



**Initial Memorandum To
The Wright Community School
March 4, 2024**

The DeKalb County School District's Initial Memo provides the petitioner with feedback from the DCSD Charter Petition Review Committee. The Initial Memo includes identified strengths, clarifying questions, and requests for additional information or documentation.

Directions:

1. Review the Initial Memo.
2. Respond in writing to each item. Written responses should be submitted with the revised petition. Below is an example.

Feedback: Describe the process for collecting data on stakeholder satisfaction. It is unclear as written.

Petitioner's Response: *Process revised in petition. See pages 2-3. Copy of survey included. See exhibit #32.*

3. Revise the original petition and save the revised document in Microsoft Word. All changes made to the original petition should be made using the "track changes" feature in MS Word. **No additional changes to the petition will be accepted unless requested by the DeKalb Board of Education.**



How to Submit the Final Revised Petition and Response to the Initial Memo

By March 11, 2024 (12:00 PM), deliver to the School Innovation/Governance Department via DropBox at charterschools@dekalbschoolsga.org the revised petition (including exhibits) and the Response to the Initial Memo. Use electronic folders for sections, exhibits, and appendices.

Your Application Package must include the following:

1. Microsoft Word version of your Application Cover Page (page 14)
2. REDLINED Microsoft Word version of your Application and Exhibits
3. PDF version of your Complete Application Packet in the following order: Cover Sheet, Application, signed Assurances Form(s), Affidavit, and Exhibits
4. PDF version of your Locally-Approved Charter School Partners Roles and Responsibilities Chart
5. Excel version of your completed Budget Templates
6. Microsoft Word version of the Response to the Initial Memo

Faxed or emailed copies will not be accepted. Only complete applications that comply with these guidelines will be evaluated.



SUMMARY

On February 7, 2024, The Wright Community School submitted a DCSD Start-Up Charter application seeking the DeKalb Board of Education’s approval for a five-year contract term. In evaluating the petition, the Charter Petition Review Committee identified aspects of the petition, which would affect students attending the charter school.

Commendations from the Petition Review Committee:

- The Founding Board collaborated and communicated effectively during the Founding Board Capacity Interview performance task.

Process:

Items requiring a response are listed below. If applicable, questions correlate to the page number in the Microsoft Word version of the petition. Additional areas of concern may be raised by DeKalb Board of Education members during their review of the petition or by GADOE during its review process.

School Governance

Item	Committee’s Feedback	Petitioner’s Response
1	Please provide a resume for the prospective school leader and each member of the Founding Board. - pp. 50-51	Resumes revised in petition. See pages 943--947.



2	How does the Founding Board ensure compliance with Georgia's Open Meetings/Records Laws? Provide the agendas and minutes of all previous Founding Board meetings. - p. 47	Process revised in petition. See pages 81-83
3	Which line item in the Budget Template includes the cost of annual Board member training? - Exhibits 5 and Exhibit 22	Summary revised in petition. See pages 84

Academic Plan

Item	Committee's Feedback	Petitioner's Response
4	Given the limited number of instructional staff in Year 1, how will English Language Learners be served at WCS? Provide detail on the program, model, and segments. Respond under the assumption that the WCS population will reflect DCSD's current student demographics (19.6% English Language Learners). - pp. 25-27	Process revised in petition. See pages 51-52
5	How will WCS exit English Language Learners or serve students who are on waivers? - pp. 25-27	Process revised in petition. See pages 52-53
6	Please specify by grade level the diagnostics for gifted identification that will be used. - pp. 15-16	Assessment revised in petition. See pages 22-23
7	Per the petition, WCS will require 4 units of financial literacy. Explain how WCS will adjust its master schedule to accommodate the financial literacy course. What data supports the need for a stand-alone financial literacy course above the content included in the current HS Economics course? - pp. 7 and 17	Section revised in petition. See pages 31-33



8	Is the law course described during the Founding Board Capacity Interview required for graduation? If so, how does this course align to the WCS model and curriculum? - Founding Board Capacity Interview	Section revised in petition. See pages 42-34
9	How will you structure your MTSS process to include referrals to exceptional education? - pp. 21-22	Section revised in petition. See pages 37-39
10	How does WCS plan to address parent concerns or complaints regarding special education programming at the school? - pp. 20-25	Section revised in petition. See pages 44-36
11	What shifts will be made when students with IEPs enroll in the middle of the year? How will WCS support students who need to be co-taught for all four subjects in Year 1? What budget line item includes contingency funding for this purpose? - pp. 20-25	Process revised in petition. See pages 40-41. See exhibit #22a.
12	Describe WCS's special education behavior management plan. - pp. 20-25	Section revised in petition. See pages 42-43
13	How will the school evaluate the effectiveness of contracted psychologists and/or other contracted mental health service vendors? - pp.20-25	Section revised in petition. See pages 47-48
14	What will be the universal screener used for gifted identification (i-Ready or MAP)? What would be the WCS's timeline for gifted referrals? - pp. 15-16	Assessment revised in petition. See pages 22-24
15	How will the WCS serve students (at varied pacing) in the advanced content model? - p. 16	Assessment revised in petition. See pages 24-25
16	Detail the timing and frequency of formative assessments. - pp. 31-33	Assessment revised in petition. See pages 62-64



17	The petition states that dual enrollment and AP will start in 9 th grade. Provide additional detail on this plan. - pp. 15, 19-20	Section revised in petition. See pages 28-31
18	How will the curriculum and dual enrollment offerings at the WCS surpass the Move On When Ready program? - pp. 15, 19-20	Section revised in petition. See pages 30-33
19	Describe your understanding of the new requirements for Istation screening. - Academic Plan (General)	Section revised in petition. See pages 1-2
20	How will WCS ensure compliance with HB 538 (early literacy act) and Senate bill 48 (Dyslexia Bill)? - pp. 28-30	Section revised in petition. See page 2
21	In the event that the student needs Tier 3 interventions, what would the team look like? Who would provide the Tier 2 pull-out services? From what intervention bank will the WCS pull? - pp.28-30	Section revised in petition. See page 38
22	What will remediation opportunities (i.e. Credit Recovery) look like? What supports will be in place to ensure students stay on track each year to meet these requirements? - p. 16	Section revised in petition. See page 10
23	What is entailed in the ILP process? - pp. 33-34	Section revised in petition. See page 18-19
24	Describe how students will be utilized in the restorative practice process to resolve level 1-3 disciplinary infractions. - pp. 23, 54-55, and 71	Section revised in petition. See page 42-44
25	Clarify how Modern States/CLEP is of greater advantage to students than the state's Dual Enrollment program. - Executive Summary	Section revised in petition. See Executive Summary.
26	What efforts will be made to ensure students meet college admissions requirements to take Dual Enrollment courses? When will students participate in SAT/ACT prep courses? - Executive Summary	Section revised in petition. See Executive Summary.



27	Clarify how Mastery Based Learning prepares students for college readiness. How will students who are not successful with coursework receive grade recovery? - Executive Summary	Section revised in petition. See Executive Summary.
28	How and when will staff be trained to ensure PBIS is implemented with fidelity? How will Tiered Levels of Supports be addressed for behavior infractions within the school setting? Who will be responsible for school-wide implementation of PBIS? - pp. 70-71	Section revised in petition. See pages 114
29	What will social emotional learning entail for students during the Flex Period? Will an SEL platform be used to teach SEL to students? Who is responsible for facilitating SEL lessons to students? - Executive Summary	Section revised in petition. See pages 16
30	What are the college and career readiness goals of WCS? How does the school plan to exceed the performance metrics of students in its community who attend their zone schools? - pp. 19-20	Section revised in petition. See pages 34-35
31	Will all CTAE courses be taught online via Edmentum? Will there be labs in the WCS facility? - p. 5	Section revised in petition. See pages 7-8

Financial Plan

Item	Committee's Feedback	Petitioner's Response
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32	Per the petitioner, WCS is exploring various facility options, three of which will require substantial renovations to be used for educational purposes. A fourth option involves building a new facility. The petition does not include a capital campaign. How will WCS obtain funds to purchase or build a facility? - p. 74; Appendix 5	Section revised in petition. See pages 123
33	What is the maintenance plan for the facility? How were estimated maintenance costs calculated? - Exhibit 22	Section revised in petition. See pages 121-123, See exhibit #22a.
34	The petition states that WCS has allocated a specific budget for transportation, underscoring its commitment to making the school accessible to all students, regardless of their location or economic status. What transportation services will WCS provide? How much has WCS allocated for transportation? - pp. 73	Section revised in petition. See pages 120, See exhibit #22a.
35	To ensure meaningful engagement of EL parents, how much has WCS allocated for translation services? In what budget line item does this allocation appear? - Question 7, Exhibit 22	Section revised in petition. See pages 56, See exhibit #22a.
36	Which line item in the Budget Template includes the cost of an annual independent audit? - Exhibit 22	Section revised in petition. See pages 100, See exhibit #22a.
37	How will WCS ensure that the facility (i.e. restrooms, doorways, playgrounds) is accessible to all students? - Appendix C	Section revised in petition. See pages 121-123

Organizational Plan



Item	Committee's Feedback	Petitioner's Response
38	Provide WCS's template design for the school's safety plan. (Official Code of Georgia Annotated (O.C.G.A.) § 20-2-1185). - p. 76	See Appendices 948-1006
39	Provide more detail regarding how staff will be trained in restorative justice. Identify the estimated cost and budget line for this training. If a resolution cannot be reached in restorative circles, what would be the next steps? - pp. 52-54	Section revised in petition. See pages 86-88, See exhibit #22a
40	With what mental health providers will the WCS collaborate? - p. 29	Section revised in petition. See pages 44-45
41	Describe in detail the professional learning that will be provided to implement the TCS model. - Appendix D	Section revised in petition. See pages 90-92
42	What is WCS's knowledge of HB 147? - Question 49	Section revised in petition. See pages 119-120
43	What would cultural competency training look like at the WCS? What agency or professionals would facilitate such training? - p. 27	Section revised in petition. See pages 50-51, See exhibit #22a
44	How will WCS retain highly qualified staff who are certified to teach both middle and high school? - Executive Summary	Section revised in petition. See Executive Summary
45	What evaluation tools will be implemented to determine teacher effectiveness in middle versus high school? - Executive Summary	Section revised in petition. See Executive Summary
46	What will comprehensive mentoring look like at WCS? How will WCS' mentoring program differ? - Executive Summary	Section revised in petition. See Executive Summary