

Applications: The Anchor School

Implementation Budget Requested

\$1,500,000.00

Planning Budget Requested

\$0.00

Total Budget Requested

\$1,500,000.00

Planning Reimbursements

\$0.00

Implementation Reimbursements

\$172,376.97

Total Reimbursements

\$172,376.97

Remaining Budget

\$1,327,623.03

Profile

The Anchor School

Changes Requested

Eligibility for CSP Subgrant

New School

New School: Are you requesting an implementation grant?

Yes

New School: Are you requesting a pre-opening supplement?

No

Are you requesting a supplement?

Yes

New School: Are you requesting the rural/priority community supplement?

No

New School: Are you requesting the high school supplement?

Yes

Narrative

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

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

The Anchor School will utilize autonomy and flexibility, as is granted through our charter contract. In the charter contract with the State Charter Schools Commission, The Anchor School was granted the "maximum flexibility by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education (O.C.G.A. 20-2-2065(a))." The Anchor School (TAS) recognizes that there are limitations to this autonomy - particularly in consideration of ESEA 4310 (2). For example, TAS will operate as a public school under public supervision and direction through a public Board of Directors with public meetings. TAS operates in pursuit of a specific set of educational objectives, as is outlined in the charter contract attached to this application in agreement between the school and the state authorizer. TAS will provide a program of secondary education in the state of Georgia with a statewide attendance zone. TAS will remain nonsectarian in programming, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. TAS does not charge tuition for students. TAS complies with the Age Discrimination Act of 1975, Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g), the Family Educational Rights and Privacy Act of 1974, and Part B of the Individuals with Disabilities Education Act. TAS is a school to which parents choose to send their children. TAS admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated. TAS agrees to comply with the same Federal and state audit requirements as do other secondary schools in the state of Georgia, except where such state audit requirements are waived by the state. TAS strives to meet all applicable federal, state, and local health and safety requirements. TAS always aims to operate in accordance with state law. TAS has a written performance-based contract with the State Charter Schools Commission of Georgia which includes a description of how student performance will be measured in the school. TAS participates in, and is held accountable by, state assessments that are required by other schools.

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.

The Anchor School will utilize CSP Implementation Subgrant funds to cover the costs associated with developing infrastructure for the school model as the school continues to grow. Over the next three years, student enrollment will triple and the amount of square feet of real estate that the school occupies will also nearly triple. Accordingly, there are many school infrastructure projects that need to be completed - and CSP funds will allow The Anchor School to build that infrastructure and pave the way for additional cohorts of students at The Anchor School. There are four major categories of expenses that The Anchor School will invest in to build the infrastructure needed to grow the student population - and CSP funds can support three of these four: personnel expenses, professional service expenses, instructional expenses, and technology expenses.

In terms of personnel, The Anchor School is investing in teaching positions, student service positions (i.e. nurse, social worker), and administrative positions (i.e. professional development, individualized graduation planning, grant management) that support the school's goals defined in the charter. None of these expense lines will be eligible expenses for reimbursement through this grant, however, if The Anchor School receives this grant then more QBE funds can be devoted to these important expenditures.

In terms of professional services, The Anchor School is investing in technical support with installation and outreach & student recruitment support. A breakdown of these expenditures can be reviewed in the budget included in this document.

In terms of instructional expenses, The Anchor School is investing in professional development, instructional supplies, curriculum materials, books, media, textbooks, improvements to instructional services, furniture, fixtures, and instructional equipment. The school understands that none of the items described in this section can be permanent tenant improvements - and that all furniture, fixtures, and equipment need to be able to be moved from one space to another at the end of the lifespan of the current lease.

In terms of technology expenses, The Anchor School is investing in educational media, electronic devices (calculators, computers, laptops), instructional devices (laptops, projectors, document cameras), network devices (access points, wiring), electronic books, and computer software.

These expenditures will support the following school-level goals:

1. Tripling enrollment in the next three years.
2. Ensuring that 100% of TAS scholars develop individualized graduation plans with their micro-village every year.
3. Ensuring that 100% of TAS scholars participate in at least two meaningful project-based learning experiences per year.
4. Ensuring that TAS is above district and state averages for growth and achievement in Reading and Mathematics for grades 6 and 7 by Spring of 2025.
5. Ensuring that TAS is above district and state averages for growth and achievement in Science and Social Studies for grade 8 by Spring of 2027.
6. Ensuring that TAS is offering HS credit-bearing courses by Fall of 2025.
7. Ensuring that TAS is financially sustainable as a school model.

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.

EVIDENCE OF PAST AND PRESENT COMMUNITY ENGAGEMENT

TAS has implemented an extensive in-person and virtual community engagement strategy from the very beginning of our organization, out of a deep believe that strategic community partnerships are essential for excellent educational outcomes. TAS imagines community engagement to be one of its pillars for school culture and quality improvement. In total, these efforts have resulted in engagement with thousands of community members in conversations and events, including feedback from dozens of focus groups, surveys, and public design workshops. With over 450 petition signatures, 700 social media followers across three platforms, 700 newsletter subscribers, and 10,000 page views on www.anchorschool.org, there is evidence to suggest that thousands of people are aware of The Anchor School. Furthermore, dozens of community organizations, civic leaders, and education stakeholders have either written letters of support for the school model or established working partnerships with The Anchor School. During the pandemic, TAS partnered with an organization to offer free virtual computer science programming to 6th – 8th grade students in Metro Atlanta. During the planning year, TAS partnered with a higher education institution in Atlanta to offer our incoming scholars access to summer programming. During the first operational year, TAS established partnerships with community organizations and higher education institutions to give scholars access to after school programming, enrichment activities, college and career readiness programming, and project-based learning experiences. The following narrative presents an outline of how TAS engaged the community in an ongoing needs assessment.

Spring 2020 – TAS started wondering how schools can be more responsive to their key stakeholders – parents, caregivers, students, educators, and community partners. TAS began asking questions like: how are schools listening to, and learning from, their communities? TAS asked school and community development leaders what authentic community co-design looks like. TAS learned from models of community-based school design across the country. TAS brainstormed important foundational questions that TAS could ask in community engagement work. TAS also researched organizing principles that could guide our community development efforts.

Fall 2020 – TAS engaged with hundreds of community members – including educators, parents, students, civic leaders, business leaders, and nonprofit leaders to deepen our understanding of the existing assets and strengths in the metro Atlanta region, including DeKalb County. TAS did research – reading articles, journals, reports, and parent manifestos to hear additional voices in the community. As TAS listened, TAS also identified parent and civic leaders and formed a founding community school design team. You can learn more about the members of this team on the “Our Team” page of The Anchor School website (www.anchorschool.org/our-team). This team expanded the TAS capacity to listen to, and learn from, the community.

January 2021 – TAS community school design team began meeting. This team formed to ensure that a wide range of stakeholder perspectives were considered and invited into the school planning process. The outcome of the first meeting was a guiding set of planning principles and a working set of norms for collaboration together. TAS is committed to human centered, inclusive, continuous planning and improvement processes. TAS returned to these principles and norms regularly as TAS planned with stakeholders across the community. You can read more about these guiding planning principles on the Home Page of The Anchor School website (www.anchorschool.org).

February 2021 – The community school design team met to create a shared equity vision for our collective work moving forward. This statement went through multiple rounds of review and revision. The co-design team started with aspirations to co-create a shared sense of purpose and direction for the school design work. This team wrote with the intention of returning to shared commitments regularly. The conversation was grounded in the words of Dr. Pedro Noguera, “That’s at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one.”

March 2021 – The community school design team met to plan some of the details of the first public workshop titled, “how should school feel?” The team started with this school climate question to understand the human experience with school. It was important for TAS to consider the range of emotions schools should generate for students, parents, caregivers, teachers, and members of the community before making any firm commitments to educational programming. TAS also used this time to consider facilitation methods that elevate the voices of all members of the community in our public workshops. Finally, through stakeholder mapping TAS created a strategic outreach plan to include the voices of students, parents, educators, and community members.

April 2021 – The community school design team hosted and facilitated a community conversation titled, “how should school feel?” In one of the breakout groups, students were given the prompt to “create 3-5 drawings that represent your K-12 experience and describe the feelings you associate with those moments.” Over 50 people (students, parents, educators, and community members) participated in the workshop in one way or another. Whether unpacking the co-design process or listening to various perspectives about how school should feel, the meeting remained focused on centering students and building towards equity and justice through education. Doing right by the youngest people in our region of the state.

May 2021 – The community school design team synthesized what was said during the first public workshop. It was inspiring to envision a school that feels like the one that was imagined in that space! The synthesis process involved an iterative review of all of the data gathered during the conversation. As the co-design team reviewed the data they were looking for patterns. The team organized repeated words and phrases and feelings into larger categories – themes. The team interrogated its biases to ensure the themes were reflected what was actually being said. The team checked the quality of this work with people who did and did not participate in the event to make sure these themes were actually evident in the data and experienced in the conversation. A first draft report was generated to document the major takeaways from this first public workshop.

June 2021 – This month marked the beginning of summer in more ways than one. The heat was turning up outside and most students were on summer break. Organizations across the metro Atlanta region were thinking creatively about how to offer safe summer programming for youth and families in response to ongoing concerns about the pandemic. TAS joined in the efforts by planning two free virtual summer coding sessions for rising 6th, 7th, and 8th grade students in the metro Atlanta region. Participants learned the fundamentals of Python through art, simulations, and game design. They developed their skills as coders exploring algorithms, loops, debugging, and conditional statements.

July 2021 – TAS design team lead, Dr. Josh Pinto Taylor, joined the Georgia Charter School Association’s Incubator Fellowship this month. He participated in this cohort-based fellowship to learn from school leaders across the state and to prepare the charter application. The fellowship covered topics including school governance, community engagement, and organizational leadership. This partnership helped TAS prepare a high-quality application.

August 2021 – The community school design team hosted and facilitated another community conversation titled, “what is most important for students to learn in school?” Prior to the event, participants were given the prompt to “identify 2-3 of the most important things for students to learn in school.” Over 70 people (students, parents, college success professionals, hiring managers, and community members) participated in the workshop in one way or another. The team remained focused on centering the stakeholders who are best equipped to answer these big school design questions. This workshop helped TAS imagine a school culture that includes the hopes and dreams of parents, students, and other community leaders.

September 2021 – The community school design team synthesized what we heard during our second public workshop. It was inspiring to envision a school that prioritizes what our participants want to see students learning in schools. The synthesis process involved an iterative review of all of the data we gathered during the conversation last month. As we reviewed the data we looked for patterns. TAS organized repeated words and phrases and feelings into larger categories – what TAS called themes. TAS interrogated internal biases to ensure TAS wasn’t reading what TAS wanted to into the data – but instead were reflecting what was actually being said. TAS checked our work with people who did and did not participate in the event to make sure these themes were actually evident in the data and experienced in the conversation. The findings of this community needs assessment are available as a slideshow on the website in the anchoring community tab. Please interact with the content to learn more about our initial findings.

October 2021 – The TAS team started attending more and more community events in October – these events were in Atlanta, Clayton County, Fulton County, and DeKalb County. These events were great opportunities to meet families and bring our key design questions directly to spaces where families were gathering.

November 2021 – The tabling events picked up significantly as TAS started attending pop-up markets, farmers markets, and local community centers with the intention of meeting families, hearing their desires for their schools, and sharing a bit about what we were hearing in our public workshops.

December 2021 – Our community school design team spent time reviewing recommendations and finalizing the 2021 report. The slideshow provided on the TAS website provides a great summary and overview of the school design year together. Please take time to scroll through the document and interact with it to learn more about our school design process and outcomes.

January 2022 – The start of the new year marked a shift in our focus. With a clear set of recommendations from the design team, TAS was able to make progress on the charter petition and application process. The work of the community school design team heavily influenced the language included in the charter petition.

February 2022 – The charter petition was complete and ready for submission! Prior to submission, members of the community school design team were given another opportunity to review portions of the petition that were most interesting to them. This last phase of input helped TAS refine the final document.

Spring 2022 – Throughout the spring of 2022, TAS continued to be in the community at various events sharing with families and civic leaders the proposed vision and mission of the school. These efforts can be seen through the table outlining various forms of engagement provided below.

Fall 2022 - Throughout the fall of 2022, TAS began outreach and marketing related activities so that more families were aware of the school model and ready to apply to the school. This activity included canvassing in the community, visiting local businesses, and attending local events.

Spring 2023 - Throughout the spring of 2023, TAS was continuing to raise awareness of the school with prospective families, educators, and community partners.

Fall 2023 - Throughout the fall of 2023, TAS was focused on maintaining strong relationships with current families, educators, and community partners. In fact, the allocation of resources in this grant proposal was made, in part, through the input of TAS stakeholders including parents, staff, and board members. Additional community engagement events have included parent workshops, teacher and parent focus groups, the continuation of the school design team for school improvement purposes, parent and student orientations, and hosting community events. Currently, the school design group composed of members of the staff, board, and family communities is exploring a big question: how will TAS engage the community and renovate our facility to enable the school to triple in size over the next three years?

TAS has analyzed quantitative and qualitative data from a community input survey, multiple public workshop events, a handful of focus groups, and conversations with 2,000+ community members. Through a community input survey, families rated overall safety of their students, the quality of their teachers, and equity for all students as the three most important elements of schools right now. Through public workshop #1, families stated that they wanted their schools to promote the following feelings: connectedness and belonging, safety, support, success, challenge, learning beyond the schoolhouse, inclusion, and ownership. Through public workshop #2, families stated that they thought students should be learning about: health, wellness, knowledge, skills, the real world, agency, confidence, criticality, curiosity, purpose, perseverance, collaboration, communication, social intelligence, and emotional intelligence. These inputs have heavily influenced the school design in this application. For example, many of our school values were derived from this initial round of community input. TAS commitments to teacher professional learning, project-based learning, and staffing a full-time social worker and part-time nurse are all directly the result of community input.

Three additional modes of input gathering (aside from surveys and public workshops) have come through one-on-one meetings with stakeholders across the region, focus groups with specific groups of stakeholders, and tabling in public spaces: Student Focus Groups, Teacher Focus Groups, Business Leader Focus Groups, Parent Focus Groups, Community Leader Focus Groups, English Language Learner Focus Groups, Educator Focus Groups. These events were intended for individuals within the defined attendance zone of The Anchor School.

NEEDS ASSESSMENT

At this time, there is significant evidence of local support for The Anchor School. In the first year, over 200 unique families applied to The Anchor School for 6th grade seats. Currently, 80 scholars are enrolled in the 6th grade at The Anchor School. TAS employs 15 people and two full-time volunteers. Every person who was employed with the school in August is still with the school now. TAS has established partnerships with two higher education institutions in the community, two community organizations that support before and after school programming, two community organizations that support public and mental health solutions, and two community organizations that support schools with volunteering, tutoring, and food services.

The Anchor School is offering multiple dimensions of benefit to the community, rooted in an understanding of the needs and strengths of the community. For example, there is not a public charter school in a 10 mile radius around the school that serves grades 6-12. The Anchor School will offer grades 6-12 when fully enrolled - making itself the only degree-granting institution in that geographic area that offers high quality free public school to all families who choose to enroll at TAS. Over 60% of scholars at The Anchor School qualify as "economically disadvantaged" - a statistic that closely reflects the broader community. The Anchor School is offering free education, two free and/or reduced price meals per day, free transportation, access to free mental health services, and access to free general health services in the building. Approximately 25% of public school students in the region immediately surrounding The Anchor School are proficient in Math - approximately the same is true in Reading. The Anchor School is offering a one hour block each day in grade-level Reading instruction and another one hour block each day in grade-level Math instruction. In the middle of the day, The Anchor School is offering a 35 minute intervention block providing differentiated Math and Reading instruction to allow students to accelerate their learning with just-in-time supports.

Demand is evident in the participation rate of the lunch program (50%), the number of scholars enrolled in the school (80), the number of scholars utilizing mental health resources (30%), the number of families participating in family engagement programming (95%), the number of scholars participating in project-based learning (100%), and the number of families participating in before or after school programs (60%). Furthermore, TAS is already seeing three times the number of applications at this time than it experienced at the same time last year.

The Anchor School expects growth to continue to support increased enrollment in future years. In 2022-2023, all 11 metro Atlanta counties experienced population growth. The Anchor School's statewide attendance zone and transportation program make it possible for scholars to enroll from all over the metro Atlanta region. More locally, according to U.S. Census data, DeKalb County has experienced 4.6% growth since 2020. This

growth rate outpaces the majority of counties in the metro Atlanta region. This may be the result of increases in the number of local businesses and residential units in the area surrounding the school.

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

The Anchor School is a continuous improvement organization. It is the belief of The Anchor School that almost all things can be improved through intentional effort, ongoing learning, and persistence. Growing a school is not an easy endeavor - a growth mindset is essential for all members of TAS. TAS will demonstrate a growth mindset throughout the subgrant term by reaching out for support, providing open and transparent communication with the grant provider, attending professional learning opportunities, participating in technical assistance sessions offered, asking questions, seeking feedback, responding with an open mind to unsolicited feedback, and identifying areas for growth as a regular practice.

There are three ways that TAS already cultivates a growth mindset as a school. First, TAS gathers regular feedback from stakeholder groups (i.e. parents, students, and staff) about school climate and culture and uses that information to spur growth and change. Second, TAS has a Fellowship program where teachers can identify a "problem of practice" within our organization and design a quality improvement project to spur growth and change within the school. Third, TAS has a co-design team which meets monthly to work on improving a core equity gap that exists in student achievement data.

Ultimately, the way this will manifest in interactions with the SCSF is that The Anchor School will keep an open and flexible approach throughout the process, seek to understand when there is confusion, communicate transparently about the status of the grant and the status of the school, eagerly participate in technical assistance, and embrace feedback as a gift for positive change.

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.

The Anchor School is fully committed to the CSP subgrant agreement. It is standard practice at The Anchor School for the Board of Directors to review and approve grant terms and conditions prior to accepting funds. If awarded the CSP subgrant, a small group of people at The Anchor School would thoroughly review the requirements and objectives of the CSP subgrant to ensure alignment in policy, procedure, and practice with the terms and conditions of the subgrant. That same group of people would be responsible for the implementation and/or management of the funds for the term of the subgrant.

The roles identified for this grant management process include the School Treasurer, School Legal Counsel, Executive Director, Director of School Operations, School Accountant, and Office Coordinator. The School Legal Counsel is responsible for providing policy guidance and legal requirements for federal procurement and reimbursement. The School Treasurer is responsible for creating the policy conditions that clarify the procedures required for federal procurement and reimbursement, approving any required reports that need multiple layers of approval, and for informing the board of the terms and conditions of the grant prior to their vote to approve the funds and agree to the terms therein. The Executive Director is responsible for the grant application and grant management functions at a high level. These functions include, but are not limited to, submitting this application, developing the general expenditure list for the budget, engaging critical stakeholders in the needs assessment, identifying high-priority needs for the school community, attendance at mandatory technical assistance opportunities, approving all required reports, and approving the procedures for implementation. The Director of School Operations will ensure that procurement procedures follow federal and school requirements. This includes the creation and completion of purchase requisitions, purchase orders, the collection of quotes and proposals, attendance at mandatory technical assistance events, preparing all required reports, and participation in monitoring activities. The Office Coordinator will support with the inventory, installation, and delivery process.

We believe that this set of roles has the capacity to collaborate towards effective grant management - especially with the technical assistance offered throughout the term of the grant and the school's commitment to growth mindset beliefs and practices.

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.

The Anchor School was authorized by the State Charter Schools Commission of Georgia to open in the fall of 2023. August 14th, 2023 was the first day of school for The Anchor School. This authorization came after two full years of community needs assessments, school design, and school planning. The Anchor School is well-positioned to continue to grow over the next three years through the dedication and service of the current Board of Directors and School-Based Directors. At the Board level, the executive leadership, including our Board Chair, Board Vice Chair, Board Treasurer, and Board Secretary, are holding regular meetings to ensure that the academic policies, governance policies, employment policies, enrollment policies, and financial policies are in place to guide the school towards mission realization. At the School level, the Executive Director is managing external communications, fundraising and development, facility renovations, curriculum design, and talent development. The Director of School Operations is managing human resources, facility maintenance, vendor relationships, and business operations. The Director of Personalized Learning is managing Individualized Education Plans, 504 Plan Case Management, Individualized Graduation Planning, and assessments. The Director of Middle School is managing professional development, school climate and culture, and teaching practices. Teachers are managing curriculum implementation, lesson planning, and the student experience. To date, all 15 staff who started the year at The Anchor School are still employed by The Anchor School. All of these individuals are listed on the website under the "Who We Are" tab.

Furthermore, The Anchor School is preparing for the growth that will happen in the term of this charter by assembling multiple working groups to support. For example, a monthly working group called the "co-design team" is discussing how the school needs to grow over the next three years - and what resources will be required to make that growth possible and sustainable.

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.

DeKalb County, the county where The Anchor School campus is located, is one of the most diverse counties in the state of Georgia. The Anchor School is committed to establishing and maintaining a diverse community on multiple levels. The current student population at The Anchor School closely reflects the racial and socio-economic demographics of the immediately surrounding community. This was largely achieved through extensive marketing and recruitment efforts, open and random enrollment policies, a statewide attendance zone, and equitable transportation policies.

The Anchor School has the ability, through its charter and enrollment policies, to conduct a weighted lottery if the socio-economic mix of students begins to be less diverse or less representative of the surrounding community. Although The Anchor School does not currently need to use a weighted lottery to achieve the goals stated in this question, having the ability to do so is one way that The Anchor School can maintain socio-economic diversity.

The Anchor School partners with local schools, digital and print media service providers, and local community organizations to ensure families throughout the region have equal access to an awareness of the educational opportunity. With profiles on multiple parent-facing portals (i.e. Niche, FindAGaCharter, Google) The Anchor School is able to reach many families online. With relationships across the region, The Anchor School is also able to have a physical presence with many families through community events.

The Anchor School has a statewide attendance zone, allowing the school to reach the full diversity of the state of Georgia.

The Anchor School also has an equitable transportation policy and plan that ensures all enrolled students who live more than 1.5 miles from campus have access to a bus route before and after school. Furthermore, for families who need additional hours of childcare, The Anchor School offers before and after school programming to allow for a full range of households to access the school.

The staff of The Anchor School very closely mirror the current student population in terms of race and ethnicity. The Anchor School is, of course, an equal opportunity employer. While holding true to that commitment, The Anchor School also ensures, through annual progress monitoring, that the staff of the school can connect to the student population through shared aspects of their identities. This requires intentional recruiting practices that include cultivating diverse talent pipelines and pools - and engaging with candidate pools that reflect and represent the communities of the students and families that choose The Anchor School.

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

The CSP Grant offers The Anchor School a clear pathway to financial sustainability in three important ways. First, as a new school, this grant represents an opportunity for The Anchor School to maintain strong federal procurement policies, procedures (i.e. open and fair procurement processes), and practices in the first year of operation. These policies and procedures will, of course, be available for SCSF review prior to approval, upon request. Through regular technical assistance, ongoing dialogue, feedback, and a growth mindset, this grant sets The Anchor School on a path to financial sustainability through a strong foundation of grant application, management, and implementation practices. Second, as a slow growth school, a grant of this amount allows the school to grow at a rate that is good for student achievement, school culture and climate, and adequate planning. The prevailing wisdom gathered over the years suggests that new schools do better overall when they are able to grow slowly (with the resources needed for that growth) - and that once they reach a critical mass of students they are able to maintain stability through their larger enrollments beyond year three. Third, the amount of money available in the implementation grant allows The Anchor School to provide the materials, equipment, and services needed to create meaningful teaching and learning experiences at The Anchor School. By using CSP funds for these purposes, The Anchor School can utilize state-level QBE funds for personnel, benefits, facility improvements, school safety and security improvements, and, importantly, setting a healthy amount of money aside in savings to maintain an adequate number of days of cash on hand for other contingencies. As you can see, these funds are critical for The Anchor School to grow in a way that ensures quality education and financial sustainability.

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.

Enrollment Policy - 23_24 - approved.pdf

If necessary, please upload a second document.

Student Recruitment Plan.pdf

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

Family Handbook - SY23-24.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.

Special Educaiton Policies - TAS.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.

Anchor_School_Signed_Charter.pdf

Please upload the applicant school's transportation plan.

Transportation Plan - TAS.pdf

Relationship with CMO/EMO

Does the school have a relationship with CMO/EMO?

No

Priorities

Priorities Claimed

Location, High School

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

The Anchor School is located at 2460 Wesley Chapel Road, Decatur, GA 30035. The Anchor School is the only public charter school with a statewide attendance zone in South Dekalb that intends to serve grades 6 – 12. In practical terms, what this means is that in an approximately ten-mile by ten-mile square area, The Anchor School is the only public charter school authorized to offer a high school grade band for families. For this reason, The Anchor School believes that it qualifies for the location priority.

There are several other great benefits derived from the TAS location. First, the former tenant of the facility was a higher education institution with an emphasis on career readiness. This means that the facility has many internal spaces that are already designed and furnished for project-based learning experiences and other core elements of the TAS school model. Second, the location is near two major highway systems (I-285 and I-20). This means that the building is easily accessible by car for families in many of the surrounding communities. Third, the location is right next to a MARTA bus station. This means that the building is easily accessible for families who use public transportation to commute around the community. Fourth, the location is near multiple community-based resources including a local YMCA which is currently hosting the TAS after school program.

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

Location Map.pdf

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

The Anchor School is an SCSC approved public charter school with authorization to operate grades 6-12. In the current charter term, The Anchor School has authorization to begin enrolling students in high school. Currently, The Anchor School offers educational services to 6th graders. The slow-growth plan is to add one grade-level per year until the first cohort of students graduates in 2030. At this rate, The Anchor School will offer credit-bearing HS courses within the 36 month term of this sub-grant. There will be 8th graders enrolled in HS credit-bearing courses in the fall of 2025. There will be 9th graders enrolled in a full HS credit-bearing schedule at The Anchor School in the fall of 2026.

Assurances

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

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

File Upload: CSP Subgrant Assurances

Georgia CSP Subgrant Application Assurances - signed.pdf

Submission Date

01/01/2024

Applications: File Attachments

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

Enrollment Policy - 23_24 - approved.pdf

If necessary, please upload a second document.

Student Recruitment Plan.pdf

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

Family Handbook - SY23-24.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.

Special Educaiton Policies - TAS.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.

Anchor_School_Signed_Charter.pdf

Please upload the applicant school's transportation plan.

Transportation Plan - TAS.pdf

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

Location Map.pdf

File Upload: CSP Subgrant Assurances

Georgia CSP Subgrant Application Assurances - signed.pdf

The Anchor School Student Enrollment & Lottery Policies

Last reviewed/approved October 25th, 2023

Policy Statement:

The Anchor School (TAS) shall abide by the provisions stated in Federal and State law regarding enrollment and shall forbid discrimination on the basis of race, color, national origin, sex, disability, or age in its programs and activities. As such, TAS will adhere to the following enrollment provisions:

Official Attendance Zone

The official attendance zone of TAS is any residence within the state of Georgia.

Enrollment Eligibility & Criteria

Any student who resides with a parent/legal guardian within the official attendance zone and provides a timely and valid evidence of identification, proof of age, and proof of residency within the official attendance zone shall be considered eligible for provisional enrollment except as set forth herein.

As evidence of identification and proof of age The Anchor School shall request:

- A valid photo ID card for the person(s) named in the proof of residence document.
- An official birth certificate for the student(s) listed in the application.

Valid evidence of proof of residency shall be defined as:*

- Signed copy of current lease or rental agreement or signed copy of deed, current mortgage statement (No more than 30 days old.) OR current utility bill (Gas, water, or electric only. No more than 30 days old. Phone or cable bills cannot be accepted.).
- If the parent(s)/guardian(s) are not the property owner/lessee, but parent(s)/guardian(s) and student reside with another person who is a property owner/lessee, an Affidavit of Residency form must be completed as required, notarized, and submitted with the application and all other supporting documentation.

*Any students that meet the criteria for homelessness under the McKinney-Vento will be enrolled immediately even if they are unable to produce evidence typically required to prove residency.

The enrollment criteria above notwithstanding, The Anchor School (TAS) *may restrict a student from enrolling* under O.C.G.A. § 20-2-751.2 when TAS determines that:

1. The student is currently subject to a disciplinary order in another school or school district, including a long-term suspension or expulsion; OR
2. The action which led to the suspension or expulsion in the other school or school district was an offense for which suspension or expulsion could be imposed pursuant to The Anchor School's Discipline Policies.

The Anchor School shall not have any other provisional enrollment eligibility criteria. The three required documents outlined above (proof of age, proof of identification, and proof of residency) represent the provisional enrollment packet.

Additional student records will be requested to complete the registration process – as outlined in the registration checklist.

Pre-Enrollment Process

There will be an open pre-enrollment period each year during which time students interested in attending The Anchor School may submit a basic pre-enrollment application. The dates and times for this open enrollment period shall be established by the school's administration. The pre-enrollment application shall only ask for basic information such as name, grade, address, contact information, and eligibility for federal services such as WIC/SNAP/TANF and Free and Reduced Lunch Eligibility (to allow us to implement our weighted lottery preference for Economically Disadvantaged students).

All students currently enrolled at the time of the deadline for pre-enrollment applications will automatically be placed for the following school year.

All other applicants will be enrolled based on a weighted random lottery to be held in accordance with the provisions set in the Enrollment Lottery Section of this policy and applicable law.

Enrollment Priority

As allowed by law (O.C.G.A. § 20-2-2066(a)(1)) The Anchor School may give enrollment priority to applicants in either of the following categories, as prioritized in the Charter:

1. Currently enrolled students, so long as the student remains eligible according to the eligibility criteria;
2. Sibling of a student enrolled in the charter school;
3. Student whose parent or guardian is a member of the governing board of the charter school or is an employee of the charter school.

To clarify the above general terms set out in the Charter, and to fairly and consistently provide for statutorily-authorized priorities, the Governing Board finds that the following definitions are in the best interests of The Anchor School and shall control in the interpretation of the Charter's specified enrollment priorities.

- Siblings are defined in Georgia Department of Education in SBOE Rule 160-4-9-.04: a child who shares at least one common biological or legal parent whether through natural or adoptive means, including:
 - biological siblings that share parents
 - half siblings that share a single parent
 - step siblings that share a parent or parents through marriage even if the marriage was terminated by death or dissolution
 - children who share a parent or parents through adoption or guardianship
 - foster children awaiting permanent placement
- Member of the governing board of the charter school will be defined as a director of the Anchor Schools, Inc.
- Employees of the charter school will be defined as any full- or part-time employee.

The following do *not* qualify for enrollment priority:

- members of committees of the board who are not directors of The Anchor School governing board;
- Contractors or subcontractors;
- Volunteers;
- Other vendors or service providers.

Upon the parent or guardian's separation of employment with The Anchor School or conclusion of membership on the governing board, their children will no longer receive priority by virtue of their previous service on the governing board; however, their children may receive priority by virtue of being a current student, or sibling.

Enrollment Lottery

As defined in The Anchor School (TAS) charter, a random lottery process will be implemented to fill student vacancies in such cases where the numbers of pre-enrollment applications exceed the capacity of any TAS program, class, grade level, or building in accordance with SCSC Rule 691-2-.03.

- TAS shall implement a weighted lottery in accordance with State Board Rule 160-4-9-.04(o) and pursuant to O.C.G.A. § 20-2-2066(a)(1), State Board Rule 160-4-9-.05(2)(g), and the school's charter, TAS will implement a weighted lottery to give Economically Disadvantaged students a higher weight, determined annually by the board, in the enrollment lottery.
- Public notice will be given of date, time, and location of the lottery electronically and posted in the school at least one month in advance, so all interested parties can attend if desired.
- The lottery will be open to the public.
- It is anticipated that the lottery will occur by March 15 each year.
- An unbiased third party will witness and certify the validity of the lottery.
- In an open and transparent process, individual names will be drawn at random.

Waiting List

- The waitlist will be established for each grade based on the results of the lottery, and then on a first-come first-served basis.
- Wait list positions will not be secured from year to year.
- Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested by the parent/guardian to be removed. The waiting list shall be cleared at the end of the academic year for which the lottery was drawn and shall not carry over from one year to the next; students who remain on the waiting list at the end of the academic year will be required to submit an application again for the next school year.

Notification

- Parents/guardians will be notified by phone, email, and mail of each child's admission status and will have 7 calendar days after the date of initial notification to return a decision on their enrollment offer.
- If no decision is returned within 3 days, The Anchor School will make three attempts to contact the family via email and phone (three emails and three phone calls) before the 7-day deadline.
- If no decision has been returned by the one-week deadline, the child's admission space or waitlist order will be given to the next eligible candidate.

Enrollment

Once a student has been accepted through the lottery or otherwise, they will be required to complete a comprehensive registration packet with all the necessary documentation needed for public school.

Enrollment is provisional until all documentation is received to confirm residency, grade level, and qualification for educationally disadvantaged status, where applicable.

The Anchor School shall not charge tuition or enrollment fees.

The Anchor School shall not require its students to provide materials or equipment to participate in the educational program of the school. All required textbooks and other reading materials must be provided to the students free of charge.

Reregistration:

- The Anchor School will communicate reregistration timeline and processes on our website, via email, physical letters home, via text message and/or in our monthly phone calls from teachers.
- For any families that do not reregister one week before our deadline, we will text and call (two times for each), as well as remind them through normal school interactions (such as student drop off/pick up) prior to the deadline. However, we will not hold seats for currently enrolled students after the lottery has taken place.



Student Recruitment Plan

This document reflects a preliminary student recruitment and enrollment plan and procedure for the 2024-2025 school year. It can be improved based on supports and guidance from TAS staff and board of directors. The first table outlines the volume of outreach, applications, and enrollments likely needed to achieve our beginning of year goal of 100 6th grade students and 100 7th grade students.

At the 19th conference of the Georgia Charter Schools Association, it was stated that there are currently over 17,000 students on waitlists for charter schools across the state of Georgia. As a school with a state-wide attendance zone, TAS is committed to recruiting and supporting families who are seeking other tuition-free public-school options in their community.

Year 1 Enrollment Goals			
Outreach	Applications	Offer Enrollment	October Attendance
20,000	300	130	200

This table assumes that at least 80 students who are currently enrolled at The Anchor School will re-enroll for next school year.

The next table outlines the goals and actions TAS plans to take each quarter of the year to ensure full enrollment is achieved.

Quarter	Goals	Actions
QUARTER 1 (Jul. – Sept.)	Outreach to at least 5,000 families. Set up infrastructure for enrollment to begin in Q2.	Targeted social media ads to raise awareness about our school model (Facebook, Instagram, LinkedIn). Digital ads to individuals with target age ranges and addresses within our attendance zone. Email: Monthly mailing list updates to all who have previously shown interest. In-Person: Tabling at markets, festivals, and other community events.
QUARTER 2 (Oct. – Dec.)	Outreach to at least 15,000 families. Receive at least 30 completed enrollment forms.	Targeted social media ads to raise awareness about our school model (Facebook, Instagram, LinkedIn). Digital ads with more specific targets based on data from Q1 digital ad campaign. Email: Monthly mailing list updates to all who have previously shown interest. Mail: Direct mailers to schools that offer K-5 services. In-Person: Tabling at markets, festivals, holiday events, and other community events.



		Announce our application cycle and process on website and social media.
QUARTER 3 (Jan. – Mar.)	Outreach to at least 20,000 families. Receive at least 100 completed enrollment forms.	Targeted social media ads to build interest and engage people in our enrollment process. Digital ads to the narrowest (parents of 5 th graders within 5 miles of school) and the broadest groups (people in metro Atlanta) possible. Email: Monthly mailing list with updates and enrollment information to all who have previously shown interest. Mail: Direct mailers to households within 5 miles of school facility. Follow-Up: All families that stated interest in enrollment or signed petition of support. In-Person: Handing out flyers and hosting information sessions at local community centers, school fairs, and other local organizations. November 1: Application window opens. March 1: Application window closes if more than 130 applications are submitted. March 18: Hold public lottery.
QUARTER 4 (Apr. – Jun.)	Outreach to at least 20,000 families. Receive at least 120 enrollment forms.	Reopen enrollment if seats remain available. Targeted social media to those most likely to enroll based on applications. Targeted emails with updates and opportunities to spread the word to families that have already applied. Mail: Direct mailers to families that have applied and been accepted for enrollment. Call: Enrollment and waitlist (if needed) calls. In-Person: Meet-and-greet for families that have applied to start building community and learn even more about the school.
QUARTER 1 (Jul. – Sept.)	Outreach to at least 20,000 families. Receive at least 130 enrollment forms.	Targeted social media to families if stating number of seats remaining available. Digital ads for enrolled families and separate ads if seats remain for a broader audience. Emails to enrolled families to keep them engaged and separate emails to broader audience if seats remain. Calls for enrolled families and separate calls as needed if seats remain. In-Person: Family welcome and meet-and-greet events. Orientation for enrolled families.



		Information sessions for families still looking for a school home. August 12 th – first day of school
--	--	---



The Anchor School

FAMILY HANDBOOK

2023-2024

The policies in this Handbook may change from time to time, at the school's sole discretion.

www.anchorschool.org

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



The Anchor School

July 2023

Dear Families,

Welcome to The Anchor School! Our staff has been working hard to create a world-class program for your scholar. We continue to prepare for the first day of school – and hope this document helps you and your family prepare for the first day as well. Together, we will ensure that every scholar develops the knowledge, skills, and confidence they need to thrive in our school – and beyond.

This family handbook will give you a good understanding of our schools' mission, educational philosophy, policies, procedures, schedules, and expectations for everyone involved in the success of your scholar. The Anchor School is designed to be a challenging and transformational place for every member of our village. It is also designed to be a place where we all feel safe, supported, and successful in our endeavors.

For more information about The Anchor School, visit our website, www.anchorschool.org.

We look forward to the work ahead!

Sincerely,

The Head of School and Board of Directors



MISSION

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond. Through our commitment to excellent instruction, community partnerships, and holistic student development, we cultivate anchors that build a more just and equitable future.

VISION

We are committed to cultivating experiences that allow young people to understand who they are and to whom they are connected. Our educational approach supports intellectual, physical, social, and emotional growth. Our students will become anchored internally and externally. Our graduates have the confidence, self-awareness, and community they need to succeed in and beyond the university.

THE ANCHOR SCHOOL APPROACH

EXCELLENT INSTRUCTION: All students deserve access to a high-quality education in their community. Great teachers are a major factor for student developmentⁱ. Great teachers are life-long learners. They meet the unique needs of all students. They design experiences that allow students to apply their knowledge and skills in novel ways. Professional learning communities (PLCs), personalized rigor, and place-based projects define the approach to teaching and learning at The Anchor School.

(1) PROFESSIONAL LEARNING COMMUNITIES: Many teachers report feeling isolated or underdeveloped at workⁱⁱ. PLCs reduce feelings of isolation, increase teacher efficacy, and improve teacher retentionⁱⁱⁱ. TAS cultivates a vibrant professional learning culture for students and teachers.

As stated before, TAS teachers will know and love their (1) content, (2) students, and (3) community. Designing meaningful learning experiences requires teachers to develop expertise in all three of these domains.

To ensure teachers know their content, TAS invests in rigorous, grade-level materials as the foundation of the curriculum. TAS curriculum selections allow teachers to align lessons, units, and assessments to rigorous grade-level content through research-backed, Georgia Standards for Excellence (GSE) aligned curriculum materials. TAS teachers deepen their knowledge of content through a lesson planning and internalization process which is facilitated by instructional coaches. Interdisciplinary team meetings also offer PLCs for development through collaborative planning, looking at student work, and consultancy protocols. TAS teachers learn about their students through daily interactions in class and advisory, daily reviews of student work, quarterly professional development rooted in culturally responsive teaching^{iv} as a pedagogical approach to know and love learners, and annual panels featuring student voices. TAS teachers learn about metro Atlanta through a quarterly PLC, led by our partners and local scholars, rooted in the history of metro Atlanta and the community where



the facility is located. TAS teachers also learn about the community through panels and presentations featuring community partners.

- (2) **PERSONALIZED RIGOR:** Many schools were designed in a “factory model” that lacks the capacity to personalize support for a diverse student population. Standardization and personalization do not have to be at odds. The school size, curriculum design, and staffing model at TAS allow students to graduate with more credits, more proficiency on standards of learning, and more personalization than most schools can accomplish.

Cohorts at TAS are smaller than average secondary groups. The cohort size and slow-growth approach at TAS allow for a degree of personalization and responsiveness that is difficult to accomplish in larger schools or schools that grow too fast.

To ensure a rigorous learning environment at TAS, students are routinely exposed to, and demonstrate proficiency in, the Georgia Standards of Excellence. TAS Graduation Requirements meet and exceed the expectations outlined in the rigorous Georgia Graduation Requirements.

To personalize the learning environment, TAS students have an individualized graduation plan^v. These plans ensure all students have a plan to thrive in school and beyond. To support this vision of personalization, all students have the support of multiple purposeful longitudinal relationships (looping advisor, micro-village, and guidance counselor) and teachers are trained in personalization through a partnership with Modern Classrooms. The looping advisor serves as the primary point person on staff for a caseload of 12-15 students. To ensure these personalized plans remain rigorous, TAS utilizes a competency-based grading system to monitor progress towards proficiency, promotion, and graduation for all students.

- (3) **PLACE-BASED PROJECT COURSES:** A common concern for families and students is that too much learning lacks application or a connection to the real world. Adolescence is a critical period of brain development when connections are made between nodes of information stored in long-term memory. TAS will adopt project-based learning methods^{vi} – and emphasize a physical place in the project^{vii} – to support students in making interdisciplinary connections.

Every year, TAS students take traditional courses to learn the fundamental knowledge and skills needed to thrive in school and beyond (i.e. Mathematics, ELA). In addition to these courses, all students are enrolled in a place-based project course. These semester-long courses use projects about special topics to build neural connections across disciplines. Co-taught by a team of two teachers (one STEM and one Humanities), the curriculum weaves together grade-level content to reinforce and solidify learning from multiple disciplines. Students are part of a larger team which produces a real artifact or solution for a real client (one of our partner organizations). Partner organizations expose students to a variety of colleges, careers, workplaces, and challenges that exist beyond the four walls of the school. At the end of each semester, students celebrate their learning with presentations of their work to their teachers, peers, micro-villages, and clients. To further invest students in the topic, project courses emphasize a place they associate with (the school, Atlanta, Georgia, Earth, etc.).



ORGANIZATIONAL BELIEFS

The Anchor School holds six core beliefs as central to our work and our approach.



COMMUNITY COMMITMENTS

We ask all families and students in our community to make five commitments. We believe that if these commitments are upheld, our educational approach will support the holistic development of each scholar at The Anchor School. They are:

- Scholars arrive to school on time every day ready to learn.
- Scholars commit their full potential to their work and their growth.
- Families provide a quiet space for scholars to complete homework.
- Families support scholars to get a full night of sleep (8-10 hours).
- Families attend 4 micro-village conferences per year.

ATTENDANCE POLICY

The Anchor School's attendance policy is grounded in the belief that every student deserves access to an excellent education in their community. Accessing the excellent educational programming we provide requires attendance in school – every minute of every day. There is research connecting school attendance with school performance, so we will carefully monitor attendance and hold students and families accountable for good attendance habits. After 12 unexcused absences, The Anchor School will consider retention or withholding credits depending on the information provided in each case of absenteeism. After 10 unexcused absences, we will schedule a mandatory meeting with the Head of School and Principal. After 5 unexcused absences, we will schedule a mandatory meeting with the Advisor and Social Worker. Per state law, more than five (5) absences is

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



considered truancy because research has indicated that missing more than five days of school begins to impact school performance and attitudes towards school.

Likewise, lateness is considered a serious violation of our community commitments. All scholars should arrive by 8:25 a.m. every school day. Any scholar entering the school at 8:45 a.m. or later is considered “late.” Your scholar will be given an unexcused absence when they accumulate five (5) late arrivals.

Absences are only excused in the following circumstances:

- Personal illness, if the scholar brings a note from a Medical Doctor. Only the dates written on the excuse note will be excused. Handwritten notes by parents will not be sufficient for excusing absences.
- A serious illness or death in a student’s immediate family.
- Absences caused by order of a government agency or court order.
- Observation of religious holidays.
- Conditions rendering attendance impossible or hazardous to student health or safety.
- Registering to vote or voting in a public election, which shall not exceed one day.
- A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent’s or legal guardian’s deployment or during such parent’s or legal guardian’s leave.
- A student whose parent or legal guardian is currently serving or previously served on active duty in the armed forces of the United States, in the Reserves of the armed forces of the United States on extended active duty, or in the National Guard on extended active duty may be granted excused absences, up to a maximum of five school days per school year, not to exceed two school years, for the day or days missed from school to attend military affairs sponsored events, provided the student provides documentation prior to absence from: (i) A provider of care at or sponsored by a medical facility of the United States Department of Veterans Affairs; or (ii) An event sponsored by a corporation exempt from taxation under Section 501(c)(19) of the Internal Revenue Code.
- Suspension, without alternative education, is an excused absence. The Anchor School reserves the right to verify that excuse notes are officially authorized. All notes should be delivered to the office coordinator in the main office.

TRUANCY: When a child is absent, parents, guardians, or other persons who have control of a child enrolled in TAS should report reasons for absences. Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, guardian, or other person who has control or charge of that child shall be in violation of O.C.G.A. § 20-2-690.1(b). Any child that is subject to compulsory attendance who, during the school calendar year, has more than five (5) days of unexcused absences is considered truant. The law states the following:

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



“Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine of not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day’s absence from school in violation of this part after the child’s school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate infraction.”

Schools will notify parents/guardians when a student has accumulated five (5) unexcused absences. Schools will also notify parents/guardians of students 14 years of age and older when the student has accumulated seven (7) unexcused absences during the school year. Possible consequences may also include disposition for unruly children in accordance with O.C.G.A. § 15-11-67.

SCHOOL UNIFORM POLICY

The Anchor School is a uniform school. All scholars must always be in uniform while at the school. If a scholar is not wearing their full uniform, they must correct the missing element of their uniform prior to reporting to class. The only required elements of the uniform for all students are: (1) a school permitted polo shirt or top, (2) school permitted bottoms, and (3) school permitted shoes.

SCHOOL PERMITTED ITEMS



The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



Students are also permitted to wear navy blue or khaki skirts, skorts, or dresses. All skirts, skorts, or dresses must be no shorter than three inches above the knee. All shorts must be no shorter than five inches above the knee. These rules apply to all gender identities.



The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



SCHOOL PERMITTED SHOES

Students are permitted to wear fully enclosed black leather shoes OR fully enclosed rubber sole sneakers because these shoes provide adequate support and protection during practical lessons.



In addition to these school permitted uniform items, students will be allowed to choose from a variety of uniform accessories including sweaters, sweatshirts, vests, jackets, Physical Education uniform items, and more. The intent of the uniform is to build school pride, cohesion, and safety for the regular activities happening on campus.

Exceptions to the dress code will be made for those in need of a religious exemption.

STUDENT CODE OF CONDUCT

PHILOSOPHY: The Anchor School promotes a climate and culture which is characterized by feelings of safety, support, success, connection, belonging, challenge, affirmation, inclusion, and shared ownership of the school.

The Anchor School charter is, in essence, a contract between the school, the family, and the state of Georgia for how we will operate.

Our approach to discipline is rooted in culturally responsive pedagogy, restorative justice practices, and our core belief that the learning environment must be treated as a sacred and safe space for all of our students.

RESTORATIVE JUSTICE: When thinking about student discipline, TAS defines itself as a network of relationships that support the success and protect the potential of adolescents in school and beyond. When a relationship is damaged at any level (student-to-student, student-to-teacher, etc.), TAS prioritizes restoration over punishment. There is a growing body of evidence to support the use of restorative justice practices in schools. There is also a growing body of evidence to suggest that suspension and expulsion cause a great deal of harm with arguably no benefit. Restorative justice is a framework, with accompanying practices, to support the reconciliation of relationships that have been fractured by harmful actions. Restorative justice practices have been proven to increase respect, accountability, healing, and empathy in students who learn them. Restorative justice protocols allow students to answer questions like: (1) what happened? (2) how did it happen? (3) what part did you play in it? (4) how were you affected by what you did? (5) who else was affected by what you did? (6) what can you do to repair the harm? and (7) what do you need to make it right? In our community, where we operate as a village, these questions might be explored by students in the company of their

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



teacher, advisor, family, mentor, and/or peers. Going back to what the school is – a network of relationships – restorative justice practices give TAS a framework and approach to heal and maintain relationships over time. Restorative justice requires training and expertise – which begin with the Head of School, School Social Worker, and Grade-Level Lead Teachers in Years 1-2. The group of personnel supporting restorative justice practices in the school beyond Year 3 includes all Directors, Associate Directors, and academy level Principals.

It is our belief that positive school and classroom cultures are established more through fostering relationships and developing value around positive and productive behaviors, than through punishment for undesired behaviors. Staff members are encouraged to leverage culturally responsive pedagogy and restorative justice practices to build positive classroom cultures – and to redirect student behavior. Students and staff are happiest, healthiest, and most likely to make positive changes in their behavior when those in authority do things with them rather than to them or for them.

(80%) Proactive Relationship building	Actions
<ul style="list-style-type: none"> ● Develop healthy relationships. ● Collectively identify common values and guidelines. ● Cultivate acceptance and understanding of others. ● Promote and strengthen a sense of belonging and ownership. ● Model and demonstrate respect, consistency, and fairness without judgement. 	Schoolwide Interventions <ul style="list-style-type: none"> ● Classroom Norms ● Community & Advisory Circles ● Culturally Responsive Practices ● Relationship Building Strategies ● Affective Statements (positive and negative) ● Affective Questions ● Modeling behavior ● Parent Contact (positive calls, micro-village meetings, open houses, emails, parent letters, personal introductions, etc.)
(15%) When should we be “WITH”	Actions
<ul style="list-style-type: none"> ● To prevent harm ● To resolve differences ● To promote social and emotional wellness ● To maintain a positive school climate and culture ● Tardies ● Class disruptions ● Disrespectful language ● Harmful behaviors ● Failure to complete assignments ● Lack of class engagement ● Skipping (1st offense) ● Academic dishonesty ● Minor dress code offenses ● Misuses of technology ● Unintentional damage to property 	Teacher and Staff Interventions <ul style="list-style-type: none"> ● Affective statements ● Affective Questions ● Community circles to reemphasize class norms ● Impromptu conferencing ● Problem solving circles ● Student reflection sheet ● Hallway conferencing
(5%) When should we be “TO”	Actions

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



<p>To repair a relationship or reintegrate a student into the community. To create a system of personal and collective accountability. To rebuild relationships within the learning community. To respond to any action that poses a safety risk to the community:</p> <ul style="list-style-type: none"> ● Endangering self or others ● Fighting ● Bullying ● Intentional destruction of property ● Major dress code offenses 	<p>Administrative Intervention</p> <ul style="list-style-type: none"> ● Impromptu conferences ● Affective questions ● Problem solving circles ● Formal restorative circle ● Formal contract to repair harm ● Reintegration plan
--	---

INTERVENTIONS: If a student needs additional support, intervention steps are outlined below. **Our staff are expected to carry out each intervention in a way that is restorative to both the student and the staff member.** Parents, peer teachers, counselors, dean of students, and other support staff are viewed as a source of support throughout this process.

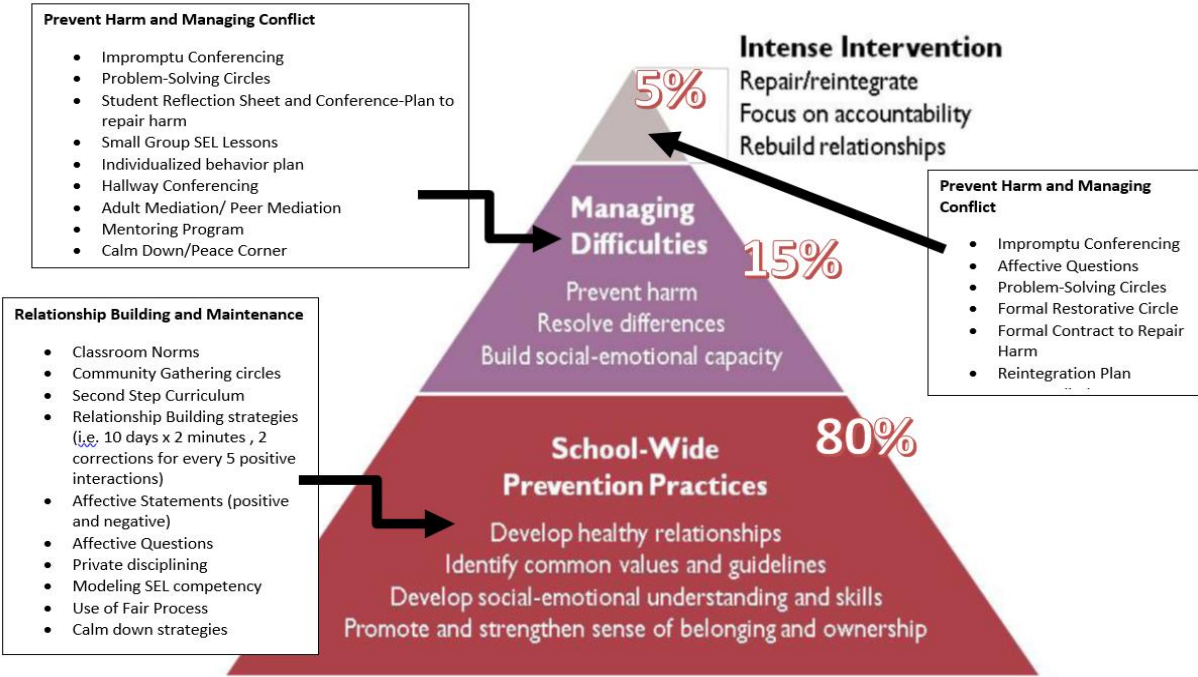
<p>Initial Interventions</p> <ol style="list-style-type: none"> 1. Warning – Verbal warning, Use of proximity, Change of location within the learning environment, Quick mindfulness practice, Narration of positive things happening in the learning environment, Private conversation or check-in 2. Teacher/Student conference - Reflection (Journal or Discussion), Restorative Practices (see above) 3. Parent Notification (logged into SIS) - Email, phone call (contact must be made)
<p>Follow-Up Interventions</p> <ul style="list-style-type: none"> ● Teacher Intervention - example: Detention (a.m. or p.m.), Silent lunch, Lunch-and-Learn, Restitution ● Request Case Conference with family and, possibly, other members of micro-village <ul style="list-style-type: none"> ○ Reach out to Head of School and Director of School Operations ● Referral <ul style="list-style-type: none"> ○ Tier 2 behavioral intervention ○ Check-in-Check-out, behavior contract, motivation strategies etc. . . ○ Individual counseling with social worker or therapist ○ Group counseling with social worker or therapist
<p>Administrative Intervention</p> <ul style="list-style-type: none"> ● Office Referral - Restorative Circle <ul style="list-style-type: none"> ○ If an office referral is generated, the teacher/staff member will also be requested to be a part of the circle. Families will also be invited and expected in attendance at these conversations. ○ Could result in the following: consequence determined by Head of School, detention, ISS, withdrawal of privileges, restorative justice action, peer mediation, or OSS. ● Repeated Office Referral - Formal Restorative Circle (Parent and, possibly, other members of micro-village included) <ul style="list-style-type: none"> ○ Behavior contract (Parent/Student Accountability) ○ Positive reinforcement ○ Reward system for decrease of negative behavior ○ Could result in the following

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



- OSS, ISS, Possible Social Worker, Wrap around Services, Tier 3 or expulsion referral
- Formal Contract to repair harm

Restorative Practice Graphic



SHORT-TERM SUSPENSION: The state of Georgia defines short-term suspensions as those which last 10 days or less. TAS relies heavily on the quality of relationships in the school, the clarity of the code of conduct, and the consistency of implementing school-wide systems to prevent use of suspensions whenever possible. Through the commitment to build a more just and equitable future, TAS aims to minimize the use of suspensions to only the most severe violations of community standards outlined in the code of conduct. Whenever possible, the first response is restorative justice practices. In the rare event that a suspension is the outcome of an event on campus, a restorative justice practice will be utilized prior to a full return to an integrated and safe experience on campus.

LONG-TERM SUSPENSION: The state of Georgia defines long-term suspensions as those which last more than 10 days. TAS only uses long-term suspensions in the most serious cases that cannot be resolved immediately through restorative justice practices. Upon return to campus, a restorative justice practice will be utilized to ensure there is an opportunity for healing and reconciliation.

EXPULSION: The Anchor School only expels students for reasons that are legally required by Georgia law.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



MANIFESTATION HEARINGS: In any situation where TAS considers a suspension or expulsion for a student with an IEP or 504, TAS follows the provisions outlined in the IDEA law regarding manifestation meetings and hearing protocols. A manifestation determination meeting will be held any time a student is subject to possible suspension or expulsion greater than 10 school days, whether consecutive or cumulative. A team of individuals, including members of the student’s micro-village, parents, general education teachers, special education teachers, the Head of School, and a certified child psychologist, will meet for the manifestation determination meeting. The purpose of this meeting is ultimately to answer two important questions: (1) “was the behavior caused by or directly and substantially related to the child’s disability?” and (2) “was the behavior a direct result of the school’s failure to implement the child’s IEP?” If the IEP team concludes the behavior in question was the result of (a) the student’s disability or (b) the school’s failure to implement the student’s IEP, then no further disciplinary action is taken, and the school conducts an internal investigation to determine root causes and to improve support plans and their implementation. If the IEP team concludes the behavior in question was not the result of (a) the student’s disability or (b) the school’s failure to implement the student’s IEP, then the school proceeds with the disciplinary process as outlined for all students.

DUE PROCESS: If a student is recommended for a suspension more than 10 days– including expulsions – the student has a constitutional right for due process per the ruling of the United States Supreme Court in *Goss v. Lopez*. Due process, at a minimum, must include: (1) proper notice in the primary language of the family; (2) a timely opportunity to be heard in the primary language of the family; (3) a right to appeal the decision; and (4) a right to be represented by counsel if the student’s family chooses. Proper notice must include the violation of community standards with reference to the code of conduct, the date and time of the violation, and the date and time of the hearing. Due process hearings must occur within 10 days of the first day of suspension. Pursuant to O.C.G.A. §. 20-2-750, this due process hearing is overseen by a 3rd party hearing officer. All this information is provided in the student code of conduct and reviewed in the annual information session about family and student rights.

PHYSICAL ASSAULT OR BATTERY OF OTHER STUDENTS: All forms of assault, including physical assault or battery, are not tolerated at TAS. Our staff takes assault and violence of all types seriously and will take disciplinary actions in cases where it is identified. Disciplinary actions for assault may include loss of privileges, in-school suspension, out-of-school suspension, etc., because this is required by state law and state board of education policy.

Section 1: Definition of Physical Assault

Physical Assault is defined as:

- Behavior which causes bodily harm (injury) to another.
- An intentional or reckless act that causes physical injury, bodily harm, or subjects another to unwanted physical contact.

Section 2: Reporting, Investigation, and Notification Procedures

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



All students and/or school employees shall immediately report incidents of bullying, harassment of any type, intimidation, violence, physical assault, battery, and retaliation to the Head of School.

Each report of physical assault or battery shall be documented and promptly investigated, and result in consequences given appropriate to the situation and in accordance with law.

*NOTE: Parents/guardians of students who are victims of physical assault or are found to have committed violent behaviors will be notified via phone call, conference, or letter. Staff members should report instances of these behaviors to school administration immediately so that administrators may review them in a timely manner. A meeting with administration is required with the parents of the student determined to have committed violent behaviors.

Further, reported incidents of bullying, harassment of any type, intimidation, physical assault, battery, or retaliation that have occurred outside the jurisdiction of the school and have not disrupted the school environment shall still be reported to the student's parent/guardian.

SEXUAL HARASSMENT: All forms of harassment, including sexual harassment, are not tolerated at TAS. Our staff takes harassment of all types seriously and will take disciplinary actions in cases where sexual harassment is identified. Disciplinary actions for sexual harassment may include loss of privileges, in-school suspension, out-of-school suspension, etc., because this is required by state law and state board of education policy.

Section 1: Definition of Sexual Harassment

Sexual Harassment is defined as:

- Behavior characterized by the making of unwelcome and inappropriate sexual remarks or physical advances in the school or in the context of school activities.
- Sexual harassment can either be physical or verbal, maybe even both.

Section 2: Reporting, Investigation, and Notification Procedures

All students and/or school employees shall immediately report incidents of bullying, harassment of any type, intimidation, and retaliation to the Head of School.

Each report of sexual harassment shall be documented and promptly investigated, and result in consequences given appropriate to the situation and in accordance with law.

*NOTE: Parents/guardians of students who are victims of bullying or are found to have committed sexual harassment behaviors will be notified via phone call, conference, or letter. Staff members should report instances of these behaviors to school administration immediately so that administrators may review them in a timely manner. A meeting with administration is required with the parents of the student determined to have committed harassing behaviors.

Further, reported incidents of bullying, harassment of any type, intimidation, or retaliation that have occurred outside the jurisdiction of the school and have not disrupted the school environment shall still be reported to the student's parent/guardian.

Section 3: Disciplinary Procedures

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



Upon confirming that sexual harassment has occurred, the accused student should be charged with sexual harassment and given an age-appropriate consequence in accordance with the Code of Conduct, which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Students in grades six through eight found by a disciplinary hearing officer, panel, or tribunal to have committed the offense of sexual harassment for the third time in a school year shall be assigned to an alternative education program. Such alternative education program shall be provided in a setting other than the student's regular classroom, may be located on or off the regular school campus, may include in-school suspension that provides continued progress on regular classroom assignments, and shall provide for the student's educational and behavioral needs, to include supervision and counseling.

The School shall remain mindful of due process, special education, and Section 504 obligations, among others, when assigned students to alternative settings.

BULLYING: Bullying is not tolerated at TAS. Our staff takes bullying seriously and will take disciplinary actions in cases where bullying is identified. Repeated incidents of student bullying will result in disciplinary actions including loss of privileges, in-school suspension, out of school suspension, etc., because this is required by state law.

Section 1: Definition of Bullying

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
- Intentionally exhibiting a display of force such as would give the victim reason to fear or expect any immediate bodily harm
- 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 within the meaning of O.C.G.A. § 16-5-23.1 or visible bodily harm capable of being perceived by a person other than the victim as defined in O.C.G.A. § 16-5- 23.1 and may include, but is not limited to, substantial injuries or pain
- Substantially interference with the victim's education
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
- Has the effect of substantially disrupting the orderly operation of the school

Cyberbullying/Electronic Bullying: Bullying can occur on school property or through school technology resources but can also occur through the use of electronic communications. Whether or not that communication originated on school property with school technology resources, if the electronic communication is directed specifically at students or school personnel, maliciously intended for the purpose threatening the safety of those specified or substantially disrupting the

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



orderly operation of the school, 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 it is considered a form of cyberbullying.

Retaliation against any complainant or any participant in the complaint process is also prohibited.

Section 2: Reporting, Investigation, and Notification Procedures

All students and/or school employees shall immediately report incidents of bullying, harassment, intimidation, and retaliation to the Head of School.

Employees, volunteers, students, and parents/guardians/other persons that have access to monitor students may anonymously report or otherwise provide information on bullying activity to a school administrator or by calling the Georgia Department of Education's 1-877-SAY-STOP (1-877-729-7867) School Safety Hotline. No person who reports bullying will be retaliated against by any school employee.

Each report of bullying shall be documented and promptly investigated, and result in consequences given appropriate to the situation and in accordance with law.

*NOTE: Parents/guardians of students who are victims of bullying or are found to have committed bullying behaviors will be notified via conference or letter/referral. Staff members should report instances of these behaviors to school administration immediately so that administrators may review them in a timely manner. A meeting with administration is required with the parents of the student determined to have committed bullying behaviors.

Further, reported incidents of bullying, harassment, intimidation, or retaliation that have occurred outside the jurisdiction of the school and have not disrupted the school environment shall still be reported to the student's parent/guardian.

Section 3: Disciplinary Procedures

Upon confirming that bullying has occurred, the accused student should be charged with bullying and given an age-appropriate consequence in accordance with the Code of Conduct, which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Students in grades six through eight found by a disciplinary hearing officer, panel, or tribunal to have committed the offense of bullying for the third time in a school year shall be assigned to an alternative education program. Such alternative education program shall be provided in a setting other than the student's regular classroom, may be located on or off the regular school campus, may include in-school suspension that provides continued progress on regular classroom assignments, and shall provide for the student's educational and behavioral needs, to include supervision and counseling.

The School shall remain mindful of due process, special education, and Section 504 obligations, among others, when assigned students to alternative settings.



SUICIDE POLICY: TAS recognizes:

- (1) That physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- (2) That suicide is a leading cause of death among young people ages 10-19,
- (3) That the school has an ethical responsibility to:
 - a. Take a proactive approach in preventing deaths by suicide,
 - b. To provide an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide, and
 - c. To foster positive youth development.

Policy Statement

It is the policy of TAS to actively respond in any situation where a student verbally or behaviorally indicates an intent to attempt suicide or to do physical harm to himself/herself.

As such, TAS shall:

1. Provide annual training in suicide awareness and prevention to all certificated school personnel within the framework of existing in-service training programs offered by the Georgia Department of Education or as part of required professional development in accordance with state laws and rules established by the Georgia Department of Education.
2. Establish a youth suicide prevention program that includes prevention, intervention, and postvention:
 - a. Identify risk factors for youth suicide (prevention)
 - b. Establish procedures to intervene with such youth (intervention)
 - c. Identify referral services and resources (postvention)
 - d. Identify resources and establish training for school personnel (training)
 - e. Identify resources for education of students regarding suicide and suicide prevention.

Guidelines

The Head of School, or his/her designee, will provide training to the staff and shall use resources from the Georgia Department of Education which include a list of approved training materials that fulfill the requirements of O.C.G.A. §20-2-779.1. The designated person delivering the training may include any other training materials currently being used by the school if such training materials meet the criteria established by the GaDOE.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



Approved materials shall include training on how to identify appropriate mental health services, both within the school and also within the larger community, and when and how to refer youth and their families to those services. Approved materials may include programs that can be completed through self-review of suitable suicide prevention materials.

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.

TAS Nondiscrimination

The Anchor School requires compliance with all discrimination laws, including but not limited to: Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Equal Pay Act of 1963, Pregnancy Discrimination Act, Age Discrimination Act of 1975 (Age Act), Age Discrimination and Employment Act (ADEA), Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Boy Scouts of America Equal Access Act of 2001, and the Individuals with Disabilities Education Act (IDEA).

TAS believes that all students are entitled to equal educational opportunities regardless of their race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status in any of TAS' education programs, activities, or practices. The board further recognizes its responsibility in accordance with applicable laws (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) to ensure that all students have an equal opportunity to benefit from and participate in all programs and activities of the school system. Additionally, sexual harassment is a form of sex discrimination prohibited by Title IX. TAS is committed to upholding these laws and takes discriminatory behaviors seriously.

TAS has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying. Allegations of discrimination should be reported immediately to an administrator or counselor at the school.

A student may make a direct report to Dr. Josh Pinto Taylor at (404) 909-4555. The school administrator shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter. Formal complaints should be filed within 30 calendar days of the alleged incident.

All inquiries and discrimination complaints filed with the Head of School (except in extenuating circumstances) are confidential to the fullest extent possible. Confidentiality also applies to the investigative process of all investigations conducted by the Head of School. All school personnel who have knowledge of the occurrence of discrimination should immediately make an appropriate report of the alleged misconduct to the appropriate Director or to the Head of School.

***The Anchor School** is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.*



Students should note that it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee, including during off-school hours.

TEACHER CODE OF CONDUCT

The Anchor School has created a staff handbook which outlines the teacher code of conduct in more detail. It is important for you, as families, to know that teachers at The Anchor School are expected to know and love their (1) students, (2) content, and (3) context. TAS provides ongoing professional development to ensure teachers are demonstrating these characteristics.

Student Reporting of Acts of Sexual Abuse or Sexual Misconduct by TAS Employee

In accordance with the requirements found in O.C.G.A. § 20-2-751.7, TAS complies with the Professional Standards Commission's state mandated process for students to follow when reporting instances of alleged inappropriate sexual behavior by a school employee.

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 act to any teacher, counselor, or administrator at the School.

Any teacher, counselor, or administrator receiving such a report shall make an oral report of the incident immediately by telephone or otherwise to the Head of School and shall submit a written report of the incident to the Head of School within 24 hours. If the Head of School is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the Governing Board and State Charter Schools Commission.

The Head of School who receives a report of 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 to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to the 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 the School. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the Head of School shall make an immediate written report to the Governing Board, State Charter Schools Commission 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. 197-5.

"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. Educator sexual misconduct by an educator may include, but is not limited to, the following behavior:

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



1. Making sexual comments, jokes, or gestures.
2. Showing or displaying sexual pictures, photographs, illustrations, or messages.
3. Writing sexual messages/graffiti on notes or the internet.
4. Spreading sexual rumors.
5. Spying on students as they dress, shower, or use the restroom at school.
6. Flashing or "mooning" students.
7. Touching, excessively hugging, or grabbing students in a sexual way.
8. Forcing a student to kiss him/her or do something else of a sexual nature.
9. Talking or asking about a student's developing body, sexuality, dating habits, etc.
10. Talking repeatedly about sexual activities or sexual fantasies.
11. Making fun of your body parts.
12. Calling students sexual names.

SCHOOL CALENDAR

The Anchor School has an academic calendar which supports student and staff development throughout the year. The image below provides an overview of the calendar and a legend to help families interpret when we are in and out of school.

2023-2024



The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



ACADEMIC PROGRAM

TAS curriculum will be developed from a combination of in-house resources and vendor-created resources. Wherever TAS can find high-quality and affordable curricular materials that are aligned with Georgia Standards of Excellence (GSE), TAS uses those materials as the foundation for our learning experiences. For the content that makes our school program truly unique (place-based projects, advisory, personalized learning, etc.) TAS builds content in-house to align with GSE and our proposed scope and sequence.

No matter how the content is created, TAS ensures curriculum materials are grade-level appropriate, aligned to GSE, personalized to be made accessible to all learners, grounded in truth, and supported by evidence. TAS teachers will do the necessary work to ensure all lesson materials are in alignment with GSE and the corresponding GaDOE curriculum map for the course they teach with enough time to allow their instructional coach to review their work for rigor, alignment, personalization, and accuracy. Alignment to GSE is checked by the Head of School, Director of Curriculum & Instruction, and Associate Director of Curriculum & Instruction. Alignment is confirmed annually (prior to curriculum adoption) and weekly (after lesson materials are created by the teacher).

MIDDLE SCHOOL CURRICULUM

MATH – For 6th-8th grade Math courses TAS adopts the free Eureka open-source curriculum. Research has shown that Eureka Math offers a level of rigor, coherence, and focus that builds deep conceptual understanding^{viii}.

ELA – For 6th-8th grade ELA courses TAS adopts the free EL Education open-source curriculum. Research has shown that EL Education offers a level of rigor, coherence, and focus that builds background knowledge through reading, promotes discovery through research, and fosters creativity through writing^{ix}.

SCIENCE – For 8th grade Science TAS adopts the Amplify curriculum. Research has shown that Amplify offers a level of rigor, coherence, and focus that sheds light on natural phenomena in ways that are engaging and mirror how scientists make discoveries in the universe^x.

HUMANITIES – For 8th grade Humanities TAS adopts free open-source materials from Achievement First. This set of materials is designed to set students up for success in AP and other college-level humanities courses in high school.

PROJECTS – For 6th-8th grade place-based project courses TAS creates the curriculum in a strategic partnership between our project lead teachers, principals, head of school, and community partners. These semester-long project-based learning courses require our project lead teachers to blend their knowledge of our students, their content expertise, and their knowledge of the city of Atlanta into a meaningful and engaging longitudinal project. These courses will align to Georgia Standards of Excellence in the fields of Math, Science, ELA, and Humanities.

PE – For 6th-8th grade PE courses TAS designs the curriculum using the corresponding GaDOE curriculum map. The PE curriculum is designed to align with Georgia Performance Standards and

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



National Physical Education Standards. The personal and community health courses are also designed with ELA standards of excellence in mind – as they present meaningful opportunities to practice reading, writing, and oral communication.

MODERN LANGUAGE – For 6th-8th grade Spanish courses TAS uses the STAMP assessment for diagnosing language proficiency. Each course is designed to support the various levels of proficiency in the middle school population. All courses are designed to align with Georgia standards of excellence for high school level Spanish so students can begin earning modern language credits in middle school if they would like. TAS designs the curriculum using the corresponding GaDOE curriculum maps.

SMALL GROUP INSTRUCTION (SGI) – For 6th-8th grade SGI sections TAS follows our MTSS process of student identification, intervention design, monitoring, and evaluation. These materials are created in-house in response to the targeted intervention area defined for each group of students. TAS uses EL Education, Eureka, and Lifelong Readers curriculum materials as the foundational resources. TAS modifies materials in this setting to meet the developmental needs of the student group they intend to serve. This aspect of the curriculum requires some alignment to standards in lower grades to ensure students are working in their zone of proximal development.

ADVISORY – For 6th-8th grade Advisory sections TAS adopts nXu curriculum (Years 1-3) and Valor Compass Circles (Years 4-5) as innovative and proven approaches to develop empathy, communication skills, social intelligence, and emotional intelligence. The work produced in advisory allows students time for introspection and identity development. The work produced in this setting also serves as a foundation for building community, relationships, trust, and empathy. The circles framework also normalizes our use of circle-based protocols in other spaces (restorative circles, micro-village circles, etc.).

HOMEWORK: Homework is a vital part of our program at TAS. It requires support from families and strengthens the tie between the school environment and the home environment. The homework philosophy at TAS is that all homework should either be preparation for an upcoming lesson or practice from a previous lesson. The National Education Association recommends 10 minutes of homework per night per grade-level. Accordingly, The Anchor School will assign approximately 60 minutes of homework per night for 6th graders, and then increases that number by 10 minutes for each new grade-level. By 12th grade, families can expect approximately two hours per night of homework. Homework assigned as practice can be made up. Homework assigned as preparation for an upcoming lesson cannot be made up.

INDEPENDENT READING: The Anchor School provides books to all students for independent reading time in school and at home. Research shows that the #1 way to improve a scholar's reading skills is to have them read. Scholars who read outside of school are the strongest readers and score the highest on reading tests. Supporting your scholar's independent reading at home is the best way to help them improve their speed, accuracy, vocabulary, fluency, and comprehension skills while reading. It is especially helpful for families to ask their scholars to read out loud and stop them occasionally to have the scholar summarize what they just read. Asking simple comprehension questions as your scholar reads to you is one of the highest impact ways you can support our work at home.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



MISSED WORK: After returning from an absence, scholars are expected to complete any missed assignments in a timely manner. Teachers are expected to support scholars and families in this process. The parent is expected to help the scholar check on missed assignments, and to complete any missed work. In the event of a planned absence, parents should notify the school prior to the absence so the teachers can prepare the work in advance for completion during the planned absence.

ENRICHMENT: The Anchor School creates enrichment program opportunities before and after school. The before school programs run from 7:30-8:25 a.m. The after school programs run from 4:00-5:25 p.m.

MICRO-VILLAGE CONFERENCES & LOOPING ADVISORS: Every student at TAS, with the support of their family, identifies 3-5 adults, in addition to their looping advisor, to meet with them quarterly, review progress, plan for success, and set concrete goals for social, emotional, behavioral, academic, and physical development moving forward. This group of people is called a “micro-village” – built on the idea that it takes a village to raise a child. Imagine a team of caring adults coming together each quarter to support a student and to partner with them towards a plan that compliments their purpose and passion. TAS organizes each micro-village meeting – an effort requiring tremendous coordination. To make this possible, TAS has dedicated time in the annual calendar for these meetings.

The TAS staffing model and bell schedule allows advisors to have a mixed-gender cohort of 12-15 students who they advise for the duration of middle school or high school. This longitudinal relationship is important because it creates a level of personalized communication with families. Advisors are a required member of every micro-village. Advisors manage a caseload of 12-15 individualized learning and graduation plans. Looping advisors is important because this structure increases the relational connection between the school and the family and makes feedback about the student more holistic and personalized. Furthermore, this structure supports our counseling efforts in high school because the advisor reminds students and families about school promotion and graduation requirements in each of these micro-village meetings.

ENGLISH LANGUAGE LEARNERS & SPECIAL EDUCATION: The Anchor School believes that all children, regardless of English Language Proficiency or Special Education needs, can learn and achieve at high levels. Therefore, The Anchor School has structured its program to provide resources for special education scholars and to ensure that all scholars with limited English proficiency (ELL) will be proficient readers, writers, and speakers of English within two years of inclusion in our school programming. The Anchor School is equally committed to those scholars with Individualized Education Plans (IEPs). Scholars who are mandated to receive Speech, Occupational Therapy, Physical Therapy, Special Education Teacher Support Services, or counseling will receive all services through coordinated efforts between the school and the family. These topics are described in more detail below.

EXISTING SPECIAL EDUCATION SERVICES: Any student with an IEP or 504 plan will receive all appropriate services through Special Education-certified staff and contracted vendors. TAS will serve students on the full continuum of services required by mild, moderate, and severe disabilities. Students will be served through the least restrictive environment (LRE) possible. When families enroll, the school will ask about IEP/504 plans in their enrollment packets, as well as check the State Longitudinal Data System to confirm any pre-existing plans.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



NEW SPECIAL EDUCATION EVALUATIONS: Any time a parent/guardian requests an evaluation, or TAS suspects a disability, the student would be recommended for evaluation, regardless of whether or not the student is receiving Multi-Tiered System of Supports (“MTSS”) interventions. Additionally, for students in Tier 3 of MTSS that do not show progress, TAS will recommend a Special Education evaluation. Under Georgia SBOE Rule 160-4-7.09-6, TAS will communicate the recommendation for evaluation to parent(s)/guardian(s) for them to consent to or decline testing through a meeting and parental consent to evaluation (PCE) form. If the parent(s)/guardian(s) declines evaluation, the student will remain in Tier 3 MTSS support. Special Education evaluations will be conducted by a licensed psychologist through a contracted vendor. The initial evaluation must include at least two measures of cognitive intelligence and intelligence-based testing. Students will be tested in all areas of suspected disability.

After an evaluation, the results will be shared with the IEP team (parent(s)/guardian(s), classroom teacher, Special Education teacher, and Head of School) at the eligibility meeting. Parent(s)/guardian(s) participation is critical in the determination of eligibility for special education and in the development of an Individualized Education Plan (IEP - see below). Every reasonable effort will be made to schedule meetings such that parent(s)/guardian(s) have the opportunity to participate. Parents may also participate by phone if unable to attend the meeting. Parent(s)/guardian(s) are welcome to invite others to attend the meeting. Parent(s)/guardian(s) should notify the school at least three (3) school days in advance of the meeting the name(s) and role(s) (i.e., family, friend, advocate, attorney) of each individual that will be attending the meeting at their invitation.

ELIGIBILITY FOR SPECIAL EDUCATION: In order to be eligible for special education services, a student must meet all of the following criteria:

1. The student has a disability, as defined by the Individuals with Disabilities Education Act (“IDEA”)
2. Due to the disability, the student is not making effective progress in the general education program
3. The student requires specifically designed instruction or related services (examples include occupational therapy, speech therapy, or physical therapy)

Students with disabilities requiring specialized support may qualify for a support plan under either Section 504 of the Rehabilitation Act or an IEP under the IDEA. An IEP must include present levels, goals with input from classroom data and the child’s teacher(s), special educator(s), external evaluation results, the family, Behavior Improvement Plan (BIP – as needed), and any related services. After IEP/504 creation, all modifications and accommodations will be implemented by school personnel and, as appropriate, contracted service providers.

INDIVIDUALIZED EDUCATION PLANS (IEPs): The IEP is a legal document that identifies the services and accommodations that are necessary for students to make effective progress.

An IEP is reviewed every year by a team that includes the student’s teachers, any specialists involved in the student’s education, the parent, anyone the parent invites, and the student if the student is of an appropriate age to participate.

***The Anchor School** is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.*



504 ACCOMMODATION PLANS: Upon completion of an evaluation, a 504 Accommodation Plan may be developed for a qualified student with a disability which “substantially limits one or more major life activities,” such as learning and who requires accommodations in order to access the general education curriculum. A 504 Plan is a legal document, which is primarily a classroom accommodation plan. It is not an IEP.

RELATED SERVICES: Sometimes students with disabilities may need support in areas other than just instruction. For example, if a student has been evaluated and determined to have challenges with speech, then that student should also work with a speech therapist to help them develop important skills for communicating within school. This type of service is called a related service and is provided by a specialist who is trained in a specific area (for example, a speech therapist rather than a classroom teacher). TAS works with external contracts to provide different related services, including physical therapy, occupational therapy, speech therapy, counseling, and paraprofessional support.

MANIFESTATION HEARING: In cases where a student with an IEP or 504 plan has a long-term suspension (more than 10 days at once or cumulatively throughout the year), our school will follow the manifestation meeting protocols outlined in the IDEA law. A team of family members, teacher, special educator, Head of School, and any other involved staff will convene for the manifestation hearing. The team will analyze antecedents, perceived motives, reactions, and outcomes of the behavior resulting in the disciplinary infractions, to determine the answers to two questions: “Was the behavior caused by or directly and substantially related to the child’s disability? Was the behavior a direct result of the school’s failure to implement the child’s IEP?” If the behavior was a result of the student’s disability or the school’s failure to implement the student’s IEP, then the behavior was a manifestation. No further disciplinary actions may be taken, and the school will evaluate improvements to support plans and implementation. If the behavior was not a manifestation, the need for a functional behavioral assessment and a behavioral intervention plan should be considered to prevent the behavior from recurring

DISPUTES: TAS will make every effort to resolve any concerns from families through IEP team meetings to make the best decision for our students. Please note, parent(s)/guardian(s) always have the right to file complaints regarding special education in accordance with O.C.G.A § 20-2-1160 directly with the State Department of Education, the Office of Civil Rights, or filing an administrative complaint. Parent(s)/guardian(s) will receive a copy of their parental rights at the beginning of every special education meeting, which will detail the right parent(s)/guardian(s) to file complaints.

ENGLISH LANGUAGE LEARNER SERVICES: TAS will identify students learning English and deliver programming to ensure student success in accordance with Georgia SBOE Rule 160-4-6-.02. All students will be placed in general education classrooms and taught in English.

Enrollment

All information will be provided to families in a language that the parents understand. Upon enrollment at TAS, all families will complete the Home Language Survey. The Home Language Survey is used to determine whether a language other than English is used in the student’s home and is not used to determine a student’s language classification or immigration status. The information provided on the Home Language Survey is kept in the student’s cumulative record. The Home Language Survey consists of three questions 1) Which language does your child best understand and speak? 2) Which

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



language does your child most frequently speak at home? 3) Which language do adults in your home most frequently use when speaking with your child? If the answers to all questions on the Home Language Survey are “English”, then no further action is taken. If there is evidence of significant non-English exposure, then the pupil must be assessed for ELL status.

English Language Learner Identification

For all families that indicate a language other than English is spoken in the home on the home language survey, students will be assessed using the ACCESS for ELLs 2.0 to determine English language proficiency levels in the domains of speaking, listening, reading and writing within two weeks of enrollment. TAS will utilize qualified staff or external evaluation vendor to conduct assessments.

English Language Learner Programming

The results of the assessment and the programming plan will be communicated with families in their preferred language, as indicated on the home language survey. If a student is identified as ELL, they will be provided with Sheltered English Immersion instruction – Sheltered Content Instruction and/or Direct ESL instruction depending on the ACCESS data. This instruction will be provided during our 70-minute literacy rotations model.

Progress Monitoring

TAS will utilize the WIDA suite to monitor progress and adjust appropriate instruction, accommodations, and modifications to ensure student progress. Students will be exited from the ELL program when indicated by ACCESS exam scores or general education assessments indicate language proficiency. Upon exiting the ELL program, students will be monitored with ACCESS for two years, and will be provided services again if regression is measured.

Students whose primary language is not English have equal rights of access to all academic and non-academic components of the TAS experience.

HOMELESS STUDENT SERVICES: In accordance with the Education for Homeless Children and Youths: Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) TAS adheres to the principle that all eligible children and youth, including the homeless, are entitled to a free, appropriate public education.

Students identified as homeless or “in transition” will be given full opportunity to meet state and local academic achievement standards and will be included in state and district wide assessments and accountability systems. Our school will ensure that children and youth in transition are free from discrimination, segregation, and harassment. Homeless students will be provided all district services for which they are eligible, including limited English proficiency, vocational and technical education programs, gifted and talented programs, and after school programs where applicable.

Definitions

In accordance with the Act and SBOE Rule 160-5-1-.28, the term “homeless child and youth” is defined as individual who lack a fixed, adequate, and regular nighttime residence, including children and youth who are:

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



1. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Who are living in emergency shelters.
4. Who are abandoned in hospitals or are awaiting foster care placement.
5. Whose primary nighttime residence is a public or private place not designed for or ordinarily used as a regular sleeping accommodation.
6. Who are living in cars, parks, public spaces, abandoned buildings, or substandard housing, bus or train stations, or similar settings.
7. Migratory students who qualify as homeless because the children are living in any of the above described circumstances.
8. Unaccompanied and are not in the physical custody of a parent or guardian.
 - A child shall be considered to be experiencing homelessness for as long as he or she is in a living situation as described above.
 - “Unaccompanied youth” means a youth not in the physical custody of a parent or guardian, who is in transition as defined above.
 - “Immediate” means without delay
 - “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.

Identification

In collaboration with school personnel and community organizations, the school’s homeless liaison will identify children and youth experiencing homelessness within our school. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the liaison. Community partners in identification may include: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers welfare departments and other local social services agencies, faith based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

Admission of Homeless Students

Students are immediately admitted to TAS even if the student is unable to produce records normally required for enrollment such as previous academic records, medical records, proof of residency or other documentation. TAS will make all efforts to update and keep these records current. 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 TAS’s homeless liaison.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



Education of Homeless Students

All students, including those students who are homeless or in transition have a full and equal opportunity at TAS. Parents and guardians of homeless students are informed of the educationally related opportunities available to their children and are provided with the opportunities to participate in the education of their children. Homeless families and students will receive educational services for which all students are eligible. Referrals to health care and immunization services, dental services, health services, and other appropriate services will be made available to all families and students.

Disputes and Resolution of Complaints

Any complaints will be submitted in writing to the Governing Board who will resolve the issue. The parent and the student will be given every opportunity to participate meaningfully in the resolution of the dispute. The district liaison will keep records of all disputes in order to determine whether particular issues are delaying or denying the enrollment of homeless children and youth repeatedly.

Program Procedures

1. TAS is responsible for identifying a homeless liaison.
2. Homeless students will be identified based on the definition prescribed by McKinney-Vento Homeless Assistance Act and via a numeric code in the school's student information system. All staff in the school will be trained in the identification and recruitment of homeless students.
3. The homeless liaison will provide annual training for all school staff having contact with homeless students.
4. School leadership will receive annual training on the identification and needs of homeless students.
5. The school will display flyers, brochures, and posters that identify the Homeless Liaison contact information.
6. Services for homeless students will be evaluated based on student academic achievement.

Enrollment/Withdrawal

Enrollment of homeless students occurs at the appropriate grade level. School Operations team is trained and attentive to the identification of homeless students during the enrollment process. Any identification of a homeless student/ family will be immediately identified to the Homeless Liaison for investigation. If TAS is contacted by another school for a homeless student's records, requested information will be provided and sent to the requesting school district within 10 days of receiving the request.

Program Training and Information Dissemination

The Homeless Liaison or designee annually conducts training and sensitivity/awareness activities each fall to heighten the awareness of the following personnel of the specific needs of unaccompanied and homeless youth: school leadership, teachers, and support personnel. Homeless liaison will lead and coordinate the schools' compliance with this policy and will receive training annually. Meeting

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



documentation includes the PowerPoint presentation, agenda, and sign-in sheets. The Homeless Liaison or designee distributes posters and brochures in throughout the school and in the lobby. Posters and brochures are also distributed to the community throughout the year at various locations including but not limited to the following: Department of Family and Children's Services, Community Centers, Local Churches, Health Department, Fire Department, Hospital, Soup Kitchen, Local Law Enforcement, Safe Haven, and Local Doctor Offices.

Transportation

TAS will put into place a transportation plan for any identified homeless students (e.g. existing busing route, MARTA cards, or other supports).

Academic Credit

A student's homeless status shall not be a barrier to receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

Disputes (Complaint Procedures)

Any individual, organization, or agency ("complainant") may file a complaint with TAS if that individual, organization, or agency believes and alleges that TAS is violating a federal statute or regulation that applies to a program under the Title I, Part A of the Every Student Succeeds Act (ESSA) of 2015. The complaint must allege a violation that occurred not more than one (1) year prior to the date the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing. All complaints should be directed to the Head of School.

NUTRITION & WELLNESS PROGRAM

HEALTH CLINIC: The Anchor School employs a team of nurses and social workers to staff a school-based health clinic. This team of licensed health professionals is available to support students with medical needs throughout the school day. The goal of the school-based health clinic is to increase access to primary care and preventative medical services and to reduce the number of hours students need to miss school to visit healthcare providers outside of our school facility.

MEDICAL RECORDS & HEALTH SERVICES: The Anchor School will have services provided by our certified nurses and social workers. Parents must complete forms giving TAS permission to administer health care to their child. The clinic checks all health records and ensures that each scholar is properly immunized. If your scholar requires medication during school hours, TAS will assist by administering medication. However, medication may not be given without completion of the Administration of Medication Form. This policy applies to all medicine, including over the counter medications like aspirin or Tylenol.

REQUIRED IMMUNIZATIONS: State law requires that all children in elementary, middle, and high school must have an updated Georgia Certificate of Immunization.

Immunizations are required for measles, rubella, tetanus, diphtheria, polio, mumps, whooping cough and hepatitis B. The Georgia DHR Form 3231 and Certificate of Immunization must be used for students in grades K-12. A local health department computer-generated form is acceptable. Georgia

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



law allows for two types of exemptions from the immunization requirements: medical and religious. Each child must have one of two items on file – either a valid Georgia Immunization Certificate (Form 3231) indicating a medical exemption or a signed, notarized statement, which is called an affidavit of religious exemption.

For entrance into the sixth grade, each student must have at least one additional dose of MMR vaccine.

For entrance into the seventh grade, each student entering or transferring into TAS, must receive a tetanus, diphtheria, and pertussis (whooping cough) booster vaccination (Tdap) and an adolescent meningococcal vaccination (MCV4).

For entrance into the eighth through twelfth grade, any student new to Georgia must receive a tetanus, diphtheria, and pertussis (whooping cough) booster vaccination (Tdap) and an adolescent meningococcal vaccination (MCV4).

DIABETES MEDICAL MANAGEMENT PLAN: As part of TAS's student health services program and in accordance with O.C.G.A. § 20-2-779, the Head of School is responsible for designating at least two employees to serve as trained diabetes personnel when a student with diabetes is enrolled in the school, when appropriate.

The Head of School shall develop rules and procedures for the implementation of any diabetes medical management plan submitted by any parent/guardian of a student with diabetes who seeks care while at school or school-sponsored activities.

A student who has been diagnosed with diabetes must have a [Diabetes Medical Management Plan](#) (DMMP), signed by a parent/guardian and physician, on file with the school to receive or administer the related medication or treatment while at school or school-sponsored activities. The DMMP must contain all items covered in the plan, including how, when, and under what circumstances the student should receive blood glucose monitoring and injections of insulin as well as steps to take in case of an emergency.

Upon written request by a parent/guardian and if authorized by a student's DMMP, a student with diabetes shall be permitted to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the monitoring and treatment of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school related activity, and he or she shall be permitted to possess on his or her person at all times all necessary supplies and equipment to perform such monitoring and treatment functions

MEAL PROGRAM: Breakfast and lunch will be available at The Anchor School each day of school programming. Families must complete lunch forms in August or September to participate in the school food program, or within two weeks of enrollment if enrolling after the start of the academic year. In order to create the best learning environment possible, and to enhance the overall health and well being of our scholars, we ask that families only send nutritious food and drinks to school. A list of recommended and unrecommended food and beverage items will be provided during orientation. If you choose not to participate in the meal program, all beverages brought from home must be in clear plastic bottles or containers.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



HEALTH & FITNESS PROGRAM: Personal health and fitness development is an important part of holistic adolescent development. Accordingly, students will be enrolled in a health, fitness, or physical education course every year. A variety of course offerings exist – and there are requirements for graduation from The Anchor School and any school in the state of Georgia. The uniform section above outlines the basic expectations for athletic wear and PE uniforms at The Anchor School.

SUDDEN CARDIAC ARREST TRAINING: In accordance with O.C.G.A. 20-2-324.5, TAS shall hold information meetings twice per year regarding the symptoms and warning signs of sudden cardiac arrest. At such informational meeting, an info sheet on sudden cardiac arrest symptoms and warning signs shall be provided to each student’s parent or guardian. For purposes of the statute, “student” is defined as being in grades 6-12.

VISION, HEARING, DENTAL, & NUTRITION SCREENING: The parent or guardian of a child being admitted for the first time to a public school shall furnish to the school a properly executed Department of Public Health Form 3300: Certificate of Vision, Hearing, Dental and Nutrition Screening. The screenings reported on the certificate shall have been conducted within one year prior to the time that the child is admitted for the first time to a public school. Any child admitted to a public school without a Certificate shall present a Certificate within three months following admission. When a child transfers to another school within Georgia, the Certificate and any related follow-up documentation must be forwarded to the new school.

COMMUNICABLE DISEASES: If there is reasonable cause to believe that an individual has become infected with a communicable disease, the determination of the individual’s condition shall be based on reasonable judgment, after consultation with the school nurse and based on the following criteria: the nature of the risk, i.e, how the disease is transmitted; the duration of the risk, i.e., how long the carrier is infectious; the severity of the risk, i.e., the degree of potential harm to third parties; and the probability that the disease will be transmitted and will cause varying degrees of harm. If after consideration of these criteria it is determined that the individual does not present a significant risk of contagion, the individual may remain at the school. If it is determined that the individual does present a significant risk of contagion, the individual should be sent home and the below reporting procedure shall be followed.

Reporting Procedure:

A confirmed communicable disease case should be reported to the Head of School or School Nurse.

The School Nurse will complete the Communicable Disease Incident Form and fax it to the DeKalb County Health District (DCHD), which will provide guidance for communicable disease cases that require management beyond the local school level.

TAS will follow the guidance provided by DCHD for areas such as mass notification, school closure, prophylactic treatment, etc., as well as all communicable disease cases that require management beyond the local school level.

SCHOOL OPERATIONS & LOGISTICS

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



STUDENT RECORDS: The Anchor School will make available to parents any records on file regarding their scholar to which they are legally entitled. If parents or legal guardians wish to examine their scholar's record, they should submit a request in writing to the Director of School Operations. The parent will be allowed to inspect the file and may request copies, which will be provided as soon as practicable, and in accordance with any applicable laws. There are two different types of student records, which will be treated differently. Directory information is demographical information about the student such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be made available to others for specific use without the consent of the parent or legal guardian. Confidential records, on the other hand, include grades, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without written consent from the parent or legal guardian. PLEASE NOTIFY THE MAIN OFFICE OF ANY CHANGES IN YOUR SCHOLAR'S CONTACT INFORMATION FOR THEIR SAFETY.

SCHOOL VISITOR POLICY: The Anchor School welcomes families as volunteers, observers, and partners in the education of their scholars. All visitors must sign in at the main office and obtain a visitors' badge. To minimize any disruption in learning, we ask visitors to do the following:

- Upon arriving, all visitors must sign in at the main office and obtain a visitors' badge.
- Unannounced classroom visits are not permitted because it can be disrupted to the class.
- Family members who would like to visit the school's classrooms for an extended time must plan and schedule the event at least one day in advance.
- Family members who would like to volunteer at the school must contact the school to coordinate the volunteer work.

LOST & FOUND: Families may come in any school day between 8:00 a.m. and 5:00 p.m. to search the lost and found box located and secured by the office coordinator. At several times in the school year, unclaimed items left in the box will be donated to a local charity.

SCHOOL CLOSURES: The Anchor School follows weather-related closures and delays in DeKalb County Public Schools. Families are encouraged to watch the news, call the school, or check the school website and social media channels to find out if school is closed or delayed for opening.

TRANSPORTATION OPTIONS

TAS is committed to developing a set of transportation options aimed at helping students in our school have a safe trip to and from school each day. The primary options for students are: walking, public transportation, family drop-off and pick-up, or riding a school-provided bus.

TAS transportation policy states that all students who live 1.5 miles or less from the school are expected to walk to/from school or be dropped off and picked up from school each day. The map below outlines the walker zone – defined by a 1.5-mile radius from the primary facility location.



The facility also has ample room for a drop-off and pick-up zone. The details of the drop-off and pick-up plans will be communicated in the orientation materials. Families from all zip codes are permitted to drop off and pick up their students every day.

Public Transportation

Our facility is near multiple public transportation options – making public transportation another option for families to consider. Families from any county in metro Atlanta could, theoretically, connect to the primary facility via MARTA.

TAS Bus Plan

TAS has budgeted for free school busing services for approximately 50% of the middle school student population. While charter schools are not required to provide transportation, TAS believes it is important to offer these services given the desire to serve students across the metro Atlanta region. TAS believes that many students will live within the required walking or drop-off and pick-up zone and some other students will be dropped-off or picked-up by parents each day. Adolescents are approaching an age of responsibility and independence when public transportation can be a feasible option for some families. Should demand exceed supply, TAS will conduct a random lottery of all interested students to determine which students are eligible for limited bus seats.

The table below outlines a set of bus routes that are planned for families who choose to use TAS buses.

Satellite Location	Estimated Time	Bus Seats
4919 Flat Shoals Parkway, Decatur, GA 30034	7:00 a.m. departure	0
4060 Covington Highway, Decatur, GA 30032	7:22 a.m. departure	10
5211 Memorial Drive, Stone Mountain, Ga 30088	7:35 a.m. departure	20
6512 Covington Highway, Lithonia, GA 30058	7:55 a.m. departure	30
8424 Mall Parkway, Stonecrest, GA 30038	8:10 a.m. departure	50
2460 Wesley Chapel Road, Decatur, GA 30035	8:25 a.m. arrival	70

The same route and stops will be used for the end of each school day.

Satellite Location	Estimated Time	Bus Seats
2460 Wesley Chapel Road, Decatur, GA 30035	4:05 p.m. departure	70
8424 Mall Parkway, Stonecrest, GA 30038	4:22 p.m. departure	50



6512 Covington Highway, Lithonia, GA 30058	4:38 p.m. departure	30
5211 Memorial Drive, Stone Mountain, Ga 30088	5:05 p.m. departure	20
4060 Covington Highway, Decatur, GA 30032	5:25 p.m. departure	10
4919 Flat Shoals Parkway, Decatur, GA 30034	5:46 p.m. departure	0

BUS BEHAVIOR EXPECTATIONS: The school bus is an extension of our school and our community values. Families will be given bus rules prior to starting bus services. Our bus rules are designed to ensure scholars have a safe trip to and from school – and to ensure that parents pick up scholars on time so that scholars are home on time. Bus drivers must focus on the road to ensure that all students arrive to school and home safely. We attempt to have bus chaperones on each bus in both directions whenever possible. Bus chaperones are employed by the school. However, the vast majority of schools do not have such arrangements, and we cannot guarantee that our buses will have this service every day. Three important notes on bus behavior:

- The code of conduct listed above applies to riding the bus and waiting for the bus at bus stops.
- Scholars must remain in their seats, talk quietly, and follow the directions of the driver to ensure their safety.
- Inappropriate conduct on the bus may result in suspension from, or loss of, transportation services.

If your scholar is suspended from the school-provided bus, you are responsible for obtaining transportation.

TAS Bus Plan – Students with Disabilities or Living in Transitional Housing

TAS may also provide at least one micro-bus with a ramp system to transport students with disabilities or students living in various stages of transitional housing who qualify for such services under McKinney Vento. The details of this plan will be shared during orientation with families who have children that qualify for these services.

CO-DESIGN TEAM

Each year, our school forms a co-design team which is responsible for working with the school to continue to improve the school culture, climate, and programming for all of our students. The co-design team is a group of 10-12 parents, community members, and staff who work together to identify an issue in our school community, understand the root of the problem, research potential solutions, and propose a set of recommendations to the Head of School and Board of Directors.

Members of the co-design team receive a stipend for their 12-month commitment. Family members who are interested in supporting the continuous improvement of our school through membership

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



on this team should contact us to state their interest. A formal selection process, including a background check and the completion of a conflict of interest form, is required for full participation.

NOTICES

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT NOTICE (“FERPA”)

FERPA affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school Head of School a written request that identifies the records they wish to inspect. The Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student’s education record that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask TAS to amend a record that they believe is inaccurate or misleading. They should write to the school Head of School, and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures can be found in code of conduct.

- (3) The right to provide written consent before the School discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a school or Board of Directors approved volunteer; a person or company that is under the direct control of the School with respect to the use and maintenance of education records and with whom the School has contracted or who volunteers to perform a service or function for which the School would otherwise use employees (such as an attorney, auditor, medical consultant, therapist, insurance adjuster); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses educational records, without consent, to officials of another school in which a student seeks or intends to enroll.



(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

(5) The School may disclose appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with School procedures. Disclosures of "directory information" relating to individual students will be made under limited circumstances without the written consent of the parent, legal guardian or eligible student. These circumstances include when directory information is posted in schools such as on displayed student work; when printed in school or district publications such as graduation programs, yearbooks or school playbills; in district communications for student recognition or information; when disclosed to the United States military; law enforcement entities; welfare agencies; colleges, universities and other postsecondary institutions; studentship-granting organizations; and other entities as approved by the Head of School or his/her designee.

Directory information is information that is generally not considered harmful or an invasion of privacy if released. The School has designated the following information as "Directory Information": student or parent/guardian name(s); student or parent/guardian address(es); student or parent/guardian telephone listing(s); email address for student and/or parent/guardian; photograph or image of the student; student's date and place of birth; student grade level; student participation in officially recognized clubs and athletic activities; student weight and height, if the student participates in an athletic activity; dates of attendance in Atlanta Unbound Academy; enrollment status; most recent educational agency or institution attended; and degrees, honors, and awards received.

The School records and maintains audio recordings and video or photographic footage and audio recordings of students on school property and at school events in locations including, but not limited to, parking lots, school buses, lunchrooms, classrooms and hallways. Such information is used and maintained for security and other informational purposes, including yearbooks, video yearbooks, school publications, school/district websites and district/school social media such as Twitter, LinkedIn, Instagram and Facebook. In many cases, recordings or photographs contain directory or peripheral video or photographic footage of students engaged in day-to-day activities including, but not limited to, walking to class and attending classroom or participating in school/district activities. The School or School designees may crop, edit, or treat the photograph, video, or audio clip at its discretion.

Peripheral video footage, photographic images, or audio recordings of day -to-day student activities do not include footage of a student or students committing, being involved in, or witnessing a violation of law or School or school rule, procedure, or policy. The School may also determine that other activities do not qualify as peripheral images, footage, or recordings on case-by-case basis.

You have the right to limit or refuse the disclosure of "Directory Information". If you do not want the School to disclose any or all of the above information as Directory Information, you must notify the Head of School in writing within 10 days of receipt of this notice/handbook to opt out of having your child's information included as Directory Information. The written notice must:

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



(1) include the name of the student; (2) include a statement that the parent/guardian or eligible student is opting out of the disclosure of Directory Information under FERPA; and (3) be signed and dated by the parent, guardian, or eligible student (a student age 18 or older).

Please note that your written notice will be effective for the current year only and must be renewed on an annual basis should you wish to continue to opt out of the release of Directory Information.

Each school is to keep any opt out provided in the student's permanent record folder and a copy should be forwarded by school mail to Atlanta Unbound Academy: Attn: Director of Operations and Head of School.

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.

TAS will develop and adopt 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. TAS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. TAS 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. TAS will make this notification to parents at the beginning of the school year if it 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 will 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 the Family Policy Compliance Office - U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

PARENTS' RIGHT TO KNOW

In compliance with the requirements of the Every Student Succeeds Act statute, TAS informs parents that you may request information about the professional qualifications of your student's teacher(s). The following information may be requested:

-
- whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



- whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
 - the college major and any graduate certification or degree held by the teacher;
 - whether the student is provided services by paraprofessionals, and if so, their qualifications.
-

If you wish to request information concerning your child's teacher's qualification, please contact the principal.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA) NOTICE

This is to give notice that TAS has updated the AHERA asbestos management plan as required by the Environmental Protection Agency (EPA) of all public and private elementary and secondary schools in the United States, under Federal Law 40 CFR 763, Subpart E. TAS has met all AHERA requirements including this Annual Notice. The management plan is available for your review in the main office.

PROTECT STUDENTS FIRST ACT COMPLAINT RESOLUTION POLICY

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

SECTION 1. 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 TAS to prohibit its employees from discriminating against students and other employees based on race. Further, TAS 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 construed or applied in practice to, among other things, inhibit or violate state and federal Constitutional rights, prohibit TAS 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 and enforcement of laws resulting in racial oppression, segregation, and discrimination in a professionally and academically appropriate manner and without espousing personal political beliefs.

SECTION 2. 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 TAS student; an TAS student who has reached the age of majority or is a lawfully emancipated minor; and any current TAS administrator, teacher, or other School



personnel. An individual making a complaint under this Policy shall be referred to herein as a “Complainant”.

SECTION 3. 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 appeal to appear on the next meeting’s agenda, the appeal must be included on the agenda for the subsequent meeting.

SECTION 4. Complaint Procedures

To initiate a complaint under this Policy, a Complainant shall submit to the Principal, in writing, a 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).

SECTION 5. 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 requests, 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.

SECTION 6. 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 of 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.

SECTION 7. Appeal of Board of Directors' 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 School Commission shall take appropriate remedial measures. Confidential student or personnel matters shall not be subject to review.

PARENTS' BILL OF RIGHTS POLICY

In accordance with the requirements found in Georgia House Bill 1178, The Anchor School maintains the following Parents' Bill of Rights Policy to promote and facilitate parental involvement in the School.

SECTION 1. 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.

A. 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 materials shall be made available for review during the first two weeks of each grading period. Your child's teacher(s) will provide you information on where and how to access these materials.

B. 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.

C. Promotion, Retention, and High School Graduation Policies and Requirements

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

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



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 exists, 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.

SECTION 2. Right 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 the material 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 objection 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 and 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.

SECTION 3. 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 written objection to your child's teacher of your child's participation.

SECTION 4. 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. 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.



SECTION 5. 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 appeal to appear on the next meeting's agenda, the appeal must be included on the agenda for the subsequent meeting.

A parent 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).

TECHNOLOGY/COMPUTER/INTERNET USE: Computers are used to support learning and enhance instruction. Students will use computers frequently in their regular classrooms. However, all of these computer privileges depend on a student using the technology in a responsible, efficient, ethical, and legal manner. A student may not:

- Use the Internet for any illegal purpose;
- Use any social networking site;
- Use profane, obscene, impolite or abusive language;
- Change computer files that do not belong to the user;
- Violate someone else's privacy;
- Share his/her password with anyone except adults at the school.

A student will not be allowed to access the Internet or email until the student and a parent/guardian have signed a Technology Release agreement. Unacceptable use of the Internet will result in immediate revocation of access privileges.

ACCEPTABLE USE: Access to the Internet for TAS is provided for the sole purpose of academic achievement. The use of the Internet must be in support of education and consistent with the educational objectives of TAS. Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening, abusive, or obscene material, or material protected by trade secrets. Illegal activities and privacy and safety violations of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) are strictly prohibited.

Student or Family Grievance Procedure

Purpose

This policy outlines how the Board of Directors will handle general grievances from The Anchor School stakeholders.

Policy

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

1. Complaints about a student, the classroom experience, or a teacher.
2. Complaints or concerns about a school-wide policy or administration.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



3. Complaints or concerns about a parent/guardian or community member involved with the school.

Where a grievance involves an issue arising in the classroom, parents/guardians should first seek to resolve the issue with the classroom teacher.

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

If resolution with the Academy Director is not feasible or efforts to resolve the issue have been exhausted, then the parent/guardian should bring the grievance to the attention of the Head of School. The grievance should be acknowledged via written response within 10 business days. For Category 1, the Head of School shall make the final determination.

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

Any grievances should be made in writing. This allows all parties involved to work from a consistent body of information.

Generally, the Board will not address a grievance that is made anonymously, based on hearsay, or made on behalf of another family.

Generally, the Board will not address a grievance where resolution has not been exhausted through the appropriate steps listed above.

The School may, at its discretion, notify individual school employees about grievances brought against them. Parents/guardians may, however, request that they not be personally identified as the party bringing the grievance.

For any grievance presented to the Board, a response via written letter will be sent within (30) thirty days of receipt of the grievance, or as soon thereafter as is reasonably practicable. The Board may delegate the review of a grievance to a member or members of the Board, legal counsel, or another designee at its discretion.

GENERAL SCHOOL INFORMATION

CONTACT US: The Anchor School is open for appointments from 8:00 a.m. to 5:00 p.m. on all school days provided in our school calendar.

ADDRESS: 2460 Wesley Chapel Road, UNIT 25A, Decatur, GA 30035

ONLINE: The Anchor School has an online presence through social media and our website.

www.anchorschool.org

On Instagram @anchorschoolatl.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



On LinkedIn & Facebook – search “The Anchor School.”

BOARD OF DIRECTORS

The Anchor School is governed by a Board of Directors that brings community, educational, and professional experience and expertise to the school to ensure the success of the school and the realization of its mission. All board meetings are open to the public. Dates, times, and locations can be found on the website and will be posted at the school with advance notice. Please note that these dates are subject to change, so please check the website or with the office coordinator prior to attending.

Members of the Board of Directors include:

Name	Board Position
Dr. Dawn Gregory	Board Chair
Jaamal Whittington	Board Treasurer
Jasmine Burton	General Board Member
Laura Stephens	General Board Member
Taylor Ramsey	General Board Member
Joseph Anfield-El	Vice Chair
Derrick Grisson	General Board Member
Emily Desprez Isbell	General Board Member
Vanecia Thompson	General Board Member
Nicole LeBlanc	Secretary

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



FAMILY HANDBOOK ACKNOWLEDGMENT

I hereby acknowledge that I can access the family handbook online or have received and reviewed a copy of The Anchor School's Family Handbook and understand and agree to the rules, regulations, and procedures laid out therein. I understand that the policies in this Handbook may change from time to time, at the school's sole discretion. I further understand that if I ever have any questions regarding school policies, I can always ask a member of the school community for further explanation.

Student Name(s)

Parent or Guardian Name

Parent or Guardian Signature

Date



-
- ⁱ Hattie, J. (2017). Hattie's updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d). *Visible Learning*. 1. Retrieved from <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- ⁱⁱ Davidson, J., & Dwyer, R. (2014). The role of professional learning in reducing isolation experienced by classroom music teachers. *Australian Journal of Music Education*, (1), 38-51.
- ⁱⁱⁱ Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and teacher education*, 24(1), 80-91.
- ^{iv} Edwards, S., & Edick Ph D, N. A. (2013). Culturally responsive teaching for significant relationships. *Journal of Praxis in Multicultural Education*, 7(1), 4.
- ^v Solber, S., Martin, J., Larson, M., Nichols, K., Booth, H. Lillis, J., & Costa, L. (2013). Promoting quality individualized learning plans throughout the lifespan: A revised and updated "ILP how to guide 2.0". *National Collaborative on Workforce and Disability: NCWD For Youth*. Retrieved from <http://www.ncwd-youth.info/wp-content/uploads/2018/03/Promoting-Quality-ILPs-Throughout-the-Lifespan-WEB.pdf>
- ^{vi} Carrabba, C. & Farmer, A. (2018). The impact of project-based learning and direct instruction on the motivation and engagement of middle school students. *Language Teaching and Educational Research*, 1(2), 163-174. Retrieved from <https://dergipark.org.tr/en/pub/later/issue/41915/431930>
- ^{vii} Goodlad, K. & Leonard, A. (2018). Place-based learning across the disciplines: A living laboratory approach to pedagogy. *City University of New York (CUNY): CUNY Academic Works*. Retrieved from https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1325&context=ny_pubs
- ^{viii} Unknown Author. (2021). Eureka Math (2013-2014) Great Minds Series Overview. *EdReports*. Retrieved from <https://www.edreports.org/reports/overview/eureka-math-2013-2014>
- ^{ix} Unknown Author. (2021). EL Education Grades 6-8 Language Arts Curriculum (Second Edition) (2019). *EdReports*. Retrieved from <https://www.edreports.org/reports/overview/el-education-6-8-2019>.
- ^x Unknown Author. (2021). Amplify Science (2018) Amplify Series Overview. *EdReports*. Retrieved from <https://www.edreports.org/reports/overview/amplify-science-2018>.



Special Education Policies

ENGLISH LANGUAGE LEARNERS & SPECIAL EDUCATION: The Anchor School believes that all children, regardless of English Language Proficiency or Special Education needs, can learn and achieve at high levels. Therefore, The Anchor School has structured its program to provide resources for special education scholars and to ensure that all scholars with limited English proficiency (ELL) will be proficient readers, writers, and speakers of English within two years of inclusion in our school programming. The Anchor School is equally committed to those scholars with Individualized Education Plans (IEPs). Scholars who are mandated to receive Speech, Occupational Therapy, Physical Therapy, Special Education Teacher Support Services, or counseling will receive all services through coordinated efforts between the school and the family. These topics are described in more detail below.

EXISTING SPECIAL EDUCATION SERVICES: Any student with an IEP or 504 plan will receive all appropriate services through Special Education-certified staff and contracted vendors. TAS will serve students on the full continuum of services required by mild, moderate, and severe disabilities. Students will be served through the least restrictive environment (LRE) possible. When families enroll, the school will ask about IEP/504 plans in their enrollment packets, as well as check the State Longitudinal Data System to confirm any pre-existing plans.

NEW SPECIAL EDUCATION EVALUATIONS: Any time a parent/guardian requests an evaluation, or TAS suspects a disability, the student would be recommended for evaluation, regardless of whether or not the student is receiving Multi-Tiered System of Supports (“MTSS”) interventions. Additionally, for students in Tier 3 of MTSS that do not show progress, TAS will recommend a Special Education evaluation. Under Georgia SBOE Rule 160-4-7.09-6, TAS will communicate the recommendation for evaluation to parent(s)/guardian(s) for them to consent to or decline testing through a meeting and parental consent to evaluation (PCE) form. If the parent(s)/guardian(s) declines evaluation, the student will remain in Tier 3 MTSS support. Special Education evaluations will be conducted by a licensed psychologist through a contracted vendor. The initial evaluation must include at least two measures of cognitive intelligence and intelligence-based testing. Students will be tested in all areas of suspected disability.

After an evaluation, the results will be shared with the IEP team (parent(s)/guardian(s), classroom teacher, Special Education teacher, and Head of School) at the eligibility meeting. Parent(s)/guardian(s) participation is critical in the determination of eligibility for special education and in the development of an Individualized Education Plan (IEP - see below). Every reasonable effort will be made to schedule meetings such that parent(s)/guardian(s) have the opportunity to participate. Parents may also participate by phone if unable to attend the meeting. Parent(s)/guardian(s) are welcome to invite others to attend the meeting. Parent(s)/guardian(s) should notify the school at least three (3) school days in advance of the meeting the name(s) and role(s) (i.e., family, friend, advocate, attorney) of each individual that will be attending the meeting at their invitation.

ELIGIBILITY FOR SPECIAL EDUCATION: In order to be eligible for special education services, a student must meet all of the following criteria:

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



1. The student has a disability, as defined by the Individuals with Disabilities Education Act (“IDEA”)
2. Due to the disability, the student is not making effective progress in the general education program
3. The student requires specifically designed instruction or related services (examples include occupational therapy, speech therapy, or physical therapy)

Students with disabilities requiring specialized support may qualify for a support plan under either Section 504 of the Rehabilitation Act or an IEP under the IDEA. An IEP must include present levels, goals with input from classroom data and the child’s teacher(s), special educator(s), external evaluation results, the family, Behavior Improvement Plan (BIP – as needed), and any related services. After IEP/504 creation, all modifications and accommodations will be implemented by school personnel and, as appropriate, contracted service providers.

INDIVIDUALIZED EDUCATION PLANS (IEPs): The IEP is a legal document that identifies the services and accommodations that are necessary for students to make effective progress.

An IEP is reviewed every year by a team that includes the student’s teachers, any specialists involved in the student’s education, the parent, anyone the parent invites, and the student if the student is of an appropriate age to participate.

504 ACCOMMODATION PLANS: Upon completion of an evaluation, a 504 Accommodation Plan may be developed for a qualified student with a disability which “substantially limits one or more major life activities,” such as learning and who requires accommodations in order to access the general education curriculum. A 504 Plan is a legal document, which is primarily a classroom accommodation plan. It is not an IEP.

RELATED SERVICES: Sometimes students with disabilities may need support in areas other than just instruction. For example, if a student has been evaluated and determined to have challenges with speech, then that student should also work with a speech therapist to help them develop important skills for communicating within school. This type of service is called a related service and is provided by a specialist who is trained in a specific area (for example, a speech therapist rather than a classroom teacher). TAS works with external contracts to provide different related services, including physical therapy, occupational therapy, speech therapy, counseling, and paraprofessional support.

MANIFESTATION HEARING: In cases where a student with an IEP or 504 plan has a long-term suspension (more than 10 days at once or cumulatively throughout the year), our school will follow the manifestation meeting protocols outlined in the IDEA law. A team of family members, teacher, special educator, Head of School, and any other involved staff will convene for the manifestation hearing. The team will analyze antecedents, perceived motives, reactions, and outcomes of the behavior resulting in the disciplinary infractions, to determine the answers to two questions: “Was the behavior caused by or directly and substantially related to the child’s disability? Was the behavior a direct result of the school’s failure to implement the child’s IEP?” If the behavior was a result of the student’s disability or the school’s failure to implement the student’s IEP, then the behavior was a manifestation. No further disciplinary actions may be taken, and the school will evaluate improvements to support plans and implementation. If the behavior was not a manifestation, the need

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



for a functional behavioral assessment and a behavioral intervention plan should be considered to prevent the behavior from recurring

DISPUTES: TAS will make every effort to resolve any concerns from families through IEP team meetings to make the best decision for our students. Please note, parent(s)/guardian(s) always have the right to file complaints regarding special education in accordance with O.C.G.A § 20-2-1160 directly with the State Department of Education, the Office of Civil Rights, or filing an administrative complaint. Parent(s)/guardian(s) will receive a copy of their parental rights at the beginning of every special education meeting, which will detail the right parent(s)/guardian(s) to file complaints.

ENGLISH LANGUAGE LEARNER SERVICES: TAS will identify students learning English and deliver programming to ensure student success in accordance with Georgia SBOE Rule 160-4-6-.02. All students will be placed in general education classrooms and taught in English.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.

CHARTER FOR THE ANCHOR SCHOOL

This charter for The Anchor School (“Charter”) is entered into by and between Anchor Schools, Inc. (“Petitioner”) and the State Charter Schools Commission (“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 The Anchor School (“the Charter School”) in accordance with the terms and conditions of this Charter.

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

1. **Definitions.** The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. Education Service Provider means a nonprofit or for-profit organization that contracts with charter schools to provide multiple educational, operational, or comprehensive management services, including, but not limited to, curriculum design, instructional resources, professional development, financial and operational management, facilities management, or any combination thereof.
 - b. Georgia Department of Education (GaDOE or Department) means the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - c. Governing Board means the governing board of the nonprofit organization for a state charter school and which is the same as the governing board of the state charter school which is involved in school-level governance of the state charter school.
 - 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, 2023 and expiring on June 30, 2028.

The Anchor School

3. **Grade Range.** The Charter School shall serve grades 6-12. The Charter School's total enrollment shall be at least 102 students but shall not exceed 628 students (**Enrollment Limit**) at any point during the charter term.
4. **Mission Statement.** The Anchor School is a village of educators, families, and community members that partner with 6th through 12th grade students who are developing the knowledge, skills, and confidence to thrive in school and beyond. Through our commitment to excellent instruction, community partnerships, and holistic student development, we cultivate anchors that build a more just and equitable future.
5. **Essential or Innovative Features.** The Charter School shall focus on excellent instruction, holistic adolescent development, and strategic partnerships with community-based organizations.
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.
- d. **Statutory Enrollment Priorities.** In accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05, the Charter School may give enrollment priority to the following categories of applicants and in the following priority:
 - i. A sibling of a student enrolled in the Charter School; and
 - ii. A student whose parent or guardian is a member of the governing board of the Charter School or is a full-time teacher, professional, or other employee at the Charter School.

The Anchor School

- e. Weighted Lottery. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A), the Charter School may implement a weighted lottery. Prior to publishing its weighted lottery procedures or implementing the weighted lottery, the Charter School shall obtain written approval from SCSC staff of its weighted lottery procedures and the subset(s) of educationally disadvantaged students to which the weighted lottery will apply.
- i. An increased chance of admission will be provided to at least one of the following subsets of educationally disadvantaged students with each subset as defined by the State Board in accordance with federal guidelines and regulations:
 1. Students who are economically disadvantaged;
 2. Student with disabilities;
 3. Limited English proficient students;
 4. Neglected or delinquent students; and
 5. Homeless students.
 - ii. To facilitate the weighted lottery, applicants may indicate their educationally disadvantaged status on the admissions application and the Charter School shall verify this status as part of the registration process.
 - iii. The Charter School shall make good faith efforts to confirm educationally disadvantaged status prior to the lottery, but shall not be required to re-administer the lottery or change a student's lottery status in the event any student's failure to provide appropriate documentation of such status results in a lower or higher percentage of educationally disadvantaged students being accepted into the Charter School.
 - iv. The weight shall be calculated annually with the formula $W = (PA - PE) / (E - PE)$, provided however, the weight shall be no less than 4:1.
 - v. The variables of the weighted lottery formula described above shall be defined as follows:
 1. "P" shall be equal to the percentage of educationally disadvantaged students in the prioritized subset within the local school system in which the Charter School is located as measured by the Governor's Office of Student Achievement for the previous school year. In the event the percentage of educationally disadvantaged students in the local school system in which the Charter School is located is more than 50%, P shall not exceed 50%.
 2. "A" shall be equal to the total number of Kindergarten applications from all students.
 3. "E" shall be equal to the number of Kindergarten applications from students who qualify as educationally disadvantaged.
 - vi. Upon the request of Petitioner after the second year of weighted lottery implementation, the SCSC agrees to review and consider revisions to this provision to confirm its efficacy based on the Petitioner's current student enrollment.
- f. Outreach and Marketing. The Charter School shall utilize reasonable outreach and marketing measures to make all potential applicants aware of opportunities for enrollment at the Charter

The Anchor School

School, including, but not limited to, seeking the enrollment of a cross section of the school-age population throughout the attendance zone, consistent with the requirements of O.C.G.A. § 20-2-2066. The SCSC, upon a finding that the outreach and marketing measures taken by the Charter School are inconsistent with applicable law or the representations made by the Charter School in the Application and/or other representations or submissions to the SCSC, may require the Charter School to take further action, including but not limited to, requiring the Charter School to extend its enrollment period, delay or void its random lottery, and/or conduct further specified outreach and marketing steps.

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

The Anchor School

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: Every student will have a micro-village supporting their individualized graduation plan.**
 - a. Measure 1: Each year of the charter term, an average of at least 80% of families have participated in at least one student-led conference, as indicated by administrative records.
 - b. Measure 2: Each year of the charter term, in grades 6 through 12, 100% of students will co-create or revise an individualized graduation plan, as indicated by administrative records.
 - ii. **Goal 2: Every student will learn through Place-Based Project Courses.**
 - a. Measure 1: Each year of the charter term, TAS will establish two new semester-long place-based project courses in partnership with a community organization or industry professional, as indicated by administrative records.
 - b. Measure 2: Each year of the charter term, 80% of students will complete at least two place-based projects, as indicated by administrative records.
- 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 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.

The Anchor School

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. 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.
- b. Function. It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the performance goals enumerated in Section 9 above, to ensure effective organizational planning, and to ensure financial stability of the Charter School.

The Anchor 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;
 - 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.

The Anchor School

- 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. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest and compliance with the requirements of O.C.G.A. § 20-2-2084(e). Members of the Governing Board and all individuals employed at the Charter School shall abide by such conflicts of interest policy. Upon request, the Charter School shall provide conflict of interest forms to the SCSC demonstrating that governing board members are in compliance with the conflicts of interest policy.
- g. 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.
- h. 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.
- i. Contractual Interference. No party to this Charter may interfere with the legal right(s) and/or obligation(s) of another party to execute the provisions of this Charter.

15. Fiscal Control.

- a. Financial Reporting Requirements. The Charter School shall follow the financial requirements of the 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. The Charter School will submit their 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

The Anchor School

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.
- 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 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

The Anchor School

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 (“closure 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.
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.

The Anchor School

- 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.
- 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.

The Anchor School

- 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 the rules, practices, policies, and procedures established by the SCSC under the authority granted by O.C.G.A. §§ 20-2-2080 *et seq.*
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).

The Anchor School

- 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 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. Record Retention. In the event of closure, the Charter School shall ensure the maintenance and retention of appropriate records and shall provide for such maintenance and retention at the school's expense. The

The Anchor School

Charter School shall adopt a records retention policy that aligns with the requirements of SBOE Rule 160-5-1-.14 “Transfer of Student Records” and accompanying Guidance. Neither the GaDOE nor the SCSC shall be required to assume possession of school-level records. Failure to comply with or appropriately delegate this duty may be considered a breach of contract. Upon exhaustion of applicable retention schedules and upon request from the Charter School or its authorized representative, the SCSC may facilitate coordination for the transfer of remaining permanent records to the Georgia Archives.

23. Facilities.

- a. Approval of Site and/or Facility. The Charter School shall obtain proper approval in accordance with SCSC Rule 691-2-.06 for all sites and/or facilities prior to committing to any certificate of lease or ownership, prior to commencing any construction and prior to student occupation. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the site or facility selection and development process, the SCSC will continue to hold the Charter School accountable for adhering to the requirements for site and facility approval. The Charter School shall not add or change facilities without approval from both the SCSC Executive Director and GaDOE’s Facilities Services Division (“Facilities Service Division”). The Charter School shall contact the Facilities Services Division regarding the following:
 - i. Site Approval. The Charter School shall contact the Facilities Services Division to obtain site approval as soon as practicable. Failure to provide at least a six (6) months’ notice to the Facilities Services Division prior to the proposed site’s occupation may delay the Charter School’s opening date. Once site approval has been granted, the Charter School will be issued a site code. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to site approval.
 - ii. Architectural Review. The Charter School shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter School during the charter term. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to architectural review and Facilities Services Division approval.
 - iii. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. The Charter School shall contact the GaDOE and make a request for a school code. The Charter School shall properly obtain a school code prior to occupancy of the site and/or facility.

The Anchor School

- b. Prior to opening the Charter School and prior to students occupying any proposed facility, including new facilities to be occupied during the charter term, the Charter School shall obtain and submit the following documents to the SCSC:
- i. Documentation of Ownership or Lease Agreement. The Charter School shall obtain documentation of ownership or the lease agreement for the facility that will house the Charter School.
 - ii. Certificate of Occupancy. The Charter School shall obtain a Certificate of Occupancy for the facility in which the Charter School shall be located.
 - iii. Emergency Safety Plan. The Charter School shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the local emergency management agency that oversees the area in which the school is located.
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.

The Anchor 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.
- 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;

The Anchor School

- vi. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;
- vii. The Charter School's failure to comply with any provision of the Charter Schools Act; or
- viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger.

30. **School Closure.** In the event the school ceases operations, either through non-renewal, early termination, voluntary closure, or other means, the school must, at minimum, take the following actions:

- a. **Student Transition Plan.** The Charter School shall create a transition plan to facilitate its students' transition to other educational institutions. The transition plan shall outline 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

The Anchor School

to cease operations or the SCSC's decision to terminate or non-renew the school's charter contract. The SCSC shall be responsible for all costs and expenses of the Closure Monitor;

- f. **Duties of Closure Monitor.** The Charter School shall remain responsible for fulfilling all legal and contractual duties, including those arising from this Charter. The role of the Closure Monitor shall be to review the Charter School's actions to conclude its financial affairs, settlement of accounts, disposition of assets, return of surplus to the SCSC, and provision for maintaining student, employee, and school records in accordance with applicable retention schedules beyond the operation of the Charter School. The Closure Monitor shall notify the SCSC of any action taken by the Charter School that is inconsistent with the its legal or contractual obligations. The Charter School shall allow the Closure Monitor access to all records, reports, documents, and files pertaining to any activity or program of the Charter School;
- g. **Closure Process.** The Charter School shall align closure activities to the SCSC Closure Guide in a form and manner as requested by the SCSC to ensure orderly closure of the Charter School; and
- h. **Surety.** The Charter School shall maintain a surety bond throughout the entirety of its charter term and six months following the conclusion of the charter term to assure the faithful performance of the duties of the school and its employees, including the fulfillment of Charter School's obligations in closing the financial affairs in the event the school ceases operation. The bond shall be in an amount no less than \$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. 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.

The Anchor School

- 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.
32. Temporary Extension. At the discretion of the SCSC, this Charter may be extended for a grace period not exceeding sixty (60) days.
33. Amendments to the Charter. Any material term of this Charter, to be determined by the SCSC, may be amended in writing upon the approval of the SCSC and a majority of the Governing Board of the Charter School. Any proposed amendment shall be made in accordance with SCSC Rule.
34. Administrative Clarifications. Any clarification to a non-material term of this Charter, as determined by the SCSC, shall be submitted in writing to the SCSC for review. Any non-material term of this Charter may be clarified upon in writing by SCSC staff.
35. 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.

The Anchor School

- c. The Charter School's obligations to indemnify any Indemnitee shall survive the completion, expiration, or termination of this Agreement for any reason.
36. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the State Board, Department, or SCSC except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the State Board, Department or SCSC to any third party.
37. 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.
38. Assignment. This Charter shall not be assigned or transferred by the Charter School unless consented to in writing by the SCSC.
39. 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.
40. 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.
41. Non-Waiver. No waiver of any breach of this Charter shall be held as waiver of any other or subsequent breach.
42. 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.
43. 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.*
44. 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.
45. 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 Anchor School

The Charter shall not preclude the Charter School from entering into or maintaining any agreement with the Local Board provided no such agreement supersedes, overrides or conflicts with any provision of this Charter. The petition submitted to the SCSC serves only as the formal application for the Charter School and does not constitute a contract between the SCSC and the Petitioner. This Charter supersedes and overrides any provisions contained in the petition that conflict with this Charter.



Buzz Brockway, Chairperson
STATE CHARTER SCHOOLS COMMISSION

8/31/22

(Date)


(Aug 22, 2022 14:48 EDT)

Dr. Dawn Gregory, Governing Board Chair
ANCHOR SCHOOLS, INC.

08/22/2022

(Date)



Transportation Plan

The Anchor School has a statewide attendance zone. Based on current enrollment and former interest data, TAS believes that most students will come from the following counties within the metro Atlanta region: City of Atlanta, Fulton County, DeKalb County, Henry County, Clayton County. Given the fact that TAS has a statewide attendance zone, the school will not deny any student access to school based on the location of their primary residence; this transportation plan is designed to demonstrate that commitment.

The goals regarding transportation at TAS are as follows:

- (a) Provide a free and safe option for families across metro Atlanta and the statewide attendance zone to commute to and from TAS.
- (b) Secure a school site that is accessible by foot, public transportation, or car along surface streets, major roadways, or interstates.
- (c) Develop a TAS transportation program that includes a CDL certified driver, at least one full-sized bus, and at least one micro-bus (with a ramp system) in the first two years of operation.
- (d) Establish a culture of walking and/or dropping off and picking up for families that live within a 1.5-mile radius of the facility.

Walking or Driving Plan

TAS transportation policy states that all students who live 1.5 miles or less from the school are expected to walk to/from school or be dropped off and picked up from school each day.

The TAS facility has ample room for a drop-off and pick-up zone. The details of the drop-off and pick-up plans will be communicated to families during the orientation window of the academic calendar. Families from all zip codes are permitted to drop-off and pick-up their students every day.

Public Transportation Plan

The facility is near multiple public transportation options – including two MARTA bus stops – making public transportation another option for families to consider.

TAS Bus Plan

TAS has budgeted for free school busing services for approximately 40% of the student population each of the first three years of operation. While charter schools are not required to provide transportation, TAS believes it is important to offer these services given the desire to serve students within a statewide attendance zone. Based on historical data, TAS believes that many enrolled students will live within the required drop-off and pick-up zone and some other students will be dropped-off or picked-up by parents each day. Adolescents are also more likely to use public transportation to get to and from school. As the school population grows and enrollment patterns



begin to form, TAS will adjust the transportation plan to accommodate the needs of the students and families who are committed to the school.

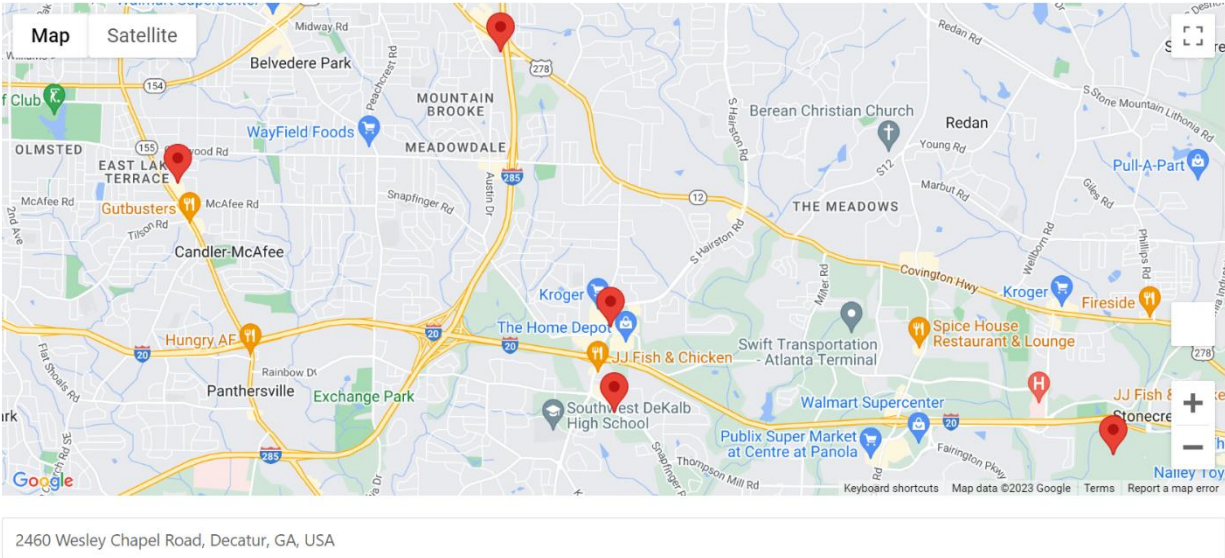
TAS Bus Plan – Students with Disabilities or Living in Transitional Housing

TAS would also like to provide at least one micro-bus with a ramp system to transport students with disabilities or students living in various stages of transitional housing who qualify for such services under McKinney Vento. It is difficult to anticipate the needs of this group of students or where they will live. Accordingly, the plan for these two groups of students will be developed in the summer of each school year, after understanding student needs, and shared with qualifying families or students during the orientation window of the academic calendar.



The Anchor School – Location Proximity to Other Public Charter Schools

Search by location, educational focus, grades served, or attendance zone below.



The Anchor School is within 3 miles of one school – DeKalb Brilliance Academy. That school currently serves grades K – 3 and intends to serve grades K – 8 according to their current charter contract. The Anchor School currently serves grade 6 and intends to serve grades 6 – 12 according to the current charter contract.

Other schools on this map include DeKalb Preparatory Academy, PEACE Academy, and Leadership Preparatory Academy. These three schools all intend to serve grades K – 8. These three schools are all greater than 3.5 miles from The Anchor School.

As this map demonstrates, The Anchor School is the only public charter school in the community that intends to serve grades 6 – 12. In practical terms, what this means is that in an approximately ten-mile by ten-mile area, The Anchor School is the only public charter high school option for families.

The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.



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. DG 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. DG 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. DG 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. DG 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. DG 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. DG 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. DG 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. DG 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:  (Dec 1, 2023 15:06 EST) Date: Dec 1, 2023

Name: Dr. Dawn Gregory

Charter School/Network: The Anchor School

Georgia CSP Subgrant Application Assurances

Final Audit Report

2023-12-01

Created:	2023-12-01
By:	Josh Pinto Taylor ([REDACTED])
Status:	Signed
Transaction ID:	CBJCHBCAABAA6lAsdeGe9Pj5wuijywgUd__kLiU3_ZrD


"Georgia CSP Subgrant Application Assurances" History


 Document created by Josh Pinto Taylor ([REDACTED])
2023-12-01 - 3:44:19 PM GMT-[REDACTED]

 Document emailed to [REDACTED] for signature
2023-12-01 - 3:45:39 PM GMT

 Email viewed by [REDACTED]
2023-12-01 - 6:44:25 PM GMT-[REDACTED]

 Signer [REDACTED] entered name at signing as Dr. Dawn Gregory
2023-12-01 - 8:06:54 PM GMT-[REDACTED]

 Document e-signed by Dr. Dawn Gregory ([REDACTED])
Signature Date: 2023-12-01 - 8:06:56 PM GMT - Time Source: server-[REDACTED]

 Agreement completed.
2023-12-01 - 8:06:56 PM GMT

Profiles: The Anchor School

Applicant Information

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

Name of Charter School/Network

The Anchor School

School Identifier (NCES ID), if known

Authorizer

State Charter Schools Commission

Authorization Date

07/31/2022

Eligibility for CSP Subgrant

New School

Proof of Approved Expansion (expansion applicants only)

School Opening Date/Date of Expansion

08/14/2023

Name of Nonprofit Entity

The Anchor School

Name of LEA

The Anchor School

LEA Identifier (NCES District ID), if known

Applicant Street Address

2460 Wesley Chapel Road, Decatur, GA 30035

Applicant City

Decatur

Applicant State

Georgia

Applicant Zip Code

30,035

Applicant County

DeKalb

Proposed Location of New/Replicated School or Expansion Site

Proposed Street Address

2460 Wesley Chapel Road

Proposed Applicant City

Decatur

Proposed Applicant State

Georgia

Proposed Applicant Zip Code

30,035

Proposed Applicant County

DeKalb

School/Network Website

www.anchorsschool.org

Management Organization Type

Freestanding

Virtual Status

Not virtual

Grant Contact

Josh Pinto Taylor

Contact Title

Executive Director

Contact Email Address

[REDACTED]

Contact Phone Number

[REDACTED]

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

2023-24

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

6th, 7th, 8th, 9th

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

200

Year 2

300

Year 3

400

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.

CSPSUB~1.pdf

User Login

[REDACTED]

Profiles: File Attachments

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

CSPSUB~1.pdf



02.14.2024

The Anchor School
2460 Wesley Chapel Road
Decatur, GA 30035

To whom it may concern,

The purpose of this letter is to formally reiterate that our school, The Anchor School, has applied for the CSP SE subgrant from the State Charter Schools Foundation of Georgia. Notice of our intent to apply, per subgrant guidelines, was initially given to a member of the SCSC staff via email on Monday, November 20th, 2023. That correspondence was documented and remains available upon request.

Please reach out directly to me with any questions.

Abundantly,



Dr. Josh Pinto Taylor | Executive Director



The Anchor School is a village of educators, families, and community members that partners with 6th through 12th grade students who are developing the knowledge, skills, and confidence they need to thrive in school and beyond.

Name	Attachments
[REDACTED] 2024-02-06	No
[REDACTED] 2024-02-12	No
[REDACTED] 2024-02-14	No

Review Completed Date

02/06/2024

Application

The Anchor School

Reviewer

[REDACTED]

Reviewer Assignment Tag

type:individual

Responsiveness to community need

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

30

Comments - Responsiveness to community need (optional)

Growth mindset

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

8

Comments - Growth mindset (optional)

Commitment

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

8

Comments - Commitment (optional)

Readiness

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

8

Comments - Readiness (optional)

Racial and Socio-economic Diversity

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

8

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.

25

Comments - Budget Quality & Financial Sustainability (optional)

Bonus Points

Does the applicant qualify for locating in a priority community?

No

Does the applicant propose offering high school?

Yes

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

No

Comments - Bonus Points (optional)

Score Before Bonus Points

87

Total Score

97

Comments - Overall (required)

N/A

Review Completed Date

02/12/2024

Application

The Anchor School

Reviewer

[REDACTED]

Reviewer Assignment Tag

type:individual

Responsiveness to community need

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

25

Comments - Responsiveness to community need (optional)

Growth mindset

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

8

Comments - Growth mindset (optional)

Commitment

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

7

Comments - Commitment (optional)

Readiness

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

6

Comments - Readiness (optional)

Racial and Socio-economic Diversity

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

8

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.

20

Comments - Budget Quality & Financial Sustainability (optional)

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

Yes

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

No

Comments - Bonus Points (optional)

Score Before Bonus Points

74

Total Score

94

Comments - Overall (required)

N/A

Review Completed Date

02/14/2024

Application

The Anchor School

Reviewer

[REDACTED]

Reviewer Assignment Tag

type:individual

Responsiveness to community need

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

29

Comments - Responsiveness to community need (optional)

Growth mindset

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

9

Comments - Growth mindset (optional)

Commitment

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

8

Comments - Commitment (optional)

Readiness

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

9

Comments - Readiness (optional)

Racial and Socio-economic Diversity

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

8

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.

24

Comments - Budget Quality & Financial Sustainability (optional)

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

Yes

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

Yes

Comments - Bonus Points (optional)

Score Before Bonus Points

87

Total Score

112

Comments - Overall (required)

N/A