

## Applications: The Wright Community School

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**Implementation Budget Requested**

\$556,000.00

**Planning Budget Requested**

\$944,000.00

**Total Budget Requested**

\$1,500,000.00

**Planning Reimbursements**

\$0.00

**Implementation Reimbursements**

\$0.00

**Total Reimbursements**

**Remaining Budget**

\$1,500,000.00

**Profile**

The Wright Community 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?**

Yes

**Are you requesting a supplement?**

Yes

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

Yes

**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 Wright Community School (WCS) will meet the definition of a charter school under ESEA § 4310(2) by utilizing the autonomy and flexibility granted to charter schools to improve student outcomes and achieve measurable success. Operating under a charter contract with clear, performance-based goals, WCS will focus on increasing proficiency rates in math and ELA, closing achievement gaps, raising graduation rates, enhancing college and career readiness, and improving student attendance. These goals align with state accountability standards, ensuring compliance with performance measurement requirements.

WCS will leverage its flexibility to innovate and customize educational approaches. This includes implementing personalized learning plans tailored to individual student needs, offering targeted interventions, and using technology and data-driven decision-making to monitor progress and adjust strategies. Teachers will receive robust professional development, and WCS will collaborate with community partners to address students' academic, social, and emotional needs.

By empowering students to take ownership of their learning within a supportive and flexible framework, WCS will create an environment where every student can thrive. These efforts demonstrate WCS's commitment to meeting the definition of a charter school under ESEA § 4310(2), ensuring high-quality education that prepares students for success in college, careers, and life.

**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 Wright Community School plans to utilize the CSP Subgrant funds to support its mission of providing high-quality education and fostering a sense of community for its diverse student population. The funds will be allocated across two key phases: Planning and Implementation, each tailored to ensure the school's successful launch and sustainability.

During the Planning phase, the school will focus on establishing a solid foundation by acquiring essential materials, supplies, and technology to create an inclusive and engaging learning environment. This includes purchasing nursing supplies, de-escalation space items, sensory items, flexible furniture for diverse learners, textbooks, library books, classroom furniture, and operations equipment and consulting. The school will also invest in assistive technology devices, outdoor classroom materials, and movable sports equipment for physical education. To ensure operational readiness, funds will cover software for instruction and operations, bond premium, security equipment, assessment tools, and training platforms for compliance and onboarding. Professional development will play a significant role, with training sessions on crisis response, curriculum-specific topics, and instructional tools. Additional funds will support building infrastructure, such as cafeteria furniture, classroom televisions, mailboxes, and laminators, and salaries for key leadership roles, including the School Leader, Instructional Lead, and Operations Lead which will be paid the Pre-Opening Supplement.

In the Implementation phase, the focus shifts to sustaining and enhancing the school's operations and instructional quality. Key activities include continuing investments in technology, such as student and staff laptops, iPads, e-readers, and a 3D printer. Specialized resources, including gifted and special education testing materials, will support diverse learning needs. Contracted translation services will ensure effective communication with all families, while professional development programs will further enhance instructional practices. Assessment software and operational tools will continue to be critical for tracking progress and maintaining quality standards.

These CSP Subgrant funds are vital to achieving the school's goals by ensuring access to high-quality resources, training, and technology. They will enable The Wright Community School to serve as a model for innovative, equitable, and community-focused education, aligning with Georgia's Strategic Charter School Growth Initiative.

**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.**

The Wright Community School (WCS) is responding to community needs through extensive engagement and research to design a school that addresses critical challenges in Clayton, Dekalb, and Henry Counties. Using a six-month community mapping initiative, WCS identified significant educational gaps and barriers by involving over 1,500 stakeholders, including students, families, and community members. These efforts included 128 events, 313 surveys, and direct input from students, leading to a clear understanding of the community's educational needs.

Key challenges identified include low reading and math proficiency rates, significant achievement gaps, and high rates of disciplinary incidents, particularly affecting Black and Hispanic students. For example, in Dekalb County, 45% of middle school students are below grade level in reading, while 55% of high school students fail to meet college and career readiness benchmarks. Similarly, in Henry County, only 24% of students are proficient in math, and Clayton County exhibits disparities in both academic outcomes and disciplinary incidents. These findings underscore the need for an innovative and supportive educational model.

WCS has actively sought input from the community through surveys, co-design sessions, and a petition of support, with over 300 individuals expressing their endorsement of the school's mission. This input has shaped WCS's vision for small class sizes, personalized learning, and mentorship programs. The school also fosters two-way communication with families and uses tools like surveys, open forums, and community associations to ensure that parent and community voices remain integral to decision-making.

To engage families and the broader community, WCS emphasizes a community-centered culture built on inclusivity and partnership. Initiatives like the Transformative Community Coalition (TCC) and the Transformative Student Coalition (TSC) integrate restorative justice principles into the discipline process, encouraging collaboration between administrators, teachers, and community members to create supportive solutions for students. Additionally, WCS prioritizes mentorship, flexible scheduling, and individualized pathways to meet students' diverse needs.

Through these strategies, WCS aims to address educational disparities, promote equity, and empower students to become proactive, innovative, and tenacious scholars. By listening to and involving the community, WCS ensures its programs and initiatives align with the aspirations of families and stakeholders, creating a transformative educational environment tailored to the needs of Metro Atlanta communities.

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

The Wright Community School (WCS) is built on the idea of continuous growth and improvement. Over the past two years, WCS operated in "draft mode," focusing on building a community-centered school by listening to feedback, making changes, and going back to ensure we got it right. This process reflects our dedication to growth and our belief that feedback is essential for success.

At WCS, we not only welcome feedback, but we actively seek it from the SCSF, technical assistance providers, and other stakeholders. We approach these conversations with an open mind, seeing them as opportunities to learn and improve. This mindset allows us to adapt to challenges, refine our plans, and ensure that we are always moving closer to our mission. Demonstrating a growth mindset isn't just a part of what we do—it's at the core of who we are.

**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 Wright Community School (WCS) is fully committed to meeting the requirements and objectives of the CSP subgrant agreement by adhering to the comprehensive financial policies outlined in The Wright Community School Financial Policies and Procedures. These policies ensure that all funds are budgeted, accounted for, expensed, and maintained in accordance with local, state, and federal regulations. WCS has established internal controls to promote transparency, accountability, and compliance while mitigating risk.

Per The Wright Community School Financial Policies, the Executive Director oversees all federal grant-related activities, ensuring compliance with CSP requirements and certifying the accuracy of annual and final fiscal reports. The Executive Director collaborates with the Director of Operations and the back-office provider to ensure all expenditures align with grant objectives and meet cost allowability guidelines. The Director of Operations is responsible for managing daily financial operations, including procurement, bookkeeping, recordkeeping, and tagging restricted revenues and expenses to prevent double-dipping. Additionally, the Director of Operations ensures compliance with procurement requirements by obtaining multiple quotes, adhering to competitive bidding processes, and mitigating conflicts of interest in vendor selection.

The back-office provider supports the school by preparing grant budgets, submitting reimbursement requests, reconciling financial records, and maintaining audit documentation. The back-office provider also monitors federal cash management procedures, ensuring that reimbursement requests align with actual expenditures and that any excess interest earned is properly remitted. The Board Treasurer provides oversight for expenditures exceeding \$10,000 and ensures adherence to financial controls, including segregation of duties and review of reconciliations.

WCS further demonstrates its commitment to CSP requirements through its robust financial record retention policy, which mandates the maintenance of all financial records for at least seven years. These records include transaction ledgers, invoices, and audit documentation, ensuring transparency and readiness for review. Additionally, the school's financial policies outline procedures for capitalizing and depreciating assets, conducting bank reconciliations, and maintaining compliance with grant-specific requirements.

WCS agrees to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

By implementing these detailed policies and assigning clear roles and responsibilities, WCS ensures full compliance with the CSP subgrant agreement while maintaining the highest standards of accountability and transparency.

**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 Wright Community School (WCS) is well-prepared to open in August 2025 through strategic planning, a strong leadership team, and robust community engagement. The school is committed to empowering students as P.I.L.O.T.S. (Proactive, Innovative, Literate, Organized, and Tenacious Scholars) by fostering a supportive, student-centered environment that sets them on a path to success.

WCS has already established a solid foundation with its leadership team, which includes the Executive Director and Director of Operations. The Executive Director is responsible for aligning the school's goals, finances, and operations with its mission while overseeing key aspects of the school's development. The Director of Operations plays a vital role in ensuring the school is operationally ready by managing facilities, transportation, and enrollment processes. Additionally, the Director of Operations is tasked with identifying and budgeting for essential start-up costs, including association fees, curriculum materials, professional development, technology, furniture, supplies, and operational software. This comprehensive approach ensures that every detail is accounted for, from instructional needs to administrative systems, enabling the school to function effectively from the first day of operations.

In February 2025, WCS will expand its leadership team by hiring an Academic Dean to lead the development of a curriculum crosswalk that identifies gaps between current coursework and the knowledge and skills needed for success in post-secondary education and the workforce. The Academic Dean will also focus on teacher development and instructional quality. A Community Liaison will join the team to strengthen relationships with families and local organizations, further integrating the school into the community. By March 2025, WCS will begin extending offers to teachers, ensuring a highly qualified instructional staff is in place well in advance of the school's opening.

Community engagement is a cornerstone of WCS's readiness plan. The school has hired a Parent Fellow through GACan to connect with families, promote enrollment, and ensure parents' voices are heard. The Parent Fellow actively participates in outreach activities such as canvassing, tabling at events, and maintaining open lines of communication with the school's leadership team. These efforts are further supported by the Community Liaison, who works to build strong partnerships with community leaders and organizations, ensuring that WCS is responsive to local needs and expectations.

Operationally, the Director of Operations is working diligently to ensure the campus will be clean, safe, and equipped to support students. Services such as transportation and food vendors are being secured to meet the needs of students and their families. The future Academic Dean will focus on the curriculum crosswalk and provide professional development for teachers to align instructional practices with the school's vision.

For its inaugural year, WCS plans to enroll 150 students in grades 6 and 9, with a gradual growth model that will add students and grades each year until the school reaches a total enrollment of 600 students. This thoughtful approach allows the school to focus on establishing a strong foundation while scaling operations responsibly over time.

With a well-planned timeline, a dedicated leadership team, and strong community connections, WCS is fully prepared to meet the needs of students and families. The school's commitment to operational excellence, community engagement, and academic rigor ensures a successful opening in 2025, paving the way for a thriving educational community.

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

The Wright Community School (WCS) is deeply committed to establishing and maintaining a racially and socio-economically diverse student population while recruiting faculty and staff who reflect the diversity of the community. This focus is a cornerstone of the school's mission to foster equitable opportunities and empower students from all backgrounds to succeed.

**Building a Diverse Student Population**

WCS will implement a strategic enrollment plan designed to attract students from a wide range of racial, ethnic, and socio-economic backgrounds. In its first year, WCS projects a student population that will be 61% Black or African American, 24% Latino or Hispanic, 63% eligible for free or reduced lunch, and 13% English Language Learners. These demographics align with WCS's goal of serving a diverse and inclusive student body.

To achieve this, WCS will deploy targeted outreach strategies that include social media campaigns, participation in local community events, and direct engagement through door-to-door canvassing. The Parent Fellow through GACan and Community Liaison will be key in connecting with families, building relationships with community leaders, and assisting families throughout the enrollment process. These efforts will focus on reaching families from underserved communities, ensuring that WCS creates a student population reflective of the surrounding area's cultural and socio-economic diversity.

WCS will also prioritize accessibility by selecting a facility location that supports transportation equity and eliminates barriers for families. The school will provide consistent communication with families through newsletters, informational sessions, and community meetings to build trust and encourage enrollment from diverse communities.

**Recruiting a Diverse Faculty and Staff**

Recognizing the importance of having a faculty and staff that reflect its diverse student body, WCS will actively pursue recruitment partnerships with local institutions, including historically Black colleges and universities (HBCUs) such as Morehouse and Spelman, as well as Georgia State University, Clayton State University, and other regional institutions. These partnerships will help identify and attract highly qualified candidates from diverse racial, cultural, and professional backgrounds.

WCS will seek educators with strong qualifications, including Georgia Professional Standards Commission (GaPSC) certifications, and those who have additional endorsements in areas such as Dyslexia, Gifted Education, Reading, and ESOL. Teachers with experience in culturally responsive teaching, personalized learning, and mastery-based education will be prioritized to support WCS's commitment to equity and inclusion. For special education, WCS will ensure all teachers hold GAPSC certifications aligned with their teaching assignments, guaranteeing that they can meet the needs of students with disabilities effectively.

To support this focus on diversity, all staff will participate in cultural competency training aimed at equipping them with the skills to understand and respect the cultural norms, values, and beliefs of the students and families served by WCS. This training will foster a welcoming and inclusive environment that aligns with WCS's mission to empower all students.

**Sustaining Diversity**

WCS will continuously evaluate and refine its recruitment and enrollment strategies to ensure diversity remains central to its mission. The leadership team, including the Director of Operations, will oversee resource allocation and strategic planning, including costing out and locating key association fees for various operational and academic needs. This proactive approach will ensure that WCS creates an environment where all students, faculty, and staff feel valued and supported.

By combining thoughtful outreach, intentional hiring practices, and ongoing evaluation, WCS is committed to cultivating a racially and socio-economically diverse school community. This holistic approach ensures that WCS not only reflects the rich cultural fabric of its surrounding communities but also provides equitable opportunities for all students to thrive.

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

The Wright Community School (WCS) is committed to maintaining financial sustainability beyond the subgrant period through strategic planning, effective resource management, and ongoing fundraising efforts. WCS will partner with a back-office provider to ensure fiscal responsibility and proactive budget management, enabling the school to operate efficiently without reliance on additional funding. The school has already secured \$540,000 in grant funding and will continue to seek new grants and fundraising opportunities to support its educational model. These measures, combined with careful financial oversight and resource allocation, will ensure that WCS remains financially stable while delivering high-quality education and fulfilling its mission.

**Disciplined Financial Policies**

WCS adheres to comprehensive financial policies that emphasize accountability, compliance, and transparency. The school will utilize Generally Accepted Accounting Principles (GAAP) and maintain cost center accounting to track and manage finances effectively. Monthly financial reviews, annual audits, and restricted grant tracking will ensure proper allocation and use of funds. By maintaining a strong financial oversight structure, WCS ensures that its operations remain sustainable and aligned with its mission.

**Scalable Resource Management**

As enrollment grows from 150 students in its opening year to 600 students by 2029-2030, WCS will scale staffing, instructional resources, and facilities proportionally. The school will carefully align expenditures with student enrollment to optimize resource utilization and maintain fiscal responsibility. The Director of Operations will oversee key operational costs, including instructional materials, professional development, and technology, ensuring expenditures support the school's mission.

**Long-Term Financial Stability**

WCS is committed to building financial reserves and reinvesting surplus funds into educational programs, infrastructure, and contingency planning. The school will also explore cost-saving measures, such as renegotiating vendor contracts and implementing energy-efficient practices, to reduce operational expenses and strengthen its financial position.

In conclusion, WCS's strategic approach to revenue diversification, disciplined financial management, and resource alignment will ensure financial sustainability after the subgrant period, enabling the school to fulfill its mission of providing high-quality education for years to come.

## **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.**

WCS Enrollment and Lottery Policy - Approved by 11.20.24.pdf

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

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

Retention Policy - WCS.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.**

Discipline and Retention for WCS.pdf

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

FY25 The Wright Community School Charter Contract - signed (1).pdf

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

Transportation Plan-WCS.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 Wright Community School (WCS) is pursuing a primary facility located at 1688 Phoenix Parkway in College Park. This 42,900-square-foot property is ideal for the school's needs due to its size, affordability, and the landlord's expressed interest in hosting a school. The City of College Park has also demonstrated support by being open to issuing a zoning use variance. The property offers features such as ample parking, on-site traffic flow controls, and outdoor recreational spaces, all of which align with WCS's vision for a functional and accessible educational environment. Preliminary design recommendations have been developed to transform the space into an instructional facility that accommodates WCS's projected enrollment growth.

As a contingency, WCS is also considering a backup facility at 5881 Phillips Drive in Forest Park, GA. This site is home to Sankofa Montessori and consists of multiple buildings. The property owner, Charter School Development Corporation (CSDC), has proposed developing the sanctuary into instructional space to meet WCS's needs. This arrangement would allow WCS to lease the space for up to three years while locating a permanent facility. The site offers adequate parking and is zoned for school use, making it a viable alternative if the primary option is not finalized.

**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.**

Priority Community Map.pdf

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

Yes, The Wright Community School (WCS) will offer high school during the term of this subgrant (up to 36 months). In the first year (2025-26), WCS plans to start with 9th grade alongside 6th grade, and then incrementally add one grade per year for both middle and high school, with the aim of eventually serving grades 6th through 12th.

## 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**

WCS\_AssurancesDocument\_2025-01-05\_181919.pdf

**Submission Date**

01/08/2025

## Applications: File Attachments

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WCS Enrollment and Lottery Policy - Approved by 11.20.24.pdf

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Retention Policy - WCS.pdf

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Discipline and Retention for WCS.pdf

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**authorizer and school.**

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

Transportation Plan-WCS.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.**

Priority Community Map.pdf

**File Upload: CSP Subgrant Assurances**

WCS\_AssurancesDocument\_2025-01-05\_181919.pdf



The Wright Community School

(November 2024, SCSC Contract)

## Enrollment Policy

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

- (a) **Official Attendance Zone:** WCS shall include Clayton County, Dekalb County and Henry County, as has been duly approved in the charter by authorizing agencies.
- (b) **Enrollment Eligibility/Criteria:** To be eligible for enrollment at the WCS , students residing Clayton County, Dekalb County and Henry County, must submit a timely application to WCS on or before the first Monday of the calendar year annually. Should the first Monday of the calendar year be New Years Day, then the application to WCS should be submitted on or before January 2 of that calendar year.
  - (i) WCS may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including but not limited to 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.
  - (ii) WCS may use applications for the purpose of verifying the student's residence, age, and grade level, provided the application is consistent with SCSC Rule.
- (c) Any student who resides with a parent/legal guardian within Clayton County, Dekalb County and Henry County, and provides timely and valid evidence of proof of residency or Migrant Education Program eligibility shall be considered eligible for enrollment except as set forth herein:
  - (i) The enrollment criteria above notwithstanding, a student shall be restricted from enrolling when WCS determines that:
    1. The student is currently subject to a disciplinary order in another school or school district, including a short-term suspension, long-term suspension, or expulsion; and
    2. The offense 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 WCS 's Code of Conduct. Such enrollment restriction shall remain in place for the time remaining on the existing disciplinary order. WCS shall not have any other enrollment criteria.

WCS shall not have any other enrollment criteria.

### **Pre-Enrollment Process**

- (a) **Registration:** The application for the upcoming school year shall officially open November 1 of the previous school year. All applications received prior to the first Monday of the new calendar year enter into the registration pool for enrollment. All applications must be received by that Monday. If there are more applications than seats available, the school will hold a public lottery by the first Monday of the calendar year.
- (b) **Need & Process:** Applicant enrollment will be based on a random lottery to be held in accordance with the provisions set in WCS 's Annual Lottery procedure.
- (c) **Enrollment Priority:** As allowed by law, WCS may give enrollment priority to applicants in any of the following categories, as prioritized in the Charter:
  - 1. A sibling of a student enrolled in WCS .
  - 2. A student whose parent or guardian is a member of the governing board of the WCS or is a full-time teacher, professional, or other employee at WCS .
- (d) **Enrollment Lottery and Waiting List:** In accordance with WCS ' Lottery Policies and Procedures, a random lottery process will be implemented to fill student vacancies in cases where the number of enrollment applications exceed the capacity of any WCS grade level. Applications for the lottery will be available for submission for November 1st. The lottery will be held the first Monday of the calendar year.. Enrollment is provisional until all documentation is received to confirm the following:
  - 1. Residency in Clayton County, DeKalb County, or Henry County
  - 2. Grade level,
  - 3. Age
- (e) **Siblings:** Once a student is enrolled, a sibling of that student has priority for enrollment provided there is space available in the grade level needed. Alternatively, multiples (twins, triplets, etc.) may have exceptional enrollment preferences based upon availability of seats and number of classes. If the last set is a multiple, then the other sibling(s) is automatically enrolled.



This will occur on a case by case basis.

(f) WCS 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, WCS will implement a weighted lottery to give Economically Disadvantaged students a higher weight, determined annually by the board, in the enrollment lottery.

1. Public notice will be given of the 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.
2. The lottery will be open to the public.
3. It is anticipated that the lottery will occur by the first Monday of the calendar year.
4. An unbiased third party will witness and certify the validity of the lottery.
5. In an open and transparent process, individual names will be drawn at random.

(g) **ED Status Determination:** To determine "Economically Disadvantaged" (ED) status, we will use the provided application question and criteria as the basis for identification. Applicants will be asked to confirm whether the student qualifies as "Economically Disadvantaged" based on the following criteria:

1. The student's family qualifies for federal benefits such as SNAP, TANF, WIC, Section 8 housing assistance, or Medicaid.
2. The student's family qualifies for free or reduced lunch.

Answering this question is optional. However, students identified as "Economically Disadvantaged" will receive a weighted preference in the admissions lottery. Families who indicate eligibility may be required to provide documentation verifying participation in one or more qualifying programs. All information will be treated with strict confidentiality and used solely for determining lottery weighting.

(h) **Notification of Acceptance:** Parents/guardians will be notified of their child's acceptance or placement on a waiting list by an official email from the Data Clerk or Director of Operations following the conclusion of the lottery. Families will be notified up to 3 times within 14 days of their status through emails and phone calls with voicemails if possible. Families will not be contacted through the mail.

1. Families will have 14 business days to accept or decline a student's seat. After 14 business days, any seats without a response from the parent/guardian will be moved to the bottom of the waitlist.



- (i) **Acceptance of Seat Policy:** After notification of acceptance, there are two steps to verify enrollment. First, the student(s) parent/legal guardian **MUST** accept the seat within two weeks of the lottery or 72 hours for those on the waiting list. This happens through the digital registration application. Second, a student registration packet must be completed and submitted by the date listed below.

If not, the student's name goes to the end of the waiting list. For a list of required documents and their due date please scroll further down within this policy. To ensure a student's seat, families are encouraged to gather paperwork prior to acceptance and upload upon receipt of their notification.

- (ii) Newly enrolled students must be present on the first day of school otherwise their seat may be assigned to the next scholar on the Waiting List. Parents must provide proof of grade placement/promotion from their previous school.

- (d) **Waiting List Policy:** During the lottery, a waitlist is also created and students are pulled from that waitlist in order established during the lottery. A waiting list will be established using the lottery system whenever capacity is exceeded, and the students on the list will be contacted when and if openings occur during the current school year. The waiting list does not roll over to the following school year. A new application must be completed during open enrollment each school year in order to be included in the lottery. Every reasonable effort shall be made to contact the next person on the waitlist if a slot becomes available. However, if contact or a decision is not made within 72 hours the next student on the list may be extended the offer.

## **Enrollment**

Once a student has been accepted their seat at WCS , they will be required to complete a comprehensive enrollment packet with all the necessary documentation needed for public school enrollment. Documentation and due dates include:



No later than two weeks after Lottery	No later than March 1st	No later than July 31st	Within 10 days of mid year enrollment
<input type="checkbox"/> Accept Seat	Copy of Parent/Guardian ID <input type="checkbox"/> Proof of Address (ie. utility bill) <input type="checkbox"/> Proof of Student Age	<input type="checkbox"/> Social Security Card <input type="checkbox"/> Immunization Record (3231 and/or 3300) <input type="checkbox"/> Medical or Specialized Services documentation if applicable (i.e. allergies medical documentation, 504, IEP, Speech, OT, etc.)	<input type="checkbox"/> All documentation from the previous two columns <input type="checkbox"/> Withdrawal papers from previous school (if applicable)

The timeline above is drafted to provide families the time necessary to gather documentation. However, failure to submit the required documentation on time may jeopardize student(s)' enrollment status. For any questions or support regarding documentation submission, please reach out to a member of the WCS operations team.

### **Withdrawal**

If a student withdraws from WCS, a parent/guardian must complete withdrawal paperwork with our Data Clerk. Once withdrawn, the student cannot be re-admitted without going through the enrollment/lottery process again.



## **FAQ for The Wright Community School Enrollment**

### **What are the Enrollment Eligibility & Criteria for The Wright Community School?**

Any student who resides with a parent/legal guardian within the official attendance zone and provides 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.

### **What evidence of identification and proof of age does The Wright Community School require?**

The Wright Community 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.

### **What is considered valid evidence of proof of residency?**

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 Act will be enrolled immediately even if they are unable to produce evidence typically required to prove residency.

### **What is the Enrollment Priority at The Wright Community School?**

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



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

### **How are siblings defined for enrollment priority?**

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

### **Who qualifies as members of the governing board and employees of the charter school?**

- Member of the governing board of the charter school will be defined as a director of The Wright Community School, Inc.
- Employees of the charter school will be defined as any full- or part-time employee.

### **Who does not qualify for enrollment priority?**

The following do not qualify for enrollment priority:

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

### **What happens if a parent or guardian separates from employment with The Wright**



## **Community School?**

Upon the parent or guardian's separation of employment with The Wright Community 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.

## **What is the Weighted Lottery process?**

WCS 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, WCS will implement a weighted lottery to give Economically Disadvantaged students a higher weight, determined annually by the board, in the enrollment lottery.

## **How will the public be informed about the lottery?**

Public notice will be given of the 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.

## **When is the lottery expected to occur?**

The lottery will be open to the public. It is anticipated that the lottery will occur by January 1st of each year or the first Monday of the calendar year.

## **Who will witness and certify the lottery?**

An unbiased third party will witness and certify the validity of the lottery.

## **How will names be drawn during the lottery?**

In an open and transparent process, individual names will be drawn at random.

## **How is the waitlist established?**



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.

### **What happens to students not offered seats?**

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.

### **How will parents/guardians be notified of admission status?**

Parents/guardians will be notified by phone and email of each child's admission status and will have 14 business days after the date of initial notification to return a decision on their enrollment offer.

### **What happens if a decision is not returned by the 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.

### **How will the Reregistration process be communicated?**

The Wright Community 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.

### **What if families do not re-register on time?**

For any families that do not re-register 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.



## Retention Policy: The Wright Community School

### Code: IHE 160-4-2-.11 Promotion, Placement, and Retention

#### Legal Framework and Policy Overview

This retention policy conforms to Georgia State Board of Education Rule 160-4-2-.11. It dictates that student placement, promotion, and retention decisions must be grounded in academic assessments and necessary educational services to foster academic progress. This document details the processes and criteria for grades 6-8 and 9-12 at The Wright Community School (WCS).

#### Definitions (As per Georgia Code)

- **Accelerated Instruction:** Intense, targeted instructional activities designed to rapidly address academic deficiencies and bring students to grade-level competence.
- **Additional Instruction:** Supplementary academic support beyond regular curriculum offerings to help students reach grade-level performance. This may include extra instructional time allocated during the school day, or instruction before and after school, as well as on Saturdays or during summer sessions.
- **Differentiated Instruction:** Customized instructional strategies crafted to meet the unique learning needs of individual students.
- **Academic Committee:** A team comprising the principal or designee, the student's parent or guardian, and the teacher(s) of the subjects in which the student underperformed. This committee is tasked with making informed decisions based on the student's performance on state assessments.

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## Grades 6-8 Retention and Promotion Policies

### Criteria for Retention

Retention may be considered for students in grades 6-8 under the following conditions:

- Failing two or more core subjects: Mathematics, History, English Language Arts (ELA)/Humanities, and Science.

### Process for Retention

1. **Initial Notification:** Parents/guardians are formally notified in writing if their child is at risk of retention, with detailed information on the student's academic challenges and subsequent steps.
2. **Intervention Strategies:** Identified students will receive targeted interventions, including accelerated, differentiated, or additional instruction.
3. **Academic Committee Review:** Should interventions fail to yield adequate progress, an Academic Committee convenes to discuss and consider retention.
4. **Committee Decision:** Retention requires a unanimous decision by the Academic Committee. Parents have the right to appeal this decision, which will be reviewed by a higher educational authority within WCS.

### Promotion Standards

- Students must demonstrate proficiency at grade-level standards in state-adopted assessments in reading and mathematics to be promoted.

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## Grades 9-12 Retention and Promotion Policies

### Credit Requirements for Promotion

Grade Level	Credits Required
10th	5 credits
11th	11 credits
12th	17 credits

To graduate, students must accumulate at least 23 credits, including mandatory credits in core academic subjects and a new 0.5 credit requirement in Financial Literacy, reflecting community input and legislative mandates.

### Monitoring and Additional Support

- **Progress Monitoring:** Regular assessments with progress reports issued every 4.5 weeks to closely monitor student achievements.
- **Additional Instruction:** Students not meeting credit or subject proficiency requirements will receive targeted instructional support, potentially during additional times outside of regular school hours.

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## Retention Decision Process

1. **End-of-Year Academic Review:** Each student's academic record is reviewed against credit and proficiency requirements at the end of the school year.
2. **Academic Committee Evaluation:** Students at risk of not promoting due to credit deficiencies are evaluated individually by the Academic Committee.
3. **Communication of Decision:** Decisions, along with their rationales, are communicated to students and parents. Appeals can be directed to the WCS Board of Directors.

## Special Education Considerations

- **IEP Alignment:** Students with disabilities are assessed by their Individualized Education Program (IEP) Committee, which also serves as the Academic Committee, ensuring decisions are customized to their educational needs.

## Policy Communication and Documentation

- **Record Keeping:** All retention and promotion communications and decisions are formally documented in the student's permanent academic record.
- **Community Engagement:** WCS is committed to maintaining clear, consistent communication with parents and the community regarding their child's academic status and any decisions affecting their educational path.

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## The Wright Community School: Student Code of Conduct

The Wright Community School (WCS) Student Code of Conduct is a guiding framework designed to help students understand the causes of their behavior, resolve conflicts, repair harm, restore relationships, and reintegrate smoothly into the school community. The Code fosters self-discipline, self-understanding, self-direction, and self-worth, aligning with WCS's high academic and behavioral expectations to prepare students for college, career, and life. Our Code promotes a safe, positive, and inclusive environment while providing a flexible framework that addresses a wide range of behaviors.

### Overview of WCS Restorative Justice Principles

WCS's approach to discipline is rooted in restorative justice, which shifts the focus from punitive measures to repairing harm and rebuilding relationships. This model considers the interconnectedness of behavior, recognizing its impact on the responsible student, affected persons, and the larger community. Through restorative practices, WCS engages all stakeholders in actively and respectfully addressing behavior. Our approach aims to:

- **Enable students** to understand the harm caused by their actions and to make amends to affected persons and communities.
- **Build on students' strengths** and increase their competencies.
- **Involve affected persons** in the justice process, giving them a voice and active role.
- **Strengthen community bonds** through a collaborative approach where all parties are stakeholders.

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The goal is to guide WCS away from a purely rule-based response to discipline toward a facilitative role that encourages problem-solving and strengthens the school community.

## Stakeholders and Goals in Restorative Justice

Restorative justice at WCS includes three primary stakeholders—the affected persons, the student responsible, and the community—and is driven by three main goals: accountability, competency development, and community protection.

1. **Affected Persons:** Restorative justice centers the choice of affected persons, providing opportunities for them to engage in ways they find meaningful, such as submitting written impact statements, participating in mediation, or recommending consequences.
2. **Responsible Student:** The focus for the responsible student is on change and accountability. This involves helping students understand the impact of their actions and building skills to make them competent, proactive P.I.L.O.T.S. (Proactive, Innovative, Literate, Organized, and Tenacious Scholars). Competency development is about shifting students from passive recipients to active, constructive contributors within their community.
3. **Community:** Restorative justice emphasizes building relationships and bonding within the community, which is also affected by behavior. This approach encourages a culture of mutual respect and accountability where every student can contribute positively.

## Key Principles of Restorative Justice

At WCS, restorative justice is a set of guiding principles rather than a strict program. These principles include:

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- **Repair:** Negative behavior harms not just the individual but also the community and relationships. Justice focuses on healing and repairing harm.
- **Involvement:** All parties—affected persons, the community, and the responsible student—are encouraged to participate in restorative processes.
- **Justice System Facilitation:** WCS redefines its role, transitioning from an “expert” response to a facilitative role that prioritizes community capacity-building and collaborative problem-solving.

## Transformative Student Coalition (TSC) and Transformative Community Coalition (TCC)

WCS integrates restorative justice in its disciplinary system through the Transformative Student Coalition (TSC) and Transformative Community Coalition (TCC), empowering students and community members to participate in the discipline process.

- **TSC (Transformative Student Coalition):** TSC is a student-led initiative comprising at least five student representatives from different grades and backgrounds, supervised by the Executive Director. TSC members, who are selected based on their commitment to restorative justice and meet academic requirements, undergo training in restorative justice principles through an elective course. TSC addresses Level 1-3 infractions, offering students an immediate opportunity to understand the impact of their actions, repair harm, and work toward positive outcomes. TSC decisions are provided on the same day, ensuring efficient, constructive resolution. Each member serves a one-academic-year term, providing opportunities for different students to engage in this transformative role.
- **TCC (Transformative Community Coalition):** Composed of administrators, teachers, and community members, the TCC addresses Level 4 or higher infractions. TCC members receive annual

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training with monthly refreshers in restorative justice practices, ensuring they have the necessary skills to facilitate fair and constructive resolutions. Members also complete conflict-of-interest forms, ensuring an impartial and unbiased process focused on the student's best interests. Outcomes are delivered within 24 hours, reflecting WCS's commitment to transparency and timely resolution.

## Application of the Student Code of Conduct

The Student Code of Conduct applies to all student behavior on school grounds during school hours, before and after school, while traveling to and from school events, representing WCS in team or group activities, and when using the school's technology network or devices. Misbehavior related to extracurricular standards may lead to additional disciplinary actions specific to those activities. Behaviors that breach both extracurricular and general standards may result in further consequences, including suspension, expulsion, exclusion from honors, or removal from school events.

## Progressive Discipline Process

Disciplinary actions at WCS follow a progressive model tailored to the offense's severity, the student's age, behavior frequency, intent, and attitude. This individualized approach allows teachers and administrators to assign fair and appropriate consequences in each case. Disciplinary considerations also include legal requirements, such as those specified under the Individuals with Disabilities Education Act (IDEA) and Section 504, ensuring that students with disabilities receive necessary accommodations and supports. Consequences may include restorative practices, community service, or—if warranted—suspension or expulsion. The Executive Director or

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designated staff determine final disciplinary actions, reflecting WCS's commitment to a fair, inclusive process.

## Record-Keeping and Appeals

All violations are recorded in the student's disciplinary record and may be referenced in future disciplinary hearings following the progressive discipline process. Short-term suspensions (up to ten consecutive days) are considered administrative actions and are not subject to formal hearings or appeal rights. However, parents/guardians may reach out to the Executive Director to discuss their child's disciplinary actions.

The Wright Community School's Student Code of Conduct is a comprehensive framework that supports students in becoming accountable, respectful, and community-oriented individuals. By embedding restorative justice practices, WCS transforms disciplinary processes into meaningful opportunities for growth, learning, and positive community-building, fostering an environment where every student is encouraged to contribute constructively to the school community.

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## Student Discipline

Students at The Wright Community School (WCS) are expected to uphold the values of the Wright Way by adhering to the WCS Student Code of Conduct. For students who choose not to follow this agreement, appropriate consequences will redirect behavior toward positive outcomes. The Code of Conduct provides tools for understanding the causes of behavior, resolving conflicts, repairing harm, restoring relationships, and reintegrating successfully into the school community. WCS's high expectations for both academic and behavioral standards are designed to prepare scholars for college and career, ensuring they feel safe, supported, and happy at school.

The WCS Code of Conduct addresses a range of student behaviors and includes appropriate responses to support a safe and equitable school environment. WCS retains the discretion to address misconduct not specifically outlined in the Code and may impose additional rules as necessary.

## Search and Seizure Policy

WCS is committed to safeguarding the safety and well-being of its students. School authorities may conduct searches if there is a reasonable suspicion of a law or school policy violation. School property, such as desks and iPads, remains under school ownership and can be inspected or reclaimed at any time. Students should not store prohibited items, such as drugs, paraphernalia, firearms, explosives, or stolen property, within their belongings. Searches will be conducted respectfully, with a focus on student privacy and only by staff members of the student's gender in the presence of a witness, also of the same gender. No strip searches will be conducted.

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## Behavior Categories

The WCS Code of Conduct categorizes behavior into five levels based on severity, providing a progression of consequences to help students understand and modify their actions. Consequences aim to address misbehavior constructively and proportionately to the nature of the incident. The Executive Director has the discretion to implement consequences that may extend beyond the initial outlined responses if a specific situation warrants it.

## Suspensions and Expulsions

The Executive Director or their designee has the authority to suspend students for up to ten days without a formal grievance hearing. For severe infractions, the Executive Director may impose suspensions of up to ten days, and a parent-administrator conference will be required before re-admission. In cases where warranted, the Executive Director may recommend expulsion for severe violations, including but not limited to the following:

- Possession of a dangerous weapon
- Distribution or sale of drugs or controlled substances
- Acts that seriously impact the educational environment or endanger others' safety

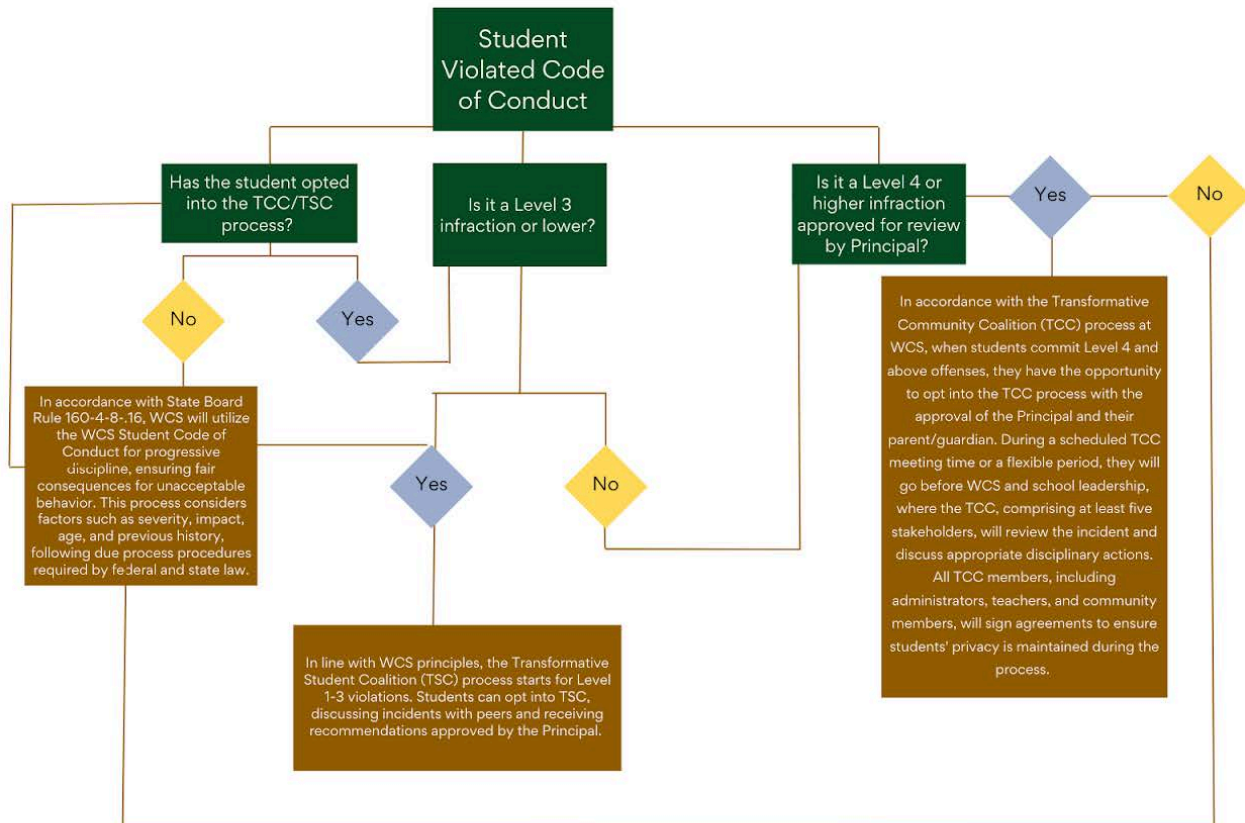
## Progressive Consequences

The Code of Conduct outlines a progression of responses to student behavior that aligns with our mission to foster self-discipline and self-understanding. For repeated misconduct, the Executive Director may escalate responses, and, for students in early grades, WCS applies multi-tiered support interventions to ensure appropriate behavioral support.

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## WCS Student Code of Conduct DISCIPLINE PROCESSES



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## Infraction Levels & Definitions

LEVEL	Infraction	Definition	Additional Information
1	Cell Phone/Electronic Devices/Recording Devices	Using electronic devices without permission.	Unauthorized use of cell phones, tablets, or other electronic devices during school hours.
1	Excessive Tardiness/Class Cuts	Skipping class or being late without valid excuse.	Repeated tardiness or absences without a valid reason.
1	Fail to Follow Rules/Laws or Blatant Defiance	Non-compliance with school or classroom rules and defiant behavior.	Refusal to follow instructions or openly defying authority.
1	Failure to attend Detention/ISS/Saturday School	Missing detention, Saturday school, or ISS.	Failure to attend assigned disciplinary sessions without prior approval.
1	Gambling	Engaging or soliciting others to gamble.	Involvement in betting, lotteries, or games of chance for money or valuables.

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1	Honor Code	Cheating, plagiarism, and other Honor Code violations are strictly prohibited.	Includes copying work, unauthorized collaboration, and using prohibited resources.
1	Horseplay, Rough or Boisterous Activities	Engaging in playful or rough activities.	Physical activities that could result in minor disruption or accidental injury.
1	Improper Dress	Failing to dress appropriately for school setting.	Wearing clothing that does not adhere to the school dress code, including inappropriate graphics.
1	Public Displays of Affection	Consensual kissing, touching, or similar PDA.	Display of affection that is deemed inappropriate in the school setting.
1	Violate Responsible Use Agreement	Violating the school's Responsible Use Agreement for technology.	Inappropriate use of school technology, such as unauthorized downloads or visiting restricted websites.

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2	Attempt to Alter/Damage School/Private Property	Attempting to alter or damage property.	Includes minor tampering or defacing of school/private property without causing significant damage.
2	Block Property/Traffic	Blocking school property or traffic flow.	Obstructing hallways, entrances, or exits, causing disruption to movement or safety.
2	Bus Interference	Violating bus rules or creating disturbances on the bus.	Actions that endanger safety or cause disruption, such as yelling, moving around, or blocking aisles.
2	Consensual Hazing, Initiation, or Bodily Modifications	Participating in consensual hazing/initiation or bodily modifications.	Involves activities that may cause discomfort but are not forced or aggressive.
2	Disruption/Disruptive Behavior	Any conduct that disrupts school operations.	Behavior that interrupts teaching, learning, or general school activities.

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2	Encouraging Misconduct	Encouraging or inciting others to break school rules.	Persuading others to engage in activities against school policies.
2	Level 1 Threat	Intent to harm is not clear or apparent, with no evidence of planning or specific targets.	General threats or aggressive behavior without evidence of specific intent or plan.
2	Mooning/Related Behavior	Exposing intimate body parts or the intimate parts of another.	Inappropriate exposure, typically as a prank, without intent to cause harm.
2	Possess/Distribute Items (non-drug)	Possessing or distributing unauthorized non-drug items.	Includes items that may disrupt class but are not harmful (e.g., laser pointers, toys).
2	Profanity/verbal abuse of an employee, staff, or visitor	Using abusive or vulgar language towards school personnel.	Disrespectful or derogatory language directed at staff, employees, or visitors.
2	Prohibited Use of Personal Communication	Using a personal device when not allowed.	Using cell phones or other devices outside of designated times/locations.

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	<b>Devices (PCD) During School Day</b>		
2	Sexual Harassment	Harassing another person through unwelcome conduct or communication of a sexual nature.	Unwanted sexual comments, jokes, or advances directed at another individual.
2	Teasing/Taunting	Provoking, disturbing, or annoying others.	Minor acts meant to provoke or annoy, not resulting in serious harm or distress.
2	Technology/Computer Misuse	Attempting to disrupt or monopolize school technology resources.	Includes attempts to hack, monopolize bandwidth, or interfere with other users' access.
2	Tobacco/Vaping use/possession	Possession or use of tobacco/vaping products.	Unintentional or minor use/possession, including vaping devices.
2	Trespass School Property	Entering school property without authorization.	Being on school grounds without permission or during unauthorized times.

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2	Unauthorized Area	Being in an unauthorized area of the school.	Entering areas restricted to certain staff or students.
3	Academic Dishonesty	Unauthorized assistance on assignments/exams	Minor cheating
3	Actual Alter/Damage of School/Private Property	Damaging school or private property.	Acts of vandalism or property damage, including graffiti or breaking items.
3	Alcohol	Violation of laws prohibiting alcohol manufacturing, sale, possession, consumption, etc.	Unintentional possession
3	Alcohol/Drug Possession/Under the Influence	Possession or being under the influence of drugs/alcohol.	Holding or using controlled substances on campus without permission.
3	Arson of School or Private Property	Attempting or setting fire to property.	Intentional burning or attempted burning of school or private property.

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3	Battery	Intentional harm-causing physical attack	Physical attack without injuries
3	Battery Student/Other without Serious Injury	Physical contact with another student without causing serious harm.	Engaging in physical aggression that does not result in severe injury.
3	Breaking/Entering Private Property	Unauthorized forceful entry into school property.	Entering a locked or restricted area by force without permission.
3	Bullying	Severe, persistent behavior impacting educational environment	First offense
3	Destruction of Evidence	Altering or destroying evidence related to a rule violation.	Attempting to hide, dispose of, or alter evidence after a school policy violation.
3	Disorderly Conduct	Disruptive behavior threatening school order or safety	Moderate disturbance

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3	Display Inappropriate Material Using Tech	Using technology to display or distribute inappropriate material.	Using school devices or networks to share or view offensive or inappropriate content.
3	Drug Paraphernalia	Possessing or distributing drug-related paraphernalia.	Holding items associated with drug use, like pipes or rolling papers.
3	Drugs (Excl. Alcohol/Tobacco)	Violation related to illegal drug possession or use	Unintentional possession of medication
3	False Fire Alarm	Pulling a fire alarm without authorization.	Unauthorized activation of the fire alarm, causing disruption and potential safety risks.
3	Fight Student/Other	Mutually participating in a physical altercation.	Fighting involving both parties, without severe injury.
3	Fighting	Mutual physical violence with intent to harm	No injuries

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3	Gang-Related	Gang activities/symbols, affiliation or intimidation	-
3	Handling of Stolen Property	Receiving or possessing stolen property.	Being in possession of, or attempting to hide, items known to be stolen.
3	Harassment: Disability/Race/Color/ National Origin/Religion/Sexual Orientation	Harassment based on a personal characteristic.	Unwanted behavior targeted at an individual's protected status.
3	Inappropriate Recording and Distribution Using Personal Communication Devices (PCD)	Recording and sharing inappropriate content using devices.	Recording and distributing inappropriate material, particularly on social media.
3	Larceny / Theft	Unlawful taking of property without force	Value \$25-\$100

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3	Level 2 Threat	Intent to harm with some planning but lacking ability to execute the threat.	A non-specific threat with minimal evidence of planning or capability.
3	No Contact Contract Violation/Letter of Directive	Violating a no-contact agreement between students.	Breaching terms set to prevent interactions between specific students.
3	Offensive Material (Non-Technology)	Displaying or distributing profane, vulgar, or offensive materials.	Displaying or sharing inappropriate non-digital content that disrupts the school environment.
3	Other - Attendance Related	Repeated unexcused absences/tardiness	Repeated/excessive absences/tardiness
3	Other - Dress Code Violation	Violation of school dress standards	Non-invasive items
3	Other - Possession of Unapproved Items	Possession of disruptive/unauthorized items	Minor unauthorized item

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3	Other - Student Incivility	Insubordination or disrespect toward staff/students	Failure to follow instructions
3	Sexual Activity, Consensual	Consensual sexual activity on school premises.	Engaging in consensual sexual behavior on school property.
3	Sexual Battery	Unwanted physical contact with intimate body parts.	Physical contact without consent, involving intimate body parts.
3	Stalking	Following or contacting another person without consent for harassment purposes.	Unwanted repeated following, surveillance, or contact causing distress.
3	Theft of Student, School, or Private Property up to \$100.00 or unknown value	Stealing property valued at or below \$100.00.	Taking items from students, school, or private property without permission.
3	Threat/Damage Property Using Tech	Threatening to damage or damaging property using technology.	Using electronic devices to communicate threats or damage school property.

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3	Tobacco	Unauthorized use or possession of tobacco products	Unintentional possession
3	Trespassing	Unauthorized entry onto school property	Unauthorized entry
3	Unauthorized Copy/Access Computer Software	Unauthorized copying or accessing of school software or technology.	Using school software or accessing data without permission, including unauthorized downloads.
3	Weapons – Knife	Possession, use, or intent to use a knife	Unintentional possession
4	Academic Dishonesty	Unauthorized assistance on assignments/exams	Intentional plagiarism on minor work
4	Alcohol	Violation of laws prohibiting alcohol manufacturing, sale, possession, consumption, etc.	Under influence without possession

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4	Arson	Intentional damage or attempt to damage property by fire/incendiary devices	Attempted arson/use of incendiary devices
4	Battery	Intentional harm-causing physical attack	Physical attack with mild/moderate injuries
4	Battery Employee with Serious Injury	Physical contact causing serious injury to a school employee.	Actions resulting in significant harm or injury to a school employee.
4	Battery Student/Other with Serious Injury	Physical contact with another student causing serious harm.	Severe physical aggression resulting in notable injuries to another student.
4	Bomb/Explosive Threat	Falsely reporting a bomb or explosive.	Untrue claim of an explosive device, causing alarm and potential evacuation.
4	Bullying	Severe, persistent behavior impacting educational environment	Second offense

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4	Bus Interference while bus in motion	Any actions that disrupt the bus environment while it is in motion.	Activities that distract or endanger the driver and passengers on a moving bus.
4	Computer Trespass	Unauthorized use of a school computer/network	Unauthorized non-instructional use
4	Disorderly Conduct	Disruptive behavior threatening school order or safety	Severe disturbance
4	Drugs (Excl. Alcohol/Tobacco)	Violation related to illegal drug possession or use	Unauthorized possession of prescribed/OTC medication
4	Fighting	Mutual physical violence with intent to harm	Mild/moderate injuries
4	Forcefully abduct, transport, detain a Person	Forceful abduction or detention of a person.	Involves physically detaining or forcibly moving another individual against their will.
4	Gang-Related	Gang activities/symbols, affiliation or intimidation	Gang-related symbols or attire

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4	Group Fight	Participating in a fight involving three or more people.	Physical altercation involving multiple students, creating significant disruption.
4	Larceny / Theft	Unlawful taking of property without force	Value \$100-\$250
4	Level 3 Threat	Intent and ability to carry out a specific, harmful threat.	A clear, direct threat that is both targeted and feasible to execute.
4	Making a False Report of a Serious Crime	Reporting a serious crime falsely.	False reporting intended to mislead or cause disruption, including serious accusations.
4	Other - Dress Code Violation	Violation of school dress standards	Invasive/suggestive items
4	Other - Possession of Unapproved Items	Possession of disruptive/unauthorized items	Use of unauthorized item

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4	Other - Student Incivility	Insubordination or disrespect toward staff/students	Blatant insubordination
4	Robbery	Taking property by force/threat of force	Robbery without a weapon
4	Sex Offenses	Unlawful consensual sexual behavior/contact	Lewd behavior, possession of explicit materials
4	Sexual Harassment	Unwelcome sexual advances or comments	Specific jokes/gestures
4	Sexual Molestation	Committing an immoral or indecent act involving another person without consent.	Inappropriate or unwanted physical contact, often involving minors.
4	Theft of Employee over \$100.00	Stealing employee property valued over \$100.00.	Unauthorized taking of valuable items belonging to school personnel.
4	Theft of Employee Property over \$100.00	Stealing property over \$100.00 in value from an employee.	Taking items valued above \$100 from school staff without permission.

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4	Threat / Intimidation	Threat creating fear of harm without a weapon	Threat creating fear
4	Tobacco	Unauthorized use or possession of tobacco products	Intentional use/possession
4	Trespassing	Unauthorized entry onto school property	Unauthorized entry - Repeated
4	Vandalism	Intentional damage to property	Minor destruction
4	Weapons – Knife	Possession, use, or intent to use a knife	Intentional possession
5	Academic Dishonesty	Unauthorized assistance on assignments/exams	Plagiarism on major exams/projects
5	Alcohol	Violation of laws prohibiting alcohol manufacturing, sale, possession, consumption, etc.	Violation of alcohol laws

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5	Arson	Intentional damage or attempt to damage property by fire/incendiary devices	Intentional damage due to arson
5	Battery	Intentional harm-causing physical attack	Severe injuries or attack on school personnel
5	Breaking & Entering	Unauthorized forceful entry into school or vehicle	Forceful entry with/without intent to commit theft
5	Bullying	Severe, persistent behavior impacting educational environment	Repeated severe bullying
5	Category I Weapon: Firearm/Dangerous Weapon	Possession of a firearm or dangerous weapon on school property.	Includes firearms, knives, or any item intended to inflict serious harm.
5	Computer Trespass	Unauthorized use of a school computer/network	Intentional damage, hacking, unauthorized access

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5	Disorderly Conduct	Disruptive behavior threatening school order or safety	Severe disturbance or threat to health/safety
5	Drugs (Excl. Alcohol/Tobacco)	Violation related to illegal drug possession or use	Illegal drug-related offense
5	Electronic Smoking Device	Use or possession of a vaping device	Sale/distribution or repeated offenses
5	Fighting	Mutual physical violence with intent to harm	Severe injuries or multiple offenses
5	Gang-Related	Gang activities/symbols, affiliation or intimidation	Soliciting gang membership or defacing property
5	Homicide	Killing of one person by another	Intentional killing
5	Kidnapping	Unlawful, forceful abduction/detention	Forceful abduction/detention

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5	Larceny / Theft	Unlawful taking of property without force	Value >\$250 or multiple offenses
5	Level 3 Threat	Making a threat with intent, motive, ability, and planning, targeting specific persons or places.	A detailed threat with a specific plan and clear intent to cause harm.
5	Motor Vehicle Theft	Theft or attempted theft of any motor vehicle	Theft of any vehicle
5	Off-Campus Misconduct	Off-campus felony-level behavior affecting school safety.	Any felony action outside school premises that poses a safety risk to the school.
5	Other - Dress Code Violation	Violation of school dress standards	Repeated violations
5	Other - Possession of Unapproved Items	Possession of disruptive/unauthorized items	Dangerous or harmful items

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5	Other - Student Incivility	Insubordination or disrespect toward staff/students	Repeated severe incivility
5	Other Firearms	Possession of firearms other than standard types	Possession of non-standard firearms
5	Other Incident for State-Reported Discipline	Other disciplinary incident leading to punishment	-
5	Repeated Offenses	Multiple offenses leading to disciplinary action	Collection of severe incidents
5	Robbery	Taking property by force/threat of force	Robbery with a weapon
5	Robbery	Taking items by force or threat of violence.	Using physical force or intimidation to take property from another individual.
5	Serious Bodily Injury	Inflicting injury causing risk of death/disfigurement	Severe disfigurement or permanent injury

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5	Sex Offenses	Unlawful consensual sexual behavior/contact	Sexual acts on school grounds
5	Sexual Battery	Unlawful sexual penetration/contact without consent	Non-consensual sexual penetration/contact
5	Sexual Harassment	Unwelcome sexual advances or comments	Severe, persistent harassment
5	Theft of Employee over \$100.00	Stealing property over \$100.00 from an employee.	Unauthorized taking of valuable items belonging to school personnel.
5	Threat / Intimidation	Threat creating fear of harm without a weapon	School-wide threat or repeated behavior
5	Tobacco	Unauthorized use or possession of tobacco products	Selling/distribution or repeated offenses
5	Trespassing	Unauthorized entry onto school property	Refusal to leave after request

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5	Vandalism	Intentional damage to property	Severe destruction or multiple offenses
5	Violence Against a Teacher	Intentional attack on a teacher causing harm	Severe injuries or attack against a teacher
5	Weapons – Handgun	Possession of a firearm designed for single-hand use	Possession/use of handgun
5	Weapons – Knife	Possession, use, or intent to use a knife	Intent to harm with a knife
5	Weapons – Other	Possession or use of other dangerous instruments	Intentional use of dangerous weapon
5	Weapons – Rifle/Shotgun	Possession of a firearm designed for shoulder firing	Possession/use of rifle or shotgun

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## Due Process Policy for The Wright Community School (WCS)

### **Purpose:**

The purpose of this Due Process Policy is to ensure fair treatment in the application of student discipline, protecting the rights of students while maintaining the integrity and safety of the school environment. This policy aligns with The Wright Community School's vision to empower all students in a just and equitable manner and complies with O.C.G.A. § 20-2-751.6 and O.C.G.A. § 20-2-752 under Georgia law, which govern student disciplinary policies and procedures for public schools, including due process for suspensions and expulsions.

### **Scope:**

This policy applies to all disciplinary actions that could result in suspension, expulsion, or significant changes to a student's educational program at WCS.

#### 1. Notification of Charges:

- A. When a student is accused of an infraction that may lead to disciplinary action, the school administration will provide the student and their parents or guardians with a written notice of the charges.
- B. This notice will include a clear description of the alleged misconduct, the specific school rules violated, and the potential consequences.

#### 2. Right to a Hearing:

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- A. Students facing suspension for more than five school days or any expulsion have the right to a hearing before a disciplinary officer, panel, or tribunal in accordance with O.C.G.A. § 20-2-752.
  - B. This hearing will be scheduled no later than ten school days after the initial suspension or notification of expulsion, unless a delay is requested by the student's family and agreed upon by all parties.
3. Hearing Procedures:
- A. The hearing will be conducted in a fair and impartial manner, allowing the student to present evidence, witnesses, and a personal statement regarding the incident.
  - B. The student may be represented by an attorney or advocate at their own expense. School officials will also present evidence supporting the disciplinary action.
  - C. A verbatim record of the hearing (audio or written) will be maintained.
4. Decision and Appeal:
- A. The decision of the disciplinary officer, panel, or tribunal will be provided in writing to the student and their parents or guardians within five school days of the hearing. This decision will include findings of fact, conclusions of law, and the disciplinary action to be imposed.
  - B. The student or their guardians may appeal the decision to the school board. This appeal must be filed in writing within ten school days from the receipt of the decision.
  - C. The school board will review the record and issue a final decision in writing within thirty school days of receiving the appeal.

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## **5. Emergency Procedures:**

- A. In cases where the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, immediate suspension may be imposed without prior notice or hearing, as permitted by Georgia law.**
- B. In such emergencies, the due process hearing will be expedited and held as soon as reasonably possible.**

## **6. Special Considerations for Students with Disabilities:**

- A. Students with disabilities will receive additional procedural protections as required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA).**
- B. Any disciplinary action that could change the placement of a student with disabilities will not be made without prior consultation with the student's IEP team.**

## **7. Confidentiality:**

**All disciplinary proceedings, reports, and decisions will be kept confidential and disclosed only to the extent necessary to enforce the policy or as required by law.**

## **8. Policy Changes and Approvals:**

**This policy is subject to change based on updates to disciplinary processes, changes in applicable laws, or at the school's discretion. All policies are reviewed and approved by The Wright Community**

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School's Board to ensure alignment with the school's mission, legal requirements, and community needs.

**Implementation and Review:**

The implementation of this policy will be monitored by the WCS administration. The policy will be reviewed annually and revised as necessary to ensure compliance with applicable laws and to meet the evolving needs of the school community.

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## Retention Policy: The Wright Community School

### Code: IHE 160-4-2-.11 Promotion, Placement, and Retention

#### Legal Framework and Policy Overview

This retention policy conforms to Georgia State Board of Education Rule 160-4-2-.11. It dictates that student placement, promotion, and retention decisions must be grounded in academic assessments and necessary educational services to foster academic progress. This document details the processes and criteria for grades 6-8 and 9-12 at The Wright Community School (WCS).

#### Definitions (As per Georgia Code)

- **Accelerated Instruction:** Intense, targeted instructional activities designed to rapidly address academic deficiencies and bring students to grade-level competence.
- **Additional Instruction:** Supplementary academic support beyond regular curriculum offerings to help students reach grade-level performance. This may include extra instructional time allocated during the school day, or instruction before and after school, as well as on Saturdays or during summer sessions.
- **Differentiated Instruction:** Customized instructional strategies crafted to meet the unique learning needs of individual students.
- **Academic Committee:** A team comprising the principal or designee, the student's parent or guardian, and the teacher(s) of the subjects in which the student underperformed. This committee is tasked with making informed decisions based on the student's performance on state assessments.

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## Grades 6-8 Retention and Promotion Policies

### Criteria for Retention

Retention may be considered for students in grades 6-8 under the following conditions:

- Failing two or more core subjects: Mathematics, History, English Language Arts (ELA)/Humanities, and Science.

### Process for Retention

1. **Initial Notification:** Parents/guardians are formally notified in writing if their child is at risk of retention, with detailed information on the student's academic challenges and subsequent steps.
2. **Intervention Strategies:** Identified students will receive targeted interventions, including accelerated, differentiated, or additional instruction.
3. **Academic Committee Review:** Should interventions fail to yield adequate progress, an Academic Committee convenes to discuss and consider retention.
4. **Committee Decision:** Retention requires a unanimous decision by the Academic Committee. Parents have the right to appeal this decision, which will be reviewed by a higher educational authority within WCS.

### Promotion Standards

- Students must demonstrate proficiency at grade-level standards in state-adopted assessments in reading and mathematics to be promoted.

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## Grades 9-12 Retention and Promotion Policies

### Credit Requirements for Promotion

Grade Level	Credits Required
10th	5 credits
11th	11 credits
12th	17 credits

To graduate, students must accumulate at least 23 credits, including mandatory credits in core academic subjects and a new 0.5 credit requirement in Financial Literacy, reflecting community input and legislative mandates.

### Monitoring and Additional Support

- **Progress Monitoring:** Regular assessments with progress reports issued every 4.5 weeks to closely monitor student achievements.
- **Additional Instruction:** Students not meeting credit or subject proficiency requirements will receive targeted instructional support, potentially during additional times outside of regular school hours.

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## Retention Decision Process

1. **End-of-Year Academic Review:** Each student's academic record is reviewed against credit and proficiency requirements at the end of the school year.
2. **Academic Committee Evaluation:** Students at risk of not promoting due to credit deficiencies are evaluated individually by the Academic Committee.
3. **Communication of Decision:** Decisions, along with their rationales, are communicated to students and parents. Appeals can be directed to the WCS Board of Directors.

## Special Education Considerations

- **IEP Alignment:** Students with disabilities are assessed by their Individualized Education Program (IEP) Committee, which also serves as the Academic Committee, ensuring decisions are customized to their educational needs.

## Policy Communication and Documentation

- **Record Keeping:** All retention and promotion communications and decisions are formally documented in the student's permanent academic record.
- **Community Engagement:** WCS is committed to maintaining clear, consistent communication with parents and the community regarding their child's academic status and any decisions affecting their educational path.

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## CHARTER FOR THE WRIGHT COMMUNITY SCHOOL

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

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

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

WHEREAS, pursuant to Article 31 and Article 31A of Chapter 2 Title 20 of the Official Code of Georgia Annotated, the SCSC grants this Charter to permit Petitioner to operate The Wright Community 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, 2025 and expiring on June 30, 2030.

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3. Grade Range. The Charter School shall serve grades 6-12. The Charter School's total enrollment shall be at least 127 students but shall not exceed 600 students at any point during the charter term.
4. Mission Statement. The Charter School empowers students to become P.I.L.O.T.S (Proactive, Innovative, Literate, Organized, & Tenacious Scholars) of their own lives by fostering a strong community and providing individualized education enriched with support and leadership.
5. School Educational Model and Instructional Days.
  - a. Essential or Innovative Features. The Charter School will enhance student achievement through various research-based innovations in three key areas: School culture, academic culture and finance and operations. The school culture is dedicated to an environment that supports the social and emotional well-being of students to drive better discipline, better attendance, and better outcomes. A key innovation is focused on restorative justice that includes an opt-in transformative student coalition of highly trained peers supported by administration. The academic culture aims to tailor learning experiences to meet diverse needs, including mentoring, flexible scheduling with a flexible period, choice and exploration, 9<sup>th</sup> and 10<sup>th</sup> grade no risk dual enrollment options, and mastery-based learning. Finally, the Charter School's organizational structure, student-teacher ratio, and budget priorities will reflect a commitment to operating a responsible, compliant organization focused on achieving its mission and implement the model with fidelity.
  - b. The Charter School shall deliver instruction to students at a brick-and-mortar location for the number of school days of education required by O.C.G.A. 20-2-168(c) and SBOE Rule 160-5-1-.02 unless the Charter School receives advanced written approval from the SCSC Executive Director to deliver instruction through an alternate model for a specified number of school days. The SCSC Executive Director has sole discretion to evaluate and determine whether to approve a request from the Charter School pursuant to this paragraph.
6. Open Enrollment and Admissions. The Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
  - a. Attendance Zone. Enrollment shall be open to any grade level eligible student who resides in Henry County Schools, Clayton County Public Schools, or DeKalb County School District.
  - 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

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school or community activities, grades, test scores, attendance record, or disciplinary history. The Charter School may gather other relevant information from students in compliance with applicable law after enrollment is determined.

- c. Random Lottery. If the number of timely applicants received by the Charter School exceeds the capacity of a program, class, grade level, or building, the Charter School shall ensure that such applicants have an equal chance of being admitted through a random selection process in accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05. The Charter School shall not conduct more than one lottery per grade per admissions cycle.
- d. Statutory Enrollment Priorities. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05, the Charter School may give enrollment priority to the following categories of applicants and in the following priority:
  - i. A student whose parent or guardian is a member of the governing board of the Charter School or is a full-time teacher, professional, or other employee at the Charter School; and
  - ii. A sibling of a student enrolled in the Charter School.
- e. Outreach and Marketing. The Charter School shall utilize reasonable outreach and marketing measures to make all potential applicants aware of opportunities for enrollment at the Charter School, including, but not limited to, seeking the enrollment of a cross section of the school-age population throughout the attendance zone, consistent with the requirements of O.C.G.A. § 20-2-2066. The SCSC, upon a finding that the outreach and marketing measures taken by the Charter School are inconsistent with applicable law or the representations made by the Charter School in the Application and/or other representations or submissions to the SCSC, may require the Charter School to take further action, including but not limited to, requiring the Charter School to extend its enrollment period, delay or void its random lottery, and/or conduct further specified outreach and marketing steps.
- f. 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.

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- 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.
- g. 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

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Act, including the provisions set forth in Section 16 below, and any rules, regulations, policies, or procedures established by the SCSC consistent with the Charter Schools Act.

8. Accreditation. The Charter School shall ensure that it is accredited in accordance with, and meets other requirements of, an eligible high school as defined in O.C.G.A. 20-3-519(6)(A) prior to any student's high school graduation from the Charter School.
9. Comprehensive Performance Framework and Performance Expectations.
  - a. Incorporation Into Charter Contract. The Comprehensive Performance Framework (CPF) adopted by the SCSC shall be incorporated into the Charter as Exhibit A. The CPF shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the CPF or this charter contract. The specific terms, forms and requirements of the CPF, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the SCSC and will be binding on the Charter School. Material amendments to the CPF shall require approval by the SCSC and shall be automatically incorporated into this Charter Contract upon SCSC approval without further amendment to the Charter Contract. If such modifications or amendments are required, including modifications to address amended laws, the SCSC will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the CPF.
  - b. Monitoring and Reporting. In accordance with SCSC Rule 691-2-.03, the SCSC shall monitor the Charter School's progress in relation to the indicators, measures, metrics and targets set out in the CPF, as well as other applicable rules and laws. The SCSC shall publicly report the Charter School's achievement and compliance at least annually following the completion of the Charter School's first year of operation.
  - c. Performance Expectations. **The Charter School's performance in relation to the indicators, measures, metrics and targets set forth in the CPF shall provide the basis upon which the SCSC will decide whether to renew the Charter School's Charter Contract at the end of the charter term. This section shall not preclude the SCSC from considering other relevant factors in making renewal decisions.**
  - d. Mission-Specific Goals. The operational portion of the CPF incorporated as Exhibit A, holds the Charter School accountable for the following mission-specific goals, which may be amended through an administrative clarification:
    - i. By the end of each academic year, the Charter School will maintain an average student retention rate of 85% for students being promoted to the next grade level.
    - ii. By the end of year 2 and thereafter, 90% of 9<sup>th</sup> and 10<sup>th</sup> grade students at the Charter School will participate in either a Dual Enrollment program or at least one post-secondary course or training program.
  - e. Performance Review Presentations. In the event that the Charter School fails to meet standards in accordance with the CPF, the Charter School may be required to provide additional information or documentation regarding its performance to the SCSC or make an annual, in-person report to the SCSC Board ("Performance Review Presentation"). At least one Charter School governing board member

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and one Charter School staff member must attend an Annual Performance Review Presentation. Additional information, documentation or presentations must be in the form and manner as requested by the SCSC.

10. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, the Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. §§ 20-14-30 through 41. The Charter School is further subject to all federal accountability requirements under the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement the federal law.

11. Annual Report. The Charter School shall submit an annual report by the deadline established by O.C.G.A. § 20-2-2067.1(c) of each year to the GaDOE and to the SCSC that complies with all requirements established by the GaDOE or applicable law.

12. Withdrawal Without Penalty. The Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students. The Charter School agrees that a student may withdraw without penalty from the Charter School at any time and enroll in another public school in the local school system in which such student resides.

13. State and Federally Mandated Educational Services.

- a. Students with Disabilities. The Charter School shall comply with all federal education laws and regulations applicable to students with disabilities, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
- b. English Language Learners. The Charter School shall comply with all applicable federal laws and regulations relating to the provision of education services to English Language Learners.
- c. Supplemental Education. The Charter School shall provide supplemental education services in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement federal law.
- d. Remediation. The Charter School shall provide remediation in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and provisions of state law or regulation that implement federal law.

14. Governance Structure.

- 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

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control over such areas as personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations, which are listed by way of example and not by limitation.

- b. Function. It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the performance goals enumerated in Section 9 above, to ensure effective organizational planning, and to ensure financial stability of the Charter School.
  
- c. Public Meetings.
  - i. Open Meetings Act. The Governing Board is subject to and shall comply with the Open Meetings Act, O.C.G.A. § 50-14-1 et seq., and any subsequent amendment thereof.
  - ii. Regular Meetings. The Governing Board shall conduct regular meetings consistent with principles of transparency and avoid actual or apparent conflicts of interest in the governance of the Charter School. The Governing Board shall conduct no less than ten (10) regular meetings each state fiscal year.
  - iii. Called Meetings with Less than 24 Hours' Notice. In addition to adhering to the specific notice requirements in the Open Meetings Act, if the Governing Board schedules a called meeting (i.e., a meeting that is not regularly scheduled) with less than twenty-four (24) hours' notice, the Governing Board shall also notify the SCSC Executive Director or his or her designee of the meeting via electronic mail or phone immediately after scheduling the called meeting.
  - iv. The Governing Board shall not vote on any official business, policy or public matter by e-mail.
  
- d. Public Records and Transparency. The Governing Board is subject to and shall comply with the Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. Pursuant to O.C.G.A. § 50-18-70(b)(2) the Governing Board shall ensure that all public records that are maintained or received by a private person or entity in the performance of a service or function for or on behalf of the Charter School are available to the public in the same manner and extent as records collected or maintained by the Charter School. The Governing Board shall maintain its adopted policies, budgets, meeting agendas and minutes, financial audits, and annual reports, and shall make such documents available for public inspection. Additionally, to promote transparency, the Charter School shall ensure that the following information, at a minimum, is easily accessible on the Charter School's website:
  - i. Governing Board membership;
  - ii. Governing Board meeting calendar;
  - iii. Meeting agendas for upcoming Governing Board meetings;

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- iv. Meeting minutes for past Governing Board meetings unless the Georgia Open Meetings Act limits their publication;
  - v. Procedure for contacting School Leader;
  - vi. Procedure for contacting the Governing Board;
  - vii. Any admissions application utilized by the school;
  - viii. Notification of enrollment and admission procedures required by SCSC Rule 691-2-.05, including the date, time, and location of any upcoming enrollment lottery;
  - ix. Annual operating budget or summary thereof as required by O.C.G.A. § 20-2-167.1; and
  - x. The Charter School's charter contract.
- e. Communication with Stakeholders. The Charter School, including the Governing Board and School Leader, must communicate in a timely manner with stakeholders, including, but not limited to: the SCSC, families, students, and other government agencies. The Governing Board or School Leader must use all reasonable efforts to promptly and expeditiously respond to and address stakeholder communications, complaints, and requests for information received via the procedures listed in Paragraph 14(d).
- f. Governing Board Eligibility
- i. Pursuant to O.C.G.A. § 20-2-2084(e), all members of the Governing Board shall be United States citizens, residents of Georgia, and shall not be employees of the Charter School.
  - ii. No person who has an immediate family member sitting on the Governing Board or serving as the Charter School's superintendent, Head of School, principal, assistant principal, or administrative staff can serve on the Governing Board unless the person discloses the conflict to the Governing Board in a writing wherein he or she agrees to recuse themselves from any discussion and/or Commission action regarding the immediate family member, and the Governing Board agrees to waiver of this provision in a public meeting. Immediate family member means a spouse, child, sibling, or parent or the spouse of a child, sibling or parent.
- g. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest and comply with the requirements of O.C.G.A. § 20-2-2084(e) and this Charter. Members of the Governing Board and all individuals employed at the Charter School shall abide by such conflicts of interest policy. Upon request, the Charter School shall provide conflict of interest forms to the SCSC demonstrating that governing board members are in compliance with the conflicts of interest policy.
- h. Public Status. Petitioner assures that the Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. 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.

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- i. Director Compensation. No member of the Governing Board shall receive compensation for his or her service on the Governing Board in excess of reasonable expenses incurred in connection with actual attendance at board meetings or with performance of duties associated therewith.
- j. Contractual Interference. No party to this Charter may interfere with the legal right(s) and/or obligation(s) of another party to execute the provisions of this Charter.

### 15. Fiscal Control.

- a. Financial Reporting Requirements. The Charter School shall follow the financial requirements of the GaDOE's Financial Management for Georgia Local Units of Administration Manual for all funds received by the Charter School. This expressly includes, but is not limited to, developing and adhering to financial policies, preparing and adhering to operating budgets, accounting procedures, managing cash and investments, and segregation of duties and internal controls. The Charter School shall submit all information required by the State Accounting Office for inclusion in the State of Georgia Comprehensive Annual Financial Report.
- b. Annual Audit. The Charter School shall have an annual financial audit conducted by an independent certified public accountant licensed in the State of Georgia and submit its annual financial audit to the SCSC by November 1 each year or as otherwise required by applicable law. If the Charter School does not meet standards on the financial or operational sections of the CPF in the previous year, the SCSC may require the Charter School to utilize an independent certified public accountant selected by the SCSC to perform the subsequent year's annual audit.
- c. Financially At-Risk Schools.
  - i. If the Charter School does not meet standards on the financial section of the CPF and/or circumstances at the Charter School indicate that its ability to manage funds may be compromised, the Charter School may be designated as financially at-risk and require more frequent financial monitoring. The nature of the additional financial monitoring will be determined by the SCSC Executive Director or designee.
  - ii. If at any time during the charter term the SCSC determines that the Charter School has a negative cash balance or an unrestricted days cash of less than fifteen (15) days, the Charter School may be required to submit a financial risk-avoidance plan, monthly SCSC Fiscal Compliance Template reports and monthly bank statements from all banks utilized by the Charter School. Submission shall be in the form and manner specified by the SCSC Executive Director or designee.
  - iii. This subsection shall not be construed to limit any other SCSC authority to require the Charter School to submit additional financial reports unrelated to financial at-risk monitoring or deficit reduction.

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- d. Chief Financial Officer. The Charter School shall designate a Chief Financial Officer. The Chief Financial Officer may be a contractor rather than a school employee; however, the SCSC will hold the Charter School accountable for all financial operations of the Charter School. The Chief Financial Officer shall possess the following minimum qualifications:
  - i. A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years' experience in a field related to business or finance; or
  - ii. Documented experience of ten (10) or more years in the field of business and financial management.
- e. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- f. Charter School Program Eligibility. In the event the Charter School seeks grant funds under the Federal Charter School Program, the Charter School must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.
- g. Insurance. Prior to opening, the Charter School shall secure adequate insurance coverage and the Charter School shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia.
- h. Surplus Funds. Under no circumstances shall any surplus funds be distributed to the Charter School's board member(s), educational service provider or educational management organization. This subsection shall be construed consistent with the provisions of O.C.G.A. § 20-2-167(a)(5).
- i. Responsibility for Debts. The Charter School is solely responsible for all debts incurred by the Charter School and its Governing Board. Except as agreed hereto, the SCSC shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services.
- j. Distribution of Funds and Assets. If the SCSC terminates the Charter or the Charter expires, the Governing Board shall conclude the business and affairs of the Charter School and cooperate with the SCSC to the extent necessary to provide an orderly return of the students to their local school. The Charter School shall remit any surplus or unencumbered funds derived from state or federal grants existing as of the effective date of termination or expiration, and any furniture, equipment or other assets purchased with state or federal grant funds, to the SCSC in the manner specified by SCSC within sixty (60) days of the closure date. The SCSC is not responsible for the Charter School's unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts as of the closure date.

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- k. Preference in Contracting. The Charter school shall give preference in contracting and purchasing of services and materials to businesses identified in O.C.G.A. § 20-2-2084(d)(2).
  - l. Acquiring Debt. The Charter School shall inform the SCSC Executive Director before acquiring debt with a repayment schedule that exceeds the length of the current charter term, including but not limited to: monies derived from loans from financial institutions or through the sale of bonds.
  - m. Inventory. The Charter School shall maintain manage and maintain an inventory list of assets purchased with state funds as required by the SCSC.
16. Compliance with Other Laws, Rules, and Regulations. The Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia, and all applicable federal, state, and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including, but not limited to, the following provisions:
- a. Civil Rights, Insurance, Health, Safety, and Conflicting Interests. The Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
  - b. Asbestos Remediation. The Charter School shall comply with the terms of any applicable asbestos remediation plan.
  - c. Unlawful Conduct. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.
  - d. Student Conduct and Discipline. The Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
  - e. State Board of Education Rules. The Charter School shall operate in accordance with all SBOE Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
  - f. Prohibition on Discrimination. The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, 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.

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- h. Tuition. The Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
  - i. Brief Period of Quiet Reflection. The Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
  - j. Individual Graduation Plans. The Charter school shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.
  - k. Family Educational Rights and Privacy Act. The Charter School is subject to all provisions of the Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event the Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.
  - l. QBE Formula Earnings. The Charter School acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
  - m. School Nursing Program. The Charter School shall implement a nursing program in accordance with O.C.G.A. § 20-2-771.2.
  - n. Student Fees and Charges. The Charter School shall comply with SBOE Rule 160-5-1-.12 to preserve the rights of students regarding payments and fees.
17. SCSC Administrative Withhold: Pursuant to O.C.G.A. § 20-2-2089, the SCSC is authorized to withhold up to three (3) percent of the Charter School's funds received through O.C.G.A. § 20-2-2089(a)(1) for administering the duties required of the SCSC pursuant to O.C.G.A. § 20-2-2083.
- a. Return of SCSC Administrative Withhold Funds. Upon satisfaction of annually budgeted expenses, the SCSC may vote to return any surplus funds from its authorized administrative withhold to its Charter Schools on a pro rata basis. The SCSC does not guarantee any surplus of funds.
  - b. Restrictions on Returned SCSC Administrative Withhold Funds. Pursuant to a vote by the SCSC, the SCSC may place reasonable restrictions on any returned administrative withhold funds for 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

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receive approval of the contract or amendment from the SCSC Executive Director prior to the execution of the contract or amendment.

19. Compliance with the Rules, Practices, Policies, and Procedures of the SCSC. The Charter School shall operate in accordance with SCSC rules, practices, policies, and procedures established under the authority granted by O.C.G.A. § 20-2-2080 *et seq.* This Charter is deemed automatically amended to reflect applicable changes or additions to SCSC rules, practices, policies, and procedures upon their effective date.
20. Employment Matters. Individuals employed at the Charter School shall not be considered employees of the State Board, Department, or the SCSC.
  - a. Criminal Record Checks. The Charter School shall adopt criminal record check procedures. The Charter School shall comply with all provisions of O.C.G.A. § 20-2-211.1 relating to fingerprint and criminal record checks for all prospective staff members or any individual that will have substantial contact with students prior to beginning work at the Charter School or having contact with students.
  - b. Clearance Certificates. The Charter School shall comply with O.C.G.A. § 20-2-211.1 which requires all teachers, school administrators, and other education personnel employed by a local unit of administration to hold a valid clearance certificate issued by the Georgia Professional Standards Commission (PSC).
  - c. Teachers' Retirement System. All qualified teachers at the Charter School shall be members of the Teachers Retirement System of Georgia ("TRS") and subject to its requirements. The Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements. For the purposes of this subsection, the term "teacher" shall have the definition provided in O.C.G.A. § 47-3-1.
  - d. Employment Preference. The Charter School shall comply with O.C.G.A. § 20-2-2084(d)(1) regarding employment preference. The Charter School shall maintain and provide the SCSC, upon request, documentation to support the Charter School's compliance with O.C.G.A. § 20-2-2084(d)(1), including but not limited to: all advertisements for open positions, resumes received by the Charter School and records of interviews conducted by the Charter School. The Charter School shall not use third-party contractors to circumvent the requirements of this subsection.
  - e. Performance Evaluation System. The Charter School shall utilize the performance evaluation system adopted by the State Board pursuant to O.C.G.A. § 20-2-210 for all personnel for which it 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

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evaluation of its School Leader to any individual or entity who is not a member of the Charter School Governing Board.

- f. School Personnel. Teachers and other instructional staff and faculty must be employees of the Governing Board and may not be employed by an Educational Service Provider or other entity affiliated with an Educational Service Provider except as permitted by O.C.G.A. § 20-2-2084(h). The School Leader may be employed by an Educational Service Provider only if the Governing Board retains the authority to select and dismiss that individual from service at the Charter School. Non-instructional staff, such as the Chief Financial Officer, business manager, bookkeeper, and maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain responsible and accountable for all operations, compliance, and performance of any and all selected contractors. The Governing Board shall ensure that the School Leader establishes a regular and ongoing physical presence in the school that allows the individual to oversee daily operations.

21. Record Inspection. Subject to state and federal laws, the SBOE, the GaDOE and their agents, the SCSC and their agents and the State Auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School. Any records maintained by a vendor for the services it performs on behalf of the Charter School that relate to school-level operations (such as personnel and financial records) shall be available free of charge or fee for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this section.

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

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

a. Facility Location.

- i. During the Charter School's first operational year serving students, the Charter School shall locate its facility(ies) within a local board of education that denied the Charter School's concurrently submitted petition; and
- ii. At least five miles from any operational state or local charter schools ("Priority Area") unless the Charter School receives written authorization from the SCSC Executive Director to locate outside a Priority Area.

b. Approval of Site and/or Facility. The Charter School shall adhere to the Georgia Department of Education (GaDOE)'s requirements or guidelines for site and facility approval, including but not limited to the GaDOE Guideline for Educational Facility Site Selection. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the

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

- i. Site Code. The Charter School shall contact the Facilities Services Division to obtain site approval as soon as practicable. Failure to provide at least a six (6) months' notice to the Facilities Services Division prior to student occupation of the site or facility may delay the date that students can start occupying the site or facility. Once site approval has been granted, the Facilities Services Division will issue the Charter School a site code.
  - ii. Architectural Review. The Charter School shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter School during the charter term.
  - iii. School Code. The Charter School shall contact GaDOE and request a school code after securing both a site code and facility code. The Charter School shall obtain a school code prior to student occupation of the site or facility.
24. Transportation. To the extent the Charter School offers a transportation program for its students, the Charter School shall ensure that the program complies with all applicable laws governing transportation of students.
25. Food Services. To the extent the Charter School offers a food service program, the Charter School shall ensure that the program complies with all applicable laws governing food service for students.
26. Projected Enrollment. For the purpose of funding students enrolled in the Charter School each year the Charter School offers a new grade level, the Charter School may be required to provide the SCSC a projected student enrollment count that includes prospective student names, Georgia Testing Identifier (GTID), if available, and any other information as requested by the SCSC. The Charter School shall provide this information by the deadline established by the SCSC and in the form and manner as requested by the SCSC. The information provided by the Charter School pursuant to this section may be verified by the SCSC through an onsite visit or by other means.
27. Data Collections. The Charter School assumes sole responsibility for accurate and timely collection and transmission of required data submissions to the SCSC and other government agencies, including but not limited to: the GaDOE, the Georgia Professional Standards Commission, and the United States Department of Education. The Charter School shall utilize a Student Information System that is compatible with the system utilized by the GaDOE. Upon signature of the charter contract, the Charter School affirms its understanding that inaccurate or untimely data may have an adverse impact to the academic, financial and operational standing of the school and further affirms its understanding that the

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

### 28. Required Trainings.

- a. Data Collections Conference. The Charter School shall send at least one representative to the annual Data Collections Conference held by the GaDOE or by a third party on behalf of GaDOE each year of the Charter School's charter term.
- b. Federal Programs Conference. In each year the Charter School accepts federal funds from the United States Department of Education, the Charter School shall send at least one representative to the annual Federal Programs Conference held by the GaDOE.
- c. Governance Training. Each member of the Governing Board shall fulfill all training requirements required by rule and law, including the annual governance training obligation required by O.C.G.A. § 20-2-2084(f) and SCSC Rule 691-2-.03(4).

In the Charter School's year prior to opening for students, in any year in which the school voluntarily defers its opening, or in any year its opening is suspended by the SCSC, the Governing Board must receive governance training by the SCSC rather than an alternate provider approved by the SCSC.

### 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;

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- iii. The Charter School's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
- iv. The Charter School's failure to meet generally accepted standards of fiscal management;
- v. The Charter School's violation of applicable federal, state, or local laws, or court orders;
- vi. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;
- vii. The Charter School's failure to comply with any provision of the Charter Schools Act; or
- viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger.

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

- a. Student Transition Plan. The Charter School shall create a transition plan to facilitate its students' transition to other educational institutions. The transition plan shall outline various educational options available to students, including traditional public schools, locally approved charter schools, state charter schools, and private educational options. The transition plan shall include protocols to ensure the appropriate transfer of student records. The Charter School shall provide the transition plan to the SCSC and parents of enrolled students within fourteen (14) calendar days of its decision to cease operations or the SCSC's decision to terminate or non-renew the Charter School's charter contract;
- b. School Records. The Petitioner shall retain ownership, including all incumbent responsibilities of an operational state charter school, of all records for a period of one year from the later of the date the charter contract expired, the date the charter contract was terminated, or the date the state charter school ceased operations. Incumbent responsibilities include, but are not limited to, transferring student records to public or private schools, schools operated by the Department of Juvenile Justice, and the local school system or schools from which the records are requested. After the one-year period, the Petitioner shall transfer all records, including student records, to the SCSC in the format and manner specified by the SCSC;
- c. School Website. The Charter School shall maintain the website of the Charter School for a minimum of twelve (12) months from the date education operations cease. For the purposes of this section, education operations mean any period during which instruction is provided by the Charter School to enrolled students. At minimum, the website shall include contact information and instructions regarding requests for student and employee records;

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

### 31. Pre-Opening Suspension and Deferral.

- a. Demonstration of Adequate Preparation. The Charter School shall demonstrate its preparation for operations through the significant progress in completing the SCSC Pre-Opening Checklist in a form and manner as requested by the SCSC. If the Charter School fails to demonstrate significant progress in completing the SCSC Pre-Opening Checklist by the time in which the SCSC determines the school will be unable to meet its obligations under this Charter upon serving students, the SCSC Executive Director may suspend the opening of the Charter School until a time

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after the Charter School demonstrates its ability to meet its obligations under this Charter. The determination of the Charter School's significant progress in completing the SCSC Pre-Opening Checklist and the school's ability to meet its obligations under this Charter shall be in the sole discretion of the SCSC Executive Director.

- b. Violation of Law or Contract. In the event the Charter School fails to comply with applicable law or any material provision set forth in this Charter, including, but not limited to, facilities requirements outlined in Section 21, or enrollment requirements outlined in Sections 3, 6, and 24, the SCSC Executive Director may suspend the opening of the Charter School until a time after all requirements have been fulfilled by the Charter School as determined by the SCSC. The determination of the Charter School's violation of applicable law or any material provision set forth in this Charter shall be in the sole discretion of the SCSC Executive Director.
- c. Deferral. The Charter School may defer the opening of the Charter School upon submitting such decision in writing to the SCSC.
- d. Any pre-opening suspension imposed or deferral accepted under this Section shall not result in an automatic extension of the charter term set forth above in Section 2.

### 32. Renewal, Non-Renewal, and Probationary Term.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying SCSC Rule. The parties recognize that the renewal process will commence prior to the conclusion of the final year of the charter term and, as a result, the SCSC renewal decision will likely not include student achievement and school operational data from the final year of the charter term.
- b. Non-Renewal. Any grounds for termination stated in Section 25b above also may be grounds for non-renewal. In addition, the SCSC may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies, and procedures promulgated in accordance with the Charter Schools Act or if the SCSC deems that the Charter School has not sufficiently increased student achievement or is no longer in the public interest notwithstanding the Charter School's performance on the SCSC Comprehensive Performance Framework.
- c. Probationary Term. In the event the SCSC determines that the Charter School has failed to comply with any provision of this Charter, the SCSC may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the SCSC.

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33. Temporary Extension. At the discretion of the SCSC, this Charter may be extended for a grace period not exceeding sixty (60) days.
34. Amendments to the Charter. The terms of this Charter may be amended upon approval by the SCSC and a majority of the Governing Board of the Charter School. The Charter School shall submit a written request to amend the Charter to the SCSC in the form and manner required by the SCSC. Except as explicitly permitted in this Charter, no amendments are valid or effective unless in writing and signed by both parties.
35. Administrative Clarifications. Any clarification to a non-material term of this Charter, as determined by the SCSC, shall be submitted in writing to the SCSC for review. Any non-material term of this Charter may be clarified in writing by SCSC staff.
36. Indemnification.
- a. The Charter School agrees to indemnify, defend and hold harmless the GaDOE, the SCSC, and the State Board, their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the Charter School's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of Indemnitee owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the Charter School, their employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to their performance of this Charter regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.
  - b. The Charter School shall be excused from their indemnification obligations above: (a) If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of the Indemnitee seeking indemnification; or (b) If the Indemnitee fails to (i) provide written notice of the third party claim or suit within a reasonable time, (ii) cooperate with reasonable requests of the Charter School related to the indemnification; or (iii) assist the Charter School with the defense of such claim or suit.
  - c. The Charter School's obligations to indemnify any Indemnitee shall survive the completion, expiration, or termination of this Agreement for any reason.

## THE WRIGHT COMMUNITY SCHOOL

37. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the State Board, Department, or SCSC except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the State Board, Department or SCSC to any third party.
38. Delegation. The Charter School acknowledges and agrees that the functions and powers provided for in this charter may be exercised only by the Charter School and may not be delegated to a third party without written agreement by the parties.
39. Assignment. This Charter shall not be assigned or transferred by the Charter School unless consented to in writing by the SCSC.
40. Third-Party Beneficiaries. There are no third-party beneficiaries to this Charter. The Charter School's staff, students, parents, or related organizations are not beneficiaries to this Charter.
41. Application of Amended Law. This Charter is subject to applicable federal and state laws, rules and regulations and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
42. Non-Waiver. Except as specifically provided for in a written waiver signed by the parties, failure by either party at any time to require performance or claim a breach of this Charter does not constitute a waiver or affect the party's right to require performance or claim a breach of this Charter.
43. Severability. If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
44. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*
45. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. §§ 20-2-2060 *et seq.* and §§ 20-2-2080 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton County.
46. Survival. Charter School will continue to be subject to the following obligations after this Charter terminates or expires: Paragraphs 15 ("Fiscal Control"), 21 ("Record Inspection"), 27 ("Data Collections"), 30 ("School Closure") and 36 ("Indemnification").
47. Entire Agreement. This Charter sets forth the entire agreement between the Petitioner, and the SCSC with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations,

**THE WRIGHT COMMUNITY SCHOOL**

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

  
Michael Dudgeon (Oct 1, 2024 18:44 EDT)

10/01/2024

Mike Dudgeon, Chairperson  
STATE CHARTER SCHOOLS COMMISSION OF GEORGIA

(Date)

  
Kimberly Gore, EdD (Oct 1, 2024 18:19 EDT)

10/01/2024

Kimberly Gore, Governing Board President  
THE WRIGHT COMMUNITY SCHOOL, INC.

(Date)

Exhibit A



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

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## Exhibit A

### OVERVIEW:

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

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## PURPOSE

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

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

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

Exhibit A

SECTION I: ACADEMIC PERFORMANCE

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FUNDAMENTAL QUESTION

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

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INDICATORS

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

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

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MEETING GOALS

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

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

---

SECTION I: OVERALL DETERMINATION OF COMPLIANCE

---

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

SCORING CATEGORIES:

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

**Exhibit A**

---

**INDICATOR PERFORMANCE**

---

**SECTION I, INDICATOR 1: GRADE BAND MEASURES**

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

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

## Exhibit A

### SECTION I, INDICATOR 2: SCHOOLWIDE MEASURES

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

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

## Exhibit A

### CALCULATION METHODS

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

All scores are calculated to the nearest whole number.

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

Exhibit A

SECTION II: FINANCIAL PERFORMANCE

---

FUNDAMENTAL QUESTION

---

Is the charter school fiscally viable and responsible?

---

INDICATORS

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

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

---

MEETING GOALS

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

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

---

SECTION II: DETERMINATION OF COMPLIANCE

---

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

SCORING CATEGORIES:

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

## Exhibit A

### INDICATOR PERFORMANCE

#### SECTION II, INDICATOR 1: FISCAL VIABILITY

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

## Exhibit A

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

**Total Points Available—Indicator 1: 100 points**

## Exhibit A

### SECTION II, INDICATOR 2: FISCAL MANAGEMENT & OVERSIGHT

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

## Exhibit A

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

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

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**Exhibit A**

**SECTION III: OPERATIONAL PERFORMANCE**

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**FUNDAMENTAL QUESTION**

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

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**INDICATORS**

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

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

**MEETING GOALS**

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

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**SECTION III: DETERMINATION OF COMPLIANCE**

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

**SCORING CATEGORIES:**

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

## Exhibit A

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### INDICATOR PERFORMANCE

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#### SECTION III, INDICATOR 1: EDUCATIONAL PROGRAM COMPLIANCE

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

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

## Exhibit A

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

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

**Exhibit A**

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

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

<u>Measure 2a, General Governance</u> Is the governing board complying with all applicable general governance requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to governance by its board, including but not limited to:               <ul style="list-style-type: none"> <li>○ Board policies;</li> <li>○ Board bylaws;</li> <li>○ Code of ethics;</li> <li>○ Conflicts of interest;</li> <li>○ Board composition and/or membership laws and rules; and</li> <li>○ Restrictions on compensation.</li> </ul> </li> </ul>	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its governing board during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its board.</li> </ul>	0
<u>Measure 2b, Open Governance</u> Is the governing board complying with all applicable open governance requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the Georgia Open Meetings Act and Open Records Act requirements.</li> </ul>	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and Open Records Act requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and Open Records Act requirements.</li> </ul>	0
<u>Measure 2c, Governance Training</u> Is the governing board complying with all applicable governance training requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school took action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f).</li> </ul>	4

**Exhibit A**

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to take action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f).</li> </ul>	<p align="center">0</p>
<p><b>Measure 2d, Transparent Governance and Communication with Stakeholders</b>  <b>Is the governing board operating transparently and effectively communicating with stakeholders?</b></p>	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>The school complied with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders, including but not limited to: <ul style="list-style-type: none"> <li>Following provisions in SCSC rule 691-2-.03 regarding providing the public easy access to informational items on the school’s website;</li> <li>Communicating school leadership and other major school changes in a timely and transparent matter; and</li> <li>Appropriately and promptly responding to stakeholder complaints, questions, and concerns.</li> </ul> </li> </ul>	<p align="center">4</p>
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to comply with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	<p align="center">2</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to comply with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders.</li> </ul>	<p align="center">0</p>
<p><b>Measure 2e, Budget Approved in Accordance with State Law</b>  <b>Did the school approve its budget in accordance with state law?</b></p>	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>The school’s budget was approved in accordance with state law, including but not limited to performing the following items from O.C.G.A. § 20-2-167.1 related to the school’s budget approval: <ul style="list-style-type: none"> <li>Conducting two public meetings to provide an opportunity for public input on the proposed budget;</li> <li>Advertising the two public meetings in the school’s legal organ; and</li> <li>Making a summary of the proposed annual operating budget a publicly available area of the school’s website.</li> </ul> </li> </ul>	<p align="center">4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable state law requirement regarding the passage of the school’s annual budget.</li> </ul>	<p align="center">0</p>

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

**Exhibit A**

**SECTION III, INDICATOR 3: OBLIGATIONS TO STUDENTS**

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

<u>Measure 3a, Rights of All Students</u>	Points Available
Is the school protecting the rights of all students?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to the rights of students, including but not limited to:               <ul style="list-style-type: none"> <li>○ Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment);</li> <li>○ The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law);</li> <li>○ Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and</li> <li>○ Conduct of discipline (discipline hearings and suspension and expulsion policies and practices).</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students.</li> </ul>	0
<u>Measure 3b, Rights of Students with Disabilities</u>	Points Available
Is the school protecting the rights of students with disabilities?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• Consistent with the school’s status and responsibilities as a Local Education Agency (LEA), the school complied with all applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:               <ul style="list-style-type: none"> <li>○ Identification and referral of students who may have a disability;</li> <li>○ Operational compliance regarding the academic program, assessments, and all other aspects of the school's program and responsibilities;</li> <li>○ Discipline, including due process protections, manifestation determinations, and behavioral intervention plans;</li> <li>○ Appropriately implementing student Individualized Education Programs and Section 504 plans;</li> <li>○ Ensuring appropriate access to the school's facilities and programs to students and parents.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability during its SCSC onsite or desk monitoring visit but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3

**Exhibit A**

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability.</li> </ul>	0
<p><b>Measure 3c, Rights of Students who are English Learners (ELs)</b> Is the school protecting the rights of English Learners (ELs)?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complied with all applicable provisions of Title III of the Every Student Succeeds Act (ESSA) and all applicable state and federal laws, rules, regulations, and provisions of its charter contract relating to EL requirements, including but not limited to:             <ul style="list-style-type: none"> <li>○ Required policies related to the service of EL students;</li> <li>○ Proper steps for identification of students in need of EL services;</li> <li>○ Appropriate and equitable delivery of services to identified students;</li> <li>○ Appropriate accommodations on assessments;</li> <li>○ Exiting of students from EL services; and</li> <li>○ Ongoing monitoring of exited students.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements.</li> </ul>	0

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

**Exhibit A**

**SECTION III, INDICATOR 4: EMPLOYER OBLIGATIONS**

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

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

## Exhibit A

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

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

## Exhibit A

### SECTION III, INDICATOR 5: SCHOOL ENVIRONMENT

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

Measure 5a, Facility	Points Available
Is the school complying with facilities requirements?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to the school's facilities including but not limited to:               <ul style="list-style-type: none"> <li>○ Fire inspections and related records;</li> <li>○ Viable certificate of occupancy;</li> <li>○ Documentation of requisite insurance coverage;</li> <li>○ Approval from GaDOE regarding initial site selection and facility requirements; and</li> <li>○ Subsequent reports and approvals related to facility agreements, changes, maintenance, modifications, and expansion, as required by law, SCSC and GaDOE rules, regulations, and policies.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to facility safety and the protection of student and employee health during its SCSC facility visit or policy, procedure, and practice review, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the school's facilities.</li> </ul>	0
Measure 5b, Health and Safety	Points Available
Is the school complying with health and safety requirements?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to safety and the protection of student and employee health, including, but not limited to:               <ul style="list-style-type: none"> <li>○ School Health Nurse Program;</li> <li>○ Conducting child abuse and neglect training;</li> <li>○ Annual health assessments of students;</li> <li>○ Diabetes Medical Management Plans;</li> <li>○ Access to auto-injectable epinephrine and automated external defibrillators as appropriate;</li> <li>○ Scoliosis screening; and</li> <li>○ A physically safe and secure environment.</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health.</li> </ul>	0

## Exhibit A

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

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

## Exhibit A

### SECTION III, INDICATOR 6: ADDITIONAL AND CONTINUING OBLIGATIONS

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

Measure 6a, Additional Obligations Is the school complying with all other obligations?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complied with all other legal, statutory, regulatory, or contractual requirements, including those contained in its charter contract, that are not otherwise explicitly addressed in these Operational Performance Standards, including but not limited to requirements from the following sources:               <ul style="list-style-type: none"> <li>○ Revisions to state charter law;</li> <li>○ Consent decrees;</li> <li>○ Provisions of the National School Lunch Program, School Breakfast Program, and/or After-School Snack Program, including nutritional and reimbursement requirements thereof, if food service is provided;</li> <li>○ School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines, if transportation is provided;</li> <li>○ Intervention requirements by the authorizer; and</li> <li>○ Requirements by other entities to which the charter school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.)</li> </ul> </li> </ul>	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards.</li> </ul>	0
Measure 6b, Continuing Obligations Is the school remedying noncompliance after proper notification?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school fulfilled the terms of a corrective action plan required because of the school's probationary status, and the SCSC determined that the conditions which precipitated the probation no longer exist and that no new conditions necessitate probationary status.</li> </ul>	6
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• Failure to adhere to probation requirements, including but not limited to failure to implement a corrective action plan; failure to implement a required corrective action plan timely; failure to produce interim reports in the form and at the time required by the SCSC, or failure to remediate conditions that precipitated the probationary status.</li> </ul>	0

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

**Exhibit A**

**DATA SOURCES COMPILED**

Academic Performance:

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

Financial Performance:

Indicators	Measures	Data Source
Fiscal Viability	Near-Term Measures	School Audit Report: Governmental Funds-Balance Sheet School Audit Report: Statement of Revenues, Expenditures, and Changes in Fund Balance School Audit Report: Notes
	Sustainability Measures	School Audit Report: Statement of Activities/Change in Net Position and Audit Notes School Audit Report: Statement of Net Position
Fiscal Management	Management and Oversight	SCSC Annual Enrollment Projection Form GaDOE: Data Collections, Student Enrollment by Grade Level GaDOE: Charter School Annual Report, SEA Program Monitoring, Financial Reports SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report

Operational Performance:

Indicator	Data Source
Educational Program Compliance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
Governance, Ethics and Transparency	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
Obligations to Students	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
Employer Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
School Environment	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report

## Exhibit A

Additional and Continuing Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
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# FY25 The Wright Community School Charter Contract

Final Audit Report


2024-10-01


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By:	Kiara Thompson ( [REDACTED] )
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## "FY25 The Wright Community School Charter Contract" History


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 Signer [REDACTED] entered name at signing as Kimberly Gore, EdD  
2024-10-01 - 10:19:42 PM GMT

 Document e-signed by Kimberly Gore, EdD ( [REDACTED] )  
Signature Date: 2024-10-01 - 10:19:44 PM GMT - Time Source: server

 Document emailed to Michael Dudgeon ( [REDACTED] ) for signature  
2024-10-01 - 10:19:47 PM GMT

 Email viewed by Michael Dudgeon ( [REDACTED] )  
2024-10-01 - 10:41:26 PM GMT

 Document e-signed by Michael Dudgeon ( [REDACTED] )  
Signature Date: 2024-10-01 - 10:44:16 PM GMT - Time Source: server

 Agreement completed.  
2024-10-01 - 10:44:16 PM GMT



## Transportation Plan for The Wright Community School (WCS)

### Overview

The Wright Community School (WCS) is dedicated to ensuring all students have equitable access to education through a comprehensive transportation plan. This plan is designed to support the school's vision of empowering students as P.I.L.O.T.S (Proactive, Innovative, Literate, Organized, & Tenacious Scholars) by providing safe, accessible, and efficient transportation services.

### Key Objectives

- **Accessibility:** Provide transportation to students living more than 1.5 miles from WCS.
- **Safety:** Partner with a reputable transportation provider to ensure high safety standards.
- **Community Engagement:** Continuously engage with the community to assess and improve transportation services.

### Transportation Services Overview

Service	Description
<b>Busing Services</b>	Buses for students beyond 1.5 miles from school.
<b>Budget Allocation</b>	Funds dedicated to ensuring transportation accessibility.



<b>Community Feedback</b>	Regular surveys to assess and improve transportation access.
<b>Policy Advocacy</b>	Engaging with policymakers to support student transportation.

## Partnership with KMS Transportation LLC

WCS has partnered with KMS Transportation LLC to provide dedicated bus services. Below are details of the transportation services provided:

### Scope of Work

- **Bus Capacity:** One 44-48 passenger bus.
- **Technology:** Equipped with GPS systems, strobe lights, and a speaker/intercom system for safety and communication.
- **Staff:** Drivers holding a CDL with Passenger endorsement, trained in best practices, uniformed, and equipped with two-way radios.

### Operation Details

<b>Aspect</b>	<b>Details</b>
<b>Pickup/Drop-off Points</b>	Locations to be determined by WCS.
<b>School Hours</b>	Align with WCS operation hours.



<b>Safety Features</b>	GPS, strobe lights, speaker/intercom system.
------------------------	--

### **Budget and Resource Allocation**

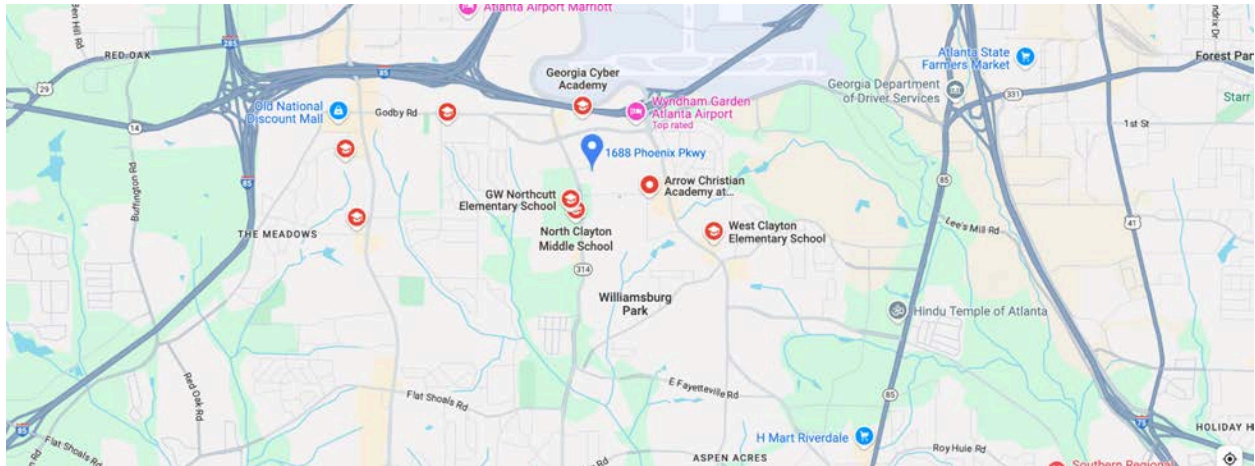
A specific portion of the WCS budget is dedicated to transportation, reflecting the school's commitment to accessibility. This budget supports the operations of bus services, including maintenance, fuel, and staffing costs.

### **Continuous Improvement**

WCS will conduct regular surveys among students, parents, and teachers to gather feedback on the accessibility and efficiency of the transportation services. This ongoing assessment will help identify areas for improvement and ensure the services meet the community's needs.

**Potential Location#1: 1688 Phoenix Parkway, College Park, GA**

**County: Clayton County**



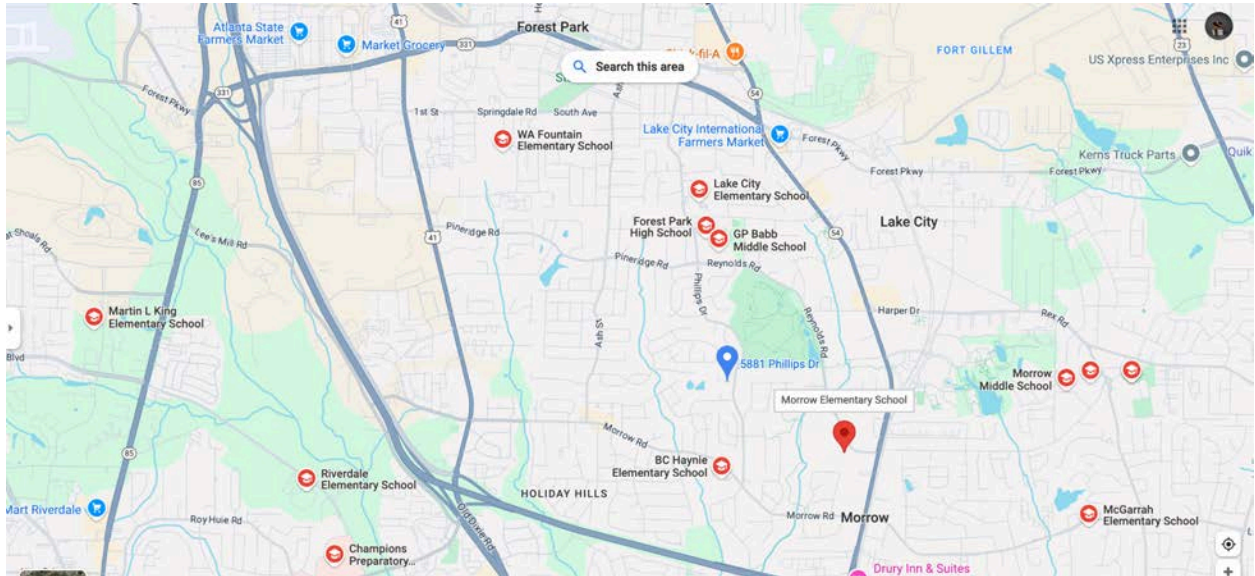
School Name	School Address	Distance (miles)
<b>Adamson Middle School</b>	<b>3187 Rex Rd, Rex, GA 30273</b>	<b>9.4</b>
<b>Anderson Elementary School</b>	<b>4199 Old Rock Cut Rd, Conley, GA 30288</b>	<b>6.3</b>
<b>Arnold Elementary School</b>	<b>216 Stockbridge Rd, Jonesboro, GA 30236</b>	<b>14.5</b>
<b>Babb Middle School</b>	<b>5500 Reynolds Rd, Forest Park, GA 30297</b>	<b>7.4</b>
<b>Brown Elementary School</b>	<b>9771 Poston Rd, Jonesboro, GA 30238</b>	<b>15.5</b>
<b>Callaway Elementary School</b>	<b>120 Oriole Dr, Jonesboro, GA 30238</b>	<b>15.5</b>
<b>Charles R. Drew High School</b>	<b>6237 Garden Walk Blvd, Riverdale, GA 30274</b>	<b>5.6</b>
<b>Church Street Elementary School</b>	<b>7013 Church St, Riverdale, GA 30274</b>	<b>6.0</b>
<b>East Clayton Elementary School</b>	<b>3674 Steele Rd., Ellenwood, GA 30294</b>	<b>12.7</b>

<b>Eddie White Middle School</b>	<b>11808 Panhandle Rd, Hampton, GA 30228</b>	<b>25.2</b>
<b>Edmonds Elementary School</b>	<b>4495 Simpson Rd, Forest Park, GA 30297</b>	<b>8.0</b>
<b>Elite Scholars Academy School</b>	<b>7923 Fielder Rd, Jonesboro, GA 30236</b>	<b>16.0</b>
<b>Forest Park High School</b>	<b>5452 Phillips Dr, Forest Park, GA 30297</b>	<b>7.8</b>
<b>Forest Park Middle School</b>	<b>2299 Old Rex Morrow Road, Morrow, GA 30260</b>	<b>8.3</b>
<b>DuBois Integrity Academy</b>	<b>6479 Church St, Riverdale, GA 30274</b>	<b>4.7</b>
<b>Utopian Academy for the Arts Elementary School</b>	<b>2750 Forest Parkway, Ellenwood, GA, USA</b>	<b>12.2</b>
<b>Utopian Academy for the Arts High School</b>	<b>2299 Old Rex Morrow Road, Morrow, GA, USA</b>	<b>8.3</b>
<b>North Clayton Middle School</b>	<b>5517 W Fayetteville Rd, Atlanta, GA 30349</b>	<b>5.3</b>
<b>G W Northcutt Elementary School</b>	<b>5451 W Fayetteville Rd, Atlanta, GA 30349</b>	<b>5.2</b>
<b>Arrow Christian Academy at College Park</b>	<b>1488 Norman Dr, College Park, GA 30349</b>	<b>3.7</b>
<b>West Clayton Elementary School</b>	<b>5580 Riverdale Rd, Atlanta, GA 30349</b>	<b>2.1</b>

**Note:** Clayton County is a priority zone due to the limited charter school choices in the community. Based on the map, there are no charter high schools within 5 miles and only one additional option in the county.

**Potential Location#2: 5881 Phillips Drive, Forest Park, GA**

**County: Clayton County**



**Note:** Clayton County is a priority zone due to the limited charter school choices in the community. Based on the map, there are no charter high schools within 5 miles and only one additional option in the county.

School Name	School Address	Distance from 5881 Phillips Drive, Forest Park(miles)
<b>Adamson Middle School</b>	<b>3187 Rex Rd, Rex, GA 30273</b>	<b>6.0</b>
<b>Anderson Elementary School</b>	<b>4199 Old Rock Cut Rd, Conley, GA 30288</b>	<b>4.2</b>
<b>Arnold Elementary School</b>	<b>216 Stockbridge Rd, Jonesboro, GA 30236</b>	<b>9.4</b>
<b>Babb Middle School</b>	<b>5500 Reynolds Rd, Forest Park, GA 30297</b>	<b>1.6</b>
<b>Brown Elementary School</b>	<b>9771 Poston Rd, Jonesboro, GA 30238</b>	<b>10.4</b>
<b>Callaway Elementary School</b>	<b>120 Oriole Dr, Jonesboro, GA 30238</b>	<b>10.4</b>

<b>Charles R. Drew High School</b>	<b>6237 Garden Walk Blvd, Riverdale, GA 30274</b>	<b>11.0</b>
<b>Church Street Elementary School</b>	<b>7013 Church St, Riverdale, GA 30274</b>	<b>11.5</b>
<b>East Clayton Elementary School</b>	<b>3674 Steele Rd., Ellenwood, GA 30294</b>	<b>12.6</b>
<b>Eddie White Middle School</b>	<b>11808 Panhandle Rd, Hampton, GA 30228</b>	<b>17.6</b>
<b>Edmonds Elementary School</b>	<b>4495 Simpson Rd, Forest Park, GA 30297</b>	<b>1.7</b>
<b>Elite Scholars Academy School</b>	<b>7923 Fielder Rd, Jonesboro, GA 30236</b>	<b>11.8</b>
<b>Forest Park High School</b>	<b>5452 Phillips Dr, Forest Park, GA 30297</b>	<b>0.1</b>
<b>Forest Park Middle School</b>	<b>2299 Old Rex Morrow Road, Morrow, GA 30260</b>	<b>5.8</b>
<b>DuBois Integrity Academy</b>	<b>6479 Church St, Riverdale, GA 30274</b>	<b>10.5</b>
<b>Utopian Academy for the Arts Elementary School</b>	<b>2750 Forest Parkway, Ellenwood, GA, USA</b>	<b>5.9</b>
<b>Utopian Academy for the Arts High School</b>	<b>2299 Old Rex Morrow Road, Morrow, GA, USA</b>	<b>5.8</b>
<b>North Clayton Middle School</b>	<b>5517 W Fayetteville Rd, Atlanta, GA 30349</b>	<b>12.0</b>
<b>G W Northcutt Elementary School</b>	<b>5451 W Fayetteville Rd, Atlanta, GA 30349</b>	<b>12.0</b>
<b>Arrow Christian Academy at College Park</b>	<b>1488 Norman Dr, College Park, GA 30349</b>	<b>7.5</b>
<b>West Clayton Elementary School</b>	<b>5580 Riverdale Rd, Atlanta, GA 30349</b>	<b>8.1</b>



## CSP SE Subgrant Application Assurances

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

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

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

7. [REDACTED] The applicant school certifies that it will maintain a high degree of autonomy, consistent with the charter contract and the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), including the school's autonomy over budget, operations, and personnel decisions, and that they have sought, or will seek, all the appropriate automatic and non-automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.
8. [REDACTED] The applicant school shall include important information on the website of the school, as required by ESEA § 4303 (f)(2)(G), to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to also provide annual performance, including the State Report card, and enrollment data for the student body and subgroups of students on its website.

Board Chair Signature

[REDACTED]

Date:

1/5/25

Name:

Kimberly C. Gore, Ed. D.

Charter School/Network:

Wright Community School

## Profiles: The Wright Community School

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### Applicant Information

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

**Name of Charter School/Network**

The Wright Community School

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

**Authorizer**

State Charter Schools Commission of Georgia

**Authorization Date**

07/31/2024

**Eligibility for CSP Subgrant**

New School

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

**School Opening Date/Date of Expansion**

08/04/2025

**Name of Nonprofit Entity**

The Wright Community School Inc

**Name of LEA**

The Wright Community School

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

**Applicant Street Address**

800 Galleria Parkway SE, Unit#335

**Applicant City**

Atlanta

**Applicant State**

Georgia

**Applicant Zip Code**

30,339

**Applicant County**

Cobb County

Proposed Location of New/Replicated School or Expansion Site

**Proposed Street Address**

**Proposed Applicant City**

Morrow

**Proposed Applicant State**

Georgia

**Proposed Applicant Zip Code**

**Proposed Applicant County**

Clayton County

**School/Network Website**

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

**Management Organization Type**

Non-Profit CMO

**Virtual Status**

Not virtual

**Grant Contact**

Tiana Stephenson

**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?**

2025

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

6th, 7th, 8th, 9th, 10th, 11th

**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**

150

**Year 2**

300

**Year 3**

450

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

Yes

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

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.**

Letter of Notification.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.**

Letter of Notification.pdf



Tiana Stephenson <[redacted]>

## Notification of Intent to Apply for CSP Subgrant

1 message

Tiana Stephenson <[redacted]>  
To: Kristen Easterbrook <[redacted]>

Sun, Jan 5, 2025 at 5:35 PM

Happy Sunday!

We hope this message finds you well.

We are writing to formally notify the State Charter Schools Commission of Georgia of our intent to apply for the Georgia CSP Subgrant. This opportunity aligns closely with our mission to empower students through individualized education, community engagement, and leadership development.

Could you confirm if any additional steps are required to complete this notification?

Thank you for your assistance and guidance as we navigate this exciting opportunity..

--

**With Community,**  
Tiana Stephenson  
Lead School Founder

**The Wright Community School (WCS)**

[Our Website](#) | [Subscribe to Our Calendar](#)



Name	Attachments
[REDACTED]   2025-01-27	No
[REDACTED]   2025-01-28	No
[REDACTED]   2025-01-23	No

**Review Completed Date**

01/27/2025

**Application**

The Wright Community 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.

15

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

While the response outlines community needs, it does not go into detail in how their specific model will address such community needs. In fact, the community needs mentioned are such that any "school" should be able to meet them. The only difference mentioned is the small class sizes, but then the response offers no distinction concerning how the proposed school's class sizes fundamentally differ from those in the mentioned districts it intends to serve. More details about TCC and TSC would have been helpful, especially if they were created in response to community need. Without these details, it just seems as if the school is implementing such practices because it sounds good/is current. Also, more detail on the flexible scheduling would be helpful- why this needed, who asked for it, what that will actually look like, etc.

**Growth mindset**

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

6

**Comments - Growth mindset (optional)**

The response mentions being open, but there is no detail on how the school plans to get feedback, the mechanisms for such feedback, or how they plan to be held accountable to implementing feedback.

**Commitment**

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

10

### Comments - Commitment (optional)

This section seems well thought out and the most detailed so far.

### Readiness

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

8

### Comments - Readiness (optional)

The schools Director-level personnel seem very established in terms of designated roles and expectations. However, there is little ingenuity in terms of student recruitment, which will be the hardest hurdle this school will face in such a saturated market area. As such, the readiness section would have been more compelling if additional details related to student recruitment were present. I still do not understand what the difference or unique aspect of this school is.

### Racial and Socio-economic Diversity

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

10

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

The details for student % are well thought out and driven by the areas intended to serve. I thought the faculty recruitment was also well thought out, and it discussed both racial diversity and needs diversity. I question if the Director of Operations will be the best person to oversee the sustainability of such efforts, especially given how many other responsibilities this application says is under that person's purview. Bussing 1.5 miles might also restrict such diversity efforts.

### 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)

Everything important was mentioned here, but the lack of detail left me a bit confused around areas of long-term financial stability. The enrollment plan is ambitious, and I question if the recruitment tactics will lead to this goal being accomplishable by 2029-30.

### 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)

I could not find this and did not see other local public schools mentioned.

### Score Before Bonus Points

69

**Total Score**

89

**Comments - Overall (required)**

I think this application offers a really solid shell of ideas, but there is detail lacking from every part. I think another application cycle might benefit this school in particular, especially as it related to strengthening its student recruitment plan.

**Review Completed Date**

01/28/2025

**Application**

The Wright Community School

**Reviewer**

**Reviewer Assignment Tag**

type:individual

**Responsiveness to community need**

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

23

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

I'm curious about how the community needs and feedback from the 100+ community events gathered information on career readiness and pathways. I'd also be interested in how this helped determine curriculum that keeps students engaged and in school to help decrease suspensions and reclaim learning loss of the students and parents who have experienced this and want restorative justice.

**Growth mindset**

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

7

**Comments - Growth mindset (optional)**

I would like to see more information on the school improvement focus and how the feedback from parents, students and communities connects to the program offered based on continuous and desired growth of students.

**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)**

Based on the amount of community engagement and desire from parents and families, the program can be heavily impactful.

**Racial and Socio-economic Diversity**

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

5

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

I strongly believe the school needs to invest in a Community Liaison as opposed to have an outside entity that may not be directly connected to or in community leading this. Family and community engagement is the heart of the school's work and should be lead in support with the school by a parent/caretaker/retiree/community leader of the direct community.

**Budget Quality & Financial Sustainability**

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

22

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

I'm curious about the projection rates from 150 students in 2025 to 600 by 2029. It's extremely hard to build and maintain enrollment. More than surveys and events will be needed to sustain this.

**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**

73

**Total Score**

93

**Comments - Overall (required)**

I absolutely Love the mission, vision and proposal submitted by the Wright Community School. The enrollment plan is critically important which also depends on how families and communities are engaged which should be led and monitored by the school leadership and board.

**Review Completed Date**

01/23/2025

**Application**

The Wright Community School

**Reviewer**

**Reviewer Assignment Tag**

type:individual

**Responsiveness to community need**

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

15

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

Evidence of community engagement and outreach is described through the community mapping initiative and statement that comprehensive needs analysis, surveys and petitions were completed, though details of the results of the needs analysis were only briefly presented and local support and evidence of demand were unclear. Benefits to the community and evidence of demand were not addressed. Enrollment plan includes locating the school in a location that eliminates barriers, and staffing for a targeted outreach campaign. Community engagement is emphasized and addressed through hiring a Parent Fellow through GACan.

**Growth mindset**

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

7

**Comments - Growth mindset (optional)**

Applicant states that the school is founded with a growth mindset and that they will actively seek feedback from SCSF and technical assistance providers. The response is brief and parrots the application question back, but does not provide detail on how the applicant will participate in feedback and technical assistance.

**Commitment**

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

10

**Comments - Commitment (optional)**

The applicant outlines financial policies and procedures, internal controls, and staff and board oversight. They state agreement to follow CSP grant requirements and participate in technical assistance opportunities.

**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.

5

**Comments - Readiness (optional)**

The applicant describes team member roles and plan for teacher recruitment and training, curriculum development, and community engagement and describes activities in place to insure readiness by August 2025. Leadership team qualifications are not addressed and this information is not available on their website.

**Racial and Socio-economic Diversity**

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

10

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

The applicant has specific percentage goals for student diversity based on the demographics of the local community. They have planned for targeted recruitment of faculty and staff and have resources in place to implement recruitment. This is a very strong part of the application.

**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)**

Implementation and planning budgets included allowable costs and budget narratives matched spreadsheets. Some items did not include detail - such as Line 16 "Professional Development" did not include breakdown of professional development costs or providers. Implementation budget Line 6 "staff laptops" included purchase of laptops for students in line item budget description, but budget narrative only included laptop for staff purchase. Applicant addresses financial sustainability through grant funding already received and ongoing fundraising efforts, as well as planning for management of funds through sound financial policy implementation and planning for growth.

**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**

72

**Total Score**

92

**Comments - Overall (required)**

Overall this application could have been strengthened by providing more detail on the community need, the specific model to be implemented, and plans for meeting that community need. It was unclear how the proposed model would lead to change in the achievement gap for enrolled students. The budget and budget narrative were well developed and financial controls in place.