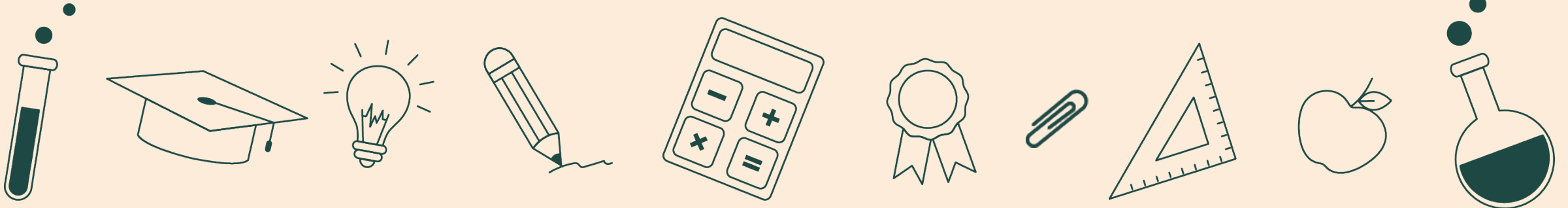




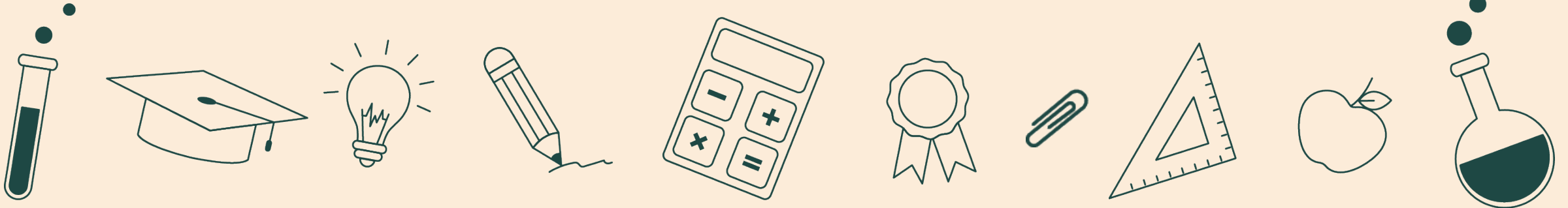
Petitioner Bootcamp FY21





Welcome

Lauren Holcomb- Executive Director



Agenda:

9:00 a.m. -- Welcome

9:05 a.m. -- FY20 and FY21 Petition Updates,
Petition Review Process, and
Petition Basics

10:40 a.m. -- Break

10:45 a.m. -- Fiscal Feasibility

11:30 a.m. -- Facilities

12:15 p.m. -- Lunch Break

1:00 p.m. -- Board Overview, Building
Capacity and Due Diligence

1:45 p.m. -- Selecting a School Leader
and Provider

2:15 p.m. -- Academic Program

3:00 p.m. -- Conclusion

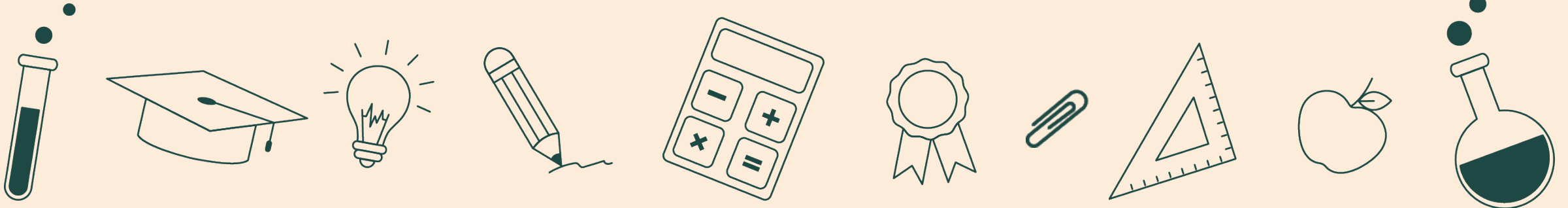




Petition Review Process

Cerrone Lockett
General Counsel

State Charter Schools Commission
Of Georgia





Mission

The mission of the State Charter Schools Commission of Georgia is to improve public education by authorizing high quality charter schools that provide students with better educational opportunities than they would otherwise receive in traditional district schools.



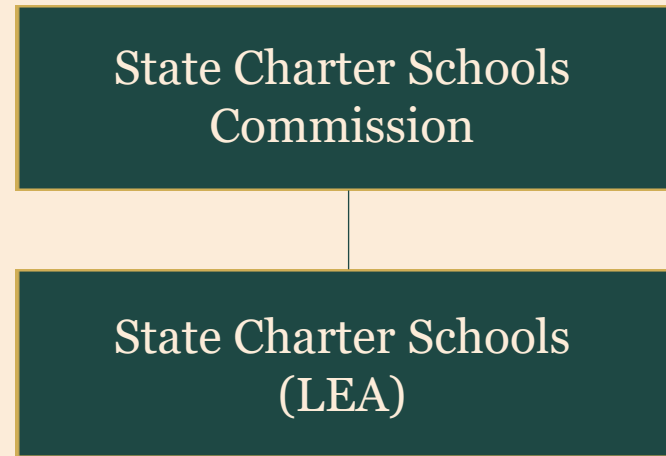
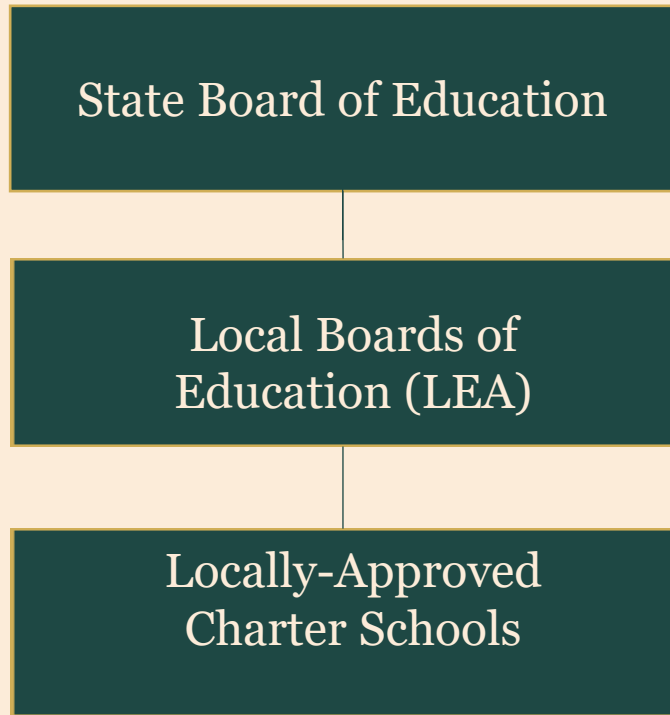
Presentation Overview



- Terminology
- Attendance Zone
- Local Board Submission Requirements
- Submission to the SCSC
- Petition Contents
- SCSC Review



Petition Terminology



Attendance Zone

Application and submission requirements are based on the attendance zone you select in your petition. Petitioners must select:

- A state-wide attendance zone

OR

- A defined attendance zone



Attendance Zone

Statewide

A petitioner that selects a statewide attendance zone must submit its petition to the local board of education in which the school is proposed to be located. The local board submission is for informational purposes only.

If the charter school will have a statewide attendance zone and only provides virtual instruction, the school does not need to submit a charter petition to a local board of education.



Attendance Zone Defined

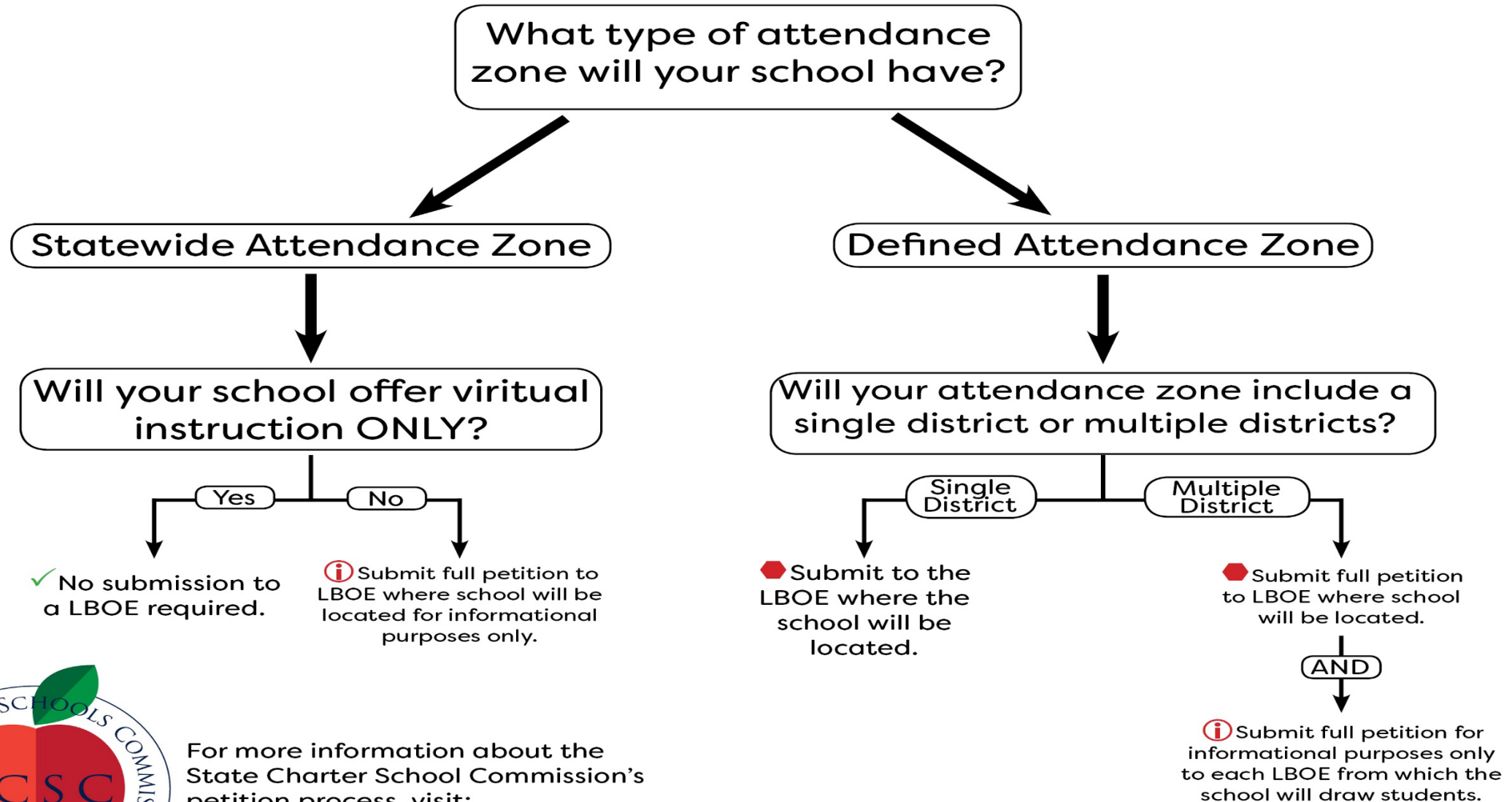
A petitioner that selects a defined attendance zone must submit its petition to the local board of education in which the school is proposed to be located (for action) and to each local school district from which the proposed school plans to enroll students (for informational purposes).

The SCSC cannot act on a charter school petition until the local board of education in which the school is proposed to be located denies the petition or fails to approve or deny the petition within the time allotted by O.C.G.A. § 20-2-2064.

The petitioner must submit the petition to the local board(s) of education in accordance with the deadlines established by those local boards of education.



Do I need to submit my petition to a Local Board of Education (LBOE)?



For more information about the State Charter School Commission's petition process, visit: www.scsc.georgia.gov.

Resumed FY20 Start-up Petitions

October
19, 2020

- Submission Portal Opens

November
20, 2020

- Submission Deadline

March
2021

- SCSC Staff will make recommendations to the SCSC during the March and April 2021 SCSC meetings. Petitions will be considered for Fall 2022 opening.



FY21 Start-up Petitions

October
19, 2020

- Submission Portal Opens

April 9,
2020

- Submission Deadline

July
2021

- SCSC Staff will begin making recommendations to the SCSC during the July 2021 SCSC meeting. Petitions will be considered for Fall 2022 opening.



Submitting to the SCSC



- If you wish to be considered by the SCSC but have not received an approval or denial from the local board, submit your petition to the SCSC by the applicable deadline.
- The SCSC's charter application requires acknowledgement that petitioners will notify the SCSC of local board action.
- If, at the time of the SCSC deadline, you have not submitted your petition to the local board – either because the local board does not have submission deadlines or you have a statewide attendance zone, submit the local board application at the same time or prior to filing the SCSC application.





SCSC Electronic Submission Portal

- Petitions must be submitted through the Fluid Review Portal.
- SCSC staff will host a webinar on October 29, 2020 to familiarize applicants with the Fluid Review system and provide an overview of the FY21 application.
- FY20 petitioners electing to resume the FY20 petition cycle should plan to attend this training as the Fluid Review portal has been updated. Some features may have been modified since the FY20 portal opened in October 2019.



Petition Contents

The local board petition must be substantively the same as the petition submitted to the SCSC. Although the SCSC petition should address the school's plan to operate as an LEA, the remaining petition contents (i.e. mission, organization, and governance) should remain the same.

- The SCSC petition consists of:
 - Narrative
 - Budget Template
 - Staffing Plan Template
 - Required Appendices (Certificate of Incorporation, Board Member resumes and conflict of interest forms, EMO/CMO agreements)



SCSC Petition Review Process

1. Legal Compliance Review
2. Substantive Review
3. Interview
4. Post-Interview Actions
5. SCSC Staff Recommendation
6. SCSC Vote



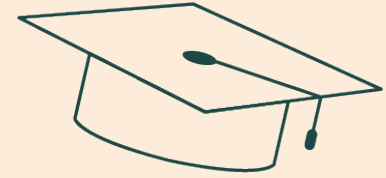
Legal Compliance



- Adherence to state and federal laws applicable to the petition and charter school operations.
- Petitioners will be notified, in writing, if their submissions fail to meet legal compliance requirements.
- Legal compliance deficiencies may be remedied via a revised petition in a subsequent petition cycle.



Substantive Review



- School mission, educational program, proposed innovations, and business operations.
- Consistency with state education goals, including enhancing public educational opportunities to meet the growing and diverse needs of students and to provide the highest academic quality to increase student achievement and positive outcomes.
- Budget analysis and examination of funding sources, business partnerships, facilities, and any other operational aspect of the school.



Substantive Review

Other Considerations



- Does the proposed academic program enable the charter school to meet rigorous performance expectations?
- Does the petition articulate a plan for addressing student weakness to encourage constant student growth and achievement?
- Does the budget summary and template evidence fiscally sound operations?
- Does the petition reflect community support to justify anticipated enrollment?
- Does the petition contemplate leveraging partnerships, including building relationships with other schools, universities, or nonprofit entities?





Interview

- **Interview Panel:** SCSC staff, SCSC commissioners, national experts.
- **Interview Participants:** The governing board and school leader for each petition for which legal compliance and substantive petition reviews did not reveal deficiencies.
- **Interview Focus:** mission alignment, consistency with state education goals, and fiscal responsibility. Petitioners will be expected to address proposed pandemic and/or emergency response plans.





Interview

Local Board Feedback

- For petitions that meet legal and substantive review standards, SCSC staff will solicit and review local board feedback on the proposed charter school.
- Feedback is reviewed in-person by addressing the interview panel; in writing via submission to the interview panel; or both.

Post-Interview Actions

- SCSC staff may make supplemental requests for technical and/or non-substantive information and/or request a petitioner to act.
- Supplemental information/action must be submitted by the identified deadline.
- For petitioners that fail to timely submit requested information or decline to do so, the associated petition will be reviewed as initially submitted.



SCSC Staff Recommendations

SCSC staff will recommend that the SCSC approve or deny each petition based on all available information, including:

- The charter petition;
- The petition interview;
- Input from the local board;
- Supplemental information requested by SCSC Staff;
- Information submitted by other stakeholders; and,
- Publicly available information that would affect the school (e.g. news reports, public complaints, court documents).

Petitioners may withdraw from the petition process at any time prior to SCSC action. Withdrawal means that there will not be further consideration of your petition this cycle.



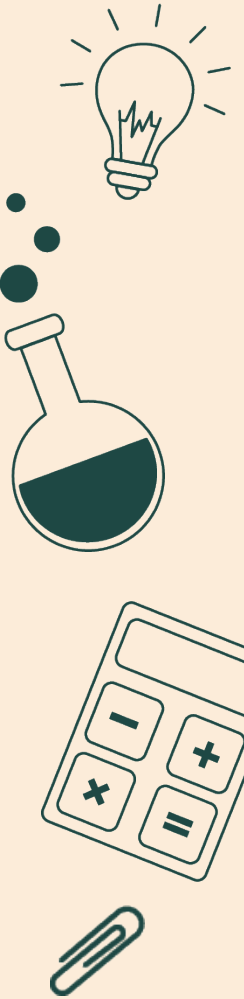
SCSC Action

- The SCSC will vote on staff recommendations at public meetings in April (FY20 petitioners) and mid-to-late summer (FY21 petitioners).
- The State Board of Education (SBOE) may overrule the approval of a school within 60 days of the SCSC decision.
- Absent SBOE action, an approved school will work closely with the SCSC, Georgia Department of Education, and other stakeholders to begin operation.



Post-Approval

1. Post-approval meeting with SCSC staff
2. Review [SCSC Guidance](#) documents
3. Review and become familiar with the [Starting Strong Study](#)
4. Attend New School Orientation
5. Meet all Pre-Opening Checklist requirements



Presentation Highlights

- **Follow local board submission procedures.**
- **Meet all local and state deadlines.**
- **Prepare for all authorizing avenues (local or SCSC approval).**
- **Be as complete and ready-to-open as possible.**
- **Use the petition and process as a demonstration of the school's potential.**



Questions



Break

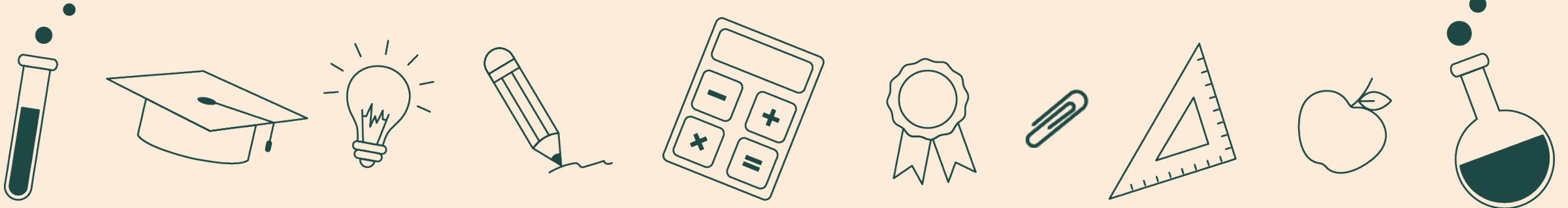




Developing Your Budget & Making the Case for Fiscal Feasibility

Petitioner Bootcamp FY21

Morgan Felts - Chief Operations Officer





Mission

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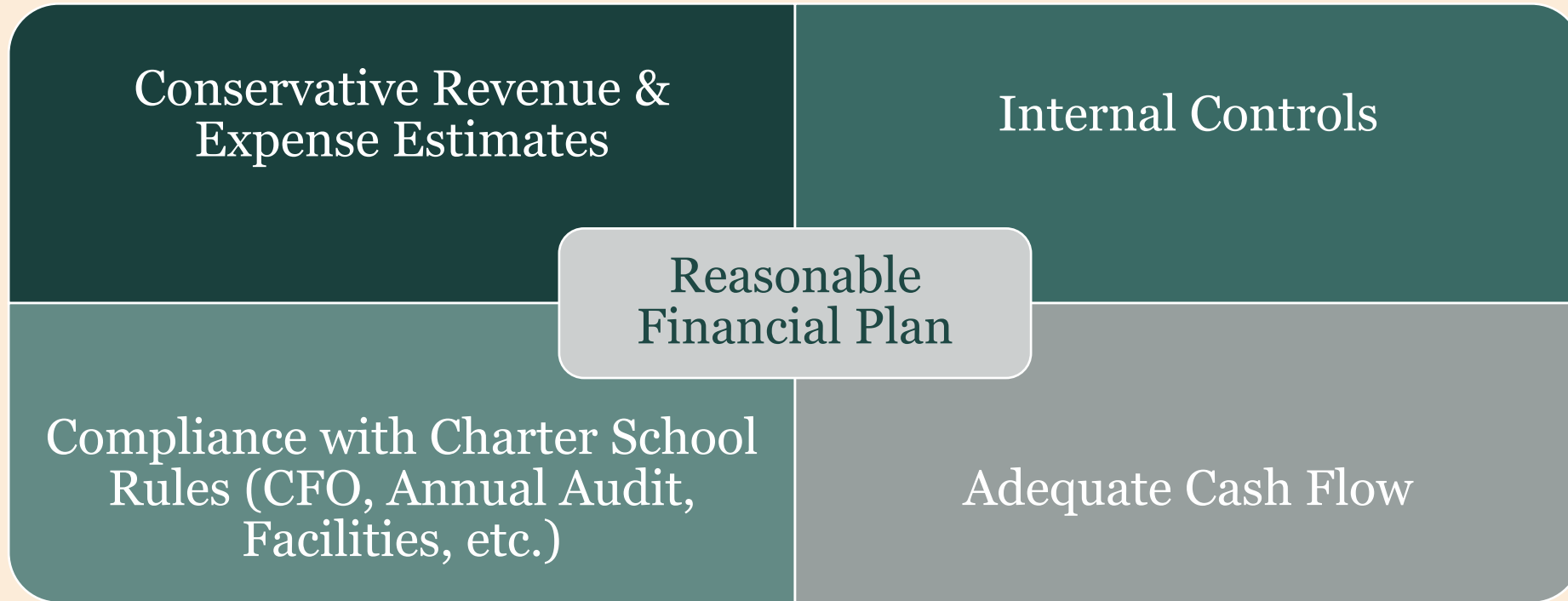
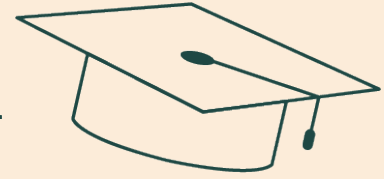


Presentation Overview

- SCSC School Budget Template Overview
 - Funding Overview
 - Common Budget Mistakes
 - Budget Acknowledgement & Sign Off
- Petition Application – Description of School Operations
 - LEA Responsibilities
 - Transportation
 - Food Program
 - Staffing
- Petition Application – Fiscal Feasibility Section
 - Internal Controls
 - School CFO
 - Facility
 - Enrollment Plan



Operational & Financial Plan Framework





Budget Template Overview

Budget Template – 3 Types of Funding

- State/QBE (automated)
 - Generated by the enrollment numbers entered into the budget
- SCSC Supplemental Funding (automated)
 - Generated by the enrollment numbers entered into the budget
- Federal (excluded)
 - Excluded because charters are open enrollment schools and there is no accurate way to predict student makeup for the purposes of federal funding.



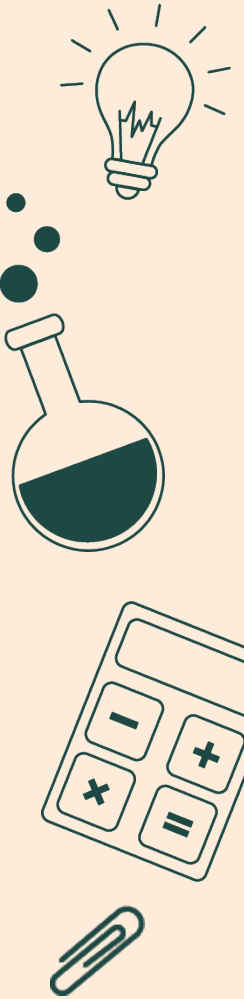
Budget Template – QBE Overview

- Two Parts
 - QBE - Amounts based on number & types of students (e.g. grade specific, special education, etc.)
 - Training & Experience (T&E) of staff
- 19 Instructional Programs with unique weights
- FTE Count – 2x/year, measures student services over a day divided into 6 segments
- $\text{FTEs} \times \text{Program Weights} = \text{QBE Funding}$
- FY21 Base Unit Cost (weight of 1.0000) = \$2,775.21 (fully funded, does not include austerity)
- T&E Calculated separately
 - CPI Report
 - Base Rate = \$37,092



Budget Template – Supplement Overview

- Three Parts
 - Categorical Grants - transportation, nutrition, nursing, etc.
 - Base Supplement – proxy for local funding
 - FY21: \$2,998 - \$4,762/FTE
 - Capital Funding – for capital expenses
 - FY21: \$1,232 - \$3,747/FTE



Budget Template – Deductions

- Deductions
 - Local Five Mill Share (automated in the formula)
 - Austerity (automated in the formula)
 - Commission Fee (shown as a line item on the template)
 - Veteran Schools – 2%
 - First Year – 1%



Budget Template – Common Mistakes

Overestimating
Revenue

Including Un-
Guaranteed
Sources of
Revenue

Underestimating
Expenses

Fuzzy
Assumptions

Budget Deficits
w/out Deficit
Reduction Plan

Negative Ending
Cash Amounts



Budget Submission – Acknowledgement & Sign Off

- Required component of application
- If submission does not comply with these requirements, it is likely the application will be rejected.
- Rejection requires re-application the following cycle.

Please acknowledge your understanding of the following:

- ☐ I acknowledge and affirm that I have used the FY 20 Budget Template as downloaded from this application. I understand that if I have changed or attempted to reproduce the template in anyway, that my application may be rejected.
- ☐ I acknowledge and affirm that the budget template must be completed using Excel and will not function properly with the use of other programs, such as Google docs. Failure to use the Excel-based template and upload it as an .xlsx file may result in the rejection of my application.
- ☐ I acknowledge and affirm that the budget template contains 5 separate tabs which I must complete. I understand that failure to complete all tabs in their entirety may result in the rejection of my application.
- ☐ I acknowledge and affirm that grants, including the Federal Implementation Grant, should not be included unless they have already been awarded to the school. Inclusion of grant monies without documentation of award may result in the rejection of my application.
- ☐ I acknowledge and affirm that only revenue that can be adequately assured should be included as "Additional Revenue". Although it is not necessary for revenue to be received to by the school to be included in the template, the school MUST have written evidence that the revenue will be provided upon receipt of a charter contract. Inclusion of additional revenue without sufficient documentation may result in the rejection of my application.

Signature

Budget Template Preview





Petition Application – Description of Operations

LEA Responsibilities

- SCSC schools must operate similar to a school district
 - Data Collections
 - Fiscal Management
 - Federal Programs
 - Special Education
 - Legal Compliance

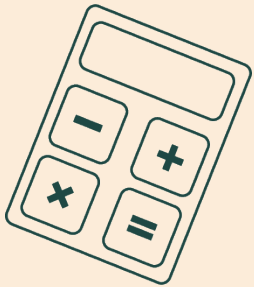


Transportation – How Will Students Get to School?

- Option 1 - School provided transportation plan
 - When, where, and how much, etc.
 - Compliance with state law & GaDOE rules
 - Will transportation be free for parents?
- Option 2 - No transportation plan
 - Barrier to enrollment
 - Mitigation
- Option 3 - Other frameworks
 - PTA or parent transportation plan
- Resources:
 - <http://www.gadoe.org/Finance-and-Business-Operations/Pupil-Transportation>



Nutrition – How Will Students’ Nutritional Needs be Met?



Will the school provide a GaDOE authorized nutrition program?

If Yes:

- When, where, how much, etc.
- Compliance with state & federal regulations
- Management & oversight

If No:

- Meeting student needs
- Provider: vendor, parents, other?
- Barrier to enrollment

Resources: <http://snp.wpgadoe.org/>

Staffing – What Staff are Essential for Operations?

Key Positions May Include:

- Superintendent/Executive Director
- Chief Financial Officer (CFO)*
- Bookkeeper/Business Manager
- Data Clerk
- Communications Manager
- Assessment Coordinator
- Federal Programs Manager
- Facility/IT Manager



Staffing Plan Template Upload

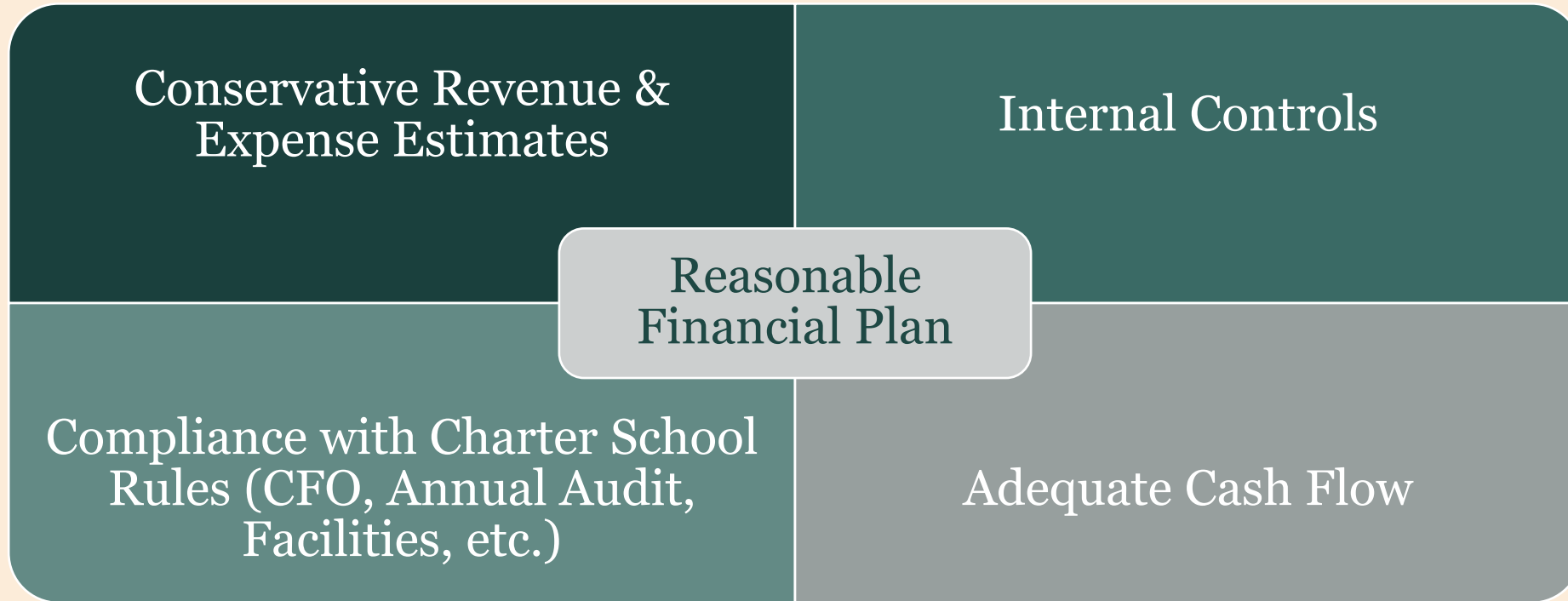
- Required Upload
- Align with application AND budget template
- Be reasonable

	A	B	C	D	E
1	Staffing Plan Instructions				
2	For each LEA Function, please provide the title of the position that the school anticipates will assume responsibility for that function. One position may be responsible for multiple LEA functions. For example, an Assistant Principal may assume responsibility for both Personnel Functions and Student Health & Welfare. In the third column, provide the estimated annual salary for that position. In the last column, provide the line item on the budget template that includes the salary identified in this Staffing Plan which that salary is accounted for.				
3	LEA Function	Title of Position Responsible for LEA Function	Estimated Annual Salary	Budget Line Item	Exc Row
4	Student Enrollment and Admissions				
5	Student Data Collection and Submission (e.g. FTE, Student Record)				
6	Employee Data Collection and Submission (e.g. CPI)				
7	Coordinating Service and Compliance Related to English Learners				
8	Coordinating Service and Compliance Related to Students with Disabilities				
9	Coordinating Service and Compliance Related to Homeless Students				
10	Federal Program Administration (e.g. developing the CLIP, gathering stakeholder input, submitting required documents and reports)				
11	Federal Program Implementation (e.g. coordinating services to students and families)				
12	Ensuring Protection of Student Rights (e.g. FERPA, PPRA)				
13	Student Health and Welfare (e.g. nursing program, health screenings)				
14	Ensuring Transparency in Governance (e.g. Open Meetings and Open Records)				
15	Human Resources (e.g. clearance certificates, FMLA)				
16	Fiscal Management (e.g. accounting, payroll)				



Petition Application – Fiscal Feasibility

Operational & Financial Plan Framework



Basic Internal Controls

Performance Reviews

Information Processing Controls

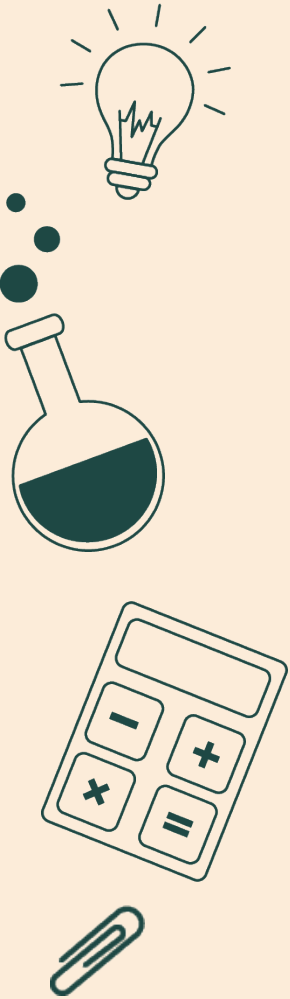
Physical Controls

Segregation of Duties

Authorization & Document-Based Controls

Basic Internal Controls - Resources

- <http://www.gao.gov/greenbook/overview>
- <http://www.coso.org/IC.htm>
- <http://www.gfoa.org/>
- https://register.cviog.uga.edu/ecsprod2/Heading.aspx?heading_id=65



Chief Financial Officer (CFO)

- Required by law & must meet specific requirements
 - Baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years experience in a field related to business; OR
 - Documented experience of ten or more years in the field of business and financial management
- Application –
 - Name the person & provide a resume; OR
 - Provide a job description & describe the hiring process



Facilities – Budget Considerations

- Reasonable estimates with supporting documentation
 - Best practice – do not exceed 15% of total expenses
- 65% budget costs and fixed overhead
- Renovation/constructions costs



Financial Performance

- Must be prepared to monitor financial performance
 - Policies (what)
 - Procedures (how)
 - Monitoring
 - School level
 - Board level
- Align to Comprehensive Performance Framework (CPF)
- Software/Tools Required
 - Quickbooks
 - PCGenesis



Enrollment Plan

Important Considerations:

- Attendance zone/location affects funding
- Enrollment drives funding
 - Market saturation
 - Importance of comprehensive recruitment plan
 - Retention and Attrition
- Petition must provide a reasonable plan that supports budgetary assumptions

Resources:

- <https://chartergrowthfund.org/advice-how-to/>
 - Building a Student Recruitment Plan
 - Generating Leads
 - Maximizing Conversions
 - Reducing First Day No Shows





Questions?

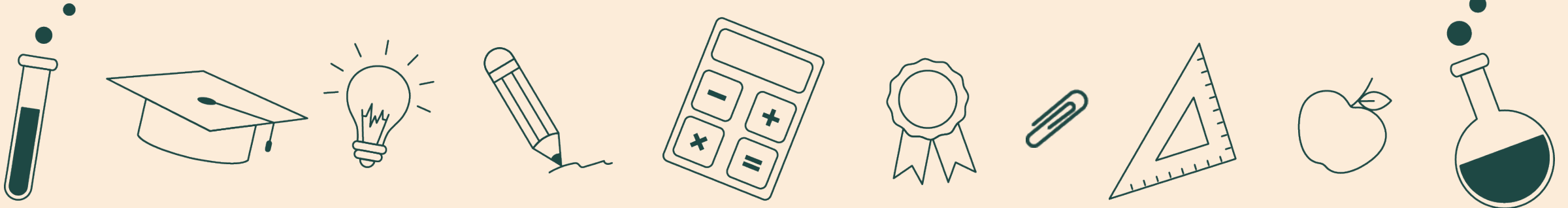


The Petitioner's Guide to the SCSC's Facility Expectations

Kristen Easterbrook, State Charter Schools Commission

Ashley Cary, The Charter Facility Team

Cameron Quick, Tennessee Charter School Center





Mission

The mission of the State Charter Schools Commission of Georgia is to improve public education by authorizing high quality charter schools that provide students with better educational opportunities than they would otherwise receive in traditional district schools.



Presentation Overview



The petition application and reviewers will ask:

- When?
 - Facility timeline
- Where?
 - The location of the facility
- How?
 - Financing
 - Renovation or construction
- Why?
 - The logic behind the petitioner's plan
- Who?
 - Leadership
 - Guidance



When?

- Every petitioning group should have a facility timeline approved by the board.
 - The timeline should include major events and compliance deadlines.
 - Where can you find state compliance deadlines, rules, and laws?
 - [SCSC website](#)
 - [GADOE website](#)
 - Petitioning groups should have already begun working on identify a facility at the time of petition submission and capacity interview.
 - The facility selection process can be very time consuming during the pre-opening year, so petitioners are encouraged to begin this work prior to submitting their application.



Where?



- The location of the main and alternative facility sites should be included in the petition application.
 - Does the proposed site match the school's mission and proposed academic plan?
 - Can the proposed site accommodate your projected enrollment?
 - Can any of your potential sites be excluded from consideration due to being potentially non-compliant with state or local laws?
 - [GADOE Facility Requirements](#)



How?

- How will the school acquire the facility?
 - Lease?
 - Purchase?
 - Rule of 72
 - The Rule of 72 is a quick, useful formula that is popularly used to estimate the number of years required to double the invested money at a given annual rate of return
 - Example: If interest on facility financing is 8% it will take approximately $(72 / 8) = 9$ years to double the original loan amount
 - Donation?
- Will the facility require construction or renovation?
 - Are these cost included in the budget?
- Will the school use a lender to finance the facility?
 - Always have a backup!
 - This will impact the school's CPF score.
- **Be aware of local regulations**
 - Building codes
 - ADA
 - Zoning
 - Certificate of Occupancy
- **Be aware of GaDOE Facility Requirements**



Why?



- The petitioner should be able to clearly explain the facility plan in both the petition and capacity interview.
- Why is the current plan superior to alternative strategies?
- Has the school done a cost-benefit analysis?
- Does the school's location meet the needs of the anticipated student population?
 - Petitioners should be prepared to address how students will get to the school (ex. transportation plans, available public transit, proximity to major thoroughfares or employers in the area)



Who?

- Each petitioning group should have a committee or board member to lead the facility efforts.
 - Having a board member with real estate experience is a best practice.
- Petitioners should be prepared to address questions related to the board's role in the facility selection process.
- The Facility Service Unit (FSU) at GADOE is there to answer your questions (after you have viewed their website).
 - [FSU Website](#)



Questions?





Opening a charter school in Georgia

Ashley Cary, The Charter Facility Team
ashley@charterfacilityteam.com



Before you get started...

Have you answered these questions?

- Why are you opening or replicating a school?
- Is there a demand?
- Have you completed a **needs assessment** (est. space, time constraints, local rules, building permits...)?
- Have you conducted a **feasibility study** (facility options, renovating, acquiring a new site, owning/leasing)?

Market Analysis

- WHO are your students?
- WHY should I go to your school?
- Marketing Plan (*website, social media, handouts, events, branding consistency, logo*)
- Description of competition
- Do you have proof of inquiries/letters of intent?
- Will your students require transportation?
- Are you offering something unique?

Projected enrollment

- Have you researched the local districts/private/charter schools to identify increase/decrease in enrollment trends?
- How did you identify your projected enrollment? (1st grade students & up are coming from somewhere- how will you convince them to come to your school?)
- Do you already have interested parents/families?
- How soon do you plan to have a team “on the ground” recruiting and will they be equipped with the appropriate marketing materials?



Before your school is approved

Have you...

- Built out a sample timeline
- Built out a budget
- Looked into local regulations
- Engaged a qualified broker
- Thought about team members
- Identified if there is a decrease/increase in student enrollment where you are planning to open?



- How critical is it to have money ahead of approval?
- How much money do you plan to have ready to spend by the time your school is approved?
 - How much of that can be spent on facilities? (architect, soft costs, FFE...)
- Where is your funding coming from?
 - Are there any restrictions on how this money is spent?
- Are you aware of any major source of funding that your school will NOT have access to?
 - If so, what are you doing now to prepare to obtain needed funding for the next year?
- If you are depending on financing, the lender will inquire about what fundraising you have already completed and what funds you have available- is your team prepared to answer?

Time off during your pre- opening year

- What are the time commitments in pre-opening year?
- Can I take 2 weeks off for holidays/vacation?
- What steps should I take if I need to be away from my computer/unavailable for meetings?
- Plan any critical days off you will need NOW and ensure you communicate to your team and have a second in command

working hours

- What hours do you plan to be available from approval to opening to work with your team?
 - Do you plan to be employed elsewhere for a duration of time? If so, inform all relevant internal and external team members of your availability
 - Your facility team will work traditional business hours- appoint a second in command from the beginning, if needed
- Expectations
 - Emails (response time, time of day, weekends)
 - Meeting request times
- Out of Office

communication consistency

- Pick a method of communication and stick with it (email vs. text)
- Identify the best way to communicate with team members and respect that
 - Do your team members prefer a scheduled call? Text? Email?
- Texting
 - With texting, there is no “out of office” - be cognizant of sending time sensitive messages to a team member over text



I'm approved, now what?

Post approval steps

- Engage broker, if not officially engaged
- If needed, identify an architect that will be prepared to visit sites with you (experienced with DOE)
- Confirm what your local jurisdiction requires for a CO (not every city is the same)
- If site identified, begin risk hazard analysis and Phase 1
- Continued conversations with lenders if needed- confirm timeline to secure funding
- Identify site & needed work ASAP
- Begin weekly team calls (add team members as engaged/relevant)

team member considerations

- Before you hire ANY team members or officially engage:
 - Ensure your board/facility team approves
 - Ask around- does the vendor you are working with have robust charter experience/knowledge? Are they recommended?
 - Know the terms of any contract you enter into with a vendor
 - What will you be expected to do vs. what will the vendor support you with?



Building a successful team

Things to consider before hiring anyone...

- Are you working with your state association/similar org that provides support?
- Do you have a board? (How involved?)
- Do you know your bylaws?
- Do you know the laws around procurement in your state?
- What are the holidays/breaks around your project that could impact your timeline?
- Have you considered the season you will be building in?
- Have you created your internal team?
 - Board members, charter reps
 - Facility committee
- Have you established a point person that is organized/efficient?
- What's your budget? (For designs, construction, permitting, building, land, FF&E)
- Have you met with any funders?
- Have you met with other school leaders that have been through this process?
- Do you have any grant money? (What are the stipulations around/timeline?)

Who should be on my team?

- Qualified individuals familiar with state and local regulations and have charter school experience
- Individuals that have the time & bandwidth to provide critical support
 - Can your team members attend site meetings, weekly calls, review documents, etc.?
- **Board members/facility committee members**
 - Ideally, your board would include members with facility, financial and legal backgrounds
- **Principal, COO, school leader**
 - Ideally, two leaders from a school that can co-share project responsibilities and are both informed
- **Broker**
 - Ideally, your broker has charter experience and understands your timeline and requirements
- **Architect**
 - A qualified, experienced architect with charter experience is critical to the success of your project
- **Project manager/owners rep**
- **GC/CMAR**

Who should NOT be on my team?

- Your friend's mother's cousin's sister's brother
 - Bottom line: it is critical to QUALIFY any team member...
- Residential brokers
 - Unless your residential broker also has commercial experience, stick to working with individuals that are experienced in the education sector and understand commercial leases, etc.
- Individuals that have zero knowledge of charter schools or state requirements
 - This will only cost you in the long run
- Individuals that do not have the time to dedicate to your project
 - Your critical team members should be able to respond to emails during a project within 24-48 hours

How do I find my team members?

- Board members
 - Ideally, you've already been working with individuals who share in your vision OR your school is already open and you have a solid board
- Broker
 - Ask other charter schools for recommendations
 - Identify brokers at charter events and conferences
 - Ask your local support organizations for qualified brokers with charter experience
- Architect
 - Reach out to other local/state charter schools and ask for recommendations
 - Meet with architects at conferences, networking events
 - Ask to see their portfolio of charter schools
 - Key: see that the architect has a range of experience with charters (IE: not JUST ground up, renovation, modulars, etc.)
 - Ask your local support organizations for recommendations
- GC/CMAR
 - Follow state procurement guidelines for hiring your GC/CMAR. You must post your project for 30 days (Your architect should be able to assist you with this)

Vendor relationships: how critical are they this year and for the future of my school?

Architect: What am I looking for? What should I know?

- Interview, interview, interview
 - Get references
 - Your architect can make/break your project (budget & timeline)
- Are they experienced working with charter schools?
 - New build?
 - Renovations?
 - Have you reviewed their portfolio?
- Are they aware of your budget?
- Are they aware of your timeline?
- Architects will hire and supervise engineers
- Can your architect help you with zoning/permitting issues?
 - Ask for references and examples
- How many projects are they currently working on?
- How many projects would they be working on during your project?
- How do they expect to be paid? What kind of contract?

Do I need a project manager/owner's rep?

- Are you organized?
- Are you familiar with leading a team and coordinating weekly meetings?
- Can you respond to 100s of emails efficiently?
- Can you manage an architect, broker, facility committee, contractor and all other vendors?
- Do you have time to make managing & running the project your full time job for the duration?
- Can you handle all components of the budget? (IE running a uses/sources document, managing invoices, submitting draw requests, etc.)
- Do you know how to identify/RFP financing?
- Are you prepared to create an RFP for a GC/CMAR and manage the interview, bidding and selection process?
- Are you knowledgeable in working with the DOE and completing all required documents, IE: site application
- Do you plan to travel/be absent from the project while it is underway?
- Do you have experience in managing a project? Working with architects/brokers/contractors?

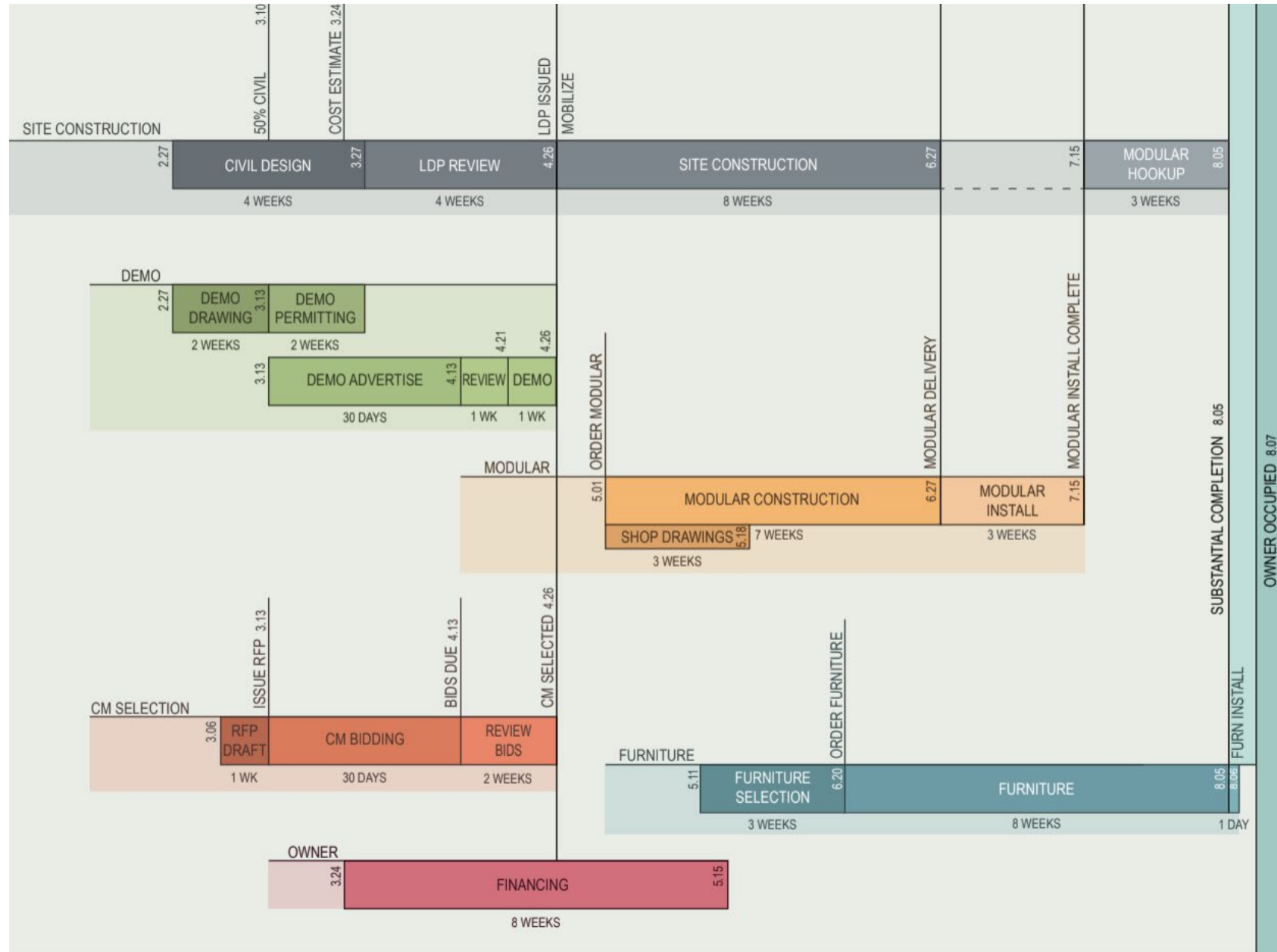


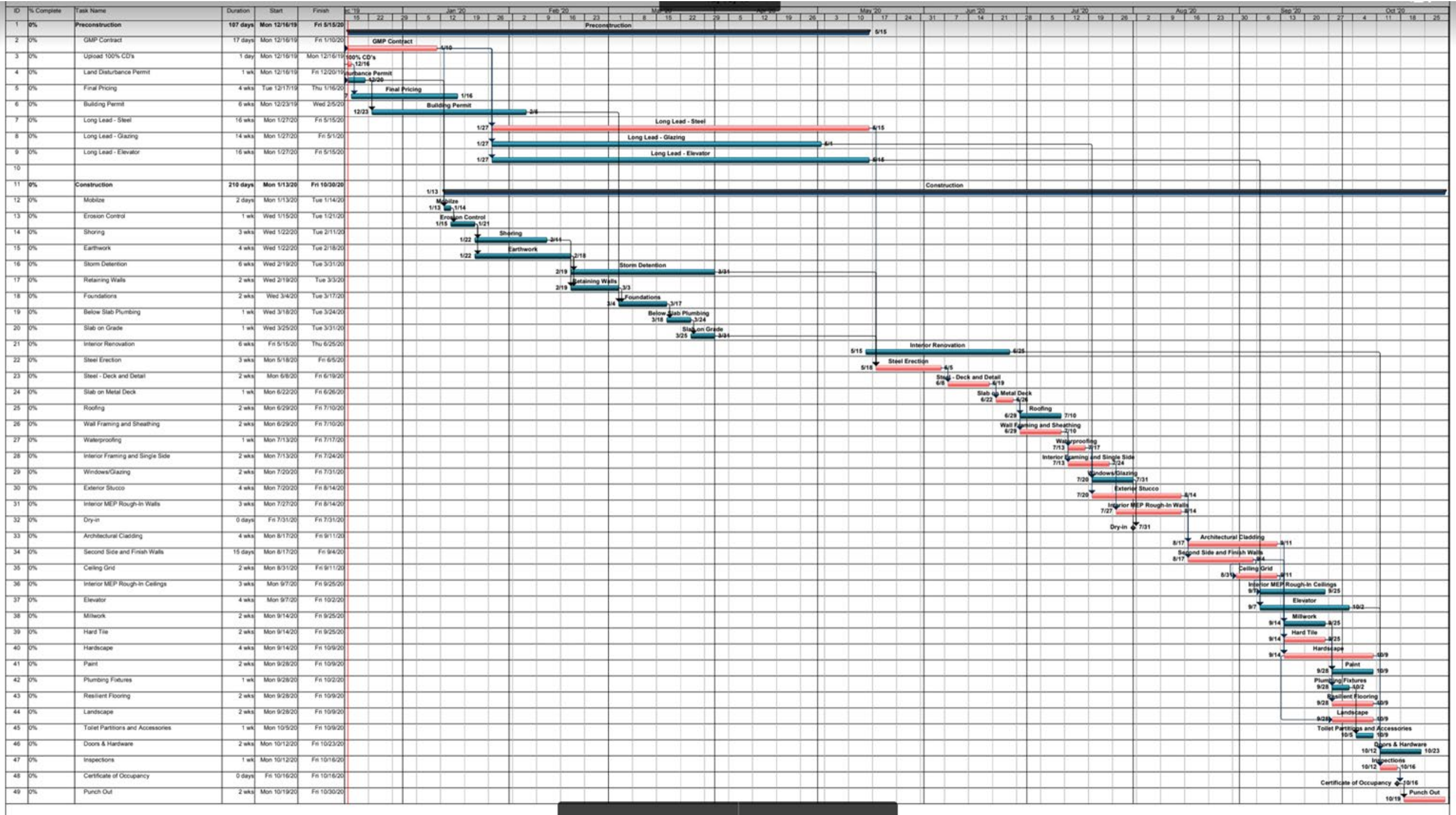
Building a timeline

Sample timelines to consider....

Site Inv./Preliminary Design	1/28/20	2/3/20
Schematic Design	2/4/20	2/20/20
File for Business Lisc	2/7/20	2/21/20
Preliminary Submittal to GA DOE	2/11/20	2/25/20
GC to Price Finishes and Vestibule	2/21/20	3/2/20
Construction Documents	2/21/20	3/10/20
Permitting	3/11/20	4/4/20
Year 1-Construction		
Construction	4/4/20	5/15/20
Substantial Completion	5/15/20	5/15/20
 Move In Start Date	5/16/20	5/16/20

Sample timelines to consider....







Budget considerations

Finances

- Build in 15% for your facility expenses
- Operating budget (*annual revenues/expenses*)
- Balance sheet (*snapshot of assets/liabilities*)
- Capital budget (*for acquiring/renovating a facility*)
- Cash flow pro forma (*where you stand currently/forecast next 5 years*)

Lender “interviews”

It is a very common belief that as a school leader, you hold all the cards when it comes to vendors.

As a school leader, your school depends on \$\$\$, if you do not have- your school cannot open or succeed.

There are a few considerations for when you begin having conversations with different lending sources-

Financing: documents to have ready

- Prepare resumes of your leadership team & share the roles they play
- Provide board bios
 - How often do you meet?
 - What are your board member's areas of expertise?
- Development team
 - Qualifications of GC/Architect
- School model
- Charter authorizer
 - Describe history/relationship with
- Financing statements
 - 3 years of reporting, audits...

Financing: documents to have ready

- Updated 5-year projections with corresponding assumptions
- Sources and Uses (including loan amount requested)
- Location
- Draft Lease
- Charter Contract
- Enrollment Status
- Project scope & budget

Soft Costs (examples)

Architect- deposit - included in A&E fees below	\$0
Asbestos Survey	\$0
Architecture & Engineering (civil) - deposit of \$5K required	\$256,800
Site Hazard Risk analysis & environmental phase 1	\$5,125
Negotiate mitigation of site risk	\$2,700
Plan reviews (SFM Review?)	\$5,000
Entitlements (depends on site)	\$0
Appraisal	\$0
Alta Survey	\$0
Civil Survey	\$15,000
Geotechnical	\$7,500
CMAR selection	\$5,000
Architectural Reimbursable Expense Allowance	\$3,000
Code Required Testing	\$35,000
Legal	\$8,700

Soft Costs (examples)

- Risk hazard analysis
~ \$2,000
- Phase 1 ~ \$2,000
- Alta Survey ~\$2,500
- Architect deposit
~\$5,000
- Flow test ~\$500

Don't forget

- Furniture
- FFE
- LV/IT (this is usually substantially more than a school budgets for)
- Utilities
- Lease payments
- Deposits to lenders
- Application fees
- Signage- interior and exterior
- Landscaping
- Site application costs

If you do NOT have funding for your project secured, obtaining \$\$\$ should be your top priority. You WILL have out of pocket expenses that most likely need to be covered ahead of closing on your \$\$\$.

GCSA Facility Resource Center



What is the GCSA Facility Resource Center (FRC)?

Centralized resources built and designed exclusively for Georgia Charter schools across the state.

GCSA Facility Resource Center Provides:

- Centralized Coordination (hub)
- Sector Wide Market Strategy
- Continual Analysis on Issues Facing the Market
- Policy Support
- Training and Tools
- Development Support
- Financing Support
- Vendor Support

Support at the School Level

- Hands on technical assistance
- Strategy - short term and long term
- Access to financing
- RFP's for soliciting capital
- Feasibility studies
- Vendors and resources to add to your team.
- Timelines and milestones in alignment to your “next” project.
-and just about anything else facilities related.

The solutions you use today will
become the problems of tomorrow,
so solve wisely.

Cameron Quick

cquick@gacharters.org

facilities@gacharters.org

www.gcsafacilityresourcecenter.com

Lunch Break

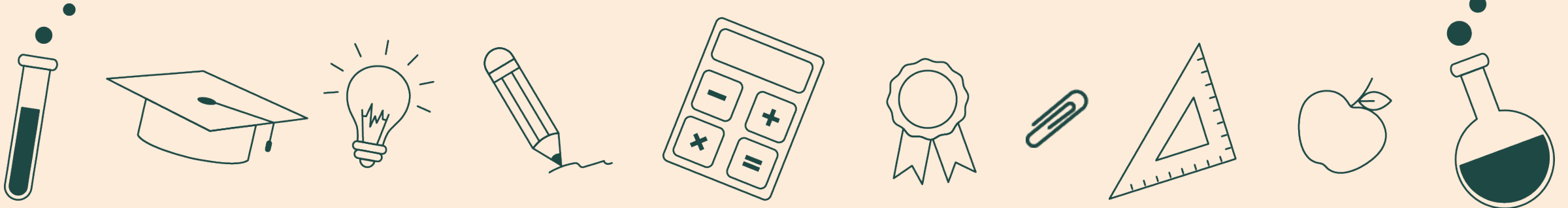




Board Overview, Building Capacity, and Due Diligence

Sarah Beck

Associate General Counsel and
Operational Accountability Manager





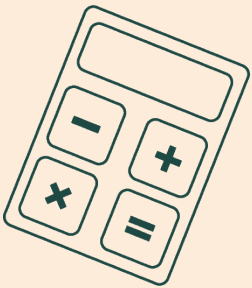
Overview

- State Charter School Governing Boards
- Due Diligence and Conflicts of Interest
- Building Capacity



What is a state charter school governing board?

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.



Nonprofit Status

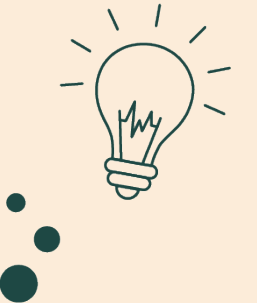
A petitioning state charter school must submit evidence in its petition that it is a Georgia nonprofit corporation.

This does NOT mean the nonprofit organization needs to be an Internal Revenue Service (IRS) tax-exempt organization.



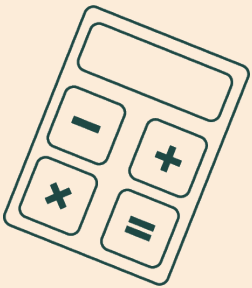
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Nonprofit Governing Board and State Charter School Governing Board

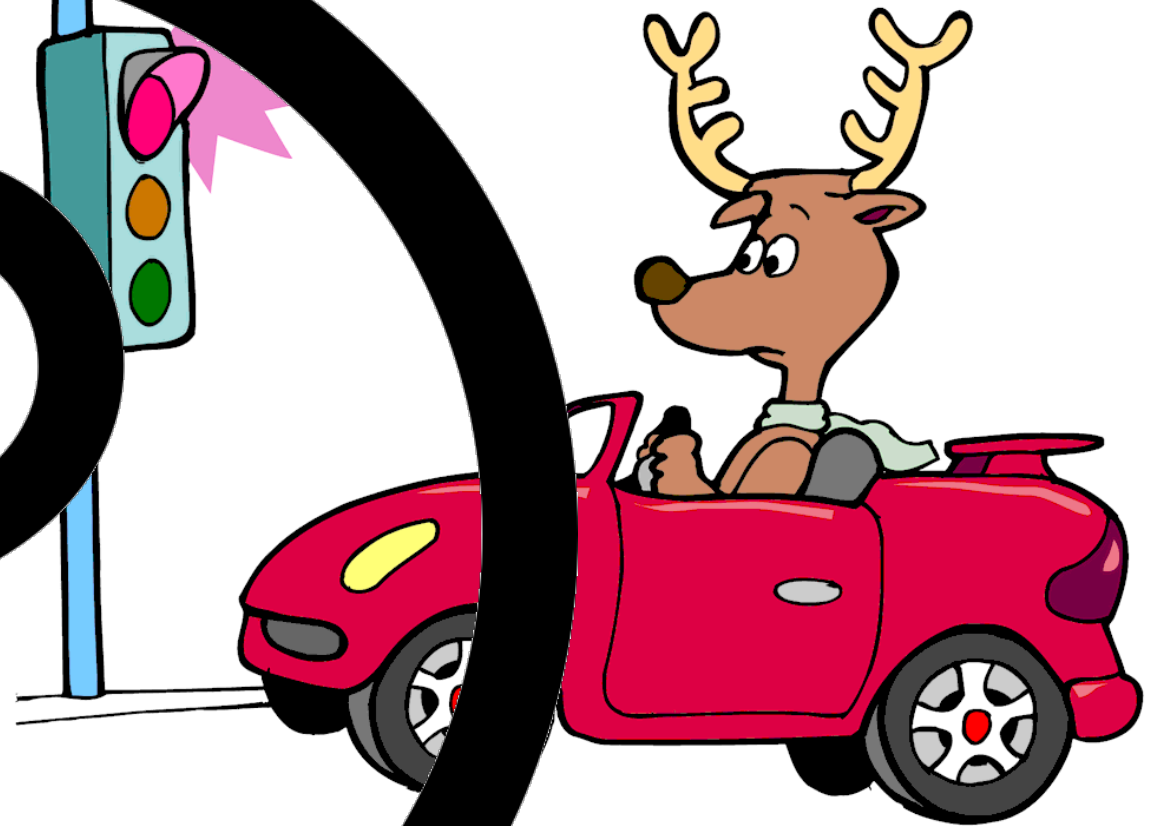
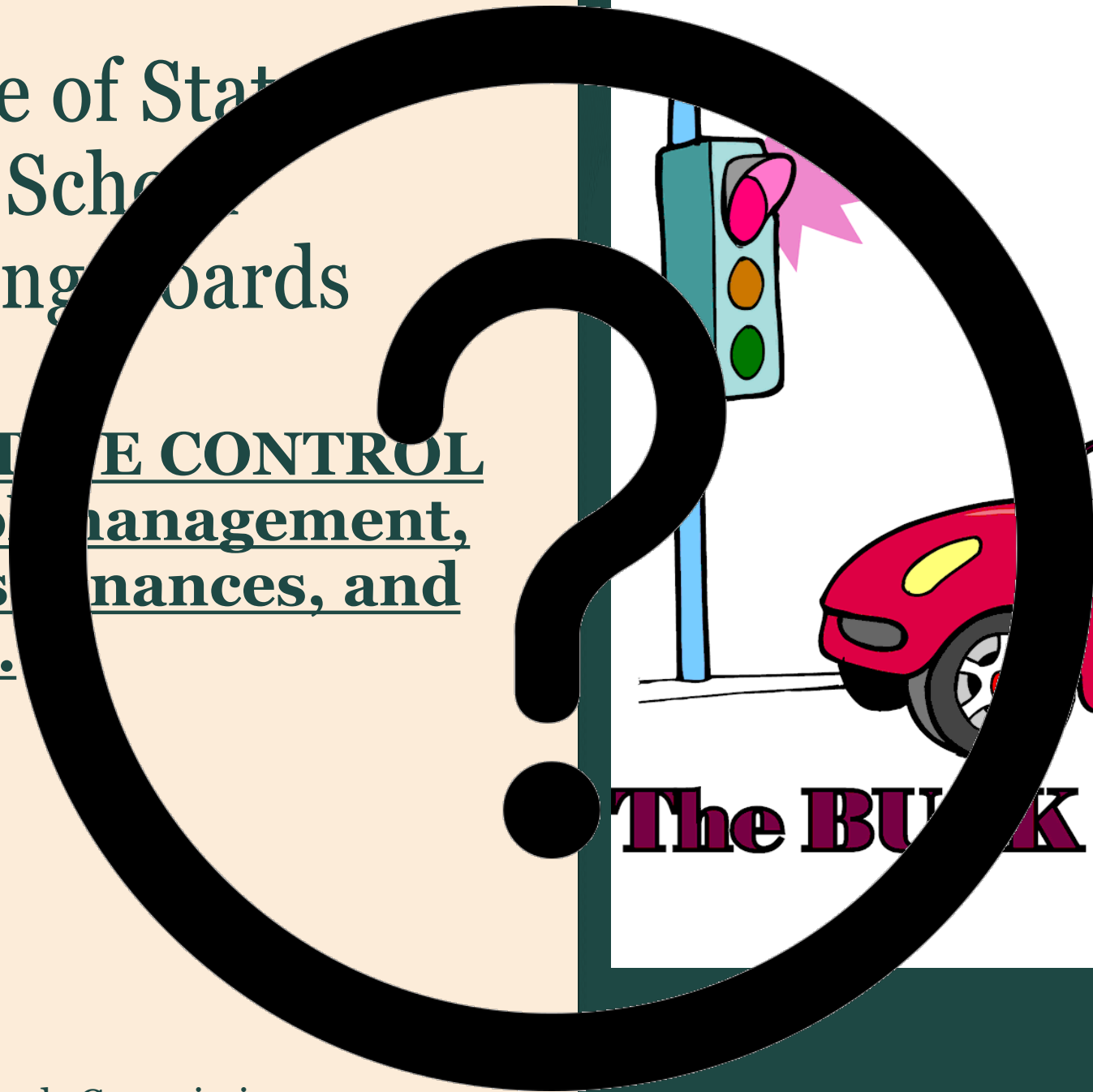
The board of the nonprofit organization that will hold the charter (i.e., enters a contract with the SCSC to operate the school) must be the same as the governing board of the state charter school that will oversee the management and operations of the state charter school.



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 have substantive control over such areas as personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations, which are listed by way of example and not by limitation pursuant to O.C.G.A. § 20-2-2(e), all members of the Governing Board shall be United States citizens, residents of Georgia, and shall not be employees of the Charter School. The Governing Board shall make reasonable recruitment efforts to ensure that the Governing Board is demographically representative of the area it serves through the Charter School. Failure of the Charter School to fulfill the obligation of this Paragraph, following written notice from the SCSC of a reasonable opportunity to cure, shall constitute a material breach of this Charter that will result in the SCSC suspending the opening of the school pursuant to Paragraph 20 of this Charter.

The Role of State Charter School Governing Boards

- SUBSTANTIAL CONTROL
over school management,
operations, finances, and
academics.



The BUCK stops here!

What is the governing board overseeing?



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.

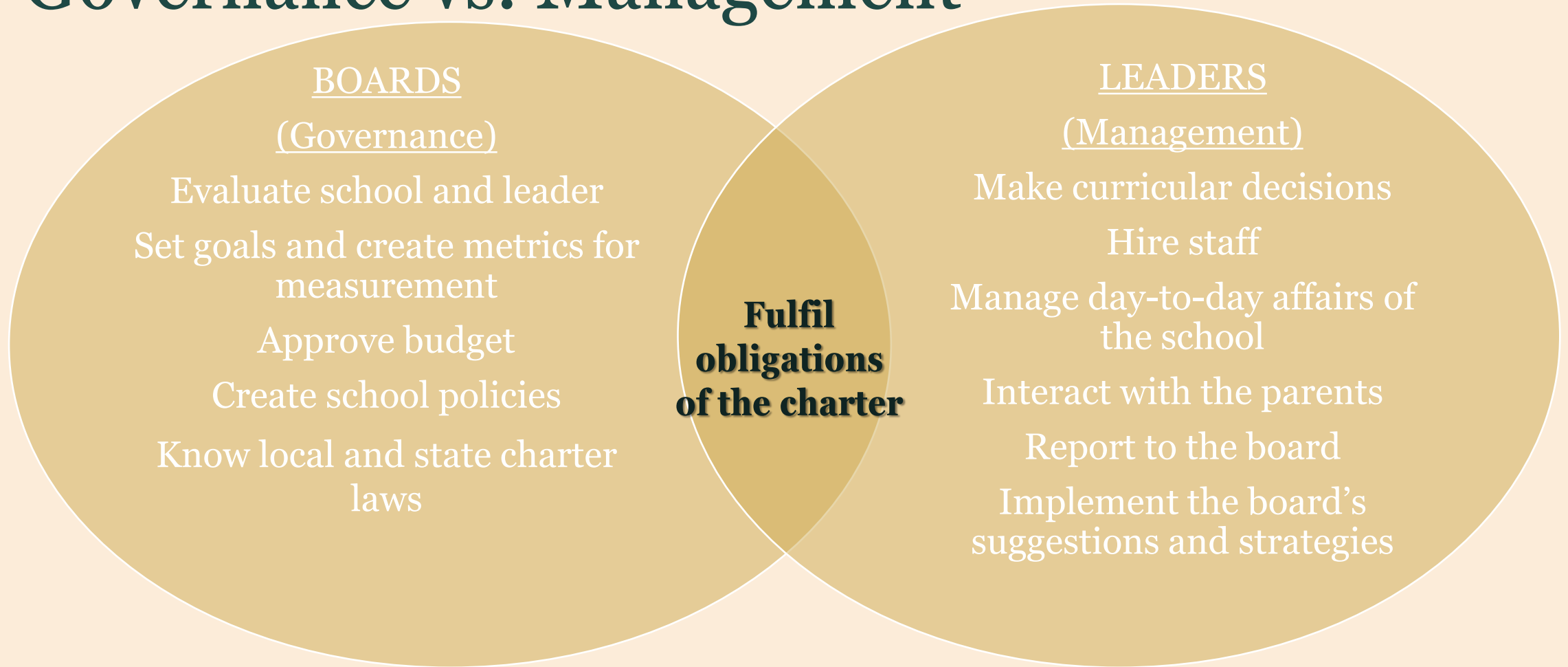


LEA Requirements (Just a Sample)

- Immunization of Enrolled Students
- Disclosure of a Student's HIV status
- Infectious Diseases
- Diabetes Medical Management Plans
- Reports of Child Abuse or Neglect
- Unlawful Conduct at or Near a Public School
- School Safety Plans
- Alcoholic Beverages on School Property
- Facilities Requirements Relating to Health and Safety
- School Bus Operational and Safety Requirements
- Open Enrollment
- QBE Funding and the FTE Process
- Non-FTE Data Collections
- Employee Evaluations
- Single Statewide Accountability System
- Statewide Student Assessment Requirements
- Individualized Graduation Plans
- Gender Equity
- Brief Period of Quiet Reflection
- Teachers Retirement System of Georgia
- Vision, Hearing, Dental, and Nutrition Screening



Governance vs. Management





Demonstrating the Appropriate Role of a State Charter School Governing Board in a Petition

- Selecting governing board members with backgrounds in education, operations, finance, and law
- Effectively stating HOW the governing board will provide oversight
- Appropriately defining the governing board's authority compared to that of the school leader



Due Diligence

- Contracts, vendors, and specific people named in your petition -- why did you choose them?
 - The WHY is *usually* some form of due diligence
 - Some decisions may require more due diligence than others



Board Member Due Diligence

- Choose governing board members wisely and conduct due diligence on those whom you choose
- What to look for in governing board members:
 - Appropriate track record for role – e.g., treasurers should not have a history of financial impropriety
 - Criminal history that would impair service or endanger children
 - Business and familial relationships that present conflicts of interest



Who can be a member of a state charter school governing board?

- Must be a United States citizen;
- Must be a resident of Georgia; and
- Must not be an employee of the state charter school





Board Member Due Diligence

- When considering board members for service:
 - Interview prospective members and ask hard questions;
 - Check references and work history;
 - Check court records; and
 - Most importantly...GOOGLE!!!



Demonstrating Due Diligence in a Petition

- Able to clearly articulate why and how:
 - The governing board chose a particular charter management organization (CMO) or education management organization (EMO) (if applicable)
 - The governing board chose the school leader (if applicable)
 - The governing board chose a particular curriculum
- The school's governing board has an appropriate track record for perspective roles and meets all legal requirements to be a state charter school governing board member

What is a conflict of interest?

A governing board member CANNOT act in his or her official capacity in any matter where he or she, his or her immediate family member, or a business organization in which he or she has an interest has a material financial interest that would reasonably be expected to impair his or her objectivity or independence of judgment.



What is a conflict of interest?

A governing board member CANNOT solicit or accept or knowingly allow his or her immediate family member or a business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value **based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her duties as a board member.**



What is a conflict of interest?

A governing board member CANNOT use, or knowingly allow to be used, his or her position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her position for the purpose of securing financial gain for himself or herself, his or her immediate family member, or any business organization with which he or she is associated.



What is a conflict of interest?

A governing board member CANNOT be an officer or serve on the board of directors of any organization that sells goods or services to that state charter school.





Demonstrating an Understanding of Preventing Conflicts of Interests

- Ensuring that no governing board members are immediate family members
- Ensuring that any staff members that report directly to the school governing board (e.g., school leader and/or CFO) are not immediate family members to any governing board members
- State that the governing board will establish and follow a conflict of interest policy in compliance with state law

Building Capacity

- Leverage diverse skillsets
- Actively learning governing board responsibilities and requirements
- Understand SCSC expectations
- Engagement
- Monitoring and adapting





Demonstrating Governing Board Capacity in the Petition

- Explain how the school can effectively implement systems and processes to ensure the school meets all its obligations of an LEA
- Display that the governing board is aware of its accountability expectations and actions necessary to meet those expectations
- How does the governing board plan to monitor the school's progress and performance? How will it adjust improve performance?

Questions?



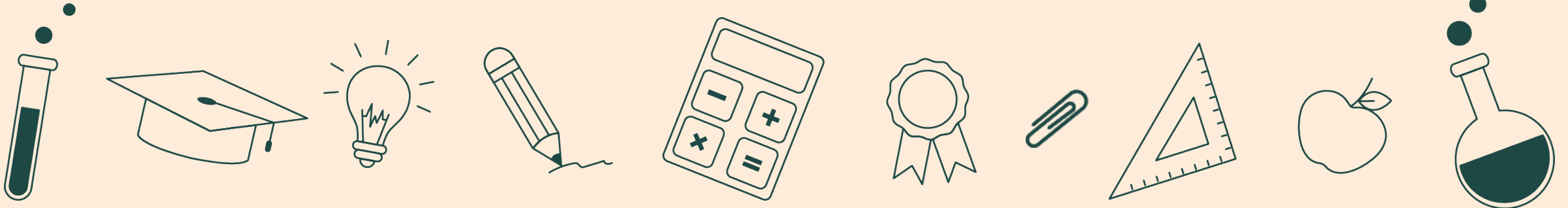
Selecting a School Leader and Service Provider



Employees, Vendors and Oversight

Rennie Laryea

Associate General Counsel





Mission

The mission of the State Charter Schools Commission of Georgia is to improve public education by authorizing high quality charter schools that provide students with better educational opportunities than they would otherwise receive in traditional district schools.





Objectives

- Identify key metrics for selecting and monitoring employee performance
- Understand the importance of reviewing vendor contracts.
- Identify key provisions of contracts.
- Learn how to protect your interest as a governing board and charter school while providing adequate oversight of vendors/employees.

Respective Roles

Authorizer
(SCSC)

- Holds Board accountable

Governing
Board

- Oversees employees and Vendors

Employees
/Vendors

- Provide goods and services



Employee Selection

- Adopt and adhere to a professional qualifications policy that aligns with the school's mission & vision
 - State charters have flexibility and are able to waive certification requirements for teachers in all fields except special education.
- Utilize multiple methods and websites for recruitment
- Assess skill of candidates



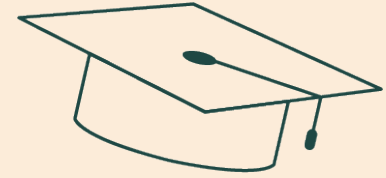
Due Diligence



- Research a leader's performance with other schools.
 - Publicly available data regarding schools' academic, financial, and operational data.
 - Reach out to leadership of other schools.
- Does this individual have a clean and clear professional history?
- Are there any affiliated relationships that may complicate your business relationship with this employee?



Employment Contracts



- Flexibility
 - Charter schools are not required to issue charter contracts, but teachers will expect contracts as a professional standard.
- Clarity
 - If contracts are utilized, ensure the terms are clear and consistent – do not contract for a specific period of time without addressing the ability to dismiss the employee.
- “At-will”
 - Charter schools are not subject to the Fair Dismissal Act. However, indiscriminate terminations will lead to liability.





Employment Accountability

- Establish and follow clear policies for employees that include annual evaluations as applicable (or as required by charter contract).
- Keep adequate documentation
 - Hiring process
 - Discipline
 - Termination
 - Exit Surveys
- Consider timing



Selecting a Vendor

- Education Service Providers (ESPs)
 - A nonprofit or for-profit organization that contracts with charter schools to provide multiple educational, operational, or comprehensive management services.
- Other vendor contracts
 - Contracts with vendors for particular goods or services (Less comprehensive than ESP contracts)



Key Considerations for Vendor Selection

- Primacy of charter contract
- Board oversight
- Clearly defined roles and responsibilities
- Common sense fiscal controls
- Protection of students and public interest

Primacy of Charter Contract

- The school's charter contract authorizes it to operate and outlines requirements for operation.
 1. Does any aspect of the agreement contradict provisions in the school's charter contract?
 2. Is the proposed relationship consistent with the school's mission, vision, and innovative features as outlined in the charter contract?
 3. Is the vendor a provider that requires SCSC approval of the contract prior to its execution?
 - Lease / rental/purchase of a facility
 - Education Service Provider (ESP)





Board Oversight

- Governing Boards must exercise **substantive control** over personnel, finances, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.
- Vendor contracts must appropriately reserve decision-making authority for the governing board.
 - Vendors should have no authority in the selection of board members or its representatives.
 - Vendors should not be able to carry out school functions contrary to governing board directives.
 - Vendors should not be able to restrict a governing board's oversight of school operations.

Clearly Defined Roles and Responsibilities



- The charter contract holds the **school board** accountable for the school's performance as well as LEA functions.
 - Avoid ambiguity in contracts to ensure that all necessary functions are executed.
 - Governing Board should retain final decision-making authority over operations.
 - Governing Board should have clear and detailed descriptions of services so that vendors can also held accountable.



Common Sense Fiscal Controls



- Clear and transparent method of determining payment.
- Method of payment keeps finances under control of the Governing Board.
 - Do all payments from the authorizer to the school go to an account controlled by the board?
- Detailed delineation of goods or services provided for the fee as well as a distinct schedule or structure for additional services.
- Any financial arrangements, such as loans or advances, are supported by legally enforceable notes or contracts.
- The contract addresses the disposition of property in the event of default, contract termination, and/or school closure.

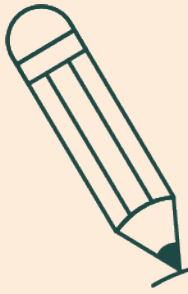


Protect Student and Public Interests



- Does the proposed relationship require business with an affiliated entity? Does the agreement contain references to any other entities?
- Is the board entering into any other agreements with affiliated entities (i.e., entities controlled by the same people that control the company)? Have these affiliations been disclosed?
- Do provisions of the contract conflict with requirements of law (open records, open meetings, etc.)





Additional Considerations for selecting an ESP

1. Does the ESP provide a curriculum? If so, has the Board taken proactive steps to verify that the curriculum is aligned with Georgia's state standards and tests?
2. Has your organization independently verified the ESP's track record with the proposed demographic?
3. Does the ESP provide a SIS (Student Information System)? If so, has your organization independently verified that the SIS is compatible with Georgia's SLDS (Student Longitudinal Data System)?
4. Does the ESP assist with facilities or facilities financing? If so, is there a fee? Is any facility dependent upon continued contract with the ESP?

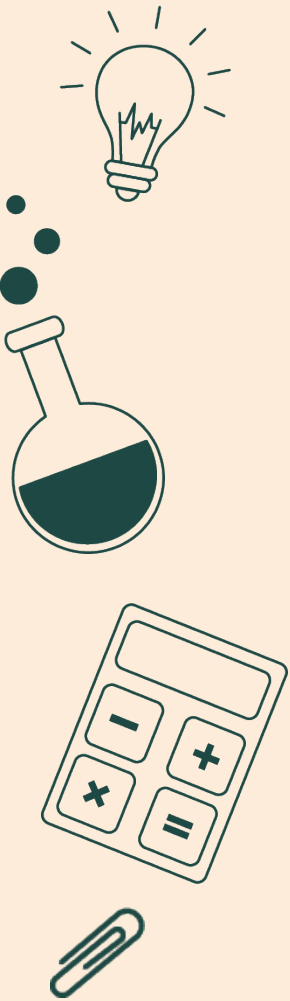


Additional ESP considerations

1. Have any schools in the ESP network closed due to financial problems or academic problems?
2. How are other ESP network schools performing academically?
3. Does the termination clause appear equitable? Is there a penalty for non-renewal?
4. If the ESP is not currently operating in Georgia, why not?

Specific Important Provisions

- Term of contract
 - Should be for a definite term and, if applicable, renewals should require overt action by both parties.
 - Should generally not be a multi-year contract extending beyond the length of the school's current charter term (excludes lease/purchase of facilities, vehicles or capital equipment)
- Termination
 - Should be balanced for both parties and must allow the school to operate following termination





Prohibited Contract Provisions

- Sweeps Contracts
 - These contracts require the school to deposit all (or most) of the school's funding in an account under the control of, or accessible by, the vendor.
- Faculty and Staff Employed by Vendor
- Termination Provisions with Severe Penalties
- Provisions that Preclude the Governing Board from Oversight
- Provisions that Inhibit SCSC Oversight
- Provisions Contrary to the School's Charter Contract





Contract Oversight

- What milestones/deliverables are in your contract?
- Are there specific measures in the contract for evaluation?
 - ☐ School performance
 - ☐ Audit Opinions
 - ☐ Deadlines
 - ☐ TKES/LKES
- To the greatest extent possible, align contracted performance to the SCSC Comprehensive Performance Framework.



Governing Board Role in Oversight

1. Receive performance reports BEFORE the board meeting.
2. ACTIVELY review performance reports.
3. Evaluate school leadership and vendors regularly.
4. Take action when necessary.



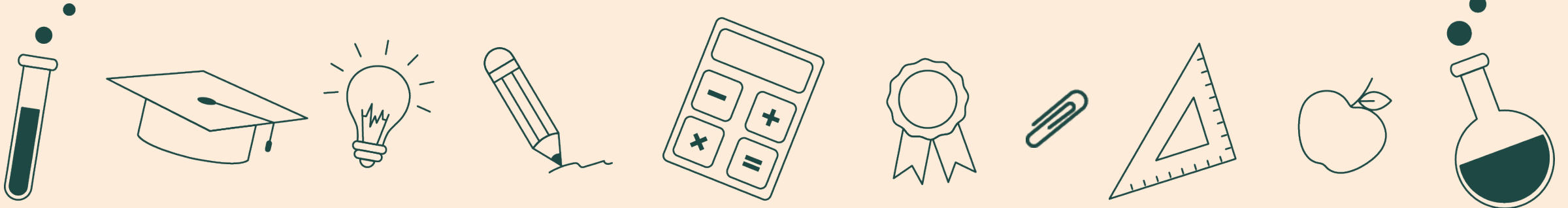
Questions?





Academic Program

Katie Manthey, Director of Research and Evaluation





Overview

- Academic Accountability
- Academic Program
- Assessment Plan

Mission



The State Charter Schools Commission of Georgia (SCSC) is Georgia's state-level, independent charter school authorizing board that seeks to improve public education throughout the state by authorizing high-quality charter schools that provide students with better educational opportunities than they would otherwise receive in traditional district schools.



Academic Metrics in the CPF



The SCSC uses a Comprehensive Performance Framework (CPF) to set forth clear, quantifiable, rigorous, and attainable goals in the areas of academic achievement, financial viability, and operational compliance. A school's performance on the CPF informs SCSC decision making over the course of the charter term and at renewal.

Schools may satisfy annual academic requirements by outperforming their attendance zone in all relevant grade bands on at least one of the following measures:

- CCRPI Content Mastery,
- CCRPI Progress,
- CCRPI Grade Band Score,
- CCRPI Single Score,
- Value-Added Impact on Student Achievement

OR by earning a “Beating The Odds” designation from GaDOE



Accountability Comparisons based on Attendance Zone

Statewide Attendance Zone

- The state charter school's score is compared to the statewide average score.

Defined Attendance Zone

- Single Districts- The state charter school's score is compared to the district's average score.
- Multiple Districts- The state charter school's score is compared to the simple average of the scores of the districts included in its attendance zone.



Accountability Comparisons based on Actual Enrollment

District Weighted Comparison Score

- The school's score will be compared to a weighted score of proportion of students from the districts in which the charter school enrolls.
Determined from the GaDOE Data Collections System of Residency Report.

School Weighted Comparison Score

- The school's score will be compared to a weighted score of proportion of students from the schools in which the charter school enrolls.
Determined from GaDOE Data Collections Student Record Address Report.





Attendance Zone- Quiz Yourself!

Scenario: Nice Charter School is a blended learning charter school with predominantly virtual instruction planning to locate and target students living in the Clayton County School District. However, in order to sustain high enrollment, the school would also like to enroll students from the surrounding districts of Henry County and Fulton County.

CCRPI Scores:

- Clayton – 64.2
- Henry – 72.9
- Fulton – 74.7
- State of Georgia – 75.5

Questions to Answer:

Based on the information available, what would be the best choice for an attendance zone? Why?

Based on the attendance zone selected, who should the school submit to?

Based on the attendance zone selected, who will the school be compared to for academic accountability?

Academic Program Components

- Education Model
- Instructional Methods & Educational Practices
- Curriculum & Standards
- Assessment



Education Model

The overall approach to teaching and learning in the charter school

- STEM, Arts-Infused, Dual Language, College Prep.
- Provide reasoning for the chosen model and what you hope the school will accomplish.
- Does research say it is affective? Is there a need in the community, for instance, does it support an industry in the area?
 - Example: According to the Georgia Partnership for Excellence in Education, STEM jobs are growing faster than non-STEM jobs at a rate of 17%, compared to 10%.



HTCS will be located in the Southwest area in the zip code of 30310. According to census.gov, a data snapshot in the 30310 demographic indicates that less than 30% of the population completes college. In specific pockets of this demographic, this number drops to less than 4%(49). Thus, a computer science innovation was selected for its pragmatic use. A college degree is not required for computer science, however, college can greatly enhance the professional trajectory of computer science skills. And, upon high school graduation, students can directly enter a competitive workforce. According to research, computer science positions are in high demand((See Exhibit 13).

Thus, a Computer Science innovation was selected for 3 primary reasons: 1. The state standards-aligned computer science (CS K-12) [curriculum\(code.org\)](https://curriculum.code.org) will reinforce and is aligned to state standards in ELA, Math, and Science. This will assist students to become distinguished/proficient learners on the GA Milestone 2. Students will develop a strong skill set that would increase the likelihood of student career success upon high school and/or college graduation increasing career readiness outcomes; 3. Ensure that educationally disadvantaged students can successfully compete in the computer science field amongst their peers at any grade level(8,21,29).

Computational Thinking can be defined as the 'ability to think logically about a problem and apply techniques for solving it'. Computational thinking was selected for two main reasons: 1. To train students how to think logically in order to independently problem solve. Thus, enabling students to transition into 'distinguished and proficient learners' on the Georgia Milestone lexiles. 2. To learn how to create successful algorithms(coding patterns) in computer science enhancing STEM skills. The concept and academic implementation of computational thinking is outlined in great detail, as instructed, in the virtual addendum section(See Exhibit 6,13);(29,30).



Instructional Methods and Educational Practices

Instructional Methods: The “how to” in the delivery of lessons.

- Project-based, blended, differentiation, mastery learning

Educational Practices: the structuring of classrooms and school operations to support the academic program.

- Looping, multi-grade classrooms, year-round school calendar

Provide researched reasoning behind the selected methods and describe how it ties to the academic program model

Example: As Soltero describes in Chapter 6: Instructional Practices and Resources in her book, *Dual Language Teaching and Learning in Two Languages*, the most frequently used teaching strategies will include heterogeneous grouping; pattern language; predictable books; print-rich environments; preview/review; and a choice of literature that is translated in both languages as often as possible.

There is a word limit, hit the highlights, don't repeat the entire source text



Instructional Methods and Educational Practices

Harriet Tubman will successfully implement instruction using the following proven practices: Differentiated instruction, computational thinking practices(computer science connection) and Blended Learning(36,44,51).

Differentiated instruction is an important element to the HTCS school model. Based on demographic research from the HTCS proposed facility location, many students will come from skill levels & backgrounds that may struggle intensely. Some students will achieve grade level and beyond. The SST/RTI teams will support students based on individualized assessment data results. Extended day will be offered Monday-Thursday from 2:30-3:30pm and support all HTCS learners(49).

Tip: explain what innovations were selected, why they were chosen, and then how they are going to be implemented with fidelity, i.e. staff and scheduling

INNOVATION 1: PROGRESSIVE BLENDED LEARNING MODEL
The implementation of the group rotation model allows for a 9:1 ratio in math and literacy. During literacy instruction, there are two highly qualified instructors in all classrooms.

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We leverage administrators and office staff to make this possible as needed. The lowest performing students in each group receive additional pull-out during literacy and receive a third block of direct instruction, allowing smaller groups across the classroom and additional intervention for teachers. An overview of co-teaching expectations can be found in EXHIBIT 35.

Curriculum and Standards

Curriculum: The lessons and academic content taught in a school or in a specific course or program. Curricula is typically acquired and then tweaked to align to with standards and the school's mission and vision.

- Examples: Singapore Math, Compass, iReady

Curricula for all courses should be determined before the time of the interview. Petition contents should clearly explain the school's vetting procedure and timeline for when curriculum decisions will be made if it not solidified at time of submission.

Standard: Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough."

- Example: S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.
- <https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>



Curriculum and Standards

The HTCS curriculum is centered on a data driven model which includes an iReady curriculum for ELA and Singapore for Math. All teachers will receive their code.org certification during Professional Development orientation prior to school start. The school's innovation model includes a STEM/Computer Science core class 2x per week. The computer science innovation was selected by the Board to improve CCRPI scores through the enhancement of Math, Science, and career readiness skills. The curriculum, [Code.org](https://code.org), was selected based on its research-based computer science K- 12 standards(Exhibit 9,12)(29,30,38).

iReady: ELA

The primary ELA curriculum is iReady. I-Ready was selected based on GA standard alignment and its ability to individualize and support all students effectively. The iReady diagnostic is specifically designated for RTI tiers. Students automatically receive online lessons featuring instruction appropriate to their level, based on results from the

- Make sure it is aligned to state standards!
- All curriculum providers will claim they are aligned!
- Teachers and leaders often do curriculum mapping to ensure alignment.

Cohesiveness

Describe how the school will integrate all aspects of its educational model, instructional methods, and curricula in an organized and cohesive program that complements the school's mission and vision.

Tip: Talk about a day in the life of a student at your school.
Innovation can be providing a higher quality option for students than what is offered in the surrounding area schools.
You must have a school schedule, professional development plan and budget that supports all of the proposed programs.



Cohesiveness

LITERACY

Our balanced literacy program provides 225 minutes of daily literacy instruction in K-2. Each class includes a 35-minute Read Aloud, with teachers modeling effective reading strategies and explicitly teaching new vocabulary from the text read or relating back to it—describing characters or topics from the text. Read Aloud is complemented by 135-minute blended learning small group rotation separated into three 45-minute chunks, during which two teachers per classroom work with students in groups no larger than nine. Students participate in guided reading, differentiated phonics/phonemic awareness and word roots instruction, and independent computer-based reading practice using the iReady Reading Program. After lunch, students participate in a 45-minute Writers' Workshop on the writing process, 6+1 traits of writing, handwriting, and grammar. In grades 3-5, the literacy program includes a 60-minute Writing and Grammar class and 60-minute Reading and Vocabulary class.

EXHIBIT 52 illustrate the two schedules we will concurrently offer. K-5 follows an A or B schedule, allowing us to have 1.5 FTE teachers for every classroom, and to schedule teachers such that all literacy instruction has two highly qualified teachers working with small groups of nine students each while the third group of nine works at individualized computer-based literacy or math stations. These schedules allow the school to use a two-teacher model for literacy in an economically viable manner and to comprehensively and uniquely address the individual needs of students and subgroups of students through effective and innovative approaches to instructional design and pedagogy.



Assessment

The systematic collection, review, and use of information about educational programs in order to assess what students know in order to improve learning and development.

Assessment plans should include information from variety of sources collected during various points in time, including but not limited to, benchmark assessments and summative assessments.

Ensure alignment to state standards!

State Charter Schools are not exempt from and cannot waive participation in mandatory state assessments.



Types of Assessments

Formative: Assess student's performance during instruction and usually occurs regularly throughout the instruction process

Interim/Benchmark: Evaluates student performance at periodic intervals, meant to help predict performance on summative assessments

Summative: Measures the student's achievement at the end of instruction

Norm-Referenced: Compare a student's performance against a national or other "norm" group

Criterion Referenced: Measures a student's performance against a goal, objective, or standard

Resources: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>



Why is Assessment Important

To get a charter approved you need convince reviewers that your school will be high quality and sustainable.

High quality and sustainable means you will meet SCSC Academic Standards each year of your charter term.

SCSC Academic Standards include a variety of measures all which rely on the mandatory statewide summative assessments, significant proportion comes from the Georgia Milestones Assessments (GMA).

The GMA System is aligned to the Georgia Standards of Excellence (GSE).

Interim assessments are a known method for tracking progress on summative assessments.

Thus, include interim assessments that are aligned to the GMA & GSE in your charter petition.





Statewide Longitudinal Data System

The Statewide Longitudinal Data System (SLDS) is designed to help districts, schools, and teachers make informed, data-driven decisions to improve student learning. SLDS is a free application that provides access to historical data, including Assessments, Attendance, Enrollment, Courses, and Grades beginning with the 2006-2007 school year.

Choose a Student Information System (SIS) that is compatible with the SLDS.

- Ex. Infinite Campus, Power School, and SchoolMax

Once approved, schedule to receive training on the SLDS. GaDOE has staff dedicated to visiting schools and training personnel on the SLDS at no cost.

<http://www.gadoe.org/Technology-Services/SLDS/Pages/Contact-and-Connect.aspx>

Who at the school will be resident SLDS guru?

Test	Dates Offered	Testing Participants	Testing Emphasis	Testing Importance
Strategic Teaching and Evaluation of Progress (STEP) Assessment system	August	K-3	Match students to appropriate texts for them to read at their grade level. Place students in differentiated guided reading groups and determine placement in intervention. Set goals for student growth and measure student progress Deepen teacher's understanding of reading instruction and each individual child's progress	Measures student reading level and gives information about student reading skills in the areas of fluency, accuracy, phonemic awareness, and reading comprehension
Georgia Kindergarten Inventory of Developing Skill (GKIDS)	August	Kindergarten (K)	Performance-based, aligned to state mandated content standards.	Provides teachers with information about the level of instructional support needed by individual students entering kindergarten and 1-grade
Georgia Milestones Assessment System	Nov, May	Grades 3 through 8	English Language Arts, Mathematics Science (5, 8), Social Studies (5, 8)	Compare students to peers across the state Measure growth of a student, class, grade, school over time Measure effectiveness of teaching against student learning

Data Driven Instruction



Data-driven instruction should not be just a practice, it should be the culture within a school. Leadership should establish school-wide structure and systems for data analysis.

- Initial/interim assessments
- Data analysis of results-determine where students are struggling and why
 - teacher collaboration to rework lesson plans, veteran/rookie teacher pairings, grade-level groups, create a data room/wall in the school, etc.
- Re-teaching and remediation,
 - How and why will you group students during reteaching?
 - whole-class instruction, small groups, or individual support, after school support, differentiation for in-class work and homework by student levels
 - Provide research to support your chosen strategies
 - Does your staffing plan and school day schedule support these initiatives?

Reassess- to determine if intervention worked



EXHIBIT 58: Tiered Response to Intervention

Figure E.58.01: Tiered Response to Intervention

TIER ONE	TIER TWO	TIER THREE
<p>Focus: All students</p> <p>Intervention: General education curriculum.</p> <p>Progress Monitoring: For all incoming kindergartners, teachers will conduct the STEP assessment to screen for literacy skill levels and the DIAL 4 to screen for language, gross and fine motor skills, and concepts and general knowledge like colors, counting, shapes, and letters. For all students who enter in first grade or beyond, the DSFS and SST will conduct literacy and math screening using the STEP and a common-core aligned math screener, as well as additional evaluations if the student’s academic/development history indicates this is necessary.</p>	<p>Focus: Students identified as at risk for poor outcomes based on data (e.g., STEP, NWEA MAP, writing samples) and classroom observations.</p> <p>Intervention: General education and Student Support teachers provide targeted, evidence-based interventions of moderate intensity provided to individuals and/or small groups in general education or out-of-class setting (e.g., “Foundations,” counting practice, one-on-one behavior coaching, “lunch bunch” to support social skills development, and ancillary services like speech and language therapy).</p> <p>Progress Monitoring: General education and teachers on Student Supports Team assess student performance over time using STEP, NWEA MAP, trackers, and writing samples to quantify rates of improvement, and formulate effective individualized programs for students who are least responsive to interventions.</p>	<p>Focus: Students who haven’t responded to first two levels.</p> <p>Intervention: DSFS and the Student Supports team provides intensive, individualized intervention, in and/or out of general education classroom.</p> <p>Progress Monitoring: DSFS, and student support teachers use data (STEP, math NWEA MAP, writing samples, and trackers) to compare a student’s expected and actual rates of learning. If appropriate, this data can be used along with special education evaluation data to formulate an IEP.</p>



Mandatory Participation



Federal requirements surrounding assessment :

- all public school students enrolled in grades 3 through 8 must be assessed annually in reading/language arts and mathematics;
- high school students enrolled in public schools must be assessed at least once in grades 9 through 12 in reading/language arts and mathematics;
- science must be assessed at least once in grades 3 – 5, 6 – 9, and 10 – 12.

State Charter Schools are not exempt from and cannot waive participation in mandatory state assessments.

- Georgia Milestones, GKIDS, ACCESS for EL Learners, Georgia Alternative Assessment, NAEP
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>



Assessment	Content	Students
ACCESS for ELLs 2.0	Reading, Writing, Listening, and Speaking	K-12 English Learners in the ESOL program
Alternate ACCESS	Reading, Writing, Listening, and Speaking	English learners with significant cognitive disabilities that are severe enough to prevent meaningful participation in the ACCESS for ELLs 2.0 assessment.
Georgia Alternate Assessment 2.0 (GAA 2.0)	English/Language Arts, Mathematics, Science, and Social Studies in grades 5 and 8 and high school English/Language Arts and Mathematics, grades K, 3, 4, 6, and 7	Students with significant cognitive disabilities
Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)	English language arts (ELA) , Mathematics, Science (optional) , Social Studies (optional), Approaches to learning , Personal and Social Development, Motor skills (optional)	All Kindergarten Students
GKIDS 2.0 Readiness Check	Foundations of School Success, English/Language Arts, Mathematics	All Kindergarten Students
Georgia Milestones Assessment System End of Grade and End of Course	English/Language Arts, Mathematics, Science, and Social Studies, grades 5 and 8 and high school English/Language Arts and Mathematics, grades 3, 4, 6, and 7	All 3-8 and high school students except those that don't qualify for GAA 2.0
National Assessment of Educational Progress (NAEP)	National assessments in different subjects	Selected Students in grades 4, 8, and 12 or ages 9, 13, and 17



12. Explain how the charter school will ensure all students participate in all state-mandated assessments.

Harriet Tubman School of Science and Tech contains a data-driven model that is predicated on the analysis of data obtained from statewide testing. HTCS will ensure all students participate in state-mandated assessments. The school will create open communication with parents on testing, its importance, and its direct correlation to achievement gains within the school. Each parent will have in their enrollment packet, a form containing a written acknowledgment that their child will participate in all state-mandated tests. For school orientation, parents will be given Student Assessment handbook, a testing calendar, and the testing calendar will also be available on the school's website. Additionally, HTCS will follow the Georgia Assessment and Training Calendar for each state-mandated assessments(2,3,13,37,47).

School orientation, parent conference dates and community nights will discuss the importance of state-mandated testing. Conference days and community nights will take place quarterly in conjunction with data testing reporting. This gives parents an opportunity to see their child's progress and make them aware of the test's importance, and how it closely ties into the school's mission and vision.

To motivate students, staff, teacher's, parents and the community, HTCS will have test prep rally's, to encourage improved performances for specific state-mandated tests and MAP testing. Additionally, the school will distribute study guides for parents outlining best practices for test taking(appendix submission) during parent orientation, PTA meetings and community nights.

For a full schedule of all tests and testing timelines please refer to Exhibit 4.

scsc.georgia.gov



Statewide Assessment Administration



Review the [For Educators Assessment](#) information to get an idea of your responsibilities during assessments :

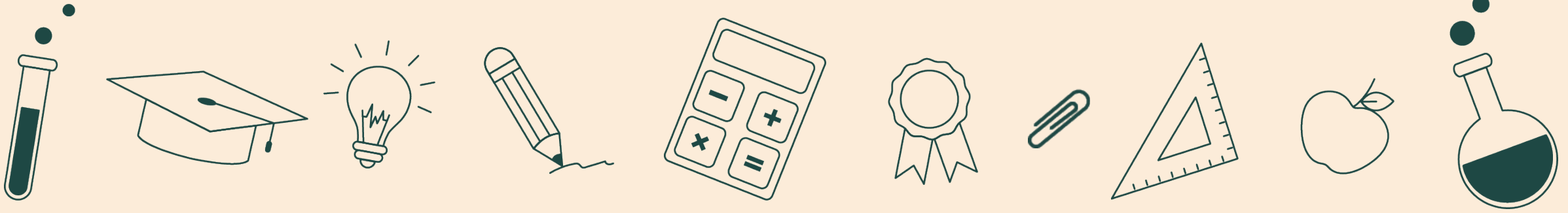
- Clearly identify who will serve in the different roles identified in the Student Assessment Handbook and provide a brief overview of what duties and responsibilities in that role include
 - State Charter Schools often have limited staff, one person's responsibilities may overlap the identified roles
- Draft an assessment calendar that includes testing windows for all mandatory statewide assessments and any interim assessments the school identified
- In scheduling each assessment, schools must adhere to the testing times prescribed in the Examiner's Manuals. Allowing too much or too little time may result in an invalidation. Include the commitment to attend relevant GaDOE trainings and conferences





Assessment Checklist

- Understand the role assessment results play in accountability
- Understand which assessments are mandatory and how to effectively implement them
- Select/develop interim assessments and implement a system of data driven instruction
 - Common interim assessments: 4-6 times a year.
 - Alignment to state tests and college readiness
 - Use results to re-teach and reassess
- Staffing plan supports elements proposed in assessment plan
- Mistake: thinking the school leader alone can do all of this work
- School calendar and schedule support elements proposed in assessment plan



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