Exhibit A**

**SECTION III: OPERATIONAL PERFORMANCE**

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**FUNDAMENTAL QUESTION**

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

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**INDICATORS**

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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**

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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.

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**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

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### INDICATOR PERFORMANCE

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#### 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.

<b>Measure 1a, Essential or Innovative Features and Mission-Specific Goals</b>	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"> <li>• 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)</li> </ul>	4
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	2
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	0
<b>Measure 1b, State Education Requirements</b>	Points Available
Is the school complying with applicable state education requirements?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> <li>• 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"> <li>○ Provided all state mandated programs;</li> <li>○ Adhered to graduation requirements;</li> <li>○ Implemented state-adopted content standards; and</li> <li>○ Administered state assessments in the manner required by law and rule.</li> </ul> </li> </ul>	4
<i>Approaches Standard:</i>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
<b>Measure 1c, Federal Education Requirements</b>	Points Available
Is the school complying with applicable federal education requirements?	
<i>Meets Standard:</i>	4

**Exhibit A**

<ul style="list-style-type: none"> <li>• 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"> <li>○ Federal assessment security and reporting of accountability requirements; and</li> <li>○ Charter School Program grant, Title I, IV, and V requirements.</li> <li>○ McKinney-Vento Homeless Assistance Act, Charter School Program grant, Title I, IV, and V requirements.</li> </ul> </li> </ul>	
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
<p><b>Measure 1d, Data Reporting</b></p> <p>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"> <li>• 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"> <li>○ QBE/FTE Data Reporting;</li> <li>○ Personnel Reporting;</li> <li>○ Student Record Reporting;</li> <li>○ CCRPI Data Reporting;</li> <li>○ Consolidated LEA Implementation Plan (CLIP) for federal programs;</li> <li>○ Special Education Data Reporting;</li> <li>○ Required Data Surveys;</li> <li>○ 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;</li> <li>○ Timely periodic financial reports as required by the SCSC, GaDOE, or other state agencies;</li> </ul> </li> </ul> <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"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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"> <li>○ Board policies;</li> <li>○ Board bylaws;</li> <li>○ Code of ethics;</li> <li>○ Conflicts of interest;</li> <li>○ Board composition and/or membership laws and rules; and</li> <li>○ Restrictions on compensation.</li> </ul> </li> </ul>	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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.</li> </ul>	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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).</li> </ul>	4

## Exhibit A

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	0
<p><b>Measure 2d, Transparent Governance and Communication with Stakeholders</b></p> <p><b>Is the governing board operating transparently and effectively communicating with stakeholders?</b></p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Following provisions in SCSC rule 691-2-.03 regarding providing the public easy access to informational items on the school’s website;</li> <li>○ Communicating school leadership and other major school changes in a timely and transparent matter; and</li> <li>○ Appropriately and promptly responding to stakeholder complaints, questions, and concerns.</li> </ul> </li> </ul>	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
<p><b>Measure 2e, Budget Approved in Accordance with State Law</b> 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"> <li>• 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"> <li>○ Conducting two public meetings to provide an opportunity for public input on the proposed budget;</li> <li>○ Advertising the two public meetings in the school’s legal organ; and</li> <li>○ Making a summary of the proposed annual operating budget a publicly available area of the school’s website.</li> </ul> </li> </ul>	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable state law requirement regarding the passage of the school’s annual budget.</li> </ul>	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"> <li>• 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"> <li>○ Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment);</li> <li>○ The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law);</li> <li>○ 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</li> <li>○ Conduct of discipline (discipline hearings and suspension and expulsion policies and practices).</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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"> <li>○ Identification and referral of students who may have a disability;</li> <li>○ Operational compliance regarding the academic program, assessments, and all other aspects of the school's program and responsibilities;</li> <li>○ Discipline, including due process protections, manifestation determinations, and behavioral intervention plans;</li> <li>○ Appropriately implementing student Individualized Education Programs and Section 504 plans;</li> <li>○ Ensuring appropriate access to the school's facilities and programs to students and parents.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3

## Exhibit A

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
<p><u>Measure 3c, Rights of Students who are English Learners (ELs)</u> 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"> <li>• 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"> <li>○ Required policies related to the service of EL students;</li> <li>○ Proper steps for identification of students in need of EL services;</li> <li>○ Appropriate and equitable delivery of services to identified students;</li> <li>○ Appropriate accommodations on assessments;</li> <li>○ Exiting of students from EL services; and</li> <li>○ Ongoing monitoring of exited students.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements.</li> </ul>	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.

Measure 4a, Employee Qualifications, Evaluations, and Criminal Records Checks	Points Available
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"> <li>• 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"> <li>○ Title II, Part A requirements;</li> <li>○ Implementation of the Teacher and Leader Keys Effectiveness Systems (TKES and LKES);</li> <li>○ Ensuring staff have a proper background check or clearance certificate issued by the Georgia Professional Standards Commission.</li> </ul> </li> </ul>	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
Measure 4b, Employee Rights	Points Available
Is the school respecting employee rights?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
Measure 4c, Employee Civil Rights	Points Available
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"><li>The school complied with applicable notice, grievance procedure, and substantive requirements of federal and state laws, rules, or regulations prohibiting employment discrimination.</li></ul>	5
<i>Approaches Standard:</i> <ul style="list-style-type: none"><li>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.</li></ul>	2
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"><li>The school failed to comply with at least one applicable law, rule, or regulation prohibiting employment discrimination.</li></ul>	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"> <li>• 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"> <li>○ Fire inspections and related records;</li> <li>○ Viable certificate of occupancy;</li> <li>○ Documentation of requisite insurance coverage;</li> <li>○ Approval from GaDOE regarding initial site selection and facility requirements; and</li> <li>○ Subsequent reports and approvals related to facility agreements, changes, maintenance, modifications, and expansion, as required by law, SCSC and GaDOE rules, regulations, and policies.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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"> <li>• 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"> <li>○ School Health Nurse Program;</li> <li>○ Conducting child abuse and neglect training;</li> <li>○ Annual health assessments of students;</li> <li>○ Diabetes Medical Management Plans;</li> <li>○ Access to auto-injectable epinephrine and automated external defibrillators as appropriate;</li> <li>○ Scoliosis screening; and</li> <li>○ A physically safe and secure environment.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0

**Exhibit A**

<p><b>Measure 5c, Information, Data, and Communication</b>                      Is the school maintaining student and employee information and data securely and communicating with stakeholders appropriately?</p>	<p align="center">Points Available</p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ 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;</li> <li>○ Transferring of student records; and</li> <li>○ Confidentiality of personnel records not subject to open records requirements.</li> </ul> </li> </ul>	<p align="center">6</p>
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p align="center">3</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p align="center">0</p>

**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"> <li>• 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"> <li>○ Revisions to state charter law;</li> <li>○ Consent decrees;</li> <li>○ 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;</li> <li>○ School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines, if transportation is provided;</li> <li>○ Intervention requirements by the authorizer; and</li> <li>○ Requirements by other entities to which the charter school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.)</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	0
Measure 6b, Continuing Obligations Is the school remediating noncompliance after proper notification?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	6
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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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# FY24 ICAG Charter Contract

Final Audit Report

2024-04-18

Created:	2024-04-12
By:	Kiara Thompson ([REDACTED])
Status:	Signed
Transaction ID:	CBJCHBCAABAAX47ZKA9oGaCktvYla43-Dddc8otrl-RW

## "FY24 ICAG Charter Contract" History

-  Document created by Kiara Thompson ([REDACTED])  
2024-04-12 - 5:42:40 PM GMT-[REDACTED]
-  Document emailed to [REDACTED] for signature  
2024-04-12 - 5:42:47 PM GMT
-  Email viewed by [REDACTED]  
2024-04-16 - 6:08:45 PM GMT-[REDACTED]
-  Signer [REDACTED] entered name at signing as Robert Johnson  
2024-04-16 - 8:53:07 PM GMT-[REDACTED]
-  Document e-signed by Robert Johnson ([REDACTED])  
Signature Date: 2024-04-16 - 8:53:09 PM GMT - Time Source: server-[REDACTED]
-  Document emailed to Michael Dudgeon ([REDACTED]) for signature  
2024-04-16 - 8:53:11 PM GMT
-  Email viewed by Michael Dudgeon ([REDACTED])  
2024-04-18 - 0:20:16 AM GMT-[REDACTED]
-  Document e-signed by Michael Dudgeon ([REDACTED])  
Signature Date: 2024-04-18 - 0:20:58 AM GMT - Time Source: server-[REDACTED]
-  Agreement completed.  
2024-04-18 - 0:20:58 AM GMT



Felecia TUCKER-JONES <[f.jones@internationalcharteracademy.org](mailto:f.jones@internationalcharteracademy.org)>

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## Webform Submission Confirmation

1 message

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**State Charter Schools Commission of Georgia** <[no-reply@messages.georgia.gov](mailto:no-reply@messages.georgia.gov)>  
Reply-To: State Charter Schools Commission of Georgia <[no-reply@messages.georgia.gov](mailto:no-reply@messages.georgia.gov)>  
To: [f.jones@internationalcharteracademy.org](mailto:f.jones@internationalcharteracademy.org)

Mon, Jul 1, 2024 at 10:13 AM

Your webform has been submitted. Your detailed submission is below.  
Submitted on Mon, 07/01/2024 - 10:13

Submitted values are:

Name :

Felecia Tucker-Jones, Principal

Email: [f.jones@internationalcharteracademy.org](mailto:f.jones@internationalcharteracademy.org)

Telephone : [770-604-0007](tel:770-604-0007)

School: International Charter Academy of Georgia

Notice Type: General SCSC Notice (Article II, Section 1)

General Notice Type: Financial

Notice Details:

International Charter Academy of Georgia intends to apply for the Georgia CSP Grant because of the expansion approval on February 28, 2024.

Name	Attachments
[REDACTED]   2024-08-01	No
[REDACTED]   2024-08-04	No
[REDACTED]   2024-07-24	No

**Review Completed Date**

08/01/2024

**Application**

International Charter Academy of Georgia

**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.

25

**Comments - Responsiveness to community need (optional)**

- Community events are clearly detailed
- 70% respondents want middle school grade expansion
- Survey results shared weekly from a meeting that occurs yearly? I don't understand that part
- PTO monthly meetings- would like to hear about parental involvement in that more, and who these parents are representing (is it only parents without day time jobs, etc)
- Bellwether collab for needs analysis indicates important readiness indicators as well
- Transportation is a huge limitation and challenge for this school. It has a statewide attendance zone but cannot serve statewide. Previous bus strategy was cost prohibitive for families, but there is no indication that a new plan is any less cost prohibitive and/or possible. This is a major challenge to serving the community.

**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)**

- Afterschool program created
- Gifted program created
- Mentorship of teachers and development of teachers
- Data driven

**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)**

-No concerns here

**Readiness**

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

8

**Comments - Readiness (optional)**

-Fully staffed yes

-Still many capacity building needs in critical areas; need for possible discussion of how more students would allow for capacity building and how parents of new students would be integral to that capacity building

**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.

8

**Comments - Racial and Socio-economic Diversity (optional)**

-Plan is clear and international angle is at center of the approach

-Lack of transportation will hinder these efforts though, and more progress in the area of student transportation needs to happen for equity related purposes

-Would also like to see more mention of equity and cross-cultural respect/development in the curriculum mentioned

**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.

10

**Comments - Budget Quality & Financial Sustainability (optional)**

-No concerns

-Reasonable enrollment trajectory considering past years of enrollment and trends

**Bonus Points**

**Does the applicant qualify for locating in a priority community?**

No

**Does the applicant propose offering high school?**

No

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

No

**Comments - Bonus Points (optional)**

**Score Before Bonus Points**

71

**Total Score**

71

**Comments - Overall (required)**

- No collaborations with local districts or schools mentioned to my knowledge
- Collabs with Bellwhether
- See comments in sections above

**Review Completed Date**

08/04/2024

**Application**

International Charter Academy of Georgia

**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.

25

**Comments - Responsiveness to community need (optional)**

There is a mention of a survey and various events where feedback is provided. Majority of the current students would matriculate into the middle school expansion once opened. A needs assessment was conducted by an outside source to analyze school organization. Various modes of community engagement were mentioned in the text

**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.

7

**Comments - Growth mindset (optional)**

the applicant mentions the planning and processes that will be used in the expansion of the charter. The applicant mentions the professional growth and capacity building of it's faculty and staff members, as well as leveraging input gathered by community members to guide their work. No mention of SCSF supports were mentioned.

**Commitment**

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

7

**Comments - Commitment (optional)**

the applicant states who will be monitoring the budget and the process for accounting for grant funds.

**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.

9

**Comments - Readiness (optional)**

The applicant has established staff and faculty for the expansion as well as goals for the future.

**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)**

**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)**

The applicant thoroughly explains each portion of the budget.

**Bonus Points**

**Does the applicant qualify for locating in a priority community?**

No

**Does the applicant propose offering high school?**

No

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

No

**Comments - Bonus Points (optional)**

The applicant describes how they plan to maintain the grant funded purchases with state funding after the grant. Majority of the purchases supplant current resources.

**Score Before Bonus Points**

88

**Total Score**

88

**Comments - Overall (required)**

Overall the applicant explains the benefits of the CSP grant for expansion into the middle grades. A thorough review of the budget was provided as well as the needs of the school and how the grant will assist with the meeting of the goals listed. Established parental and community feedback was mentioned as evidence of the response to community need.

**Review Completed Date**

07/24/2024

**Application**

International Charter Academy of Georgia

**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.

23

**Comments - Responsiveness to community need (optional)**

I would be curious to know the percentage of people who responded to the middle school expansion inquiry compared to the number of people contacted. This would better contextualize the statement, "over 70% of respondents support the expansion through middle grades". The application would have been strengthened if the percentage of respondents who support the expansion was greater than "over 70%" because the expansion will be costly. The primary driver of revenue is student enrollment. Only 60% of current fifth-grade parents report a desire to continue their child's dual language studies and I am curious why only 60%? What does the school believe this means and how has it impacted their thinking regarding expansion?

**Growth mindset**

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

8

**Comments - Growth mindset (optional)**

The school's engagement with Bellwether and then taking action to implement recommendations are strengths of this application. Information regarding the approaches the school will take to strengthen its model and practices was also a strength of this 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)**

The applicant has a clear plan with identified responsible individuals tasked with the implementation of this CSP grant. It is encouraging to see a senior member of the leadership team (CFO) tasked with managing the activities and reporting requirements.

**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)**

The applicant has strong academic, organizational, and financial outcomes indicating that it has the capacity to successfully utilize the proposed CSP funds.

**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.

7

**Comments - Racial and Socio-economic Diversity (optional)**

While the school does educate a racially diverse student population as well as students with limited English proficiency, only 2% qualify for free/reduced-priced lunch.

**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)**

Very solid budget. Projected expenses align to the grant requirements and appear to provide the school with the resources it needs, particularly curricular, for the foreseeable future.

**Bonus Points**

**Does the applicant qualify for locating in a priority community?**

No

**Does the applicant propose offering high school?**

No

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

No

**Comments - Bonus Points (optional)**

**Score Before Bonus Points**

88

**Total Score**

88

**Comments - Overall (required)**

The applicant's plan for expansion is good but it lacks information that would help increase this evaluator's confidence in the applicant's ability to implement a CSP grant successfully. Of particular concern is the recent organizational performance report indicating the school might be experiencing challenges associated with its use of federal funds.