



**Charter Office  
Start-Up Petition Review Results  
1<sup>st</sup> Review**

**Petitioner: East Atlanta Charter School**

**Petition Formatting Requirements:**

Type: Start-Up	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed, but in the revision of the document, please <b>bold</b> all questions, including sub questions. The Petitioner should also be mindful of lengthy responses or responses that exceed the scope of the question.			

**Charter Information**

Page(s) Located: 2	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Remove “Executive Summary” from the top of the sheet, and in place title the introductory information page with “Charter Information.” Remove the random “i.” from the bottom of the page.			

**I. THE CASE**

**1. Why do you want a charter?**

**a. What is your motivation for applying to be a charter school?**

Page(s) Located: 3	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Complete.			

**b. What will you be able to do with a charter that you cannot do without a charter?**

Page(s) Located: 3-4	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> This needs improvement. The statements made in this section do not present a compelling case to establish a charter school. The Petitioner can consider this approach at any of the existing [DCSD] schools in the area where there is a need for second language acquisition.			

**c. Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved with the school.**

- i. Describe in detail the community support for this school and the need for this particular school in the community it will serve. Support may be evidenced through additional documentation.**

- ii. **As part of your evidence of community engagement, you must provide a letter or a petition signed by parents/guardians of school-age children eligible to attend the charter that demonstrates that they would consider enrolling their child in the proposed school. These items may be placed in the Appendix.**
- iii. **Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.**
- iv. **Provide a list of organizations that have committed to partner with your school and the potential nature of the partnerships. Provide evidence of support from the partners in the Appendix.**

Page(s) Located: 4-6	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** More specifics are required. Who was considered a part of the “Community?” If the purpose is to serve underrepresented students, the Reviewer would like to see more input from local residents and businesses, than formal organizations and entities. What efforts were taken to involve the local parents/caregivers, especially in the McNair Cluster? It appears that support is focused outside of the arrears where our most at risk students reside. More local support should be solicited.

- d. **What is the Charter School’s Mission? How does it support the legislative intent of the school’s program to “increase student achievement through academic and organizational innovation?”**

Page(s) Located: 6-7	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The mission meets requirements, however, the innovation response does not meet requirements. The Petitioner must address how the program will increase student achievement through its proposed academic and organization innovation. Where is the research that shows that a language immersion program can positively impact the academic achievement of students who are already exhibiting some academic deficiencies when compared to their peers? There is evidence of speculative thinking in this response.

- e. **Please provide specific examples of and documentation regarding programs that would be offered by your school that are not offered in any existing schools in DCSD. Please see Board Policy IBB.**

Page(s) Located: 7-11	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Language immersion is offered in different schools in DeKalb. Whether or not it is a whole school program does not make it innovative. The Reviewer was unable to see what need was identified in the proposed zone that would indicate immersion as the solution to low academic performance. Since instruction will be delivered using both languages, what effect will this have on students demonstrating expected growth patterns compared to their peers using CCRPI’s progress score? The statement made on the last paragraph of page 10 (“Instead of cultivating a rigid school environment and stressful obsession with standardized tests, East Atlanta Charter School will uplift disadvantaged students with Spanish bilingualism...”) raises some questions regarding the Petitioner’s understanding that the State’s Accountability

System, which is a basic requirement that must be followed by every charter school.

**II. ACADEMIC OBJECTIVES, PLANS, AND WAIVERS**

**2. What are your school's performance objectives for the proposed charter term?**

Page(s) Located: 11-17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.

**a. As background for your answer to this question, please see the CCRPI and Beating the Odds goals (Attachments A and B) and review the PowerPoint found on the GADOE's Charter Schools Division's website. These goals will be included in your charter contract.**

Page(s) Located: 11	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The Petitioner has asserted that the GADOE documents were reviewed.

**b. In your answer to this question, you will list the specific areas you will target to achieve your CCRPI and Beating the Odds goals.**

Page(s) Located: 11	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed. Specific areas of target are reading, ELA, and Math. Extended learning time and immersion based instruction are the proposed method to achieve CCRPI and BTO. Actual goals should be provided, beyond a summary of the focus goal areas. Please see the review comment for question 2.

**c. For example, you may choose to target Math or ELA to raise your overall CCRPI score – because your current Math or ELA scores are dragging your CCRPI score down.**

Page(s) Located: 11	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** n/a; Actual goals should be provided, beyond a summary of the focus goal areas.

**d. As a way to be competitive on Beating the Odds, you may also choose to focus on closing the gap in your school between educationally advantaged and educationally disadvantaged students – or you may choose to ensure gifted students are well-served, since average-performing gifted students will lower your Beating the Odds ranking compared to schools and districts with high-performing gifted students.**

Page(s) Located: 11-12	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** n/a; The Petitioner states that research indicates that dual language immersion, levels the academic playing field between middle-class

and low-income students. See above comments in structuring and articulating proposed goals.

**e. Indicate the expected rate of student performance growth in each year of the proposed charter term.**

Page(s) Located: 12-17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The Petitioner discussed tiered growth targets and indicates that “the percentage of students achieving on or above grade level (typically stated in DCSD as “meeting and exceeding”) is expected to grow 5% for each year that a student attends our school.” However, based on a review of the Petitioners growth and achievement assertions, it appears that the goals are vaguely communicated and need more depth, broken down by grade level. Please see the above comments for question 2.

**f. You are encouraged to include all or some of the components of the current draft of the Georgia Department of Education’s College and Career Ready Performance Index (CCRPI).**

Page(s) Located: 13	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.

**g. You are urged to include cohort measures that show the progress over time of a single cohort of students.**

Page(s) Located: 13	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.

**h. You are also urged to include national norm-referenced test results among your performance measures.**

Page(s) Located: 13	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.

**i. Be specific, measurable, attainable, relevant, and time-based (SMART).**

Page(s) Located: 13	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.			

**3. How will the charter school governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals?**

Page(s) Located: 17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Comments here are similar to Question #2. The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?			

**a. What assessments will the school administer to obtain performance data for each student?**

Page(s) Located: 17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?			

**b. Describe how the school will obtain baseline achievement data.**

Page(s) Located: 17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?			

**c. Describe how the school will benchmark student growth.**

Page(s) Located: 18	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?

**d. Describe plans to formally and informally assess student performance in the core academic areas.**

Page(s) Located: 18-19	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?

**e. Explain how the charter school will work with the local school system to participate in all state-mandated assessments. Provide a statement that the charter school will administer all state assessments in accordance with the DCSD testing calendar.**

Page(s) Located: 19	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed.

**f. Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.**

Page(s) Located: 19	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed. "Educational strengths and needs of students will be assessed through a rigorous cycle of diagnostic assessment, progress monitoring, and daily formative assessments from the classroom. Each day, teachers will have forty-five minutes of mandatory co-planning between grade level teams (one English teacher and one Spanish teacher per team) in order to review the daily formative assessment, group students, form plans for re-teaching and spiral review, and modify the next day's lesson plans if necessary. Furthermore, teachers will be required to attend professional development sessions in which they review formative and summative assessment data in grade level and/or content teams at least once every four weeks and to modify lesson plans accordingly. Teachers will be expected to differentiate within their classes in order to meet the individual needs of their students and to ensure that each child is being taught at his/her instructional level."

**g. Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.**

Page(s) Located: 19	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?

**h. Describe how the charter school shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.**

Page(s) Located: 20	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed.

**i. Describe how the charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment.**

Page(s) Located: 20	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed.

**j. Describe how staff from the charter school will attend required test administration training held by DCSD.**

Page(s) Located: 20	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed.

**4. What specific actions will the school's management, instructional leadership; faculty and staff take to ensure student performance objectives are met during the proposed charter term?**

Page(s) Located: 20-31	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed. The Petitioner has clearly identified the curriculum to be used which is founded upon the Common Core State Standards and provided the curriculum documents in the appendix. The curriculum includes components that are expected within curriculum documents. The specific actions were clearly delineated for ensuring student performance objectives are met.

**a. Describe the focus of the curriculum. This statement should also discuss any distinctive or unique instructional methods to be used that are research-based and standards driven.**

Page(s) Located: 21	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed. The Petitioner has clearly identified the curriculum to be used which is founded upon the Common Core State Standards and provided the curriculum documents in the appendix. The curriculum includes components that are expected within curriculum documents. The specific actions were clearly delineated for ensuring student performance objectives are met.			

**b. A full and complete curriculum, aligned, for all grade levels to be served during the proposed charter term is required to be submitted as an Appendix item. This information must be aligned with Common Core and Georgia Performance Standards (where applicable).**

Page(s) Located: 21-29; Appendix 10	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed. The Petitioner has clearly identified the curriculum to be used which is founded upon the Common Core State Standards and provided the curriculum documents in the appendix. The curriculum includes components that are expected within curriculum documents. The specific actions were clearly delineated for ensuring student performance objectives are met.			

**c. Identify materials/programs that the school plans to obtain/purchase to support the stated curriculum.**

Page(s) Located: 29-30	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed. The Petitioner has clearly identified the curriculum to be used which is founded upon the Common Core State Standards and provided the curriculum documents in the appendix. The curriculum includes components that are expected within curriculum documents. The specific actions were clearly delineated for ensuring student performance objectives are met.			

**d. Describe the educational innovations that will be implemented.**

Page(s) Located: 30	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> How is the length of time one spends on learning a second language innovative? There are other DeKalb schools that are currently serving students through a language immersion program.			

**e. Provide a clear explanation of how the innovations will increase student achievement.**

Page(s) Located: 30	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Explain how the innovation will increase student achievement.			



**f. Describe why the innovations are appropriate for this unique school.**

Page(s) Located: 30-31	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> A description of why the innovations are appropriate for this unique school was not addressed. Does it meet a need in the area? How did the Petitioner identify that the proposed program addresses a real need in the community it intends to serve?			

**g. Describe the anticipated teacher-to-student ratios and the rationale for maintaining these ratios. Please describe your intended class sizes, including the minimum and maximum number of students. Be sure to explain the source of any additional funding necessary if the class sizes are smaller than those set forth in the SBOE Class Size Rule 160-5-1-.08.**

Page(s) Located: 31	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> 22:1 or better student to teacher ratio is proposed. East Atlanta Charter School is responsible for maintaining Federal Guidelines and Compliance requirements including comparability.			

**h. If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.**

Page(s) Located: 31	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> n/a; EACS will only serve grades K-5.			

**5. What are the school's plans for educating special populations? (Reciting the requirements of law and rule is not sufficient)**

Page(s) Located: 31	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> This question was not addressed for students with disabilities.			

**6. Describe methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. Include any diagnostic methods or instruments that will be used to identify and assess those students.**

Page(s) Located: 31-34	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> East Atlanta Charter meets the requirements for describing methods, strategies and/or programs for meeting the needs of identified gifted and talented students as stated in their petition.			

**7. Describe how the charter school will provide state and federally mandated services for students with disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.**

Page(s) Located: 34-36	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> There is no indication of planned training for special education staff or staff working with students with disabilities. For example: how to write and implement complaint IEPs; procedures for handling discipline and students with disabilities, how and when progress monitoring data on goals/objectives will be reported. There is also no indication of how the Petitioner plans to provide related services (speech, occupational, physical therapy), which will be provided if a student's IEP require these services.			

**8. Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind.**

Page(s) Located: 36	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> It is suggested that the Petitioner includes language to align SES with Georgia's current ESEA waiver including the use of the Flexible Learning Program.			

**9. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction. These services should be provided pursuant to SBOE Rule 160-4-5-.01 and NCLB.**

Page(s) Located: 36	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> The Petitioner identifies that formative and summative assessments will be used to guide remedial decisions.			

**10. Describe how the charter school will provide state and federally mandated services for English Language Learners (ESOL). Include any diagnostic methods or instruments that will be used to identify and assess those students, including:**

Page(s) Located: 36-38	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Additional details need to be provided on how the charter school will ensure that all federal and state mandated support services will be provided to LEP students and parents.			

**a. A description of the special language instructional program to be provided to ELLs that is designed to teach English, as well as general curriculum and who on staff will coordinate this effort.**

Page(s) Located: 36-38	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Additional details need to be provided on how the charter school will ensure that all federal and state mandated support services will be			

provided to LEP students and parents. Please answer the sub-question individually.

- b. A provision indicating that ELL students will not be excluded from curricular and extracurricular activities in school because of the inability to speak and understand the language of instruction.**

Page(s) Located: 37-38	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Statement located, but please answer the sub-question individually.

- c. Appropriate evaluative standards for measuring the linguistic and academic progress of ELL students, including program exit criteria.**

Page(s) Located: 37-38	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Additional details need to be provided on how the charter school will ensure that all federal and state mandated support services will be provided to LEP students and parents. Please answer the sub-question individually.

- 11. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered. Please list and describe the partnerships the school has developed to offer extracurricular activities (ex: chorus, band, sports, clubs, art). This information should explain who the partner organization is, at which location the activity will be offered, and any charges associated with providing these activities. Please provide copies of contracts or correspondence setting forth the terms of the partnership.**

Page(s) Located: 38	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Specific Extra-curricular Activities are not listed. More detail is necessary to determine compliance with State and Local policy.

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

Page(s) Located: 38-41	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed.

- a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why a charter is necessary for this school by providing examples of significant components of your academic plan for which you need a waiver. Please also identify the specific waivers that are required to allow the implementation of those components.**

Page(s) Located: 38-41	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed.

- IFCB-R Field Trips

- IHEA-R Make-up work by students
- IKI-R Lesson Plans
- State Board to Prescribe Textbooks – O.G.C.A. 20-2-1010 and Electronic Format of Textbooks, O.C.G.A. Section 20-2-1015 and SBE Rule 160-4-4-.10(k).
- Personnel Required- School Size— SBE Rule 160-5-1-.22
- Limited Public School Choice – SBE Rule 160-5-4-.09
- Values and Character Education— SBE Rule 160-4-2.33
- Course Listings—SBE Rule 160-4-2.20
- KIB-R Special Interest Materials Distribution
- KNBA-R Complaints about Instructional Materials  
 IFA-R, IFA-R(1), IFA-R(2) Instructional Materials Media and Equipment

**III. ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS**

**13. State the school’s Organizational Goals and Measures.**

- a. School organizational performance objectives should reflect where the school envisions itself organizationally at the end of the charter term.**
- b. Objectives should include areas such as: governing board training, student and teacher retention, and student, parent and teacher satisfaction.**

Page(s) Located: 41-47	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Goal 1 is clearly presented, but the measures associated with it are not standardized nor do they appear innovative (i.e., kindergarten students will be able to “answer simple ‘yes/no’ questions, first graders will be able to “start conversations” etc...)

Goal 2 is to “maximize student retention through building strong relationships with students’ families”; however, the retention is not for academic learning but instead for retention in the charter’s program as well as the expectation that teachers will contact all families and families will have at least two contacts at the school. Again this does not appear to be innovative as all noon-charter schools also want a reduction in student transiency and expect staff to communicate with parents.

Goal 3 is clearer and has four measures (although measure 2 for this goal could be manipulated to reach its performance expectations)

Goal 4 is the establishment of sound financial practices. It has two measures, but this goal may not need to be listed as a goal and should instead go in the section detailing the school’s financial requirements

Overall, the recommendation is for the goals to be robustly stated, with a proposal for clear, standardized assessments as measures of student achievement, that are academic and student performance driven.

- 14. What specific actions will the school take to achieve its organizational performance objectives?**
- Describe the organizational innovations that will be implemented during the proposed charter term.**
  - Provide a clear explanation of how the innovations will increase organizational effectiveness.**
  - Describe why the innovations are appropriate for this unique school.**

Page(s) Located: 47-48	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:**

Actions listed are not specific and only reference the vague goals and/or measures in question 13. The Petitioners also state when asked to provide a clear expectation about innovation increasing effectiveness, that their innovations “go to the heart of [their] primary goal of preparing students for lifelong success...” yet no innovations are listed other than students obtaining “high level proficiency in Spanish” as well as communication skills that are “sophisticated.” This all comes across as confusing and unable to be measured.

The Petitioners must clearly articulate how their program will be innovative, what those innovations will entail, and what specific, measurable student outcomes will be the results. Having “sophisticated communication skills” is not measurable. The Petitioners may wish to consider researching and examining how SMART goals are drafted.

- 15. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines?**
- Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why you need a charter by providing examples of a significant component of your organizational plan for which you need a waiver. Please also identify the waivers that are required to allow the implementation of that component.**

Page(s) Located: 48-56	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:**

Several waivers may warrant further explanation from the Petitioners and review by the district. These include, but are not limited to:

- The Petitioners wishing to be allowed to borrow for operating expenses;
- Allowing an organization or reorganization of the East Atlanta Charter School by the DCSD Board (waivers removing any authority of the Board should be closely reviewed);
- The Petitioners are seeking to evaluate staff in a manner outside of the state’s requirements. Petitioners may add to the state’s model, but it is recommended that they be required to use the appropriate state evaluation instruments;
- When requesting flexibility for allowable uses of school facilities, the Petitioners need to provide examples of what uses they are considering that would require a waiver;
- The school is seeking a waiver to follow a different academic calendar, but it must include that the calendar will allow for the administration of

all state standardized assessments at the same time the district administers assessments.

In addition to a reexamination of the concerns listed above, both by the Petitioners and the district, any requested waiver (O.C.G.A., State Board rule, DCSD policy, etc...) must individually include the reasoning behind the request. This is done in some instances in the petition, but it is not consistent.

**IV. GOVERNANCE**

**16. Describe how an autonomous governing board will make decisions for the school.**

Page(s) Located: 56-62; Appendix Tab 16 at pp. 399-413	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> See 16 a-l comments below.			

- a. Identify each member of the governing board; describe the composition of the governing board (number of members, skillsets to be represented, how members are/will be representative of the school and the community, etc.; describe how and when board members will be selected, and the terms that governing board members will serve. Briefly explain the recruitment plan of new members if vacancies occur.**

Page(s) Located: 56-58	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The Petition refers to “founding directors” at page 57; however, the reviewer did not see where the founding directors are identified in the Petition. (If they are identified elsewhere in the Petition, the reviewer recommends that this information also be included in Section IV. Governance.) Also, some explanation of how the founding directors have been/will be identified and designated would be helpful.

The founding directors will be responsible for selecting the initial slate of governing board members, which indicates there may be some distinction between directors and governing board members. This concept is confusing, particularly inasmuch as the Petition seems to use the terms “governing board” and “Board of Directors” interchangeably. The reviewer recommends that the terms used – including directors, governing board, and Board of Directors – be carefully reviewed, specifically defined where appropriate, and used with consistency throughout the Petition.

The reviewer was unable to discern with any specificity how the school’s governing board will be initially constituted, in Section IV. Governance, along with the Bylaws. Will the “founding directors” actually serve as the “founding board?”

The election process for directors requires clarification. At each annual meeting, vacancies are to be addressed by the board. The reviewer was unclear as to what will constitute a vacancy because there is not a single prescribed

number of directors. Since the board directors shall consist of 5 – 20 directors, will there be a vacancy for each unfilled seat between 5 and 20? Or will a vacancy only be created when a position previously filled is vacated? Section 11 of the Bylaws may indicate the answer, but the reviewer was uncertain.

The provision, “the Directors shall select a slate of candidates for each vacancy,” needs clarification. Does “select” mean “nominate?” Will each director have the prerogative of making nominations, or is the selection accomplished by collective board action? Will the directors nominate candidates to fill any vacancy or a particular vacancies? If more than one vacancy exists, may a single candidate be nominated to fill more than one vacancy?

Regarding the “confirmation vote” by parents, guardians, and full-time employees that must follow the selection of new directors by the board, the reviewer found no details of how and when the vote is to be accomplished. (If details are identified elsewhere in the packet, the reviewer recommends the details be included in Article III. Section 4 of the Bylaws.)

Section 16(f) of the Petition is substantially inconsistent with Article III. Section 5 of the Bylaws regarding the removal of a director.

**b. Describe the governing board’s function, duties and role in the areas of budget, resource allocation, personnel decisions (primarily school leader selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.**

Page(s) Located: 58	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Section 16(b) of the Petition merely refers to the Bylaws in response. However, with respect to the powers of the board, the Bylaw generally refers to the Petition. Although the Petition, overall, seems to include an adequate description of the board’s function, duties, and roles, the information is not provided at 16(b).

**c. Illustrate the level of autonomy your Governing Board will have.**

Page(s) Located: 58-59	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The Petitioner provided a version of the GADOE’s Decision-Making Matrix, but this document needs improvement in light of the autonomy start-up charter schools are afforded in the area of personnel, finance, and curriculum instruction, etc. The reviewer should be able to review this chart and automatically discern how the school will be operated and governed in these critical areas of the proposed charter school.

**d. Use this section to provide a narrative of your matrix, including anything in the matrix that requires further explanation or clarification.**

Page(s) Located: 59-60	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed. No rating provided.			

**e. Describe your plan for ensuring that you maintain a diverse board with broad skillsets.**

Page(s) Located: 60	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> This portion states an admirable aspiration; however, it does not articulate any specific steps that would be taken to ensure maintenance of diversity with broad skillsets. Additionally, because the Petition does not identify existing members of the prospective governing board, it is not possible to fully assess whether existing members demonstrate diversity and a broad skillset.			

**f. Describe how and why governing board members may be removed.**

Page(s) Located: 60	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Section 16(f) of the Petition is substantially inconsistent with Article III. Section 5 of the Bylaws regarding the removal of a director.			

**g. Georgia law now requires Charter Schools to provide initial training for newly approved charter school Governing Boards as well as annual governance training thereafter. Governance training should help build the capacity needed to make decisions in the above-mentioned areas. Trainers must be selected from a SBOE-approved list that ensures that the training covers certain SBOE requirements. Beyond those requirements, as a best practice, Charter Schools should also ensure that it selects a training program that covers areas of identified needs.**

Page(s) Located: 60	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**h. Describe your plan and timeline for securing a provider for your initial governance training as well as annual training thereafter. Include in this plan, areas of focus that are specific to your board and school. Provide a brief plan for continuous governance training, recruitment and retention of high quality governing board members.**

Page(s) Located: 61	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Section 16(h) of the Petition might be improved by expressly acknowledging the required training components articulated in O.C.G.A. § 20-2-2072 (i.e., "...constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulation."			



**i. Disclose any potential conflicts of interest and describe how the governing board will ensure that current and future board members avoid conflicts of interest.**

Page(s) Located: 61	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** In addition to the explanation, please list the disclosures provided by the proposed board members in the appendix.

**j. How will the governing board's role uphold the school's mission and vision? Please provide specific examples.**

Page(s) Located: 61-62	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Section 16(j) is insufficient because it does not provide any specific examples.

**k. How will the governing board evaluate the principal's performance? This should include the assessment tool that will be used to determine effectiveness.**

Page(s) Located: 62	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The mandatory evaluation tool identified should be LKES. While an internal evaluation tool is acceptable, this is not recommended as the LKES process must be implemented throughout the school year, as mandated by the state and monitored by the District for all DCSD schools.

**l. How will the governing board ensure effective organizational planning and financial stability? Please provide specific examples.**

Page(s) Located: 62	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Section 16(l) is insufficient because it does not provide any specific examples.

**m. How will parents, community members, or other interested parties be involved in the charter school's governing board?**

Page(s) Located: 62	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The founding directors will select the initial slate of governing board members based on the skills inventory and on covering the necessary skill sets for the governing board. Additional members for the governing board will be sought to satisfy the missing skill sets. This is very general and does not show any specific roles for parents of students attending the school. Are there any mandates stipulating true parent participation as a part of the Governing Board? If no, why? Parent representation should be encouraged on the Governing Board.

**n. How will the school promote parental and staff involvement in school governance?**

Page(s) Located: 62	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** See comments above in 16.m.

More description regarding parent and community member involvement in the development of the petition is needed. How will these stakeholders be involved in the school?

**o. How will the school communicate with students' families?**

Page(s) Located: 62	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The Petitioner should also consider traditional means of communicating school information, in light of the socioeconomic status of many of the students in the proposed attendance area zone.

**17. Grievances**

**a. What will be school leadership's role in resolving teacher, parent and student grievances and other conflicts? Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. The grievance policy should clearly articulate how individuals may present grievances, how those grievances will be reviewed, and who will undertake the task to review grievances, as well as the time frame for disposing of a grievance.**

Page(s) Located: 62-63	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Where is the evidence of a grievance policy? More information required.

**b. What will the governing board's role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group. Describe the plan or method that the charter school's governing board will utilize for resolving conflicts with the DeKalb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.**

Page(s) Located: 63-64	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The response should be individually completed, and the second portion of the question should be answered. This may impact how question 17.a. was answered, and the Petitioner may want to restructure the response.

**c. Describe the method that the governing board plans to utilize for resolving internal conflicts.**

Page(s) Located: 64	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> The Petitioner states that the governing board will “be mindful of gender and cultural differences.” This would be a better assertion if the writer framed it around legal compliance in regard to discrimination laws and regulations.			

**18. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b)(4).**

Page(s) Located: 64; Appendix 18	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**19. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix.**

Page(s) Located: 64-66; Exhibit 17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Please provide a brief description that explains the roles the identified members will play on the board and why they were chosen to participate in the founding group.			

**20. In the appendix, please provide the proposed charter school’s bylaws, pursuant to O.C.G.A. § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.) Bylaws must reflect the charter school’s mission and non-profit status and should include:**

Page(s) Located: 66-69; Exhibit 16	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments: 20 (a):</b> The Charter refers to “founding directors” at page 57; however, the reviewer did not see where the founding directors are identified in the Charter. (If they are identified elsewhere in the Charter, the reviewer recommends that this information also be included in Section IV. Governance.) Also, some explanation of how the founding directors have been/will be identified and designated would be helpful.			
The founding directors will be responsible for selecting the initial slate of governing board members, which indicates there may be some distinction between directors and governing board members. This concept is confusing, particularly inasmuch as the Charter seems to uses the terms “governing board” and “Board of Directors” interchangeably. The reviewer recommends the terms used – including directors, governing board, and Board of Directors – be carefully reviewed, specifically defined where appropriate, and used with consistency throughout the Charter.			

The reviewer was unable to discern with any specificity how the school's governing board will be initially constituted. Will the "founding directors" actually serve as the "founding board?"

The election process for directors requires clarification. At each annual meeting, vacancies are to be addressed by the board. However, the reviewer was unclear as to what will constitute a vacancy because there is not a single prescribed number of directors. Since the board directors shall consist of 5 – 20 directors, will there be a vacancy for each unfilled seat between 5 and 20? Or will a vacancy only be created when a position previously filled is vacated? Section 11 of the Bylaws may indicate the answer, but the reviewer was uncertain.

The provision, "the Directors shall select a slate of candidates for each vacancy," needs clarification. Does "select" mean "nominate?" Will each director have the prerogative of making nominations, or is the selection accomplished by collective board action? Will the directors nominate candidates to fill any vacancy or a particular vacancies? If more than one vacancy exists, may a single candidate be nominated to fill more than one vacancy?

Regarding the "confirmation vote" by parents, guardians, and full-time employees that must follow the selection of new directors by the board, the reviewer found no details of how and when the vote is to be accomplished. (If details are identified elsewhere in the packet, the reviewer recommends that the details be included in Article III. Section 4 of the Bylaws.)

Section 16(f) of the Charter is substantially inconsistent with Article III. Section 5 of the Bylaws regarding the removal of a director.

**20 (b):** The Bylaws provide the board shall consist of 5-20 directors. The Bylaws also provide the Principal, chair of the parent organization, and teacher representatives as selected by the board shall serve as ex officio directors. The Bylaws do not make clear whether the ex officio directors will be counted toward to the total number of directors.

**20 (d):** The Bylaws do not identify a "education/accountability committee" by name; however, a "Curriculum and Instruction" committee is named. The short description of this committee's purpose does not clearly show that it will be tantamount to an education/accountability committee.

**20 (f):** The Bylaws include sufficient language concerning quorum and voting requirements. However, because the Bylaws do not make clear whether the ex officio directors may be counted as directors for the purposes of having a quorum, the possibility of confusion is potentially significant.

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**a. The method by which the board will be elected or appointed and removed, as well as the term of office for each member.**

Page(s) Located: 66-67	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> See comments locate in the Question 20 comment box.			

**b. The number of members to serve on the board after the charter school is authorized (the minimum required by DCSD is five), and identify any seats reserved for specific constituents.**

Page(s) Located: 67	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> See comments locate in the Question 20 comment box.			

**c. The responsibility and authority of the board for the policy and operations of the charter school.**

Page(s) Located: 67	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**d. A list of committees of the governing board (which must include, at minimum, an executive, finance, and education/accountability committee).**

Page(s) Located: 67-68	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> See comments locate in the Question 20 comment box.			

**e. The calendar for board meetings, providing for a minimum of six meetings per year.**

Page(s) Located: 68	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Please provide projected calendar for the 2016-2017 school year.			

**f. A list of the quorum and voting requirements for board meetings and committees.**

Page(s) Located: 69	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**21. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding governing board members must be disclosed. Provide the complete and signed conflict of interest form for each proposed founding board member, located at the end of these Guidelines. This form must be included in the petition appendices and completed by each founding and/or governing board member.**

Page(s) Located: 69; Appendix 19	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS**

**22. Does the charter school intend to contract, or has the school contracted, with an education service provider (ESP) or other charter partner, to provide management or consulting services? If so, please complete this section and include a signed, operationalized agreement submitted as an exhibit.**

- a. Describe how the arrangement will be in the best educational and financial interests of the charter school.
- b. Describe other education service providers or charter partners that were considered and the reasons this ESP or partner was selected above all others. How and why was EMO/CMO company chosen, selected?
- c. Describe the history of the ESP or partner selected, including academic results, closures, non-renewals and separations.
- d. Describe how the contract was negotiated.
- e. Briefly describe the range of services the education service provider or partner will provide for the school. To what extent will the educational management company participate in the management of the school? Please describe all educational and non-educational services to be provided by any educational management company or for-profit entity with which the charter school will contract.
- f. Describe how the governing board will monitor and assess the performance of the management organization.
- g. What are the requirements to terminate the contractual relationship and how would terminating the relationship affect the school's ability to continue its operations?
- h. Describe the reporting and organizational structure of the school in regard to the governing board, school administration and educational management company in relation to the governance and management of the school. Clearly delineate which positions are employees of the [EMO/CMO] and which persons or positions are employees of the charter.
- i. In the Appendix, provide the latest annual report for the educational management company, including audited financial statements, if available.

- j. In the Appendix, provide the educational management contract with all applicable signatures and dates of execution.**
- k. Is the EMO/CMO charging a fee for their services? If yes, this description should include the nature, duration, and cost of service commitments.**
- l. Please submit a list of all owners, directors and officers of the [EMO/CMO].**
- m. Please submit the name, address and telephone number of the legal representative and the accounting firm for the [EMO/CMO].**
- n. In the appendix, provide references from previous schools managed by the [EMO/CMO], including academic success of students by grade and program measured by test scores and external financial audits for each school managed (both those currently opened and those that have closed) within the last three years. If the company has managed schools in the state of Georgia which have closed, the reasons for its closing should be offered. (If the company has a history of closures across the nation, please explain.)**
- o. A description of the [EMO/CMO]'s partnerships with any other charter schools, public schools, or private schools. If applicable, please provide a list of all schools managed or serviced in the last five years (including those no longer in operation). Indicate the location and grade levels served of those schools.**
- p. Is the charter school leasing, lease-purchasing or engaging in any other property or financing relationships with the [EMO/CMO]? If so, please provide the statement in the petition that lease, lease-purchase, or financing transactions will be separately documented and not a part of or incorporated into the [EMO/CMO]-charter school agreement.**

Page(s) Located: 69-71	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> No EMO/CMO will be utilized.			

**23. List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations (excluding those relationships discussed in previous section).**

- a. Contact information for a representative of each business and/or partnership listed should be provided.**
- b. Disclose any potential conflicts of interest within each arrangement or partnership.**
- c. Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.**

Page(s) Located: 71-72; Appendix 8 & 21	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> If approved, please ensure that business partners are not treated as employees in the act of handling student records and files. Partnerships should be created to implement the innovation, and achieve additional financial resources.			

**VI. FINANCIAL OBJECTIVES, PLANS, AND WAIVERS**

**24. State the school's Financial Goals and Measures.**

**a. School financial performance objectives should reflect where the school envisions itself financially at the end of the charter term.**

Page(s) Located: 72-76	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> No apparent response submitted by the Petitioner.			

**b. Objectives should emphasize fiscal health and sustainability.**

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> No apparent response submitted by the Petitioner.			

**c. Describe the school's plans for fiscal management; and specify how the school will manage budgets and expenditures.**

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> No apparent response submitted by the Petitioner.			

**d. Use the spreadsheets provided by GADOE, which list detailed budget information projecting revenues and expenditures for the first five years of the proposed charter term. If any sources of revenue appearing in the spreadsheets are anticipated to come from private sources, documentation of such revenues must be included along with the petition. Include a budget that complies with O.C.G.A § 20-2-171.**

Page(s) Located: 72; Appendix 22	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p><b>Comments:</b> The 5 year budget should actually be for FY17 through FY22. If approved, the first wire to the school will occur on July 31, 2016. The founding board and administration will likely need a loan or other source of revenue to operate before the state and local funds will be received. The budget should be modified to reflect the above suggestions, and the Petitioner should indicate whether the non-profit board has the appropriate funding to operate prior to July 31<sup>st</sup>.</p> <p>The number of students projected in the budget does not match the number of students identified on page 1 of the petition. Also, the Petitioner may want to reconsider the sections that no budget was projected for, i.e., maintenance, food service, textbooks, classroom supplies, instructional equipment, etc.</p> <p>Please list the appendix number in the response.</p>			



- e. Identify the school's Chief Financial Officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles.**

Page(s) Located: 72-73	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The founding board will work with the school principal to recruit, retain, and develop a school- site business operations manager who will act as the organizational CFO upon hire. This person, at a minimum, will have credentials that comply with the guidance from the Georgia State Board of Education Rule 160-4-9-.04 and will begin his work in the planning year on a stipend-basis. Candidates with experience managing the finances of charter schools, in particular, will be given preference. Relationships such as those built with GSU and other support entities have already been formed to ensure the business/operations manager has the training and support necessary to successfully manage the school's finances under the guidance of the school principal and board. Josh Bennett, founding treasurer and finance committee chair, will serve as the interim CFO in the planning year until the business operations manager is hired. Please find his resume in the Appendix at **Exhibit 17**. The CFO must be identified.

- f. Identify the representatives of the school who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds. The DCSD required bond amount is \$1 million.**

Page(s) Located: 73	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Please see the reviewer's comments in 24.e., above.

**25. What specific actions will the school take to achieve the financial performance objectives?**

- a. Describe the financial innovations that will be implemented during the proposed charter term.**

Page(s) Located: 73	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Describe the financial innovations, the District and Board of Education must be able to assess the Petitioner's ability to successfully financially carry out the proposed charter.

- b. Provide a clear explanation of how the innovations will increase financial effectiveness.**

Page(s) Located: 73	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The Petitioner states, "our budget is designed to balance without any charitable contributions or grant funding. This has been achieved through designing an efficient and lean organizational structure. Over the five years of

the initial charter, we are poised for aggressive growth through our partnership with GSU CULTR.” More explaining is needed.

**c. Describe why the innovations are appropriate for this unique school.**

Page(s) Located: 73	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> The Petitioner’s response is well-intentioned, but needs more planning or explanation.			

**26. Fundraising or Other Sources of Income**

**a. Please describe in detail the school’s plans for securing other sources of funding. This plan should demonstrate financial independence from the school district by using state and local funds and a feasible plan to supplement those funds with other funding sources on a yearly basis as required.**

Page(s) Located: 73-74	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> The Petitioner states, “our Governing Board includes several members with deep experience in fundraising and grant writing. Our submitted budget does not rely on grant funding, but it is our intention to pursue grants.” More clarification and planning is required from the Petitioner.			

**b. Describe any planned fundraising efforts and who will lead and coordinate these efforts. Because there is no guarantee that these funds will be awarded, you must describe how your school would remain solvent if you do not receive these funds.**

Page(s) Located: 74-75	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> More clarification and planning is required from the Petitioner.			

**c. Independent private funding sources that have been secured must be evidenced through a letter of intent, commitment letters, and/or loan agreements from the funder may be included as an Appendix item.**

Page(s) Located: 75	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> The Petitioner has not commenced seeking private funding sources.			

**d. If established, provide evidence of your organization’s federal tax-exempt status in the Appendix.**

Page(s) Located: 75	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Reported as forthcoming.			

**27. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines?**

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

Page(s) Located: 75-76	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**VII. STUDENT ADMISSIONS**

**28. How will students be admitted to the charter school?**

- a. **What is the school's attendance zone? Please describe or provide a map which indicates your targeted attendance zone.**

Page(s) Located: 76-79	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** This sub-question was loftily responded to by the Petitioner, and should be simplified to be responsive to the question: What is the attendance zone? Please indicate if a map if locate in the appendices.

The following response is a statement that is slightly confusing and overreaching, and may be taking away from the intended response, "We do not want East Atlanta Charter School to exist geographically within easy reach of McNair Cluster families, while its popularity grows so much that most local children are excluded by the lottery from attending. We especially abhor the idea of becoming a school for a relatively wealthy and mobile population of students who are able to trek across the county to attend, while McNair Cluster children of more modest means are excluded from the closest high-performing school."

The Petitioner states that the school seeks to "vertically integrate with McNair Middle School and McNair High School to ensure that they each have an advanced Language Arts program suitable for EACS students." While the District will ensure collaboration in the charter relationship, the District will continue to implement the appropriate curriculum in these schools, as determined by the central office and school level leaders. These paragraphs on page 78 appear to be extremely superfluous to the question at hand.

- b. **Please state the following enrollment priorities that apply, pursuant to O.C.G.A. § 20-2-2066(a)(1), in the rank order the school will use them. If the school will not utilize any enrollment priorities, please leave this section blank.**
- i. **A sibling of a student enrolled in the start-up charter school**
  - ii. **A sibling of a student enrolled in another local school designated in the charter**
  - iii. **A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school**
  - iv. **Students matriculating from a local school designated in the charter**

Page(s) Located: 77-79	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The following inquiries were provided by the reviewer for sections b through d.

1. The petition does not list a sizable percentage of total enrollment of students as a requirement from the McNair cluster targeting those who qualify for free and reduced lunch.
2. The petition does not list a percentage of the total student enrollment that will be required from the McNair High cluster.
3. The petition does not list percentage of remaining seats which should be available to the at-large DeKalb county residents.
4. Will siblings applying from a local school designated in the charter be offered an enrollment priority?
5. How will parents observe the instructional program (the immersion model) during the open enrollment period?
6. Will you utilize the DCSD School Choice Office to inform parents of the charter school enrollment dates and process?
7. Will the charter school conduct a manual or automated lottery?
8. How will you document the lottery results?
9. How will you communicate the lottery results (selected, active waiting list, inactive waiting list) to the families?
10. Is there a deadline to accept the placement?
11. No enrollment information will be required until after students have been selected in the lottery. How will you verify that the applicant is eligible for the student selection process?
12. The applications does not provided a school heading, contact information, grades served, or the directions on how to submit the application.
13. The petition does not include the procedures required for charter school enrollment/registration.
14. The petition does not provide the forms required for charter school enrollment/registration.
15. The petition does not include the procedures required for withdrawal from the charter school.
16. The petition does not provide the forms required for withdrawal from the charter school.
17. Students who decline an offer of admission may remain on the waiting list in their present position for a period of 12 months from the date of the original offer of admission. Are selected students offered this same option? How? Does this mean the applicant will retain the waiting list status of #5 on the list for 12 months not allowing the remaining students to move forward or ahead of a declining applicant? This should also be addressed in Section 4 Policies and Procedures Enrollment Appendix.
18. The families must be made aware of continued enrollment expectations prior to the lottery.

19. The labeled items in the appendix do not follow the descriptions noted in the petition.
20. Are students at any grade level allowed to enroll throughout the school year if a placement is available?

- c. Describe the rules and procedures that will govern admission and registration. Please include the school's admissions policy for potential students that are equitable, non-discriminatory, and will ensure that the student populations will reflect diversity. Please note that "enrollment priorities", "admission" and "registration" are different concepts. To avoid confusion the GADOE recommends the following:**
- i. "enrollment priorities" describe those students granted priority pursuant to O.C.G.A. § 20-2-2066(a)(1);**
  - ii. "admission" describes pre-lottery processes and forms; and**
  - iii. "registration" describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.**

Page(s) Located: 79-80	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Please see the reviewer's comments in 28.a. and 28.b., above.			

- d. Describe procedures for situations if student applications for admissions exceed available space, including the following:**
- i. The precise manner in which the lottery will be conducted and by whom;**
  - ii. Measures to ensure that the admissions process adheres to legal requirements; and the procedures for wait-listing students who are not included in the first round of lottery offers.**

Page(s) Located: 80	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Please see the reviewer's comments in 28.a. and 28.b., above.			

- e. How will the charter school reach students representative of the racial and socioeconomic diversity in the school system?**

Page(s) Located: 81-82	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

- f. How does the school plan to recruit students and maintain/increase enrollment? Please include an enrollment application in the appendix.**

Page(s) Located: 82; Appendix 25	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Please see the reviewer's comments in 28.a. and 28.b., above.			

**g. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.**

Page(s) Located: 82-83; Appendix 26	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> The Petitioner should be mindful of verbose responses that exceed the scope of the question.			

**VIII. FACILITIES**

**29. Describe the school facility that the charter school proposes to use.**

**a. Is the facility new or existing? Describe the quantity and types of rooms (i.e. classrooms, administrative offices, program specific space (science labs, art workshops, etc.), media center, meeting space, and/or kitchen facility.)**

Page(s) Located: 84-85	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> The Petitioner was not responsive to the question. Is there an MOU or lease for a DCSD facility or other private owned location? Facility sharing between the charter and District-governed schools will not be an option.			
The Petitioner intends to be located in a facility owned by the DeKalb Board of Education, but please be advised that space availability will first be offered to current DCSD charter schools who may be in need of a larger facility or more space.			
The Petitioner should be mindful of verbose responses that exceed the scope of the question.			

**b. Will the facility require renovations? If so, describe the extent of the renovations and source of funding to pay for the renovations. (Building plans must be approved by the DeKalb County School's Facilities department.)**

Page(s) Located: 85-86	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Please see the reviewer's comments in 29.a., above.			

**I. Please include a narrative regarding how the renovations will comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how anticipated completion date for each major phase of renovation.**

Page(s) Located: 86	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Please see the reviewer's comments in 29.a., above.			

**II. Any rehabilitation work necessary for this site to meet building codes applicable to schools must be completed before the start of the school year and must include the following:**

- The scope of the work to be completed and proposed funding mechanism to cover these costs;**

- **The person(s) who will manage the project and their qualifications; and**
- **A project timeline.**

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> No apparent response submitted by the Petitioner.			

**III. If applicable, include written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.**

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> No apparent response submitted by the Petitioner.			

- c. **What is the location of the facility?**
- I. **If the charter intends to lease or contract with a church or other religious organization, please attach the questionnaire, entitled “Building Lease with Religious Organization Form,” regarding this arrangement.**
  - II. **Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).**

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> No apparent response submitted by the Petitioner.			

- d. **How does this facility meet the required space needed for the proposed school? Please indicate if the identified site will accommodate the school through the initial charter term and at full capacity. If the school will not start at full capacity, describe how the school will accommodate growth over an initial five-year term of the school.**

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> No apparent response submitted by the Petitioner.			

- e. **If applicable, schools must submit a School Site Selection Form for Site and Facility Approval for a site or facility not owned by the DeKalb Board of Education. This also includes completion of a “Phase I Environmental Site Assessment.” (Place these items in the Appendix.)**

Page(s) Located: 87	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Petitioner intends to lease a DCSD facility, as available. Please work only through the DCSD Charter Office to facilitate this assertion and desire to lease a DCSD building.			

**30. Does the charter school have an MOU for the facility pending charter and facility approval?**

- a. The MOU should include the total proposed facility cost.
- b. The MOU should set forth any material terms that will be reflected in a lease, such as the lease term.

Page(s) Located: 87	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> See above facility comments. No MOU available at this time.			

**31. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?**

- a. Please note that schools must obtain a CO no later than 45 days before the start of the charter term on July 1. Attach a copy of Certificate of Occupancy. Please provide a Certificate of Occupancy, or a timeline detailing the latest possible date by which the Certificate of Occupancy will be obtained prior to students occupying the proposed facility.

Page(s) Located: 87	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> No facility or MOU at this time, but the Petitioner asserts that this document will be provided if approved. Please be advised that for seven of the sites, a certificate of occupancy (CO) would be in possession of the District. For the Former Sky Haven Elementary, considerable effort and money would be needed by the applicant to obtain a CO.			

**32. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility?**

**Please note that schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.**

- a. Provide the school's emergency/safety plan in the Appendix.
- b. Describe how all local and state policies related to health and safety will be met.

Page(s) Located: 87-88	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> East Atlanta Charter School indicates in the petition that it will submit a School Safe Plan in compliance with OCGA §20-2-1185. The School Safety Plan should be received by the Georgia Emergency Management Agency (GEMA) and to DeKalb County School District no later than 30 days prior to school opening. Please refer to the GEMA-Homeland Security School Safety Unit <i>School Safety Plan Guidance &amp; Reference Packet for School Safety Law</i> for additional guidance.			



**IX. STUDENT DISCIPLINE**

**33. Please state whether or not the school intends to adopt the DeKalb County School District's Student Code of Conduct as the school's discipline policy.**

Page(s) Located: 88-89	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> East Atlanta Charter School indicates in the petition that it will adopt the DeKalb County School District (DCSD) Code of Student Conduct and its discipline policy <b>with further modifications</b> . The entire Code must be adopted without modifications, for DeKalb students enrolled at the charter school.			

**a. Provide the school's student discipline policies and procedures, setting forth student due process procedures for all disciplinary action, not just for the most serious forms of discipline such as out-of-school suspension and expulsion, in a Code of Conduct, as an Appendix item.**

Page(s) Located: 88	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> East Atlanta Charter School indicates in the petition that it will adopt the DeKalb County School District (DCSD) Code of Student Conduct and its discipline policy <b>with further modifications</b> . The entire Code must be adopted without modifications, for DeKalb students enrolled at the charter school.			

**b. Provide a description of how the charter school will meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons.**

Page(s) Located: 88-89	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Petitioner is not responsive to this question.			

**c. If the school intends to require a uniform, the dress code policy should also be included.**

Page(s) Located: 89; Appendix 29	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**X. OTHER INFORMATION**

**34. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school.**

Page(s) Located: 89	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Per petition response to question #28.a, the Petitioner is going to offer transportation within 1.5 miles of the facility. However, this fact would be more appropriately located here. Does the Petitioner plan to contract with the District or a third party vendor?			

**35. State whether the charter school will provide food services (including participation in the National School Lunch Program).**

Page(s) Located: 89-90	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**a. If food services will be provided, please describe this program briefly.**

Page(s) Located: 90	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> East Atlanta Charter School plans to participate in the National School Breakfast & Lunch program through the Ga DOE. They intend to prepare meals onsite. Their plans have not been finalized, meal service is contingent on the kitchen facilities of the school facility where they will be located.			

**b. If food services will not be provided, please indicate your plans for providing for student lunches. This plan should include information on whether the food will be prepared on-site or off-site and the anticipated cost to students and other significant elements of the food service program should be provided.**

Page(s) Located: 90	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Response not needed here, as the school plans to offer food services.			

**36. Provide information on the school's legal representation or counsel.**

Page(s) Located: 90	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**a. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?**

Page(s) Located: 90	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**b. Please confirm whether this organization or individual has reviewed the DCSD charter Petitioner guidelines and petition document to be submitted.**

Page(s) Located: 90	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			

**37. Describe the charter school’s insurance coverage, including the terms and conditions and coverage amounts thereof. Information on insurance coverage and amounts are required in the following areas:**

- a. General Liability**
- b. Errors or Omissions**
- c. Property/Lease Insurance**
- d. Auto Liability**
- e. Worker’s Compensation**
- f. Theft**

**Copies of the school’s insurance policies should be included as an Appendix item. If insurance policies do not exist, please provide the following statement: “Copies of each policy shall be provided to the DCSD Charter School Office prior to the opening of the school.” Please list the date by which evidence of insurance will be submitted.**

Page(s) Located: 90-91; Appendix 30	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** The Petitioner for East Atlanta Charter School appears to have listed all relevant and needed forms of insurance. The petition provides copies of two policies (Property and Employment Practices) and says it will provide copies of all other required polices on or before June 15, 2016.

**38. Additional information that may support the information presented in the narrative section of your petition and helps the reviewer to better assess the proposed charter school may be included in the appendices. DCSD may request additional attachments/appendices as needed. Pages in the appendices should be numbered, labeled, and included in the Table of Contents. Labeled tabs/dividers should separate the appendices. Please attach only materials referenced in your petition, such as budget forms, certificates of incorporation, bylaws, education management company or other third party contracts, facilities, Letter of Intent and/or Memorandum Of Understanding, resumes, and signed conflict of interest forms. Examples of common attachments/appendices are listed below, but are not solely limited to these items.**

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** n/a.

**39. Letter of Assurances**

The law requires your school provide assurances that it will do certain things and comply with certain laws. The DCSD Letter of Assurance Form enumerates these and other mandatory requirements. When you submit this form as part of your charter school application package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by a duly authorized representative of the school. The Letter of Assurance Form is located at the end of this manual. The District reserves the right to add assurances, modify, or individualize this document for a Petitioner, before or after the Board of Education’s approval.

Page(s) Located: Appendix 32	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed.

**Addendum Question 1- Personnel**

Describe a plan for organization and management of faculty, instructional staff, and other employees of the charter school. Please include a copy of the faculty handbook in the Appendix.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Organizational Chart does not include Assistant Principal in year one. Recommendation is to include AP from inception. Please identify who will handle Human Resources, Staffing, Credentials, Insurance/Benefits and Compliance.

**Addendum Question 2- Staff Qualifications, Recruitment and Hiring Practices & Procedures, and Compensation**

a. Describe the school's employment policies and procedures, including the proposed staff qualifications, employee recruitment procedures, hiring practices, and compensation.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Pages 1-4 well-delineated and strategically allocated roles and responsibilities for faculty, staff and administrators; job specifications are too ambiguous. The reviewer inquired about the following:

- Who will monitor, process and ensure compliance with credentialing?
- Are there retirement options for Classified Staff?
- Where is the consistency regarding use of State Salary Schedule and/or DeKalb County School District Salary Schedule?

b. Job descriptions are a required Appendix item.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** See above comments.

c. Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** See above comment.

d. Indicate if substitute teachers will be utilized, for which positions, and at what rate of pay.

Page(s) Located: Addendum Filing	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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**Comments:** Completed.

e. A salary schedule for all certified employees is a required Appendix item.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> See above comment.			

f. For Conversion Charters: How will the charter adhere to current DCSD policies, procedures and standards in all areas regarding the status of district employees to include treatment, qualifications/credentials, placement, compensation, and evaluations?

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> N/A.			

**Addendum Question 3- Certification & High-Qualified Teachers**

If certification by the Georgia Professional Standards Commission (GAPSC) is not required, please provide a description of the training and experience that will DeKalb County School District be required, including how the school will determine whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by No Child Left Behind (NCLB). If the teacher is required to be highly qualified under No Child Left Behind, please describe how the school will ensure the teachers meet the definition of "highly qualified."

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Page 5: The criteria outlined in the addendum does not meet the criteria to assure that 100% of DeKalb teachers and paraprofessionals meet the qualifications to be considered "highly qualified."			

**Addendum Question 4- Background Checks**

Describe the charter school's procedures to ensure compliance with the requirement that all staff members and governance board members are subject to fingerprinting and background checks.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Need more information. (Who, When, and at what stage in the recruiting process, specify vendor). Process indicated will allow individuals to start work and or enter into classrooms before being fully vetted.			

**Addendum Question 5- Employee Evaluation**

Provide the methods of employee evaluations that will be utilized.

Page(s) Located: Addendum Filing	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Please be advised that the District monitors the implementation of the LKES/TKES process at DCSD charter schools, as a portion of this process can impact CCRPI scores for the school and District.			

**Addendum Question 6- State Health Benefit Plan Participation**

State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. § 20-2-880 and O.C.G.A. § 20-2-910.

Page(s) Located: Addendum Filing	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<b>Comments:</b> Completed.			