



**Charter Office
Conversion Charter Renewal Petition Review Results**

Petitioner: Chamblee Charter High School

Petition Formatting Requirements:

Type: Conversion Charter Renewal	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

Additional Petition Requirements Met:

Type: Conversion Charter Renewal	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: In the Executive Summary, the Petitioner proposes two academic innovations: 1) STEAM and 2) Mastery Learning System (“MLS”), and another innovation of “participatory governance,” in which the Petitioner proposes “Faculty, Students, and Parents will have a greater voice...through a tricameral advisory body.”</p> <p>The Petitioner must demonstrate how the Chamblee Charter High School (“CCHS”) Governing Board will be able to implement the proposed innovations of Mastery Learning System, STEAM, and Tri-Cameral Governing Body, in a manner that will improve student growth and achievement. CCHS is a high performing school (awarded and recognized state-wide and nationally) with an excellent reputation for academic success. The Petitioner must demonstrate how the school will utilize the State’s new requirements on “substantive autonomy” for conversion charter schools, in an innovative and unique way that establishes the school’s ability to garner higher academic performance and growth that surpasses current growth and achievement levels for CCHS students, especially those students who are special needs and lower performing.</p>			

I. Charter School/Petitioner Information

1. Including the SBOE application, the petitioner should copy the following form as the first page of their charter petition with the proposed grade levels and ages of students to be served by the charter school.

Page(s) Located: 6	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Take out the language below the “Proposed charter term section,” and			

above the “primary contact” name. Also, pages 7-9, which appear to be the GADOE application cover page, should be removed and placed elsewhere in the binder.

II. Mission Statement & Innovation

2. 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: 10-11	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The petitioner provided the mission statement: “to foster excellence by promoting the intellectual, social, moral and physical growth of every enrolled student.”			

3. 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: 11-18; Appendix 23	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The Petitioner asserted innovations and uniqueness in the areas of Curriculum (STEAM), scheduling (Mastery Learning System), and governance (tri-cameral body).			
<p>The petitioner asserted that the STEAM program at CCHS would be distinct and unique in DCSD. In the past school year, the school received several recognitions by the GADOE for AP STEM classes. Science, Technology, Engineering, and Math (STEM) courses are being established and offered throughout the District. Is STEAM (STEAM with an added Arts component) truly innovative? What is the Petitioner’s rationale for implementing a STEAM curriculum? (See comments in Question 5).</p> <p>The Petitioner’s proposal to implement the Mastery Learning System would require a great deal of management of student placement based on student mastery of any specific subject. This raises questions of how classes would be restructured and how students would be selected when dealing with multiple content areas that are competing for the same learning time of the student. The District is concerned that MLS will undermine and harm the student achievement already garnered under the current success at CCHS. The Petitioner must demonstrate how the Mastery Learning System will garner higher academic achievement for CCHS students. What community or business partnerships has the Petitioner engaged in to implement MLS at the school?</p>			

III. DESCRIPTION OF THE EDUCATIONAL PROGRAM

4. Describe the focus of the curriculum.

Page(s) Located: 18-23	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. The focus of the curriculum is STEAM.			

5. Provide a description of the curriculum and how it will be implemented, including the standards, skills, and content to be covered in each grade the school will serve and must be aligned with the Georgia Performance Standards (GPS) so that applicants assure coverage of each standard area topic. Identify materials/programs that the school plans to purchase to support the stated curriculum. This statement should discuss the focus of the curriculum and any distinctive or unique instructional methods to be used that are research-based and standards driven.

Page(s) Located: 18-23	<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 has not provided detailed information, responsive to the question, regarding the implementation of the curriculum.

While there is no “STEAM” curriculum in the District, the District has begun implementing and certifying schools in STEM. Additionally, a STEAM curriculum has to be created by the Petitioner, as none exist, and there is no substantial evidence of this curriculum in the petition. Sub-Department experts in the District’s Curriculum & Instruction Department accept STEM/STEAM as an innovative philosophy of teaching, in which STEAM is a variant of STEM, with the added arts component. The STEM/STEAM program allows for project-based learning, and problem solving. The additional arts component is merely an added value to STEM, but the true test is whether the school can become “STEM certified,” as there is no “STEAM” certification. A school’s certification is demonstrated by community and business partnerships in the identified STEM industries, and student participation in project-based learning, before the certification is approved. The certification process is lengthy, taking upwards of 3 years, and the District is already in the process of having schools, like Chamblee, STEM certified. This comment is also responsive to the comment section for Questions 9, 10, 41, and 58, regarding school partnerships. Specifically, in question 58, where the Petitioner has not identified any business partnerships, which are critical to STEM/STEAM certifications.

6. 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: 24-28	<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: non-responsive; no appendix

7. 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: 28	<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: 25:1 will be the class size ratio. Please be advised that all federal requirements for comparability must be adhered to.

All schools must maintain "Title I Comparability." The Petitioner should address how CCHS will remain compliant with the NLCB requirement. (See <http://febp.newamerica.net/background-analysis/no-child-left-behind-act-title-icomparabilityrequirement.>)

8. 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: 28-29	<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: Petitioner states "CCHS provides gifted services by placing gifted certified teachers in mixed ability classrooms as well as in classrooms containing only gifted students. All students are eligible to be identified as Gifted including ELL and Exceptional Education students, economically disadvantaged, and minority students."

9. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered.

Page(s) Located: 29-30; Appendix 16	<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, but Appendix number is 16, not 15. *See Question 6 comment.*

10. 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: 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: Completed. *See Question 6 comment.*

11. Describe all course offerings and credits/units that will satisfy the high school graduation requirements. The completion credentials to be awarded must also be described.

Page(s) Located: 30; Appendix 23	<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: Petition identifies compliance with SBOE Rule 160-4-2-.48. This rule outlines the credits to be attained for high school graduation. Additionally, the petition outlines a STEAM pathway, in which students will exceed basic requirements upon completion. The petition is suggesting that an additional seal be affixed to the diploma of students completing the pathway (which will need to be agreed upon by the school

district). See Question 6 comment.

In Appendix 23, the Petitioner has proposed the removal the 9th grade physical education requirement. While this may be waived, it may impact a student’s credits for graduation, should the student transfer to another DCSD school.

IV. STATE AND FEDERALLY MANDATED SERVICES

12. Describe methods, strategies and/or programs for meeting the needs of students with special needs and disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.

Page(s) Located: 30-33	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: What is meant by utilizing different staffing structures to serve SWDs? Are there any planned or potential changes to the continuum of services currently offered? What types of assessments would be replaced? Would this affect District coordination for more intensive support structures? The Petitioner must project results of higher academic performance for students with disabilities, especially in relation to the STEAM and Mastery Learning System model.</p> <p>“Students with special needs will continue to come from the CCHS attendance area as well as be eligible to be selected through CCHS charter school lottery, when it is deemed an appropriate placement by the a committee of CCHS affiliated special education specialists lead by the CCHS LTSE.” [Please note the typo, located on page 32]</p> <ul style="list-style-type: none"> At what point would this deliberation occur? After being chosen by the lottery? Before being eligible to submit for the lottery? How could a group of instructors from CCHS make a placement decision outside of an officially convened IEP meeting? This needs to be revised. If a parent of a SWD/IEP wishes to enroll in CCHS, a CCHS representative along with an LEA representative(s) needs to attend the student’s IEP team meeting, and a consensus must be reached before making any placement decisions. 			

13. For English Language Learners, describe how the charter school will provide state and federally mandated services.

Page(s) Located: 33-34	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Completed.</p>			

14. Include a provision in the petition stating that the charter school will comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA.

Page(s) Located:34-35	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: “Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies including the</p>			

Code of Student Conduct.”

- Here, the Petitioner states that the DCSD Code of Student Conduct will be utilized for § 504 Students, and on p. 51 that the school will use the DCSD Code of Conduct generally, but in your Governance/Autonomy matrix, the Petitioner states that the school will retain complete control to create the Code of Conduct and behavior policies. Please revise governance/autonomy matrix to include shared responsibility for §504 and all other federally mandated student programs as it is reflected in your petition, p. 35, and thereabout.
- Additionally, this petition answer is responsive to Question 25. The petitioner should move this portion of the response in Question 14 to this Question 25.

15. 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: 35-36	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

16. 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: 36-37	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

V. PERFORMANCE-BASED GOALS AND OBJECTIVES

17. Please list and describe in detail specific performance-based goals and measurable objectives related to state and federal assessment standards.

Page(s) Located: 37-44	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: P. 42- Organizational Goal #3 “The Governing Board shall exercise autonomy with regard to budget, personnel, and curriculum.” This goal is not measurable as written and is overly vague. P. 44- Organizational Goal #6, Measure 2 is not measurable. “Actual and proposed budgets for each school year will demonstrate effective allocation of resources.” The petitioner must demonstrate how these goals will result in higher performance for the school. What will be different from current operations or procedures?			

VI. Description of Assessment Methods

18. Student Performance Data, Measures of Student Improvement, Monitoring, and Assessment Calendar

- What assessments will the School administer to obtain student performance data for each student?
- Describe how the school will obtain baseline achievement data.
- Describe how the school will benchmark student growth.
- Describe plans to formally and informally assess student performance in the core academic areas.
- Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.
- Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.
- Provide a statement that the charter school will administer all state assessments in accordance with the DCSD testing calendar.
- Charter schools, at their own expense, may implement additional assessments. If students will participate in charter initiated assessment programs, please describe these programs in detail.

Page(s) Located:44-46	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Sub-questions a-h should be individually answered so that the reviewer can ascertain that all components have been answered.			
"CCHS will take intentional action to comply with accountability and assessment provisions of O. G. C. A. § 20-14-30 through § 20-14-41," needs to be revised to take out the hedging language, basically, it should say that CCHS will comply.			

19. Required Accountability Provisions and Assessment Guidelines

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

Page(s) Located:46-47	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed, but please revise governance/autonomy chart to include shared responsibility on testing/assessment compliance.			

VII. Description of School Operations

20. Please describe or provide a map which indicates your targeted attendance zone.

Page(s) Located: 47; Appendix 3	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed, but the wording should technically be that the charter attendance zone includes all of the DeKalb County School District attendance zones, as			

other school district(s) operate within DeKalb County.

21. School Calendar & Schedule

- a. **Attach the charter school’s proposed annual calendar and a draft of the charter school’s daily school schedule.**
- b. **Provide a statement that the charter school may not open except at the beginning of each school year. The petition may provide that the charter school may start out the school year at an earlier or later date than other public schools in the DeKalb County School System. However, the charter school’s school year must begin no more than two weeks before or two weeks after the beginning of the DeKalb County School District’s school year.**

Page(s) Located: 47; Appendix 5	<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 Appendix 5, the Petitioner includes “mini-meets” in the school bell schedule, during the lunch period. On page 36, the Petitioner discusses a “lunch seminar time.” Are these the same concept? If so, then this will meet requirement. If not, please expound on the mini meet in the petition.

22. Admissions, Enrollment and Withdrawal

- a. **Please include an enrollment application in the appendix.**
- b. **Describe application and enrollment periods and procedures.**
- c. **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**
 - iii. **The procedures for wait-listing students who are not included in the first round of lottery offers.**
- d. **Describe the procedures for student withdrawal or transfer.**
- e. **Please include the school’s admissions policy for potential students that is equitable, non-discriminatory, and will ensure that the student populations will reflect community demographics.**

Page(s) Located: 47-50; Appendix 2	<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 Petitioner states “CCHS will decide in the first year of the Charter whether to relieve DCSD of the responsibility for handling the CCHS Charter admissions process.” A DCSD and drafted CCHS application are included in Appendix 2.

The reviewer had the following points or inquiries regarding the proposed application and enrollment/registration process:

- The Chamblee Charter High School and DCSD application and selection procedures for the 2015 – 2016 school year are conflicting.
- If parents apply by the deadline, why are applicants placed on a waiting list based on the date/time stamped on the application rather than a random selection process?
- Please review the Student Registration and Household Forms required to support student registration at <http://www.dekalb.k12.ga.us/registration>.
- The Petitioner should have an “Intent to Enroll” form.
- Why is proof of residency not required for children of employees, especially in the

case of students who reside outside of the county (which Charter School Act of 1998 limits by having two local boards of education agree upon the student's attendance in the non-residency school, because funding flow for the student is impacted.)

- What process will parents follow to withdraw students from the school?

The school's Magnet Program and Charter Program currently have different guidelines and procedures for student admission, enrollment, and withdrawal. Will CCHS Magnet Program students, currently enrolled in a program implemented and managed by the DCSD, follow the Charter School admission, enrollment, and withdrawal procedures?

The GADOE Charter Office Program Director has provided guidance, via an email dated September 19, 2014, regarding the Charter & Magnet Programs at CCHS, as follows:

“Over the past four years, people at the high school have assured the Department that the school is in compliance with both federal and state laws and regulations because either (1) there were two schools -- magnet and charter -- simply collocated in the same building, and admission to both the charter school and the magnet school was totally separate and done only according to federal and state laws and regulations that governed each, or (2) there was only a charter school in the building, and that it had a magnet program that students that had been legally admitted into the charter school could then compete to enter. Either of those options will suffice.”

If the Petitioner and District were to exercise the first option above, the District would continue to operate the Magnet Program independent of the Charter School, at the CCHS location. If the Petitioner and District exercised the second option above, it is without question that this practice would reduce the number of students eligible to enroll in the CCHS Magnet Program, thereby harming the success of the program and the school's academic performance itself.

Additionally, the Petitioner has proposed for the District to continue the operation of the Magnet program of the school, which was created and is currently operated by the District. However, this assertion must be closely scrutinized in relation to the level of substantial autonomy now required by conversion charter schools, if approved. Throughout the petition, the Petitioner has requested a high level of decision-making authority in governance, personnel decisions, finance decisions, curriculum and instruction, class sizes, operations, etc. The District believes that the level of substantive autonomy now required by conversion charter schools will negatively impact the success of the thriving Magnet Program at CCHS, which is an award-winning program of the school and District.

Moreover, the District realizes that the school is an educational oasis for many of the District's brightest and most talented students. Of the 1262 students currently enrolled in the school, there are 588 seats available in the Magnet program. Over 75% of the CCHS Magnet student population resides outside of the of CCHS attendance zone. With option 1 and these numbers in mind, the Petitioner should justify why control over personnel, curriculum and instruction, and finance, in the conversion charter model is necessary, if the Magnet program is to be operated separately from the conversion charter school. How will the substantial autonomy sought be effective for the smaller population of non-magnet, charter school students?

Also see the attached letter, dated August 21, 2014, to the Petitioner, regarding the District's concerns with the magnet and charter program at Chamblee Charter High School, and the Georgia DOE's guidance, dated September 19, 2014, in which the GADOE Charter Office advised:

The comment on page 50, "a student who is suspended or expelled from CCHS as a result of disciplinary action, may enroll in another public school within the local system if, following the DCSD policy, the student would not otherwise been suspended or expelled," may need correction or further clarification, as the school should adopt the DCSD Student Code of Conduct (Please see the comment in Question 24). DeKalb students may not be expelled from a charter school and returned to a DCSD traditional school, without going through the proper appeal protocols and/or notification with the DCSD Student Relations Department.

23. Provide an outreach plan, including strategies for publicizing and recruiting prospective students that is equitable, nondiscriminatory, and will help ensure that the student population will reflect the demographics of the community you intend to serve.

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The reviewer had the following inquiries regarding the response: How will you continue to share this program through the DCSD School Choice Office? What will you do as a local school to allow parents to tour and attend information sessions at Chamblee Charter High School? How will the Petitioner engage parents and community members in the recruitment process?</p>			

24. General Provisions Regarding Student Discipline

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

Page(s) Located: 51-52; Appendix 16	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: As a current conversion charter school, Chamblee Charter High School currently uses the DeKalb County School District (DCSD) <i>Student Code of Conduct</i> and its discipline policy. Chamblee Charter High School reports daily attendance and discipline incidents to the DeKalb County School District using the standard, approved methods of reporting and data collection.</p>			

25. 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:52	<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.

26. 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: 52-54	<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: Typo on page 52 (two periods); The reviewer of this question asks that the petitioner better define the employee/ parent grievance process, with information such as:

- Define the complaint, hearing, appeal process, and/or disciplinary jurisdiction
- Provide the chain of communication for complainants who want to appeal a decision made; and reasons for that decision

The District recommends against the Petitioner's statement that anonymous complaints will not be addressed.

27. 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: 58; Appendix 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.

28. Staff Qualifications, Recruitment and Hiring Practices & Procedures, and Compensation

- Describe the school's employment policies and procedures, including the proposed staff qualifications, employee recruitment procedures, hiring practices, and compensation.**
- Job descriptions are a required Appendix item.**
- Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.**
- Indicate if substitute teachers will be utilized, for which positions, and at what rate of pay.**
- A salary schedule for all certified employees is a required Appendix item.**
- 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: 56-62; Appendix 15 & 18	<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 Petitioner has proposed to assume substantial autonomy in all human resource and personnel decisions. The Petitioner has stated its intention to post a job advertisement for school leadership positions, including the principal position. The District currently has a high-performing Principal assigned to this conversion charter school. The Petitioner has however, proposed for the CCHS Governing Board to begin a

leadership search without any justification for this action. District records indicate that Chamblee Charter High School is a high performing school recognized in the state and nation. Moreover, this success was accomplished under the leadership and management of the DeKalb County School District and Principal Rochelle Lowery, in partnership with student, parents and community stakeholders. The Petitioner must demonstrate how the proposed Governing Board’s hiring of a new principal, with substantive autonomy over the hiring and employment decisions of all CCHS staff, assures academic success of the school, in a manner that maintains and exceeds the current level of success experienced by the school under the management of District leadership.

The Petitioner’s assertions in Question 28 are not reflective of the DCSD Conversion Charter Freedom and Flexibility established by the District, in relation to autonomy (please see chart at the end of this review).

29. If certification by the Georgia Professional Standards Commission (GAPSC) is not required, please provide a description of the training and experience that will 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: 60	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed, but the Petitioner must demonstrate how hiring non-certified teachers to educate CCHS students, will contribute to the school’s academic achievement and student growth, especially regarding lower-performing students.			

30. 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: 63	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Fingerprinting and criminal record checks should be required of all CCHS employees and CCHS Governing Board members, before service/employment commences, not on a provisional basis “until the results...are obtained.” The process described seems to indicate that individuals will be allowed to start work and/or enter into classrooms before being fully vetted. Also, who will be conducting the school’s background checks?			

31. Provide the methods of employee evaluations that will be utilized.

Page(s) Located: 63	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: “CCHS employees have the right to follow the grievance procedures, and pursue a due process hearing with the CCHS Governing Board.” Under Title 20, an unsatisfactory evaluation does not create an action for a complaint or hearing. While the charter school may waive this law, it is advised against doing so.			

32. 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: 63	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

33. 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: 63-64	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petitioner proposes to “contract” with the District for transportation, and/or find other transportation services. Transportation will only be provided to students living in the “primary attendance zone,” and “the decision to provide transportation for magnet program students will be left to DCSD.”</p> <p>The reviewer reported that contracted transportation costs have not been established with DCSD Fleet Services. DCSD may not have the resources to provide transportation services outside of the current tier structure.</p> <p>Will equity and access to the school be undermined by the Petitioner’s assertion?</p>			

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

- a. If food services will be provided, please describe this program briefly.
- 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: 64	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

VIII. FACILITIES

35. Location of New or Existing Facilities and Building Modifications

- a. Describe the school facilities to be used and their location(s). Please state whether the building is new or existing.
- b. How does this facility meet the required space needed for the proposed school?
- c. 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.)

- d. Describe any pending modifications necessary for utilizing the space for educational purposes. (Building plans must be approved by the DeKalb County School's Facilities department.)
- e. For any proposed facility owned, operated, or to be leased from a religious entity, include evidence of how there would be clear separation of church and state for the operation of a public school.
- f. Description of any rehabilitation work necessary.

Page(s) Located: 64-65	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Typo page 64 (1st paragraph- missing period and sentence structure) Because of the level of autonomy sought by the petitioner, DCSD may wish to enter into a lease agreement (a no-fee agreement in accordance with Charter Schools Act) to govern the use of the facility by this separate legal entity. Facilities should be included on governance/autonomy matrix.</p> <p>Additionally, the District has recently invested \$100 million dollars of taxpayer money to build the new Chamblee Charter High School. This building utilized taxpayer funds from all DeKalb County residents, and should remain an asset in the trust of the general public, for the well-being of all students and DeKalb communities.</p>			

36. 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: 65	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Completed.</p>			

37. 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: 65	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Completed.</p>			

38. 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: 65	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Completed.</p>			

39. Safety and Health Requirements

- a. Provide a statement acknowledging that as an independent charter school, the charter school must develop and submit a school safety plan in

compliance with OCGA §20-2-1185, Safe School Plan, to the Georgia Emergency Management Agency (GEMA) and the District, for approval, by a specified date.

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

Page(s) Located: 65-66; Appendix 22	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. As a current conversion charter school, Chamblee Charter High School has developed and submitted a school safety plan in compliance with OCGA §20-2-1185, School Safety Plans, to the Georgia Emergency Management Agency (GEMA) and to DeKalb County School District no later than 30 days prior to school opening.			

IX. Parent and Community Involvement

40. Describe how parents, community members, and other interested parties contributed to the development of the petition and how they will be involved in the school.

Page(s) Located: 66-68; Appendix 10	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: It is apparent to the District and Charter Petition Review Committee that during the petition writing process, no collaborative effort existed between the Petitioner and the school's current leadership. The District believes that this is contrary to the creation of a conversion charter school petition. This unilateral effort is also inconsistent with the school's asserted innovation of a tri-cameral governing body.			
The response speaks more to the methodology of the parent survey conducted in 2012. Describe, in more detail, how parents, community members, and other interested parties <u>contributed</u> to the development of the petition. How will these stakeholders be involved in the school? Additionally, please explain or clarify why the Petitioner exaggerated to the community, through various media messages found in Appendix 10, about what would happen to Chamblee Charter High School if the Charter was not renewed. Further, please explain why the school only had "300 charter students enrolled," when every student enrolled in the school must be considered a charter student. See Appendix 10, "Sample Notices to CCHS Stakeholders about the Charter Petition," page 3 of 7 as an example.			

41. Continuing Involvement of Parents and the Community

- a. Community and parental involvement are keys to charter school success. 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.**
- b. 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.**

- c. Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.
- d. 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: 68-72	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

X. DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

42. Describe the school’s plans for fiscal management; and specify how the school will manage budgets and expenditures.

Page(s) Located: 73-75	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: In light of the new SBOE requirements, the Petitioner has proposed substantive autonomy in fiscal affairs, independent of the District, including financial policies and standard operating procedures. CCHS would need to align itself with the District’s finance policies and procedures, to ensure efficient and effective use of public funds. The CCHS Board may however seek substantive autonomy over funding received from private sources.</p> <p>The following comment is inconsistent with statements in the governance autonomy matrix: “To this end, the CCHS will comply with DCSD requirements for financial reports, including but not limited to a monthly budget status report, monthly cash reports, and quarterly statements. Further, CCHS understands that it is subject to the DCSD’s Internal Audit Department.”</p>			

43. Please 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: 75-76; Appendix 4	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Revenue estimates do not appear to be conservative. The Petitioner projected an annual \$12 million dollar budget. The school’s site-based budget for this conversion charter school is approximately \$6.7 million for FY2015. Additional, non-site based school appropriations for CCHS are budgeted by the District for the benefit of the school, in an approximate amount of \$3+ million for FY2015, including but not limited to Maintenance & Operation, transportation, etc. The Petitioner must demonstrate how the requested funds will be invested or appropriated in a way that will increase the academic achievement and growth of CCHS students.</p> <p>The Petitioner’s proposed budget appears to suggest that the school will receive direct, 97% per-pupil funding, minus the 3% management fee, as though it is a start-up charter</p>			

school. The Charter School Act of 1998 does not require funding to a conversion charter school in this manner. Resources will flow to CCHS based on the state's QBE allotment sheet to the District, and the school will be treated no less favorably than other traditional public schools.

44. 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: 76	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The petition described a CFO, but did not identify him/her.			

45. Student Recruitment

- a. Provide a description of the method used to recruit the number of anticipated students at the school and a statement setting forth the school's plan for maintaining and/or increasing attendance.
- b. Describe the manner in which the school's enrollment count will be determined for the purposes of calculating charter school funding, pursuant to O.C.G.A. § 20-2-2068.1 (c) or O.C.G.A. § 20-2-2090 (d), as appropriate.

Page(s) Located: 76	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: Section b of question 45 was not answered. Also see the comment in Question 43.			

46. Provide a statement stating that the petitioner acknowledges that, if approved by both the DeKalb and State Board of Education, the charter school will begin to receive state and local funding from the DeKalb County School District on July 31st of the academic year the school begins operations.

Page(s) Located: 76	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: The petition does not state July 31 st .			

47. 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: 76-77; Appendix 8	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

48. Other Sources of Funding, Grants, and Fundraising

- 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.

- 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.
- 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. This may be included as an Appendix item.
- d. If any, provide evidence of your organization's federal tax-exempt status in the Appendix.

Page(s) Located: 77	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed; Does the school have evidence of the organization's tax-exempt status?			

XI. Description of Governance Structure

49. Please disclose how the school will be governed by stating whether the school will utilize a governing board or a local school council as provided for in O.C.G.A. § 20-2-85.

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)
Comments: The Petitioner's assertions in Question 49 are not reflective of the DCSD Conversion Charter Flexibility and Freedom established by the District, in relation to autonomy (please see chart at the end of this review).			

50. Please state that the governing board shall be subject to the control and management of the local board and subject to the provisions of O.C.G.A. §§ 50-14-1 et seq. and 50-18-70 et seq.

Page(s) Located: 78	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

51. Governing Board Roles, Functions and Composition

Describe in detail the following:

- The governing board's function, duties, and composition (the minimum number of board members required by DCSD is five).
- How will the governing board's role uphold the school's mission and vision? Please provide specific examples.
- How will the governing board evaluate the principal's performance? This should include the assessment tool that will be used to determine effectiveness.
- How will the governing board ensure effective organizational planning and financial stability? Please provide specific examples.
- How and when will governing board members be selected?
- How long will each governing board member serve?

- How will the governing board ensure that current and future members avoid conflicts of interests?
- How will governing board members be trained? How often?
- How will governing board members be removed from office, if necessary?
- Provide a brief plan for continuous governance training, recruitment and retention of high quality governing board members.
- Briefly explain the recruitment plan of new members if vacancies occur.

Page(s) Located: 79-81; appendix 12	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Typo- "Governing Board Conflict of Interest From" p.81; Change the word "from" to "form."			

52. Parent and Community Involvement on the Governing Board

- How will parents, community members, or other interested parties be involved in the charter school's governing board?
- How will the school promote parental and staff involvement in school governance?
- How will the school communicate with students' families?

Page(s) Located: 81-82	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: "CCHS does not anticipate that parents or guardians will serve while their children are attending CCHS unless there is a compelling reason for serving during that time." Parent representation should be encouraged on the Governing Board.			

53. 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: 82; Appendix 6	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

54. 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.)

Page(s) Located: 82; Appendix 12	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: By-laws: p. 10: Section 6.05 Interpretation of Charter. Whenever any provision of these Bylaws is in conflict with the provisions of the Charter, the provisions of these Bylaws control." This should be revised to state that the charter contract always controls.			
By-laws: p. 10: Section 7.01 Indemnification. What if your directors are found guilty of breaching duty of loyalty or other fiduciary duties? This language should change from "shall" to "may," or add a clause about cases of guilt mitigating the requirement to indemnify.			

The Bylaws also repeatedly refer to a “President,” instead of the “Chair.” Please clarify in the document.

55. Provide the complete and signed conflict of interest form for each proposed founding board member, located on the following page. This form must be included in the petition appendices and completed by each founding and/or governing board member.

Page(s) Located: 82-83; Appendix 8	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Make sure the board members have initialed page 2 of the “Conflict of Interest Form,” and not checked off.			

56. 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: 83-84; Appendix 14	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

57. Grievances and Conflict Resolution Between Parties

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

Page(s) Located: 84-86	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The grievance process should be outlined in the petition for actual review. Also, the Petitioner may want to consider appeal to the DeKalb Board of Education, the local authorizer, first, before appealing to the SBOE. Also informal resolution actions should be implemented.			

58. Business Arrangements or Partnerships with Existing Schools, Educational Programs, or Non-Profit Entities

- List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations.
- Contact information for a representative of each business and/or partnership listed should be provided.
- Disclose any potential conflicts of interest within each arrangement or partnership.
- Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.

Page(s) Located: 86	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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	Requirement(s)		Requirement(s)
Comments: No business partnerships listed and/or identified.			

59. Is the school utilizing the services of a charter management organization or educational management organization? If yes, please answer subquestions a-n.

Page(s) Located: 86-87	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

XII. Other Additional DCSD Requirements and Required Appendices/Attachments

60. Legal Counsel

- a. Provide information on the school’s legal representation or counsel.
- b. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?
- c. Please confirm whether this organization or individual has reviewed the DCSD charter petitioner guidelines and petition document to be submitted.

Page(s) Located: 87	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. However, the Petitioner stated that an attorney, who sits on the forming Board, provided a superficial read of the Petition, rather than the Petitioner’s retained counsel.			

61. Describe the charter school’s insurance coverage, including the terms and conditions and coverage amounts thereof.

Page(s) Located: 87; appendix 17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The District’s Risk Management Department has concerns with the Petitioner’s insurance plans, as follows: How has the school obtained initial quotes on the liability and workers' compensation insurance and will the insurance carrier agree to hold the District harmless? With the liability policy, will the school purchase insurance that covers premise liability and auto liability; will it cover property damage or theft?			

62. Required Appendices and Statements in the Appendices and Any Other Relevant Materials; Additional information that may support the information presented in the narrative section of the petition and helps the reviewer to better assess the proposed charter school may be included in the appendices. Pages in the appendices should be numbered, labeled, and included in the Table of Contents. Labeled tabs/dividers should separate the appendices.

Page(s) Located: 88	<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.

63. DCSD Assurances and Required Statements; Charter School Petitioners are required to copy the assurance statements, as written, and insert into the charter petition as the last pages of the main section of the charter petition.

Page(s) Located: 88-96	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			

Other Comments:

As of November 6, 2014, the State Board of Education approved new and updated rules and guidelines for conversion charter schools, giving more local boards of education authority to grant these conversion charters with substantive autonomy in the areas of personnel and financial decisions, under certain circumstances. As such, the Petitioner proposed for the DeKalb Board of Education to approve this potential level of authority, as found throughout the petition submitted to the District on October 15, 2014. It should be remembered that the historical goal of the charter movement has been to improve academic achievement and student growth.

In the case of Chamblee Charter High School, academic achievement, student growth, and performance are not in question. In fact, the school is nationally, state, and locally recognized and heralded as a blue-ribbon, high achievement school. Students from all over DeKalb County vie annually for a seat in this illustrious school and/or the Magnet program. Based on this knowledge, the District believes that the Petitioner is proposing to make substantial changes to a school and/or program(s) that the District has grown over the past thirty years and is proven to be effective and successful. The Petitioner has not substantially demonstrated that the school's proposed innovations can exceed the level of performance that currently exists at the school. Moreover, the District must carefully consider risking the success of a healthy and productive school for the sake of substantially increased autonomy without ample justification. Lastly, the District recently invested \$100 million of taxpayer funds to build the new Chamblee Charter High School, which should remain in the trust of the entire DeKalb County community.

The Petitioner has not presented a compelling reason why the District should support the approval of the renewal of the conversion charter, nor has the Petitioner demonstrated that the proposed innovations would greatly impact student achievement in a manner that would exceed current levels of performance and growth. It is the District's duty to continue to promote and grow its high performing schools, including Chamblee Charter High School.

DCSD Conversion Charter Schools Freedom & Flexibility

This chart has been updated from when it was last given to the Petitioner in mid-May 2014. The changes were made as part of the District's effort to align with the new SBOE rules.

People	Instruction	Finance	School Improvement
<ol style="list-style-type: none"> 1. Determine the positions necessary to staff the school consistent with DCSD procedure and policy 2. Determine the training required for each position 3. Determine who provides the required training 4. Determine the number of faculty & staff positions to be filled 5. Determine which individuals will be hired to fill each position 6. Selection of the principal or school leader 7. Determine the hours faculty & staff report to work, in alignment with District procedure and/or other matters such as health safety and welfare of students or transportation 8. Create the master schedule of classes, and assign classes to faculty 9. Adopt the District's staff handbook 10. Provide recommendations to the District regarding retention, promotion, or termination of faculty & staff members 	<ol style="list-style-type: none"> 1. Selection of a curriculum and accompanying instructional materials 2. Determine which classes, courses, and programs are offered 3. Choose additional textbooks and instructional materials to support the school's innovation and uniqueness 4. Enhance the curriculum as needed to improve student achievement to support the school's innovation and uniqueness 5. Set additional graduation requirements 6. Set seat time requirements 7. Set student technology and other skill requirements 8. Create Career Pathways curricula 9. Ensure adequate professional development to prepare faculty for new curricula 10. Choose instructional delivery models 11. Modify pacing charts 12. Set length of each class within daily schedule 13. Set daily/weekly class schedule 14. Set up after school programs 15. Set up Saturday programs 16. Set enrichment period & advisory period 17. Set field trip schedule 18. Set staff-to-student ratios for non-class times (e.g. lunch, recess, specials, transitions) 19. Choose assessments to monitor growth during the school year 20. Set grading criteria and procedures consistent with the District's grade scale 21. Set student behavior expectations and procedures consistent with the DCSD Student Code of Conduct 22. Adopt a student behavior program 23. Adopt a dress code 24. Adopt parental involvement requirements 	<ol style="list-style-type: none"> 1. Set budget priorities with per pupil funds received 2. Set resource allocations, including establishing the number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs. 3. Incorporate parental involvement in the school's budget decisions 4. Raise additional funds through fundraising efforts 5. Maintain a reserve fund with fundraising monies 6. Determine how to use staff development funds 7. Determine how school nutrition is provided 8. Seek school partnerships as needed for school growth 	<ol style="list-style-type: none"> 1. Establishment and monitoring of the achievement of school improvement goals 2. Approval of the school improvement plan and oversight of its implementation 3. Oversight of operations that are consistent with school improvement goals