Fulton County Board of Education
Charter School Application
For School Year 2017/2018 Opening

Introduction:

Under Georgia law, a charter school is a public school that operates according to the terms of a charter, or contract, that has been approved by a local board of education and the State Board of Education or the Georgia Charter Schools Commission. Locally approved charter schools operate under the control and management of the local board of education. The local board is required to ensure that a locally approved charter school is subject to as well as meets the performance objectives identified in the contract.

The Fulton County Board of Education (FCBOE) supports student success and public school choice by authorizing contracts with charter schools that will provide unique, innovative, effective, research-based and standards driven learning opportunities for students. Fulton County Schools (FCS) will authorize exemplary charter schools, enforce clear expectations, and identify their successful educational and operational approaches. Through this process FCS can replicate these successful practices in other FCS schools to accelerate student learning across the District.

The FCBOE accepts all the responsibilities outlined in law, specifically to

- “ensure that local charter schools comply federal accountability requirements”,
- “to enforce clear expectations for, and ensure achievement of performance goals set forth in the charters”, and
- “to ensure that funds are spent according to applicable laws, rules, policies, and guidelines, including requirements for the monitoring of the use of federal funds” (O.C.G.A. § 20-2-2065(b)(2) and § 20-14-30 et seq.).

This application represents the basic concepts and policies FCS requires in any charter school proposal to improve student performance and ensure compliance in the above listed areas. The FCS application is based on FCS Charter School Policy and Guidelines, the Charter School Act, the Charter School Rule and Guidance, and the Georgia Department of Education (GADOE) Charter School Application.

The evaluation of this application will focus on whether

- the academic, organizational and financial plans are realistic and viable;
- the proposal will comply with all applicable federal, state, and local rules, regulations, court orders, and statutes;
- implementing the proposal will lead to the stated academic, organizational, and financial performance levels;
- whether the performance levels are higher than that which is available in similar schools in the District; and
- the governing team has the capacity and leadership needed to successfully implement the charter contract.

General Charter School Approval Timeline:

Application will be made to FCS according to the FCS timeline detailed in FCS policy. All new petitions will be submitted to FCS by noon on the third Friday of January each year. All renewal petitions will be submitted to FCS by noon on the third Friday of September of the last contract year. Any FCS approved
petitions should be submitted to the GADOE by the petitioner no later than August 1 to guarantee state approval in time for a July 1 opening date.

It is understood by the petitioner that certain circumstances may arise which will result in a request from FCS for an extension of the GADOE 90 day period allotted for charter school application review. The petitioner has the right to deny such a request and require a vote on the most recent version of the charter school proposal by the Fulton County Board of Education (FCBOE) during their next regularly scheduled meeting.

Charter School Approval Process:

Application Submission
1. Petitioners must submit a Letter of Intent to the GADOE Charter Division with a courtesy copy to the FCS Charter Department no later than October 15.
2. Petitioners should attend a pre-submission interview/orientation with the FCS Charter Department.
   - All founding board members should attend.
   - The interview/orientation must be completed no later than December 15.
3. Petitioners must submit a complete proposal to the FCS Superintendent’s Office on the due date.
   - Proposals will only be accepted between 9:00 and noon on the due date.
   - Late proposals will be summarily denied.

Application Evaluation
1. Within two weeks of submission all proposals will be evaluated for completeness.
   - Petitioners with incomplete proposals will be given the option to withdraw from the process.
   - All incomplete proposals will be summarily denied.
2. Complete proposals will be distributed to FCBOE members and the FCS Raters Committee members.
3. Within one month of distribution, the FCS Charter Department will issue an Initial Memo to the petitioner which details strengths, weaknesses and suggestions by the Raters and the FCBOE.
   - The rubric used for evaluation is posted on the FCS Charter website.
   - The petitioner may alter the proposal based on the Initial Memo.
   - With two weeks, the petitioner must electronically re-submit a redline version of the proposal (using Word – Revisions tool) to the FCS Charter Department as well as a written response to the Initial Memo.
4. The FCS Raters Committee will evaluate all charter proposals a second time.
5. A Final Memo summarizing the Raters Committee’s recommendation will be delivered to the FCS Superintendent.
6. The FCS Superintendent will make a recommendation for approval, denial or extended discussions to the FCBOE at a regularly scheduled work session.
7. The FCBOE will vote on the FCS Superintendent’s recommendation.

Approval Processing
1. If approved, the charter petitioner must prepare the proposal for GADOE submission.
2. Within one month of the FCBOE vote, the petitioner must request that Charter Department review the GADOE submission packet to ensure the GADOE submission aligns with the proposal approved by the FCBOE.
3. If the GADOE submission aligns, the Charter Department will issue the necessary signage sheet to allow the petitioner to submit to GADOE. The petitioner is responsible for submitting the
petition to GADOE. The District will submit a courtesy electronic copy to GADOE for verification purposes.

**Application Package Specifications:**

The complete application package and all required copies must be delivered to the FCS Superintendent’s office by noon on the date of the deadline. Faxed or emailed copies will not be accepted. Only complete petitions that comply with these guidelines will be evaluated. Applications will not be returned; please keep a copy for your records.

The application is limited to 75 double-spaced pages using an 11-point Times New Roman font and one-inch margins with a header showing the school’s name and a footer showing consecutive page numbers and the date of submission.

*Italicized items in this application packet reference a similar item listed in the GADOE Application.*

**Submission Checklist**

- Please submit one original and two copies of the following bound by binder clips in the following order. The original must be signed in blue ink. Stamped signatures will not be accepted.
  - FCS Application Part A - Introductory Information (un altered and filled out by hand in blue ink)
  - FCS Application Part B - Petition Essential (body of the petition)
  - FCS Application Part C – Letter of Assurances (unaltered and signed by the petitioner in blue ink)
  - FCS Application Part D – Exhibits (required attachments must be tabbed)

- 15 CDs containing Parts A, B, C and D.
  - FCS Application Part A - Introductory Information (.pdf)
  - FCS Application Part B - Petition Essential (Word)
  - FCS Application Part C – Letter of Assurances (.pdf)
  - FCS Application Part D – Exhibits
    - The Governance Matrix (.pdf)
    - The Budget Template (Excel)
    - Any research or additional exhibits (.pdf or Word)
PART A: INTRODUCTORY INFORMATION

Please complete Part A by hand in blue ink.

Is this a New Petition or a Renewal Petition? __________________________________________

List the name of the Georgia nonprofit corporation that will hold the charter if granted:

__________________________________________________________________________

Will this Georgia nonprofit corporation also act as the Founding Board?

__________________________________________________________________________

Will this Georgia nonprofit corporation also act as the Governing Board during the identified term?

__________________________________________________________________________

What is the name of the proposed charter school?

__________________________________________________________________________

What is the local school system in which the school will be physically located?

__________________________________________________________________________

School address: ________________________________________________________________

Contact person: ________________________________________________________________

Contact address: ________________________________________________________________

Telephone number of contact: _____________________________________________________

Fax number of contact: __________________________________________________________

E-mail address of contact: ________________________________________________________

Indicate date of the Pre-Submission Interview/Orientation______________________________

Indicate the date of the Letter of Intent submitted to FCS and the GADOE __________________

Indicate the date(s) of any GADOE, GCSA, or FCS charter school training or orientation events attended by the petitioner(s).

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Circle the type of charter school:

Start-up  Career Academy  Jointly Authorized  Virtual

Grade Levels Served ________________________  Ages Served ________________________

Proposed Opening/Renewal Date ________________________

Proposed Charter Term ________________________
(If this is a renewal petition with a term other than 5 years requested, please give the rationale for the requested term length)

________________________________________________________________________

Mission Statement ____________________________________________

________________________________________________________________________

For each year of the proposed charter term, please indicate the number of pupils the charter school plans to serve. If the charter school does not meet at least 80% of these enrollment projections, the charter may be considered for termination due to lower than anticipated public interest.

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Pursuant to O.C.G.A. § 50-36-1(e)(2), please complete the following Affidavit. A list of secure and verifiable documents can be found on the GADOE website. This form should be completed by the CEO or President of the nonprofit corporation.

**O.C.G.A. § 50-36-1(e)(2) Affidavit**

By executing this affidavit under oath, as an applicant for a charter school contract, as referenced in O.C.G.A. § 50-36-1, from the State Board of Education, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1) ________ I am a United States citizen.

2) ________ I am a legal permanent resident of the United States.

3) ________ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

   My alien number issued by the Department of Homeland Security or other federal immigration agency is: ______________________.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document, as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

   ________________________________.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in ______________________ (city), ______________________ (state).

______________________________  ________________________________
Signature of Applicant            Printed Name of Applicant

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
   ____DAY OF ____________, 20____
 ______________________________
NOTARY PUBLIC
My Commission Expires: ________________________________

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PART B: PETITION ESSENTIALS

Please address these essential questions in each of the following topics: need for a charter, academics, organization, governance, finances, admissions, and facility. The secondary questions are intended to clarify the essential question.

THE CASE

1. Why do you want a charter school?

- What is your motivation for applying to be a charter school?
- What will you be able to do with a charter that you can’t do without a charter?
- How were parents, community members and other interested parties involved in developing the petition and how will each be involved with the school?
- What is your understanding of the Fulton County Board of Education’s obligation under the law to “control and manage” the charter schools it authorizes?
- Can you describe the larger community in which the charter school will be located to include demographic and subgroup data as well as information about the other schools in the area?
- How will this charter school serve the identified community more effectively than existing public schools in the area?
- (Renewals ONLY) Provide evidence of a secret ballot vote indicating that the petition was agreed to by a majority of the families of the students participating in the secret ballot vote per FCS policy.

ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

2. Please complete the Academic Performance Goals table to indicate your school’s performance goals for the proposed term. These goals will be included in your charter contract. The items in bold are mandatory. Renewal decisions will be based in part on achievement of these mandatory goals. The charter is encourage to add additional goals directly related to the mission or academic innovations being proposed. A sample is included in the Attachment A.

- Please see the CCRPI and Beating the Odds goals (Attachment B) and review the PowerPoint found on the Charter Schools Division’s website.

Strong academic performance goals and measures should:

- Include all or some of the components of the current draft of the Georgia Department of Education’s College and Career Readiness Performance Index (CCRPI)
- Include cohort measures that show the progress over time of a single cohort of students
- Include national norm-referenced test results among your performance measures
- Be specific, measurable, attainable, relevant, and time-based (SMART)
### Academic Performance Goals

<table>
<thead>
<tr>
<th>Goal 1: The charter school will “Beat The Odds.”</th>
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<tr>
<td><strong>Measure 1</strong></td>
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<td>As determined by the state regression formula based on CCRPI school-level dataset, GADOE student record file, and GADOE Certified/Classified Personnel Information (CPI) data, the charter will perform better than similar schools serving similar students in Georgia in each year of the five year term.</td>
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<tr>
<td><strong>Measure 2</strong></td>
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<tr>
<td>As determined by the FCS regression formula based on poverty levels and CCRPI, the charter will perform as well or better than similar schools serving similar students in FCS in each year of the five year term.</td>
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<th>Goal 2: The charter school will demonstrate proficiency on the State College and Career Readiness Performance Index.</th>
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<tr>
<td><strong>Measure 1 - Mandatory</strong></td>
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<tr>
<td>The Charter School’s CCRPI score shall be equal to or better than both the State and local district in Year 2 of operation.</td>
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<tr>
<td><strong>Measure 2 - Mandatory</strong></td>
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<tr>
<td>The Charter School’s CCRPI score shall be better than both the State and the local district in Years 3 through 5 of operation.</td>
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<tr>
<th>Goal 3 - School Specific Academic Goal</th>
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<tr>
<td>You may propose additional goals directly related to the mission or innovativeness of your school by adding additional rows to the table.</td>
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<tr>
<td>School Specific Measure 1</td>
</tr>
<tr>
<td>School Specific Measure 2</td>
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3. *How will the charter school governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals?*

FCS has the legal responsibility to ensure the charter school’s participation in areas dealing with state assessments among other areas such as civil rights, student health and safety and federal programs, etc. To meet our system obligations, some school operations in these areas will be considered as in-kind departments for the charter school. This will include full access to the system’s extensive student information system and student data system and state-mandated student assessment processes and resources. The school will have all the resources of a typical FCS as well as the responsibility to fully participate in the same manner as all other FCS schools. For more information, please see the FCS Department Guide for Charter School Interactions located on the FCS Charter Department website.

- What assessments will the school administer to obtain performance data for each student?
- How will the school obtain baseline achievement data?
- How will the school benchmark student growth?
- How will this information be communicated to governing board, management, instructional leadership, faculty and staff?
4. What specific actions will the school’s management, instructional leadership, faculty and staff take to ensure student performance objectives are met during the proposed charter term?

- What is the focus of the curriculum?
- What are the educational innovations that will be implemented?
- How will the curricular and instructional innovations increase student achievement?
  Provide research in the Exhibits to support your assertion.
- Why are the innovations appropriate for this unique school?
- What, if any, extracurricular or other auxiliary educational activities will be offered at the school? Does the school envision collaboration with FCS in these areas? Please provide a signed copy of any agreements with entities other than FCS that may provide these activities for students in the Exhibits.
- What is the anticipated teacher-to-student ratios and the rationale for maintaining these ratios?
- If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

5. What are the school’s plans for educating special populations?

The school will have all the resources of a typical FCS school as well as the responsibility to fully participate in mandated activities in the same manner as all other FCS schools in these areas.

- How will the charter school meet the needs of students identified as gifted and talented?
- How will the charter school provide state and federally mandated services for students with disabilities?
- How will the charter school provide state and federally mandated services for English Language Learners (ESOL)?

6. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines?

- Although you will be granted a broad flexibility waiver if you are granted a charter, please provide examples of a significant component of your academic plan for which you need a waiver – and the waivers that are required to allow the implementation of that component.

ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

7. Please complete the Organizational Goals table to indicate your school’s organizational performance goals for the proposed term.

- Use one table per each goal. A sample is provided in the Attachment C.
- There should be at least two organizational goals. FCS expects that at least one organizational goal address governing board development. Other goals could include areas such as: staff development, performance management, student or teacher retention, community support, school culture, partner acquisitions, etc. Each goal should have at least one objective.
- School organizational performance objectives should reflect where the school envisions itself organizationally at the end of the charter term.
### Organizational Performance Goals

**Goal 1:**

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<th>Objective #1</th>
<th>Measure(s)</th>
<th>Year One Baseline</th>
<th>Year Two Target</th>
<th>Year Three Target</th>
<th>Year Four Target</th>
<th>Year Five Target</th>
<th>Extinction Level</th>
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8. What specific actions will the school take to achieve its organizational performance objectives?

- What are the organizational innovations that will be implemented during the proposed charter term?
- How will the innovations increase organizational effectiveness?
- Why are the innovations appropriate for this unique school?

9. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines?

- Although you will be granted a broad flexibility waiver if you are granted a charter, please provide examples of a significant component of your organizational plan for which you need a waiver – and the waivers that are required to allow the implementation of that component. A sample is included in the Attachment D.

GOVERNANCE

A key characteristic of charter schools is that an autonomous governing board makes decisions on behalf of the school. It is not uncommon during the development of a strong governing board for there to be different stages of development. Sometimes these stages are managed by different boards and sometimes the same group of individuals move through all the stages of governance.

- A founding board establishes the nonprofit to develop and submit the local charter school petition and may guide the school through some initial period of operations.
- A governing board is the nonprofit governing board that will serve as a school-level decision-making body at the charter school, is a party to the charter contract, and is responsible for ensuring the implementation of and compliance with the charter contract. It is imperative that all governing boards demonstrate substantial autonomy, decision-making authority and capacity.

10. How will an autonomous governing board make decisions for the school?

- If the proposal envisions a Founding Board, identify each member of the founding board; describe the composition of the founding board (number of members, skillsets to be represented, how members are/will be representative of the school and the community, etc.; How were the members selected and by whom? What are the plans for transition from a Founding Board to a Governing Board?
- Identify each member of the governing board and describe the composition of the governing board (number of members, skillsets to be represented, how members are/will be representative of the school and the community, etc.; How and when will board members be selected? What are the terms of members? How and why will governing board members be removed? How will you ensure a diverse board with broad skill set?
- What are the governing board’s function, duties and role in the areas of budget, resource allocation, personnel decisions (primarily school leader selection, evaluation, and termination as well as participation in the state mandated evaluation system), establishing and monitoring the achievement of school improvement goals, curriculum and school operations? This authority should be distinguished from the day to day management responsibilities of the school leader. Please use the following Governance matrix to illustrate the level of autonomy your Governing Board will have. Please note: This matrix will become part of your charter contract. A sample is provided in the Attachment E.
o If an education service provider (ESP) or other charter partner shares responsibilities with the governing board, those responsibilities should be identified in the matrix.

o A signed, operationalized agreement between the charter and the EMO should be submitted as an exhibit.
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<th>School Leader Authority</th>
<th>Process and (Time Frame)</th>
<th>ESP Authority</th>
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Charter School Governance Decision-Making Matrix
• How will the governing board assess its own development and effectiveness? Georgia law now requires Charter Schools to provide initial training for newly approved charter school Governing Boards as well as annual governance training thereafter.

  • Describe your plan and timeline for securing a provider for your initial state mandated governance training as well as annual training thereafter. Include in this plan, areas of focus that are specific to your board and school.

• What is the school’s timetable and plan for achieving accreditation from the Southern Association for Colleges and Schools (SACS) AdvancEd, the Georgia Accreditation Commission (GAC), or some other recognized accrediting commissions?

• What communication protocols will the governing board follow with parents, the larger community and FCS staff and Board of Education members?

• Charter school board members and employees are held to following an established conflict of interest policy per the terms of state law (O.C.G.A. 20-2-2065(b)(5), O.C.G.A. 20-2-63) and the charter contract. Are there any existing or potential conflicts of interest? How will the governing board ensure that current and future board members avoid conflicts of interest? Please attach the charter school’s conflict of interest policy in the Exhibits.

Contracts With Educational Service Providers

11. Does the charter school intend to contract, or has the school contracted, with an education service provider (ESP) or other charter partner, to provide management or consulting services? If so, please complete this section and include a signed, operationalized agreement submitted as an exhibit. This should clearly define the services that will be rendered over the term of the charter as well as the associated costs for those services.

• How will arrangement be in the best educational and financial interests of the charter school?

• Describe other education service providers or charter partners that were considered and the reasons this ESP or partner was selected above all others.

• Describe the history of the ESP or partner selected, including academic results, closures, non-renewals and separations.

• How was the contract negotiated?

• Briefly describe the range of services the education service provider or partner will provide for the school.

• How will the governing board monitor and assess the performance of the management organization?

• Will the school be able to function without the ESP services in the event of dissolution of the contract? If so, what terms in the contract allow for such an eventuality and what are the costs associated with the dissolution of the contract between the charter school and the ESP?
FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

12. Please complete the Organizational Goals table to indicate your school’s organizational performance goals for the proposed term
   • Please use the following tables to indicate financial goals. Use one table per each goal. A sample is provided in the Attachment F.
   • There should be at least two financial goals. Each goal should have at least one objective.
   • School financial performance objectives should reflect where the school envisions itself organizationally at the end of the charter term. Goal areas could include financial transparency, efficiency ratings per the FCS State of the Charter Report and/or the CCRPI, additional resource acquisition, capital development, audit findings, etc.
   • Objectives should emphasize fiscal health and sustainability. FCS evaluates charter schools based on National Association of Charter School Authorizers (NACSA) standards of Sustainability, Liquidity, Occupancy Expenses and as well as a Debts to Assets Ratio. It might prove useful to review the FCS State of the Charter Sector Report on the Charter Department website to learn more.
## Financial Performance Goals

### Goal 1:

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<th>Objective # 1</th>
<th>Measure(s)</th>
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<th>Year Two Target</th>
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FCS Application March 2016  
Page 16
• What specific actions will the school take to achieve the financial performance objectives?
  
• What are your plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source? Note, while it is useful for the District to know of these plans, until the additional funding resources are confirmed via a signed agreement, these dollars should not be reflected in the budget.
  
• What financial innovations will be implemented during the proposed charter term?
  
• How will the innovations increase financial effectiveness?
  
• Why are the innovations appropriate for this unique school?
  
• Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines?
  
• Although you will be granted a broad flexibility waiver if you are granted a charter, please provide examples of a significant component of your financial plan for which you need a waiver – and the waivers that are required to allow the implementation of that component.

STUDENT ADMISSIONS

All students of residents of Fulton County are eligible to attend FCS charter schools. Charters schools may not limit admission in any way other than those in use at typical FCS schools (for example, expulsion limitations). Please note that “enrollment priorities”, “admission” and “registration” are different concepts. To avoid confusion the Department recommends the following:
  
• “enrollment priorities” describe those students granted priority placement pursuant to O.C.G.A. § 20-2-2066(a)(1);
  
• “admission” describes pre-lottery processes and forms; and
  
• “registration” describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.

• How will students be admitted to the charter school?
  
• What is the school’s attendance zone?
  
• Under federal law, charter schools may automatically admit students prior to a lottery who are in specified categories. Please specify in the petition if the school will use any of the following enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1) that apply. If the school will not utilize any enrollment priorities, please state that as well.
   
  o A sibling of a student enrolled in the start-up charter school
  o A sibling of a student enrolled in another local school designated in the charter
  o 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
  o Students matriculating from (NAME OF A SPECIFIC SCHOOL HERE)
  
• What are the rules, procedures and timelines that will govern admission and registration? The school system will need a listing of registered students and students drawn by lottery to be placed on the wait list by March 1.
  
• How will the charter school reach students representative of the racial and socioeconomic diversity in the school system?
- How does the school plan to recruit students and maintain/increase enrollment?
- FCS honors charter school expulsions. What will be the student discipline and expulsion process and what role does the charter school wish the school system to play in the process?

FACILITIES

A charter school’s facility is a very important part of implementation. Without a proper facility, the charter school will not be feasible. Best practice is that a school’s facility costs should not exceed 15% of its total expenditures. Additionally, please be aware that all facilities must be approved by the Department’s Facilities Services Unit (more information regarding this step can be found on the Department’s website). For this reason, it is imperative that the charter school not commit to a facility before it has been approved. We encourage new schools that are planning construction or major renovations prior to the admission of students consider a planning year to safely complete the construction process. We also strongly encourage Memorandums of Understanding (MOU) pending approval. Also for this reason, it is encouraged that a school have at least two facility options.

- Describe the school facility that the charter school proposes to use.
  - What is the location of the facility?
  - Is the facility new or existing?
  - Will the facility require renovations? If so, describe the extent of the renovations and source of funding to pay for the renovations.

- Does the charter school have an MOU for the facility pending charter school and facility approval and is it provided as an Exhibit?
  - The MOU should include the total proposed facility cost.
  - The MOU should set forth any material terms that will be reflected in a lease, such as the lease term.

- Does the charter school have a Certificate of Occupancy (CO) for the proposed facility and is it provided as an Exhibit? If not, what is the date by which the charter school will have a CO?
  - Please note that schools must obtain a CO no later than 45 days before the start of the charter term on July 1.

- Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility and is it provided as an Exhibit? If not, what is the date by which the charter school will submit a plan to the Georgia Emergency Management Agency and FCS?
  - Please note that schools must submit an emergency safety plan to Fulton County Schools no later than 45 days before the start of the charter term on July 1.
PART C: LETTER OF ASSURANCES

(NOTE: THE GADOE CHARTER RULE HAS RECENTLY BEEN REVISED. THIS ACTUAL TERMS OF THIS LETTER OF INTENT WILL BE REVIEWED PENDING THE APPROVED FINAL GADOE RULE. ANITICIPATED REVISIONS WILL BE POSTED IN OCTOBER 2015.)

In the Fulton County Schools’ (FCS) charter school application process, Charter Schools and the School System agree to procedures and obligations that will be followed in accordance with the terms of the charter contract and all applicable federal, state, and local laws, rules, and regulations. These are outlined in a Letter of Assurances. Items that are italicized are also included in the Georgia Department of Education’s (GADOE) Charter Departments Letter of Assurances.

New federal, state and local laws, rules and regulations may require changes in procedures and obligations over the term of the charter. This Letter of Assurances is updated to reflect any new realities and is signed annually by the charter holder. A Charter School’s refusal to annually sign an updated Letter of Assurances may result in termination of the charter contract.

This assurance and application shall not preclude the Charter School from entering into or maintaining any agreement with the State Board, expressly including the agreements set forth in the Charter Contract submitted to and approved by the State Board.

FCS Obligations to Charter School

FCS will operate in good faith to comply with all federal, state, and local rules, regulations, court orders, and statutes relating to charter schools.

1. FCS will provide funding per state law.

In accordance with the Georgia Charters School Rule and O.C.G.A. § 20-2-161 (2008), FCS will distribute applicable federal, state, and local funding to local charter schools in a timely manner and in accordance with law and ensure that funds are spent according to applicable laws, rules, policies, and guidelines, including requirements for the monitoring of the use of federal funds.

2. FCS will provide in-kind services for charter schools to comply with state and federal mandates such as:

   a) Professional development opportunities,
   b) Training and department level meeting participation in the areas pertaining to federal, state or local mandated activities,
   c) Regular charter school meetings to share best practices and problem solving ideas,
   d) Administrative support,
   e) Petition development, program assessment, and charter school evaluation guidance, and
   f) Sufficient hardware, software, and training to operate the required student information system and to monitor compliance with federal and state laws and regulations.

3. FCS will fulfill all the local education authorizer (LEA) requirements established by federal and state law.

   a) The FCBOE accepts all the responsibilities outlined in law, specifically to “ensure that local charter schools comply federal accountability requirements”, “to enforce clear expectations
for, and ensure achievement of performance goals set forth in the charters” and “to ensure that funds are spent according to applicable laws, rules, policies, and guidelines, including requirements for the monitoring of the use of federal funds” (O.C.G.A. § 20-2-2065(b)(2) and § 20-14-30 et seq.)

b) FCS also takes seriously the need to put forth a process that is designed to resolve conflicts between the Charter School governing board and the Fulton County Board of Education (FCBOE) regarding the performance of the Charter School. To this end, if the Charter School is not in compliance with the terms of the charter, the School System will notify the school leadership. If the compliance issue is not resolved in a reasonable length of time, the parents of the Charter School and the GADOE will be notified that the charter school has been placed in a probationary status pending resolution of the compliance issue.

c) Any proposal for termination of a charter school will comply with requirements of the Charter Schools Act, as well as any applicable state and local rules and regulations.

Charter School Obligations

1. Charter School will fulfill obligations to State and Federal Governments

a) The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.

b) The Charter School shall be subject to the control and management of the local board of the local school system in which the Charter School is located, as provided in the charter and in a manner consistent with the Constitution. As such, the Charter School will comply with all legal and regulatory local, state, and federal laws or court order requirements, including those outlined in Fulton County Board of Education Charter School Guidelines and Charter School Policy. Failure to comply with any and all recommendations or directions of the FCBOE made pursuant to their duties of oversight and management of the Charter School may result in termination of the charter.

c) The Charter School shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age.

d) The Charter School shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct. The Charter School will comply with the FCS federal monitoring requirements for schools receiving federal funds.

e) The Charter School shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection.

f) The Charter School shall ensure that the Charter School and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.

g) The Charter School shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments. The Charter School will follow the testing schedule provided by FCS and participate in all state-mandated assessments and surveys mandated by FCS.

h) The Charter School shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable. The Charter School will be obligated to provide a full continuum of state and federally mandated services to disabled students to the same extent as other schools in the FCS.

i) The Charter School shall provide state and federally mandated services for English Language Learners, as applicable.
j) The Charter School shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4.5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4.5-.01.

k) The Charter School shall, by October 1, submit an annual report that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6). A copy of this report will be submitted to FCS no later than October 7. The School System may exercise its right to include notice of deficiencies or provide comments and feedback in the annual report.

2. Charter School will fulfill obligations to FCS

a) The Charter School shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the Charter School.

b) In order to provide FCS with necessary data for state funding reporting and enrollment monitoring, the Charter School will use the FCS approved student information system(s) and the FCS information portal in accordance with School System specifications.

c) The Charter School agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to FCS no later than March 1. It is understood that the school can continue to accept students after this date and will continue to update the School System on the number of students registered and all other student information as requested.

d) If the Charter School does not meet its projected enrollment within twenty percent (20%), the charter may be terminated due to lower than anticipated community support.

e) The Charter School will participate in the FCS school improvement plan process.

f) The Charter School must provide written notice to FCS one month prior to making any significant alterations to the operations, organization, or management of the Charter School as established by the current charter school petition.

g) If the Charter School wishes to enter into an agreement to borrow funds in which the repayment period exceeds the current fiscal year, the Charter School must notify FCS one month prior to entering the agreement and provide an amended budget reflecting the loan and repayment period that has been previously approved by the Charter School governing board.

3. Charter School will fulfill obligations to the General Public

a) The Charter School shall notify the state of any intent to contract with a for-profit entity for education management service.

b) The Charter School shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133.


d) The Charter School will operate in a transparent manner as required of all public entities.

e) The recruitment of students is the responsibility of the Charter School. During the recruitment process, the Charter School will provide parents of potential students with complete and accurate information about the programs, services and amenities available at the school as well as performance as reflected in the CCRPI.

f) For any state or federal grants the Charter School is awarded, the school will agree to have the FCBOE act as fiscal agent for flow through purposes and comply with the Single Audit Act which will determine the procedures the parties will follow.

4. Charter School will fulfill obligations to Students and Families
a) The Charter School shall prepare a safety plan in accordance with O.C.G.A. §20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency.

b) The local governance of the Charter School shall operate under a structure that maximizes a local school level governance body of parents, teachers, administrators, and others who are involved in school level governance within the Charter School. Charter School board members will not be nominated, selected, or appointed by any other organization.

c) The operation and support of the Charter School under the control and management of FCS will be the sole function of the local school level governance body.

d) The Charter School board members will not constitute a voting majority on any other Charter School board, will be voluntary and fully and insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.

e) No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.

f) The Charter School shall not counsel a student or guardian to voluntarily withdraw from the Charter School in lieu of the receipt of discipline in accordance with the applicable code of conduct or in lieu of the provision of state and federally mandated services.

5. Charter School Evaluation Terms

a) The Charter School will be evaluated using school-wide measures, student achievement measures, organizational measures and financial management measures.

b) The Charter School will be evaluated on the retention of staff.

c) The Charter School will be evaluated on the number of students enrolled who complete the school year at the Charter School.

d) The Charter School will be evaluated on the fulfillment of the goals, objectives and measures agreed to in the Charter School contract. Failure to meet these goals, objectives or measures may result in termination.

6. Specific Programming Terms

a) Discipline

   i. The Charter School shall comply with federal due process procedures as defined by FCS regarding student discipline and dismissal.

   ii. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.

b) Nutrition

   i. If the Charter School participates in federal school meals programs, then it shall comply with all applicable state and federal law.

   ii. If the Charter School requests that the Fulton County School Nutrition Program provide services and such a request is granted by FCS, the Charter School agrees to pay all the costs of the Fulton County School Nutrition Program incurred by the Charter School and will comply with all federal, state, and local policies, procedures, and requirements.

   iii. If the Charter School elects to participate in the National School Breakfast and Lunch Program, the Charter School will submit its own application to the GADOE and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.

c) Transportation

   i. The Charter School shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws.

   ii. Any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.
iii. The Charter School’s transportation program will comply with applicable law.
iv. The Charter School will agree to provide the School System with transportation safety documentation as required by the GADOE no later than June 1 for the pending school year.
v. If the Charter School will use the FCS Transportation Department, the transportation zone and bus schedules will be established using the same formulas used for typical schools. Any alternations to those zones and schedules must be approved by exception only and are dependent upon the capabilities of the School System’s transportation priorities. Requests for exception must be made through the Charter Department one year in advance of the date of July 1 of the year of implementation. Approval of the exception will be announced annually by August 1. Once an exception is granted, it is considered established by the School System and need not be requested annually.

d) Personnel

i. The Charter School shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind.

ii. The Charter School shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background check.

iii. The Charter School shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS.

iv. Fingerprinting and criminal record checks will be required of all employees. Employment will be provisional until the results of the criminal record check are obtained.

v. The Charter School will provide FCS with all personnel information required to complete federal and/or state mandated personnel reports annually and, upon request, provide FCS with all personnel information.

vi. The Charter School will maintain complete and accurate personnel files on each of their employees, including but not limited to: 1) employment contracts; 2) employee qualifications; 3) hiring information; 4) proof of background checks; and 5) employee evaluations.

e) Governance

i. The Charter School shall ensure that the Charter School’s governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties. The board members will not receive payment for services as board members.

ii. The Charter School shall ensure that the Charter School’s governing board adopts and abides by a conflicts of interest policy.

iii. The Charter School shall have a written grievance procedure to resolve student, parent, and teacher complaint.

iv. The Charter School shall have a written procedure for resolving conflicts between the Charter School and the local board of education.

v. The operation and support of the Charter School will be the sole function of the governing board. The board will not raise funds for any other purpose. Each member of the governing board will be fingerprinted and have a criminal record check processed prior to Board approval of the petition and annually thereafter.

vi. All charter school governing board members will attend annual training as required by state law.
Applicable to Start Up Charter Schools ONLY

7. Fiscal Operations

a) The Charter School shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state.
b) The Charter School shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule and Guidelines.
c) The Charter School shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia.
d) The Charter School shall acknowledge that all criteria used to calculate QBE funding may not be waived.
e) If the Charter School does not have sufficient funds to pay all of its bills at the time it ceases operation, FCS will not be responsible for the Charter School's unpaid bills, contracts, or debts.
f) The Charter School shall provide FCS with a monthly financial report using the School System supplied template.
g) The Charter School shall permit the FCS’s Internal Audit Department and/or its designated representative(s) to audit the Charter School annually or at such other intervals as FCS deems appropriate.
h) The Charter School shall use any surplus funds remaining at the close of one fiscal year to enhance the Charter School's academic program the following year.
i) The Charter School shall independently eliminate any deficit occurring during or at the end of a fiscal year. If the Charter School has not eliminated the deficit by the end of the fiscal year, the school must provide a plan for eliminating the deficit within the next fiscal year. No School System funds will be allocated to the Charter School for the next fiscal year until the Superintendent or designee approves such plan.
j) The Charter School shall notify FCS immediately if the Charter School is contemplating the cessation of operations and will cooperate with FCS to the extent necessary to provide an orderly return of the students to their local school.
k) The Charter School shall be responsible for appropriately safeguarding and distributing the school’s assets and confidential records and winding up the school’s business and affairs if the Charter School ceases operations for any reason.

8. Services to Students With Disabilities

The Charter School will:

a) be obligated to provide a full continuum of services to disabled students to the same extent as other schools in the School System and allocate sufficient monies in the annual operating budget to provide those services,
b) require its instructional support teachers and special education teachers to attend the School System’s special education professional development programs to the same extent required of other schools in the School System,
c) implement the same identification, evaluation, placement, reporting, and due process procedures and use the same special education forms as other schools in the School System,
d) submit to program review by state and local officials to the same extent required of other schools in the School System,
e) use the FCS IEP management system,
f) provide free transportation and other related services when required by a student’s IEP,
g) include reasonably anticipated special education costs in the budget(s) submitted with the petition, and

h) indemnify FCS in the event FCS is held liable for the Charter School’s failure to provide eligible disabled students with the special education, related services, program accommodations, and due process to which they are entitled under state and federal law.

9. School Facilities

a) The Charter School shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Georgia Department of Education.

b) The Fulton County Board of Education has determined that it will not provide Charter Schools with a facility, land for a facility, or funding for a facility except in the case of surplus as dictated by 20-2-2068.2 or as determined by the FCBOE.

c) FCS staff will be able to inspect the facility prior to school opening and throughout the term of the charter. The Charter School will notify FCS of any upcoming changes to the school location and any new location will meet all the state facility requirements.

10. Legal Proceedings

a) The Charter School is responsible for providing its own legal services and cannot use FCS’s attorney unless agreed upon by the FCBOE and the Charter School. Should a third party name the FCBOE or FCS as an adverse party in any legal proceeding arising out of any action or inaction on the part of the Charter School, its governing board, its employees, its affiliates, or any party with which the Charter School has contracted, the Charter School shall consent to join that legal proceeding as a party alongside the FCBOE and/or FCS.

b) Within the first month after opening, the Charter School will provide the name, address, phone numbers, and email information for their legal counsel, if any, to FCS.

11. Insurance

a) The Charter School, governing board, and all administrators and employees will be appropriately insured and bonded through the term of the charter.

b) Proof of insurance or an acceptable self-insurance plan must be provided to FCS upon request. Other insurance may be required depending on specific situations.

12. Governance

a) No petitioner and no member of the governing board of the Charter School or the Charter School shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this School System.
As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for ______________________ (name of school) located in _____ County is true to the best of my knowledge and belief;

This Charter School Application, Assurance Form, and attached Exhibits were approved by the _____________________ Board of Education on the __________ day of __________________, in the year________.

Authorized Representative, Charter School ______________________ Date ________________

Chair, Local Board of Education ______________________ Date ________________

If a Charter is granted, Petitioners assure that the proposed charter school’s programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

Authorized Representative, Charter School ______________________ Date ________________

Chair, Local Board of Education ______________________ Date ________________
PART D: EXHIBITS

The following Exhibits are required to complete the Charter School Application Package. Please tab the Exhibits to match the item numbers below. Exhibits should be as limited in size as possible and the use of hyperlinked information is acceptable.

1. Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation and/or the entity which will hold the charter if different from the nonprofit from the Georgia Secretary of State. Note – State and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4).

2. Attach a copy of the by-laws for the nonprofit corporation and/or the entity which will hold the charter if different from the nonprofit. Note – State and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4).

3. Attach a copy of any admissions (pre-lottery) application the charter school proposes to use.

4. Attach the charter school’s proposed annual calendar and a draft of the charter school’s daily school schedule.

5. Attach a copy of any intended contracts for the provision of education management services. Such contracts shall describe the specific services for which the contracting organization is responsible. Such contracts should clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school as well as a plan for a smooth dissolution of the relationship.

6. Attach a copy of the agreement between the charter contract holder and governing board, if applicable.

7. Attach a copy of any agreements with your local authorizer.

8. Attach a copy of any MOU for a proposed facility. Attach a copy of any agreements, contracts or MOUs with entities providing services to the school.

9. Complete and attach the start-up budget template located online at: http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/Charter-Petition-Application.aspx. Please note that the budget template includes:

   - A monthly cash flow projection detailing revenues and expenditures for the charter school’s first two (2) years of operation;
   - An alternative monthly cash flow projection detailing revenues and expenditures for the first two (2) years of operation with the assumption of one-half (1/2) of the projected student enrollment; and
   - A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.

   Note – Any sources of revenue appearing in the template that are anticipated to come from outside of state and local funding must be supported by documentation. Failure to provide supporting documentation will result in the revenue source being removed from the budget.

10. Attach research justifying the curricular, instructional and operational innovations that will be implemented at the charter school.

11. Attach a copy of the certificate of occupancy, if applicable.

12. Attach a copy of the school’s emergency safety plan, if applicable.

13. Attach a copy of the proposed student code of conduct.

14. Attach a written grievance procedure to resolve student, parent, and teacher complaints.

15. Attach a written procedure for resolving conflicts between the charter school and the local board of education.

16. Attach a copy of the Letter of Intent submitted to GADOE and FCS.

17. Attach a conflict of interest policy.
Goal 3: The charter school will demonstrate proficiency and improvement on national norm-referenced assessments

| Measure 1 | The percentage of tested students achieving a 17 on the ACT English test will increase by 1% each year of the charter term over the baseline year. |

Goal 4: Students at the school will demonstrate increased progress towards a high school diploma.

<table>
<thead>
<tr>
<th>Measure 1 – Increase Reading Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>For enrolling students with reading skills in the 5th-8th grade level and who attend the school for 90+ days, at least 50% will improve by one or more grade skill levels in reading during the first year of operation. Both the entry and post-intervention skill levels will be measured using the Reading Plus program or its successor.</td>
</tr>
<tr>
<td>Year 2 improvement will be 55%, using the measurements above.</td>
</tr>
<tr>
<td>Year 3 improvement will be 60%, using the measurements above.</td>
</tr>
<tr>
<td>Year 4 improvement will be 65%, using the measurements above.</td>
</tr>
<tr>
<td>Year 5 improvement will be 65% using the measurements above.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 2 – Increase HS Credit Earning Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>For enrolling students who previously were earning high school credits at a rate of less than 2.5 credits per semester and who attend for 90+ days, the average credit earning rate per semester attended will improve by at least 20% in the first year or operation above.</td>
</tr>
<tr>
<td>Year 3 improvement will be 35% using the measurements above.</td>
</tr>
<tr>
<td>Year 4 improvement will be 40% using the measurements above.</td>
</tr>
<tr>
<td>Year 5 improvement will be 40% using the measurements above.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 3 – Increase Percentage of Students with GPA of 2.0 or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students with a cumulative Grade Point Average (GPA) of 2.0 or higher after attending at least 90 days will be 15 percentage points higher at the end of the first year than the percentage of these students who initially enrolled with a GPA of 2.0 or higher.</td>
</tr>
<tr>
<td>Year 2 improvement will be 20%, using the measurements above.</td>
</tr>
<tr>
<td>Year 3 improvement will be 25% using the measurements above.</td>
</tr>
<tr>
<td>Year 4 improvement will be 30% using the measurements above.</td>
</tr>
<tr>
<td>Year 5 improvement will be 30% using the measurements above.</td>
</tr>
</tbody>
</table>
Start-Up Charter Goals:

Goal 1: During each year of its first five-year charter term, the Charter School shall “beat the odds” as determined by a formula measuring expected student growth.

A. The Beating the Odds analysis is a cross-sectional, fixed effects regression model that uses the following factors from the CCRPI school-level dataset, GADOE student record file, and GADOE CPI\(^1\) data.

a. Student-based Factors:
   - % African American
   - % Hispanic
   - % White
   - % Other
   - % Free/Reduced Lunch
   - % Students with Disabilities
   - % English Learners
   - % Gifted

b. School-based Factors:
   - School Size (FTE)
   - Student/Teacher Ratio
   - School Configuration/CCRPI Score Type (i.e. Elementary, Middle, High)
   - Locale Type (i.e. City, Town, Rural)
   - District Performance (fixed effect)

Renewal decisions for new charter schools first opening in 2015 or later will be based in part on whether the school “beat the odds” in each of the first four years of its first charter term (Years 1-4).

Goal 2: The Charter School will demonstrate proficiency and/or improvement on the CCRPI.

A. Measure 1: For new start-up charter schools first opening in 2015 or later, using Year 1 of the charter term to establish a CCRPI baseline, the Charter School’s CCRPI score shall be equal to or better than both the State and local district in Year 2, and better than both the State and local district in Years 3-5 of the charter contract.

B. Measure 2: If the school’s first-year CCRPI score is lower than either or both the local district and the State, the school shall have until the end of Year 2 of the charter term to close the gap between the Charter School and whichever score is higher, the local district or the State.

\(^1\) Certified/Classified Personnel Information
C. **Measure 3:** In Years 3-5 of the charter term, the Charter School’s CCRPI score shall be better than both the State and the local district.

Renewal decisions for new start-up charter schools first opening in 2015 or later will be based in part on whether the school’s CCRPI score was equal to or better than both the State and local district in Year 2, and better than both the State and local district in Years 3-4 of the charter contract.
## Goal 1: The charter school will have an inclusive, safe culture.

### Objective # 1

<table>
<thead>
<tr>
<th>Measure(s)</th>
<th>Year One Baseline</th>
<th>Year Two Target</th>
<th>Year Three Target</th>
<th>Year Four Target</th>
<th>Year Five Target</th>
<th>Extinction Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enhance campus safety, all students will follow the dress code.</td>
<td>Percentage of students following the dress code</td>
<td>85%</td>
<td>87%</td>
<td>90%</td>
<td>92%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Interim Data to be collected:**
- Budget/Resources Needed: Emergency Closet of Dress Code articles; Staff Meeting time with families who repeatedly violate dress code
- Frequency of Collection: Monthly

**Responsible Parties:**
- Assistant Principal
- Governing Board, PTO
- Data Input by Teachers; Monthly Data Collection by Data Clerk

### Objective # 2

<table>
<thead>
<tr>
<th>Measure(s)</th>
<th>Year One Baseline</th>
<th>Year Two Target</th>
<th>Year Three Target</th>
<th>Year Four Target</th>
<th>Year Five Target</th>
<th>Extinction Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>All families will participate in spring Governing Board elections</td>
<td>Percentage of families casting ballots</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Interim Data to be collected:**
- Budget/Resources Needed: Report reflecting the percentage of families indicating eSchool Plus contact information is accurate by homeroom
- Frequency of Collection: Quarterly

**Responsible Parties:**
- Data Clerk, Principal
- Governing Board; Principal
- Homeroom Teachers
### Attachment D – Waiver Format

<table>
<thead>
<tr>
<th><strong>Action:</strong></th>
<th>Guardians will be required to participate in one annual meeting with the student’s teacher and all disciplinary meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Waiver:</strong></td>
<td>Fulton County School System’s Family and Community Involvement Policy KD(2)/GAH(2) (FCS Policy is based up O.C.G.A § 20-2-154.1; §20-2-155; §20-2-186; §20-2-201; §20-2-240; §20-2-300; §20-2-735; 20-2-740; 2§0-2-741, 20-2-771.2)</td>
</tr>
<tr>
<td><strong>Expected Outcomes:</strong></td>
<td>The connection between the home and school will be strengthened thus increasing parental satisfaction, decreasing student discipline incidents and improving student academic performance.</td>
</tr>
</tbody>
</table>
### Attachment E - Charter School Governance Decision-Making Matrix

<table>
<thead>
<tr>
<th>Charter XYZ</th>
<th>GB Authority</th>
<th>Process and (Time Frame)</th>
<th>School Leader Authority</th>
<th>Process and (Time Frame)</th>
<th>EMO Authority</th>
</tr>
</thead>
</table>
| **Personnel Decisions** | 1. Selects the school leader and business manager  
2. Evaluates the school leader (LKES),  
3. Approves all terminations | 1. Conducts national search using a placement firm (as needed)  
2. Follows state process (as required)  
3. Reviews in executive session (as needed) | 1. Selects faculty and staff  
2. Evaluates teachers (TKES)  
3. Approves promotions, demotions  
4. Recommends terminations | 1. Posts position, reviews applications, conducts group interview, announces selection to GB (btw Jan. and May)  
2. Follows state process (as needed)  
3. Based on student need and school performance (btw Jan. and May)  
4. Based on TKES or other data per PSC criteria (as needed) | 1. Recommends faculty and staff applications and provides training for EMO specific curriculum/services |
### Goal 1: The charter school be financially sustainable.

<table>
<thead>
<tr>
<th>Objective # 1</th>
<th>Measure(s)</th>
<th>Year One Baseline</th>
<th>Year Two Target</th>
<th>Year Three Target</th>
<th>Year Four Target</th>
<th>Year Five Target</th>
<th>Extinction Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupancy costs will not exceed 10% of the overall budget annually.</td>
<td>Occupancy costs based on the FCS State of the Charter Sector Report</td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Interim Data to be collected**

- Projected budget and occupancy costs in October, March and in July.
- Energy Efficiency Analysis (free from utility company)
- Financial Analyst for contract reviews (pro bono)
- Three Times a Year

**Budget/Resources Needed**

- Energy Efficiency Analysis
- Financial Analyst for contract reviews

**Frequency of Collection**

- Three Times a Year

**Responsible Parties:**

- Business Manager
- Governing Board
- Business Manager