



CHARTER PETITION  
FOR  
THE GLOBE ACADEMY  
A DUAL-LANGUAGE IMMERSION CHARTER  
SCHOOL

SUBMITTED TO THE DEKALB COUNTY SCHOOL  
DISTRICT

MAY 15, 2012  
(Revised: July 2, 2012)  
(2013-2014 ACADEMIC YEAR)

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**I. CHARTER SCHOOL/PETITIONER INFORMATION**

*THE FOLLOWING PETITION IS FOR THE GLOBE ACADEMY, A K-8 DUAL-LANGUAGE IMMERSION CHARTER SCHOOL PROPOSING TO OPEN IN THE DEKALB COUNTY SCHOOL DISTRICT IN THE 2013-2014 ACADEMIC YEAR. THE CONTACT INFORMATION FOR OUR SCHOOL IS AS FOLLOWS:*

Entity: The GLOBE Academy, Inc. ( a GA 501c3 non-profit organization) (The GLOBE Academy has received notification of its 501c3 approval and is awaiting the verification letter in the mail).

Name of School: The GLOBE Academy

Proposed School Address: 2225 Heritage Drive NE, Atlanta, GA 30345 for years 1 – 3

Contact Person: Brandi B. Kenner

Contact Address: 3377 Sable Run Road, Atlanta, GA 30349

Contact Phone: (404) 867-6183

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*QUESTION 1: PROPOSED GRADE LEVELS AND AGES OF STUDENTS TO BE SERVED*

The GLOBE Academy proposes to serve students in grades K-8. During the first charter term we propose to serve students in grades K-7 as follows:

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
Year 1	110	110	88	88						396
Year 2	88	110	110	88	88					484
Year 3	88	88	110	110	88	88				572
Year 4	88	88	88	110	110	88	88			660
Year 5	88	88	88	88	110	110	88	88		748

*\*It should be noted that although The GLOBE Academy is proposing a K-8 school, the founders plan to apply for a high school upon successfully opening and operating the K-8 school. This will allow students to maintain their language fluency until graduating and attending college or seeking employment opportunities. A K-12 language immersion model is most preferred by the Center for Applied Linguistics, as discussed in Section III of this application.*

*QUESTION 2: PROPOSED DURATION OF THE CHARTER*

The requested duration of the initial charter term for the GLOBE Academy is five years.

## II. STATEMENT OF INTENT

### *QUESTIONS 3 AND 4: SCHOOL'S MISSION AND INNOVATIVENESS OF IDEA*

The GLOBE Academy is pleased to submit a charter application to the DeKalb County School District. The GLOBE Academy proposes an opening for the 2013-2014 academic year, serving students in grades K-3 in year 1 and eventually growing to grade 8, with an initial five-year charter term through grade 7. Our vision and mission are reflective of the broad ideals and specific objectives that we have set forth in pursuing this charter:

**Vision:** To develop globally minded citizens who have the knowledge, skills and attitudes to affect positive change in our world.

**Mission:** To foster Global Learning Opportunities through Balanced Education (GLOBE) for children of all backgrounds through a challenging and engaging world class language immersion education. GLOBE Academy students will demonstrate advanced critical thinking skills through:

- global competency and understanding
- advanced second language fluency
- academic performance equal to students in the highest performing schools in the world
- positive impact in the community

Our mission is closely aligned to the mission of the DeKalb County School System: *“to form a collaborative effort between home and school that maximizes students' social and academic potential preparing them to compete in a global society.”*

Learning a second language is a rigorous endeavor with a multitude of cognitive benefits (Bialystok, 2012; 2009; 2007) and recent research indicates that education in two languages may ameliorate the negative effect of low socioeconomic status on academic achievement outcomes, particularly literacy (Petitto, 2009). Although literacy is one facet of academic achievement, it has been empirically documented to be directly predictive of success in other academic domains. Therefore, the benefits of this model are directly aligned to DeKalb County School District's goals:

- 1) *To narrow the achievement gap and improve the graduation rate by creating a high performance learning culture in all schools and sites.*
- 2) *To increase rigor and academic achievement in reading/language arts, mathematics, science, and social studies in preK–12.*

Additionally, The GLOBE Academy understands the research surrounding student achievement outcomes. Consistently, across a variety of empirical studies and meta-analysis, it has been shown that

teacher quality is the strongest predictor of student outcomes, even when controlling for factors such as socio-economic status. In this regard, The GLOBE Academy will conduct a rigorous hiring and selection process for all personnel. Additionally we will provide teachers with opportunities for professional development, as well as input and feedback in areas of curriculum, instruction, and student life. This will give teachers the autonomy to practice the art and science of their profession and maintain attractive retention rates. These practices are directly aligned to the DCSD's goal:

3) *To ensure quality personnel in all positions.*

Finally, The GLOBE Academy will utilize a governing board to oversee the sustainability of the school. The governing board will be responsible for hiring an Operational School Leader and an Instructional Leader. This dual-leader model will allow the Operational School Leader to focus on the operational and fiscal responsibilities of the school while the Instructional Leader is responsible for the oversight of issues related to student achievement and faculty/staff development. Although each leader will have designated duties and responsibilities, they are both ultimately responsible for the sustainability of The GLOBE Academy. This organizational model is directly aligned to the DCSD's goal:

4) *To ensure fiscal responsibility in order to maintain safe and healthy learning environments that support academic programs, resources, and services.*

### ***Innovativeness of Idea***

A Spanish proverb reads: "El que habla dos lenguas vale por dos." Translated it means: "The person who speaks two languages is worth two people." The GLOBE Academy is committed to providing this gift of bilingualism and bi-literacy to Georgia children from all walks of life in a dual immersion model that teaches a curriculum based on the Georgia Performance standards in English and a second world language. In doing so, we will open the doors to the world for Atlanta's children.

Learning more than one language is more important today than ever before in our global world, and learning a second language creates lifelong academic, social, cultural and intellectual advantages. Yet in the United States, we largely begin teaching languages in high school when empirical evidence has shown that adolescents are developmentally less capable of learning languages than children aged seven and under who more quickly and successfully acquire the building blocks of language and literacy such as phonological and phonemic awareness, vocabulary, morphology, semantics, syntax, syllabication, and tone.

We, the founders of the GLOBE Academy, are excited to have the opportunity to develop and employ a model of early language immersion that makes second language acquisition a natural engaging process. In doing so, we hope to make an impact on our state's and nation's approach to teaching world languages in public education, and to deepen our state's and nation's global awareness and competence.

### ***Innovativeness of Curricular Framework***

A key factor in seeing our vision and mission through to fruition is providing students with the opportunity to become fluent speakers, listeners, readers, and writers in English and a second world language. Learning a second language (L2) in addition to one's native language (L1) creates lifelong academic, social, cultural, career, and intellectual advantages. The GLOBE Academy will implement a second language acquisition model through dual-language immersion. This means that students will be completely immersed in *both* English and a 2<sup>nd</sup> world language for all *or* some core subject areas, depending on children's age and prior L2 language experiences. In a dual-language immersion model, children are immersed in both English and a second world language for all or some core subjects (i.e. math, reading, etc...). This method of second language acquisition differs greatly from traditional foreign language teaching, as children in a dual-language immersion setting learn language by way of authentic learning opportunities and interactions with native speakers of the target second language imbedded within a curricular content, as opposed to direct instruction in the target language in isolation from other contexts.

Our curricular model, delivered in English and a second world language in a dual-language immersion constructivist framework, will employ multi-disciplinary units of inquiry aligned to the GA Performance Standards and Common Core Standards. Teachers will facilitate progress through these units through a variety of interdisciplinary projects, as well as the Workshop instructional model, notably created by educator and researcher Lucy Calkins. Using these instructional models and strategies, teachers will foster development and achievement in reading, language arts, mathematics, science and inquiry, history and social studies, geography, economics, the arts, physical education, community education, and environmental education.

### ***Innovativeness of Organizational Model***

The GLOBE Academy's organizational model is innovative in that the school will adopt a two-leader model and be governed by a governing board. The GLOBE Academy will employ both an Operational Leader and an Instructional Leader to serve in the various capacities of the organization.

Additionally, teachers will have a great amount of autonomy with curriculum delivery as long as they follow the scope and sequence for the year and adhere to the GA Performance Standards and Common Core Standards. Teachers will play an active role in decision making regarding areas of curriculum and instruction, as well as hiring of new staff. These practices will create a sense of culture and community amongst faculty and should benefit teacher retention efforts.

### ***Benefits to DeKalb County and the State of Georgia***

As the aforementioned narrative indicates, The GLOBE Academy's academic and organizational models have been designed to "increase student achievement through academic and organizational innovation" in accordance with O.C. G. A. § 20-2-2061.

There are currently no other schools in the DeKalb County School District that offer both a dual-language immersion instructional framework and a focus on global citizenship. A school such as the



International Community School, while placing a valuable focus on building globally competent citizens, does not offer an opportunity for world language immersion that will eventually lead to bilingualism and bi-literacy. One dual-language immersion charter school exists in Clayton County, and another one has recently opened in Hall County. Each of these programs provide immersion in just one world language combined with English, and the primary focus is to get English Speakers of Other Languages fluent in English. The GLOBE Academy is emphasizing the importance of providing all children with the opportunity to be bilingual and bi-literate in English and an additional world language, regardless of their heritage or native language. The only other school in the Metropolitan Atlanta Area that provides this diverse and balanced approach is a private PreK3 – 12 school, The Atlanta International School. The Atlanta International School has successfully implemented a dual-language immersion model for over 25 years, and their non-profit arm – The Center for the Advancement and Study of International Education (CASIE)—will serve as a professional development resource and support to administrators, faculty, and staff of The GLOBE Academy.

In collaboration with parents and various community partners and resources such as The Consolat General d’Haiti (The Haitian Consulate of Atlanta), The Confucius Institute of Kennesaw State University, neighborhood organizations such as the Gresham Hills Neighborhood Association, and resources such as CASIE, The GLOBE Academy will be at the forefront of meeting a recent finding from the U.S. Congress which states that: “The security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens knowledgeable about world regions, foreign languages, and international affairs...” {Section 601- International and Foreign Languages Studies; Part A of title VI (20 U.S.C. 1121)}. Further, The GLOBE Academy plans to be a catalyst in stimulating growth and development of the county by attracting families from throughout the metropolitan area. In fact, a recent parent survey revealed that 100% of families not currently residing within the boundaries of The DeKalb County School District would be willing to relocate into the district to be eligible to attend a school like The GLOBE Academy.

### ***Why the DeKalb County School District?***

The DeKalb County School District is the chosen district for The GLOBE Academy’s charter application, primarily due to the ethnic and linguistic diversity represented in DeKalb County. According to the 2010 Census, DeKalb County is indeed one of the most diverse of the major metropolitan area counties. The GLOBE Academy elected to pursue a charter application in DeKalb County due to this diversity, as well as the overall centrality of the county within the metropolitan Atlanta area.

## **III. DESCRIPTION OF EDUCATIONAL PROGRAM**

### *QUESTIONS 5 AND 6: SCHOOL’S CURRICULUM AND UNIQUE PROGRAM ELEMENTS*

#### **School’s Curriculum and Unique Program Elements:**

#### ***Overview of Dual-Language Immersion Models***

Research has shown that bilingualism affords many cognitive benefits throughout the lifespan. The earlier and longer a child is exposed to more than one language, the greater the benefits (Bialystok, 2010). Many children throughout the United States and the world are awarded this benefit through schooling in a dual-language immersion model.

The Center for Applied Linguistics (CAL) defines dual-language immersion as a form of education in which "...native English speakers and native speakers of another language are integrated for academic content instruction through both English and the partner language."

Dual Language Immersion models vary based on the percent of time spent in each language. However, CAL outlines some core premises and characteristics that *define* true dual-language immersion programs:

- A balance of language-minority and language-majority students, with each group making up between one-third and two-thirds of the student population
- Language-minority and language majority students are integrated for at least 60% of the school day, and ideally more, at all grade levels
- A program that begins in pre-K, Kindergarten, or first grade and runs at least 5 years, preferably through grade 12
- Content and literacy instruction in English and the partner language is provided to all students, and all students receive instruction in the partner language at least 50% of the instructional day at all grade levels

The GLOBE Academy strongly supports these characteristics and plans to implement a program that models these key characteristics. However, it should be noted that as a public GA Charter school there are two criteria to which The GLOBE Academy will be unable to guarantee adherence. First, The GLOBE Academy is unable to host a different lottery for native English speakers and native speakers of other world languages as is frequently the manner in which dual language charter school lotteries are conducted in other states. Therefore, The GLOBE Academy cannot guarantee that there will be a perfect balance of native and non-native speakers at the school or in each specific grade. Additionally, The GLOBE Academy has opted to begin year 1 with grades K-3. To adhere to the guidelines set forth by CAL, students in grades 2<sup>nd</sup> and 3<sup>rd</sup> will only receive 20% instructional time in the second language track, thus spending 80% of instructional time in their native language. The second language section in grades 2<sup>nd</sup> and 3<sup>rd</sup> will be a language arts and reading block.

In addition to the CAL dual-language immersion *definition* criteria, King and Mackey (2007) found that additional characteristics promote a successful and *high-quality* dual-language atmosphere including:

- Overall goals for mastery of bilingualism, bi-literacy, and cross cultural understanding and competency
- A challenging core curriculum
- A nurturing, family-like atmosphere with high expectations for learning and personal development

- A dedicated, collegial, and highly trained staff
- Pedagogical approaches and teaching strategies that are student-centered and foster active engagement and interaction in learning
- A thematic curriculum reflecting the cultures of the students
- School, Parent, and community collaboration

The GLOBE Academy supports these criteria and will employ these best practices in its curricular and instructional delivery model, as well as the school culture.

The Center for Applied Linguistics maintains a database of dual-language immersion programs. As of October, 2010, there were approximately 372 programs in the United States that met the aforementioned definition criteria set forth by CAL. Three of these programs are in the state of Georgia. However, two of them are private schools, and one is a charter school in Clayton County that offers only one dual-language track—Spanish/English. The chart in Appendix\_A\_ summarizes the number of dual-language immersion programs, as defined by CAL, per state or province, and the language track options available.

**The GLOBE Academy’s Dual-Language Immersion Model Rationale:**

The GLOBE Academy will begin the 2013 academic year with Kindergarten through 3<sup>rd</sup> grade. There will be 4 classes at grades Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> and 1 class at grade 3<sup>rd</sup> and the target world languages that will be offered as language tracks include Spanish, French, and Mandarin Chinese during year 1. Arabic will be added during Year 2. Language tracks were determined based on 4 primary factors:

**1) *Feasibility of employing qualified teachers who speak the target world language***

The GLOBE Academy has found suitable recruitment avenues for teachers who are native speakers of French, Spanish, and Chinese. Such avenues include the various international consulates of countries for whom one of the target languages is an official language (i.e. the French and Haitian Consulates for French), a partnership with the Confucius Institute at Kennesaw State University for Mandarin Chinese, and access to a Spanish teacher recruitment program out of Spain through the Georgia Department of Education’s department of World Languages and International Education. Aside from these connections, The GLOBE Academy will reach out to top teacher preparation programs at Georgia State University, Kennesaw State, the University of Georgia to recruit diverse applicants from a variety of native language backgrounds, including English. Additionally, for year 2, Arabic teachers will be recruited via the GA Association of Arabic Teachers, founded by an Amana Academy faculty member. Please note: native, means that the target language was the teacher’s first language, the primary language spoken in the home, or that the teacher has acquired native-like proficiency from formal education or immersion in the target language. A service called ALTA Language Services will be used to test teacher candidates’ degree of language proficiency in the target language.

**2) *Community/Family Interest and Support***

According to parent survey data, the majority of parents surveyed indicated that they would be interested

in their children learning Spanish as a second language. Mandarin Chinese and French had the second and third highest percentages in terms of family interest, respectively. Number of class tracks in each target language will be reflective of these results, taking ease of language and literacy acquisition into account as follows:

During year 1, the English/Mandarin Chinese will only be offered to Kindergarten cohorts due to the difficulty of acquiring literacy in this language when English (or other alphabetic) literacy skills have already been established (Bialystok, McBride-Chang, & Luk, 2005). As the Kindergarten Mandarin cohorts matriculate through subsequent grades, the Mandarin immersion model will follow these students so that they will receive English/Mandarin immersion throughout their tenure at The GLOBE Academy. French is an excellent choice of language pairing for all years because it is the most closely related to English in terms of its syntactic and morphological structure and because of this has been shown of all languages to bootstrap students' English language and literacy learning (Bialystok, 2012). Spanish is a solid choice because it is a purely alphabetic language. In other words, the sounds of the Spanish alphabet never change. Therefore, if children learn the sounds associated with each grapheme or letter in the Spanish alphabet, they can easily learn to decode Spanish text.

### ***3) Most widely used and geographically representative languages in the world.***

Mandarin Chinese is the most widely spoken language in the world followed by Spanish. However, there are more French speaking countries and territories than any other language in the world.

Taking the aforementioned data and research into account, Kindergarten will offer 2 cohorts of English/Spanish immersion, 1 cohorts of English/Mandarin immersion, and 1 cohort of English/French immersion. First grade will offer 2 cohorts of English/Spanish immersion and 2 cohorts of English/French immersion. Second grade will offer 2 cohorts of English/Spanish immersion and 2 cohort of English/French. Third grade will offer 3 cohorts of English/Spanish and 1 cohort of English/French. Although this breakdown of number of specific language cohorts is ideal, it should be noted that numbers may change based on factors such as number of qualified teachers recruited from each language background and overall community and parent interest and support. Parents will be allowed to indicate a preferred language track on their enrollment application (See Appendix H). However, they will be informed that language track placement is not guaranteed. Priority in specific language tracks will go to native speakers of the target language first so as to support the dual-language immersion best practices set forth by the Center for Applied Linguistics.

### ***4) Federal Acknowledgment as a Critical World Language***

The U.S. government has identified several languages as languages that are critical to being able to function and compete in our future global economy. The GLOBE Academy will include at least two of these languages throughout the charter term: Mandarin Chinese will be offered in Kindergarten during Year 1. An Arabic Kindergarten cohort will be added during Year 2.

### **Lower School Dual-Language Model (Grades K-5):**

The Center for Applied Linguistics (CAL) does not recommend employing a 50%/50% immersion model beyond 1<sup>st</sup> grade if students have no prior second language exposure. This is because in general,

children who are first exposed to a second language older than 6-years-old must work harder and have more hours of exposure to gain proficiency in that language due to decreased cognitive plasticity or flexibility.

Keeping in line with best practices in dual-language immersion, the 50%/50% language immersion model will only apply to students in grades K and 1<sup>st</sup> during year 1. Children in 2<sup>nd</sup> and 3<sup>rd</sup> grades will follow an 80% English/20% other world language model during year 1, in which they will receive all core subjects in English and an interdisciplinary reading/language arts/social studies block in the other world language. However, as the Kindergarten and 1<sup>st</sup> grade students matriculate through grade 5, the 50%/50% model will follow them. All students in grades 6-8<sup>th</sup>, for all years of the charter, will follow an 80%English/20% other world language model.

**Immersion Percentages During Proposed 5-Year Term**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
Year 1	50%/50%	50%/50%	80%/20%	80%/20%				
Year 2	50%/50%	50%/50%	50%/50%	80%/20%	80%/20%			
Year 3	50%/50%	50%/50%	50%/50%	50%/50%	80%/20%	80%/20%		
Year 4	50%/50%	50%/50%	50%/50%	50%/50%	50%/50%	80%/20%	80%/20%	
Year 5	50%/50%	50%/50%	50%/50%	50%/50%	50%/50%	50%/50%	80%/20%	80%/20%

As such, the GLOBE Academy will employ a model that will ensure optimal success for all students during year 1, as our first cohort of students will include children who are older than 6-years-old and may, or may not have had second language experience.

In an effort to conserve human resources, classroom teachers will be responsible for teaching 2 homeroom sections on alternating days. An illustration of the proposed model for grades K-3 during Year 1 is in Appendix B. The model has been proven effective by use of The Atlanta International School for over 25 years. **Please note:** *In the event that a teacher is unable to be paired with an alternating homeroom class (due to lack of the specific language model being offered in an additional class section, for example) this teacher will be assigned to other duties throughout the school such as teaching “push-in” language classes as electives to other cohorts, or other duties as assigned by the Instructional Leader.*

**Sample Lower School Schedule**

A sample lower school schedule can be found in Appendix B1. Children will alternate A days and B days.

### **Middle School Dual-Language Immersion Model (Grades 6-8):**

The budget for middle school is reflective of an average of 4 core teachers per grade level, for a total of 12 teachers. Students in 6<sup>th</sup> through 8<sup>th</sup> grades will follow an A/B Block Scheduling model that consists of eight 1.5 hour courses per school year, on alternating days. The language immersion model at The GLOBE Academy becomes an “80% English/20% Other World Language” model during the middle grades. Students’ core academic areas will be in English with at least one 1.5 hour block being devoted to study in a world language other than English. (Students may take an additional world language, beyond the language track of choice, as an elective in the middle grades.) This model of block scheduling was chosen because it allows students to have increased instructional time and a wider variety of courses throughout the academic year. An A/B Block scheduling model can be found in appendix B2.

As is described and portrayed in the appendices, The GLOBE Academy will employ a comprehensive, research-based, dual-language model, fostering both global competency and academic achievement. In doing so, we will serve as a state and national model for approaches to teaching and learning a variety of world languages and fostering global awareness and competency. In fact, the GLOBE Academy will be at the forefront of meeting the recent finding from the U.S. Congress which states that: “The security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens knowledgeable about world regions, foreign languages, and international affairs...” {Section 601- International and Foreign Languages Studies; Part A of title VI (20 U.S.C. 1121)}.

### **Core Curricula**

The core curricula of The GLOBE Academy will be the Georgia Performance Standards for Social Studies and Science and the Common Core Standards for Reading/Language Arts and Mathematics. These curricula, collectively known as the Common Core Georgia Performance Standards (CCGPS) will serve as the standards-driven base for guiding student learning and engagement in meaningful units of inquiry. Thematic units may change each year based on student interests and teacher feedback. However, for year 1 the broad thematic units proposed are:

- Our Place in a Community
- Our Place in History
- Communication Around the World
- Change and Movement
- Our Footprints

Students in the middle grades will learn through 5 broad themes that will constantly be at play throughout their learning. These themes will not follow a sequential order. Rather, they will be constantly woven throughout their work in the curriculum.

- Identity
- Community
- Communication
- Sustainability

- Leadership

Students in the middle grades will be required to construct a culminating project at the end of each year that demonstrates their understanding of the 5 broad themes above. This project will involve planning, research, personal reflection, and presenting. Students will work independently or in pairs, and will collaborate with an assigned teacher for the completion of this project. Teachers will develop a rubric in collaboration with their middle grades students to assess their culminating projects.

### **Instructional Strategies (Lower School K-5<sup>th</sup>):**

#### ***Workshop Model***

The workshop instructional model is a teaching strategy based on the imbedding of curricular standards and concepts into a structured and explicit process that includes an opening and mini-lesson, work sessions including opportunities for guided practice, teacher conferencing, and work in differentiated centers, and a closing and student sharing segment. See Appendix R for an overview of the workshop instructional model. The implementation of innovative and research-based instructional strategies such as the workshop model will be key to our mission by providing a holistic, well-rounded educational experience for the children of The GLOBE Academy. A discussion of subject areas and accompanying instructional strategies follows:

#### ***Reading/Language Arts***

Bi-literacy, or the ability to read and write in a first and second language, is a critical component of second language acquisition (Lindholm-Leary, 2001). Research has shown that bi-literacy is most successfully developed when students gain an understanding of literacy in both their native language and the second language of acquisition (Kovelman, Baker, & Petitto, 2008). In fact, recent research suggests that intentional bi-literacy development may have some advantages. Kovelman and colleagues (2008) found that monolingual children in *dual-language schools* (ages 4 to 6 years) significantly outperformed their monolingual peers in *monolingual schools* on measures of phonological awareness in their native language from ages 7 to 9. These findings indicate cognitive and academic advantages for children who are systematically, and equivocally exposed to more than one language during the early childhood years, as phonological awareness is one of the key factors in early literacy development. Even more promising are the recent findings that early education in two languages may ameliorate the negative effect of low socioeconomic status on academic achievement, particularly literacy (Petitto, 2009). Therefore, bi-literacy development will serve as a hallmark of the curriculum at The GLOBE Academy.

Teachers at The GLOBE Academy will employ a combination of phonics-based and whole-language-based instructional methods for reading/language arts in both the child's native language (L1) and the second world language (L2), using the Workshop instructional model as described above. The charter school will implement a balanced literacy approach to include: Modeled Reading (e.g. Read Alouds), Shared Reading and Shared Writing, Independent Reading and Independent Writing (through the use of the Writing Workshop), as well as Guided Reading (through the use of the Reading Workshop) and

Guided Writing.

### ***Independent Writing and the Writing Workshop***

Within the framework of language arts, it is important to distinguish between handwriting and the craft of writing. Although handwriting is an important skill to master in the early grades, of even more importance is children's ability to understand and employ the craft of writing. Educator and researcher Lucy Calkins created the Writing Workshop model as a framework for teaching children the craft of writing in a way that allows for differentiated, student-paced instruction. The Writing Workshop model has been proven effective and consists of several primary components. The following is an overview of the components to introducing the Writing Workshop model with children:

#### **1) The Mini-lesson**

##### **a. Connection**

During the Connection phase of the Writing Workshop, the teacher explains to children that they are going to work in a writing workshop and that the workshop will always begin with a meeting. The teacher will tell the children that they are going to become writers. The teacher explains to the students that they are going to become authors and that she is going to show them what authors do

##### **b. Teaching**

###### **i. Show**

1. During the "Show" phase of the writing workshop the teacher demonstrates the process for choosing a topic that one knows and cares about. The teacher should use a "think-aloud" strategy to model the brainstorming process (i.e. "Hmmm...what should I write about today...I could write about tigers! No, I don't really know anything about tigers. I want to write about what I do and what I know. Hmmm. I know! I take ballet and something really funny happened at ballet class last weekend. I can tell a story about ballet class.)
2. Model the transition from thinking about one's topic to sketching the topic. "Let me draw my story." While the teacher sketches she narrates her story: "Last weekend I went to ballet and something really funny happened...a cat ran into the dance studio!" In this example the teacher might sketch a ballet studio with dance bars, a few dancers, and a cat. The teacher then comments: "Now I'll write my words."
3. The teacher shows the children that she can say the whole thought that she will write. Looking at her sketch, she then models the writing process: "That's my dance studio, so I'll write the word 'dance studio' .../dance, /d-an-s/..." "This is a cat so I'll write the word 'cat' /c-a-t/"

###### **ii. Tell**

The teacher tells the students what she hopes they watched her do while she was writing: "Did you see what I just did? Did you notice how I first thought about something that I



did and something that I knew about?, etc...”

**iii. Do**

The teacher explains to the students that what she just did is what they will now do.

**c. Active Engagement**

- i. The teacher asks students to think of a topic they will write about and tell someone that topic.

**d. Link**

- i. The teacher asks children to begin writing on their own
  - ii. While children are writing, the teacher is constantly walking the room and taking anecdotal notes of behaviors observed on a clip board. These notes will be used to confer.

**2) Time to Confer**

- a. The teacher circles the room and asks students to tell her what they have been working on and if they will read their writing to her. It is important that the teacher take these steps even if the “story” appears to be scribble.
- b. The teacher responds to the writer’s explanation with interest and content. If the child says something that isn’t yet on the page, the teacher should encourage the student saying “You should put that on the page!” At this beginning stage in the writing workshop process, whether the child writes or draws is of no significance.

**3) After-the-Workshop Share**

- a. After the children work on their writing, ask them to join the rug or classroom community meeting space to share their work.
- b. Students should be encouraged to hold their work up for all to see.

This process is reiterated daily throughout the school year with mini-lessons becoming increasingly challenging and frequently introducing new writing concepts.

***Guided Reading and the Reading Workshop***

As a partner strategy to the Writing Workshop, Guided Reading and the Reading Workshop will be employed at The GLOBE Academy. The Reading Workshop will include the use of leveled books according to the Guided Reading leveling guidelines set forth by Fountas and Pinnel (2001). During the Reading Workshop, the class is broken into small groups of 4-5 based on reading skills including strengths and areas for growth. One small group of 4-5 works with the teacher at the Guided Reading table while the remaining 4-5 groups rotate through a variety of literacy-based centers. The teacher facilitated Guided Reading center provides an opportunity for the teacher to assess students’ reading through detailed anecdotal records, Running Records (Clay, 2000). Running records provide a detailed account of students’ individual reading errors such as insertions (inserting words or sounds that do not exist in the text), deletions (deleting sounds or words that *are* present in the text), repetitions, self-corrections, and substitutions (that either preserve or *don’t* preserve the meaning of the text such as

“home” for “house” versus “mouse” for “house”. The first example preserves the meaning of the text, whereas the second substitution does not). The use of this rich assessment tool allows teachers to accurately determine the best independent and instructional reading level for their students. This prevents students from encountering text that is too difficult and could lead to frustration and a lack of motivation for reading. Instruction with the Reading Workshop model and assessment with Running Records allows for a wider use of differentiation strategies than is feasible with the use of a basal reading series.

We have already secured sources for leveled books in English, Spanish, and French. Leveled readers in Mandarin (Year 1) and Arabic (Year 2) would not be relevant, as neither Mandarin nor Arabic are alphabetic language that could be leveled using the aforementioned guidelines. Mandarin and Arabic literacy skills will therefore be taught using traditional methods for Mandarin and Arabic literacy acquisition, which typically entails direct instruction in the symbolic and tonal forms of each character and/or radical. Support in the Mandarin/English dual-language track will be received via our partnership with the Confucius Institute at Kennesaw State University. The GLOBE Academy will receive support for the introduction of the Arabic/English dual-language track during Year 2 from Amana Academy, a Fulton County charter school that has received national recognition for the quality and effectiveness of its Arabic World Language Program, and will utilize resources from the GA Association of Arabic teachers.

### ***Mathematics***

For math in grades K-5, we will use Investigations in Number, Data, and Space (TERC, 2007) as our primary supplemental math curriculum. Touch Math (2000) and VersaTiles™ Problem Solving Labs will be secondary supplementary Math Curriculum in grades K-3 and 4<sup>th</sup>/5<sup>th</sup>, respectively.

Investigations in Number, Data, and Space is primarily an inquiry-based math curriculum, whereas Touch Math and VersaTiles™ provide supplemental strategies in basic computations, algorithms, and mathematical concepts. Again, this curriculum will be used in both English and the other world languages, as teachers will use the same manipulatives. Instruction and discussions will take place in English and the other world language.

Mathematics instruction at The GLOBE Academy will take place in both whole group settings with a limited amount of direct instruction, mini-lessons for small group learning opportunities, and opportunities for peer learning. Each of these strategies have been shown to play complimentary roles to one another in the research, as certain skills, such as number facts, can best be learned in direct instruction settings with multiple opportunities for rehearsal and immediate feedback. Likewise, other mathematical skills such as numerical reasoning are best development by students having an opportunity to explore, ask questions, make mistakes, and communicate rationales for problems solved. All math curricula will be used in alignment with CCGPS.

### ***Science and Social Studies***

The GLOBE Academy has chosen to omit the use of text books for science and social studies in grades

K-5. Rather, science and social Studies will be guided by Constructivist, project-based units of inquiry aligned to the Georgia Performance Standards and units of inquiry based on the International Baccalaureate Curricula. These units of study will be interdisciplinary and follow a series of steps from conception to presentation based on the Expeditionary Learning framework in which children begin with a critical question tied to a standard or standards and explore various cross-curricular means for answering that question and meeting the standard(s). All units will be aligned to CCGPS.

**Please Note:** The above mentioned curricular materials are available only in English and sometimes Spanish. However, in a Constructivist dual-language immersion environment this will not be of substance or cause for concern. Teachers of other world languages will use the English materials to facilitate learning in the other world language. For example, when using the math curriculum, teachers will introduce students to concepts and the manipulatives from the curriculum using the other world language, and facilitate learning of the objectives for the day in that language as well. In the event of a unit assessment or other written product that accompanies the curriculum, teachers will cut and paste directions to such assessments or activities in the other world language and still use the same materials.

### ***International Pen Pals Program***

Each student at The GLOBE Academy will be assigned to an international pen-pal at the beginning of the academic year. During the social studies/science project blocks students will have time dedicated to communicating with their same-aged peers around the globe. Students will collaborate on simple projects tied to the GA Performance Standards in social studies and science.

### ***Specials Classes***

During Years 1-3, The GLOBE Academy will offer P.E., Art, which will be taught by a world language teacher who only has a part-time classroom assignment in the core instructional program. During Year 4, the budget is reflective of hiring a music and an art teacher with P.E. still being taught by a world language teacher. During years 4 and 5, The GLOBE Academy will be able to afford full-time, subject area certified, P.E., Art, and Music teachers. World language teachers who are teaching less than a full-time load will also teach additional enrichment/specials foreign language classes as electives.

### **Curricula (Middle School 6<sup>th</sup>-8<sup>th</sup>):**

#### ***Reading/Language Arts***

The balanced literacy model will extend through the middle grades at The GLOBE Academy. Teachers will place an emphasis on exposing students to authentic literature (both fiction and non-fiction), as well as periodicals, journals, newspapers, and other sources of print media. Additionally, students in the middle grades will participate in a daily Writer's Workshop.

#### ***Mathematics***

For math in grades 6-8, we will use the Holt McDougal Middle School Math Course Series (2010), and

the McDougal Littell PreAlgebra Series as our primary math curricula. VersaTiles™ Critical Thinking Labs will be secondary supplementary Math Curriculum.

### ***Science and Social Studies***

The GLOBE Academy has chosen omit the use of text books for science and social studies in grades 6-8. Rather, science and social Studies will be guided by Constructivist, project-based units of inquiry aligned to the Georgia Performance Standards and the International Baccalaureate Curricula.

All curricula will be reviewed annually by administration, faculty and staff to determine whether they are an appropriate match for our student body. All curricula will be aligned to CCGPS.

### ***Differentiated Instructional Model***

The GLOBE Academy recognizes the importance of differentiating instruction to meet the needs of all learners, including students with special needs and those qualifying for EIP, ELL, and other intervention services. For this reason, The GLOBE Academy will adopt school-wide use of research-based instructional strategies from the Marzano Research Lab. Appendix S provides a summary of these strategies.

### ***School Culture***

#### ***A. Plans to facilitate teacher effectiveness, collaboration, learning, instructional competency and development on an on-going basis***

All teachers will receive *formal* observations bi-annually between January and April of each year using the Teacher Keys Evaluation System (TKES). The TKES will assess teacher competencies in the core domains of Planning, Instruction Delivery, Assessment of and for Learning, Learning Environment, and Professionalism and Communication. Additionally, the instructional leader will provide teachers with ongoing informal feedback pertaining to teachers' instructional practices and students' learning outcomes. This feedback will be based on informal observations, student achievement data, and student work samples. Feedback will be provided in September, November, February, and April of each school year, and will take place in a conference-type setting that will allow both the teacher and administrator to address instructional practices that have been effective, as well as address any concerns or areas for assistance. When areas of concern or needed assistance have been identified, the school leader will provide professional development for the teacher in the form of workshops, mentorship from another staff person, in-class modeling, or other professional development opportunities as deemed appropriate and fiscally feasible.

In addition to having multiple opportunities for feedback and evaluation, teachers will have opportunities to engage in meaningful professional development sessions and workshops. Particularly, teachers and administrators will receive rigorous professional development by way of professionals from the Reading and Writing Institute at the Columbia Teacher's College. The budget is reflective of one intensive professional development training session each summer before the start of the new school year, including year 1. Teachers will also participate in professional development surrounding best

practices for educators in dual-language immersion settings, implantation of global curricular units, and other critical areas such as positive discipline and guidance and strategies for building partnerships and community with parents and within the classroom.

The GLOBE Academy Instructional Leader shall be directly responsible for the staff development program in the school. Per DeKalb County School District regulation, GAD-R(1), the program shall be determined through involvement by the staff in the strategic planning process. The school will keep a record of attendance for all training activities. The Instructional Leader, as Professional Learning Liaison, will submit the information on the ***Board-Mandated Professional Learning Workshop Credit*** form to the Department of Professional Learning in April of each year. The document will contain the School Leader's signature as verification of accuracy.

### ***B. Hiring and Firing of Teachers and Instructional Staff***

All teachers and staff will be receive an initial phone screening and in person interview by the School Leader or Instructional Leader. Upon progressing to the next phase in the employment process, candidates will be interviewed by an HR committee consisting of the HR committee of the governing board and a few prospective parents during Year 1. During Year 2, the HR committee will consist of a few existing teachers, the school leader and instructional leader, the Special Education Lead, a few board members, and at least one parent representative who is not on the governing board. Each candidate will be evaluated using a hiring evaluation rubric created for the position. Rubrics will be aggregated and discussed to determine a final hiring decision. Teachers will be hired "at will". Employment at-will may be terminated at any time by the employee or the school.

Only the School Leader and Instructional Leader will have the authority to fire a faculty or staff person. However, such authority will be delegated under supervision of the governing board. The governing board will approve all hiring decisions and will be made aware of any firing decisions. Such acts must be documented to show just cause and an appropriate protocol for allowing the faculty or staff person to address the issue. Exceptions to this policy are in the event of the obvious and explicit harm of a child or other person within the building or on school grounds. In such instances, a faculty or staff person may be immediately placed on a probationary status and should not return to school until an investigation has gone underway.

### ***C. Teacher Planning times***

Teacher planning time is of optimal importance, particularly in the lower grades where the 50%/50% dual-language immersion model is implemented. For this reason, teachers in grades K-5 will receive 60 minutes of planning time daily to collaborate and plan as a grade level, across all languages. It is important that teachers not discontinue the scope and sequence of standards being covered amidst switching between A days in one language and B days in the other language. Planning time will allow teachers to communicate with one another a plan according to each other's paces and content covered

from day-to-day.

#### ***D. Teacher Committees***

Teachers at The GLOBE Academy will be valuable members of the learning community, respected for their knowledge and competencies in the art and science of teaching. As such, each teacher at The GLOBE Academy will serve on at least one school-wide committee in which he/she can put his/her expertise and passion to use to promote student achievement and support the overall vision and mission of the school. Committees will include:

- Curriculum and Instruction
- Student Life
- Partners and Parents
- School Grounds and Gardening
- Extracurricular and Intramural Activities

Additional committees may be added as deemed necessary by the school community.

#### ***E. Core Values and Character Education***

##### ***Core Values***

Character education is a critical component to meeting The GLOBE Academy's vision and mission. As such, the school has adopted core values to be internalized by all students, faculty, staff, administrators, parents, and community partners. The core values of The GLOBE Academy are known as The GLOBE Academy CREST and are as follows:

- Community
- Respect
- Empathy
- Sustainability
- Trust

At the beginning of each school year, each classroom will design a classroom crest or shield that is representative of the above core values. These crests will remain on display at a designated place in the school building or classroom, serving as a reminder of the values that we as a community hold in high esteem.

Each morning, during a school-wide morning meeting, an affirmation for the day will be given, as well as recognition for students, faculty, and staff who have "caught with the CREST" or caught demonstrating one or more of our core values. A core values drop-box will be housed in the main office. Any parent, student, or teacher can contribute a note or nomination for any school community member who has done a good job demonstrating the school's core values. The core values will be re-evaluated periodically as the school grows to determine whether any values should be added or changed based on the needs of the school and the community being served. However, core values will remain an integral part of the

instructional day at The GLOBE Academy.

### ***Character Education***

During the summer of 2013 at the faculty retreat, administrators and teachers will collaborate to create The GLOBE Academy Character Pledge. Once created, this character pledge will be recited daily in the school-wide morning meeting, and it will serve as a constant reminder of our core values throughout the instructional day.

### ***Positive Discipline and Guidance***

The GLOBE Academy will adhere to the DeKalb County School District's Discipline Policy. Additionally, The GLOBE Academy will publish a parent handbook that will include information on the school's philosophy of Positive Discipline and Guidance. The GLOBE Academy believes in providing children with choices within limits, and providing opportunities to make mistakes and learn from natural consequences. Research has shown that the use of positive discipline and guidance supported by natural consequences facilitates the development of critical thinking and good choice making when children become teenagers and young adults (Nelson, 2011). Positive discipline practices will be used as *preventative* measures. In the event that consequences or actions need to be taken because of student actions or behavior, The GLOBE Academy will adhere to The DeKalb County Discipline Policy.

### ***Travel Abroad and Student/Teacher Exchanges***

Students at The GLOBE Academy will be allowed to attend travel abroad opportunities with the understanding that curricular objectives must accompany the student on their travels. Upon return students will be required to present a final product demonstrating mastery of the assigned objectives to their class and/or teachers. Such projects will be tied to the Common Core and GA Performance Standards, and will involve opportunities for documenting, writing, critical thinking, and presenting. For example, a child whose family is visiting France may be given a compare/contrast project in which they are asked to compare and contrast one cultural component (i.e. food and practices surrounding food) between France and the United States. Students may be asked to document by taking pictures or illustrating and write about their experience by keeping a daily diary/journal of the foods eaten and practices experienced (i.e. visits in restaurants, trips to the market). The student may then be asked to create a Venn Diagram illustrating the similarities and differences between France and the U.S. and present their project to the class upon return. Families must request such leave at least 1 month in advance to allow time for the child's teacher(s) to brainstorm and assign appropriate learning objectives and assignments aligned to CCGPS and relevant to the specific travel destination and cultural experience. The GLOBE Academy will participate in both student and faculty exchange programs as well. The GLOBE Academy will arrange such exchanges through reputable government and university travel abroad programs.

### ***F. Parent, Community & Stakeholder Communication:***

The GLOBE Academy administrative team will distribute weekly newsletters to the parent body and

quarterly newsletters to community and other stakeholders. Such communications will include information regarding curriculum, fundraising, student achievement, and cultural and community service-based activities and initiatives. Classroom teachers will also be required to include narrative accounts of progress with all report cards and progress reports. They will also distribute weekly newsletters specific to upcoming events and project overviews in their individual classrooms.

### ***Website and Social Media***

The GLOBE Academy is proud of its informative website, <http://www.theglobeacademy.org>. This website provides a wealth of information for families and community stakeholders. Visitors to the site can learn about our history and governing board, including the dates and times of the past 10, and next 2 board meetings. There is also information regarding the school's curriculum and instructional strategies, student life (lunch, after school, and uniforms), resources for parents, and partners and resources. The News and Events section of our website is optimized to pull national and local news for designated key words such as "dual-language immersion," as well as a calendar of events and the electronic newsletter. Additionally, the website will have links to The GLOBE Academy's Face book page and Twitter Blog, which will be maintained by both school leaders.

### ***Media Communications***

The PR and Marketing Committee of the governing board will put out press releases and secure interviews with local newspapers and gazettes. The Board Chair, School Leader, and Instructional Leader will be authorized for any media-related communications.

### ***QUESTION 7: CLASS SIZES***

Class sizes at The GLOBE Academy will be 22 for all grades K-8. The additional funds acquired from having more than 15 students in Kindergarten and more than 18 students in grades 1<sup>st</sup> through 3<sup>rd</sup> will be allocated toward keeping class ratios smaller in grades 4 through 8 and not meeting the 1:23 ratio for these grades. In grades K and 1<sup>st</sup>, each homeroom will consist of a full-time teacher and a full-time assistant teacher. In grades 2<sup>nd</sup> – 8<sup>th</sup> assistants/paraprofessionals will be ½ time and shared amongst grades. Year 1, The GLOBE Academy will have 5 classes in grades K and 1<sup>st</sup> and 4 classes in grades 2<sup>nd</sup> and 3<sup>rd</sup>. The GLOBE Academy will be able to afford these low ratios primarily because of the constructivist model in the lower grades. Using a constructivist framework will allow the school to save a great amount of money that would otherwise be allocated toward text books in a traditional framework. Additionally, the Confucius Institute of Kennesaw State will pay for one full-time assistant teacher for each homeroom Mandarin class.

Due to the research surrounding cognitive development and second language acquisition, it should be noted that the majority of student matriculation will come from Kindergarten cohorts after year 1. However, The GLOBE Academy does recognize that some amount of attrition is to be expected (approximately 10-15% per year) and we plan to have marketing efforts in place to address the replacement of student spaces beyond Kindergarten each year, as well as a diverse array of instructional programming segments to meet the needs of students who have not had prior exposure to a language



other than their native language.

**QUESTION 8: GIFTED AND TALENTED STUDENTS**

The GLOBE Academy will meet the needs of all students, included those who are gifted and talented. Although the founders of The GLOBE Academy believe that all children are gifted in varying capacities, we also recognize the importance of providing additional enrichment opportunities, above and beyond the standard curricular opportunities, for students who exhibit an unquestionably gifted capacity in certain areas. The GLOBE Academy’s focus on constructivism and project-based learning lends itself well to meeting the needs of all students, and is especially beneficial for meeting the needs of our gifted population.

Students will be identified and referred for evaluation via the referral process outlined by the GA Department of Education (See Appendix U). Students who are referred for gifted evaluation will be diagnosed for gifted services via the eligibility criteria put forth by the Georgia Department of Education and will be in compliance with all laws and regulations. Children must qualify for the gifted program through one of two processes as follows:

**Process A (Must meet each of the criteria--Mental Ability and Achievement)**

<b>Mental Ability</b>	<b>Achievement</b>
Kdg – 2nd: 99th percentile on composite or full scale score of a standardized test of mental ability	Kdg – 12th: 90th percentile (or higher), on total reading, total math or total battery score of a standardized achievement test
3rd – 12th: 96th percentile (or higher) on composite or full scale score of a standardized test of mental ability	A superior rating (numerical score of 90 or better on scale of 1-100) on a student generated product or performance as evaluated by a panel of three or more qualified evaluators

**Process B (Must meet 3/4 criteria)**

<b>Mental Ability</b>	<b>Achievement</b>	<b>Creativity</b>	<b>Motivation</b>
96th percentile (or higher) by age on a composite or full scale score or appropriate component score of a standardized test of mental ability	90th percentile on total reading, total math or total battery score of a standardized achievement test  OR	90th percentile (or higher) on the total battery of a standardized test of creativity  OR	90th percentile (or higher) on a standardized characteristics rating scale (motivational)  OR

	A superior rating (numerical score of 90 or better on scale of 1-100) on a student generated product or performance as evaluated by a panel of three or more qualified evaluators	90th percentile (or higher) on a standardized creativity characteristics rating scale  OR	superior rating (numerical score of at least 90 on scale of 1-100) on a structured observation/evaluation of student generated products and/or performances as evaluated by a panel of three or more qualified evaluators  OR
		superior rating (numerical score of at least 90 on a scale of 1-100) on a structured observation/evaluation of creative products and/or performance	Grade point average of at least 3.5 on a 4.0 scale, using an average of core grades over the previous two school years

The GLOBE Academy will utilize the following assessments to measure students’ aptitude in the aforementioned areas:

- 1) **Mental Ability:** Naglieri Nonverbal Ability Test®–Second Edition (NNAT®–2).  
The Naglieri Nonverbal Ability Test (second edition)—NNAT2 is the chosen ability measure for The GLOBE Academy for grades K-8 because it “uses progressive matrices to allow for a culturally neutral evaluation of students’ nonverbal reasoning and general problem-solving ability, regardless of the individual student’s primary language, education, culture or socioeconomic background.” This feature is critical in an environment like The GLOBE Academy in which ability measures that are highly based on verbal performance could easily skew results or under-identify students who have superior mental abilities that speak a language other than English. We will also provide the WISC-IV as an alternative.
- 2) **Achievement:** Students can qualify in this category based on results on MAP reading and math scores.
- 3) **Creativity:** Torrance® Tests of Creative Thinking (TTCT) (See Appendix X)

#### 4) **Motivation:** The Gifted Rating Scale-Motivation subset (See Appendix AA)

Although all children will be engaged in challenging, project-based learning opportunities at The GLOBE Academy, students who qualify for the gifted program will be given additional opportunities to excel and demonstrate expertise in their specific area(s) of strength. Such projects will require advanced skills in relation to projects such students might encounter in the typical learning environment. In grades K-5, students will be pulled for gifted segments using a resource model in which students are pulled for at least 225 minutes per week out of the general education setting into a more rigorous classroom environment with a certified gifted education teacher. For example, students who are in a gifted math segment will attend math class in a different classroom environment than their homeroom peers. Students will receive opportunities for bolstering critical and creative thinking skills, as well as affective and reasoning skills. In grades 6 and 7, students will participate in at least 1 Advanced Content (AC) course in English/Language arts, Math, Science, Social Studies, and/or World Languages. These courses will address critical thinking, reasoning, and writing skills in core content areas, preparing students for success in high school honors and Advanced Placement (AP) courses. The gifted program in the middle grades will also be facilitated by certified gifted teachers. Gifted courses will provide opportunities for analysis and the application of research that would not be covered in general education courses. Additionally, projects in the gifted program will be geared toward providing students with opportunities to apply their knowledge to real world issues and challenges, and will promote decision making and higher order thinking skills. All gifted classes will take place in English, with the exception of Advanced Placement classes in other world languages.

#### *QUESTION 9: EXTRACURRICULAR ACTIVITIES AND OTHER AUXILIARY EDUCATIONAL ACTIVITIES*

The GLOBE Academy will offer a variety of extracurricular and auxiliary educational activities. Children in grades K-5 will have art, music, and physical education classes at least 2 days per week. Students will also have an opportunity to join the school chorus starting at grade 1, and the school band starting at grade 4. Children in grades 6<sup>th</sup> – 8<sup>th</sup> will enroll in quarterly blocks for enrichment classes such as art, music, band, chorus, etc...). Teachers who are employed by The GLOBE Academy will teach the aforementioned classes.

Aside from enrichment classes offered during the school day, The GLOBE Academy will also subcontract a variety of auxiliary and enrichment vendors to provide before and after school services. Prior to school opening, the governing board will create a before and after school committee. The committee will be responsible for submitting an RFP to subcontract vendors in the areas of overall afterschool enrichment and management of after school activities, as well as specified vendors such as those specializing in martial arts, dance, science, additional world language enrichment, technology, and sports. All vendors will be required to provide a sliding scale for families who cannot afford the full price of services. They will also be required to donate a specified percentage of all enrichment fees received to The GLOBE Academy. All activities will occur onsite so that parents will not have to have

children transported to a different venue for after school services.

*QUESTION 10: HIGH SCHOOL GRADUATION REQUIREMENTS*

The GLOBE Academy is not pursuing a high school at this time.

*QUESTION 11: CURRICULUM*

Our core curricula will be the GA Performance Standards (Social Studies and Science) and Common Core Standards (English Language Arts and Math). We have provided the curricular scope and sequence for grades K-7 mapping the Common Core Standards and GA Performance Standards throughout the year for each subject area. Additionally, in the primary grades, curricular units will map onto months throughout the school year. During the middle grades, the curricular themes outlined above are constantly at play in no specific order or sequence within the curricular scope and sequence. The complete curriculum is included in Appendix C.

**IV. STATE AND FEDERALLY MANDATED SERVICES**

*QUESTION 12: STATE AND FEDERALLY MANDATED SERVICES TO STUDENTS WITH DISABILITIES*

**State and Federally Mandated Services to Students with Disabilities:**

**The GLOBE Academy 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.** Through the implementation of a Student Support Team, students suspected of having a disability will be screened, monitored, and assessed. The GLOBE Academy will implement the Response to Intervention process and allow students to appropriately matriculate through the various RTI steps. Curriculum based measures from AIMSWeb ([www.aimsweb.com](http://www.aimsweb.com)) will set the benchmark for the RTI model. Student growth will be continually assessed through strategic, skill-targeted monitoring, and finally progress monitoring. Curriculum based measures will be consistently used for various assessment purposes at The GLOBE Academy because they allow educators to directly and continually assess basic skills. Additionally, AIMSWeb provides data collection and analysis tools that will help guide instructional decision making.

In the event that a student completes the final step in the RTI process without significant growth being obtained, the student will be referred to the special education and educational psychology department for initial hearing and vision screenings and initial achievement and ability psychological assessments (assuming they pass the hearing and vision screening). Any student found to have a disability will be provided with an Individual Education Plan (IEP) that will outline specific goals and objectives, as well as FTE percentages of special education services that should be received, and the specific environment in which services should be received (i.e. inclusion, resource, self-contained, etc...). The IEP will be implemented as written, and all accommodations and modifications will be shared with both general education and special education teachers serving such students. The GLOBE Academy will always

default to placing students in the Least Restrictive Environment allowable for that child's disability depending on severity of the disability and other effects. In most instances, students should be able to be served in an inclusion classroom or a mixed model of partial inclusion and partial resource settings. In the event that a child should be best served in a self-contained or other higher restrictive placement, provisions will be made to provide such placements. For students entering The GLOBE Academy with an existing IEP, all goals and objectives, services, and placements will be followed as is federally mandated.

The GLOBE Academy work diligently to remediate students who qualify for special education placements. The goal is to eventually return students to a complete general education setting or a progressively less restrictive environment with the strategies necessary for being successful as soon as possible. This will be done by implementing research-based, direct instruction and intervention curricula. For example, SRA Reading Mastery, Corrective Reading, and Spelling Mastery will be utilized to remediate reading and spelling difficulties, and Scott Foresman Math will be utilized for math. Students will be continually assessed, monitored, and re-evaluated for eligibility as mandated by the Individual Education Plan.

The GLOBE Academy understands the importance of having a competent, experienced, certified special education department to address the needs of students with disabilities. As such, our human resources budget is reflective of one Special Education Lead during year 1, and additional special education teachers in subsequent years (or when The GLOBE Academy so has a need based on special education category FTE. The school will utilize the district-provided School Psychologist and other support personnel (SLPs, OTs, PTs) as required for students' various IEP's . Special education staff will be contracted or hired as needed, based on the population of students requiring services, and their placement in the Least Restrictive Environment continuum. For students who are low performing and don't qualify for special education services, but qualify for a less restrictive amount of intervention under Section 504, a Section 504 team will be in place. The GLOBE Academy will provide afterschool tutoring, before school tutoring, and Early Intervention Program (EIP) services as necessary for students as well.

Please Note: In grades K-5, if a student's disability raises cause for concern regarding the suitability of a dual-language immersion instructional model (i.e. a student with a diagnosed specific language impairment), this student will remain immersed in their native language for the entirety of each school day, and will remain with the same homeroom teacher on both A-days and B-days. This issue will not present itself in the middle grades, as all core instruction takes place in English with second languages being offered as electives. Students with such a disability would merely take a non-foreign language elective as opposed to a foreign language elective block.

All teachers will follow the appropriate modifications and/or accommodations outlined in students' IEP's. The student's special education teacher/case manager will be responsible for sharing written documentation of such modifications and accommodations with each qualifying student's general education teachers (including electives/specials teachers). Teachers will be expected to differentiate and utilized baseline and progress monitoring assessments to plan targeted small group and individual

lessons, giving students access to curricular content that will improve their skills and assist them in transitioning out of the special education program or into a less restrictive special education model.

**In summary, The GLOBE Academy agrees to the following guidelines:**

**The GLOBE Academy will:**

- Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies and use DCSD forms for SST.
- Establish a Section 504 team in accordance with state guidelines and local school board policies and use DCSD forms for Section 504.
- Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies including the Code of Student Conduct.
- Participate in workshops, in-service and/or trainings offered by DCSD for persons serving as SST/Section 504 chairpersons and Exceptional Children staff.
- Comply with Section 504 by providing the appropriate accommodations and equipment.
- Immediately notify the DCSS Director of Charter Schools upon receipt of a complaint made by a parent/guardian or student concerning Section 504 and/or Individuals with Disabilities in Education Act, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.
- Hire or contract certified special education teachers to provide services to eligible students.

**The GLOBE Academy acknowledges that the DCSD will:**

- Provide professional development training for the SST.
- Provide professional development training for the Section 504 team.
- Provide technical/consultative assistance to charter schools requested by the charter school.
- Conduct Compliance Reviews of all charter schools to ensure that students with disabilities are provided a free appropriate public education.
- Approve and assign all administrative student placements for students that the district determines cannot be served appropriately in their charter schools through the Office of Student Assignment.

In the event of a parent/guardian or student complaint concerning Section 504 and/or the Individuals with Disabilities Act, The GLOBE Academy will immediately notify the DCSD Director of Charter Schools and furnish a copy of such complaint and cooperate fully in the investigation, defense, and

resolution of such complaint.

*QUESTION 13: EDUCATIONAL SERVICES FOR ENGLISH LANGUAGE LEARNERS*

***Projected Percentage of ELL Students***

The percentage used to calculate the ELL FTE in The GLOBE Academy's budget was the same percentage as the percent of ELL students in the DeKalb County School District for FY 2012. This percentage is approximately 2% of the entire district FTE. The governing board used this percentage as a conservative estimate, as it is highly likely that The GLOBE Academy will have higher than DCSD percentages of ELLs due to the school's instructional model and marketing efforts. However, The GLOBE Academy decided on a conservative estimate in this area because there is no guarantee that a higher ELL population will be obtained.

***Identification of ELL Students***

The GLOBE Academy will use the WIDA-ACCESS Placement Test (W-APT), the English language proficiency screener to incoming students who may be designated as English language learners. This assessment guides programmatic placement decisions such as identification and placement of students who are ELLs.

***Instruction for ELL Students***

All services will be provided for English Language Learners in accordance with all applicable Federal and State laws, rules, and regulations. One of the primary strengths of the dual-language immersion model is that it is also a federal and state approved instructional method for English Language Learners. This means that students qualifying as English Language Learners can remain in the standard curricular program with their peers while receiving instruction appropriate to bolstering English language proficiency. Research has shown that students who are immersed in their native language while trying to learn English, acquire English much more rapidly and efficiently. Providing students with language and literacy skills in their native language (i.e. Spanish) will only bolster their ability to become proficient speakers and users of the English language as it provides them with a framework from which to make comparisons and analyses. ELL students will not be excluded from curricular and extracurricular activities at The GLOBE Academy because of the inability to speak and understand the language of instruction. In fact, per the school's instructional framework, ELL students at The GLOBE Academy will be valuable members of our community, serving as a resource to their native English speaking peers who are trying to learn another language.

***Assessment for ELL Students***

Due to the nature of the dual-language immersion instructional model, ELL students will be assessed using the same formative and summative assessments in the language domain as their native English speaking peers, the oral and written language rubrics set forth by the American Council on the Teaching of Foreign Languages proficiency guideline rubrics (See Appendices P and Q). However, for ELL students the objectives for second language proficiency as outlined in the goals and objectives portion of the charter application will refer to English oral and written language proficiency, whereas native English speakers will be working toward an advanced level of proficiency in another world language. In other words, all students at The GLOBE Academy will be "Learners of Other Languages". We will have

native English speaking students who will be Spanish Language Learners (SLL), Mandarin Language Learners (MLL), and French Language Learners (FLL). In this regard, all children will be assessed continually in both their native language (whether it be English or another language) as well as their second language of study at The GLOBE Academy (whether that second language be English or another language). In addition to this evaluation rubric, students will be assessed annually each January using the ACCESS ESL proficiency assessment. Results from ACCESS will inform student growth and guide decision making in the ELL program. Scores will be sent to the DCSD.

In summary, The GLOBE Academy will utilize a variety of resources for curricular materials for all language learning assessments. The Academic Committee of the governing board is currently in discussions with the American Councils for International Education to develop assessment tools in each of our Target languages (including English) that are aligned to the proficiency guidelines set forth by the American Council on the Teaching of Foreign Languages. The GLOBE Academy is using these proficiency guidelines to set benchmarks for oral and written second language proficiency (including English as a second language) for all students (See Appendices P & Q). Further The ACCESS assessment will be used as a standardized measure of students' English proficiency each January. Results from the ACCESS testing will be provided to the DCSD.

The GLOBE Academy acknowledges receipt and understanding all notes contained in the petition application regarding the professional development and other services that will be provided by DeKalb County Schools.

*QUESTION 14: SUPPLEMENTAL EDUCATION SERVICES*

Pursuant to SBOE Rule 160-4-5-.03 and No Child Left Behind (NCLB), The GLOBE Academy will provide Supplemental Education Services (SES) for students in need of such support due to not making adequate achievement progress as measured by criterion referenced and standardized assessments. The GLOBE Academy will post a Request for Proposals for approved SES providers in both math and reading/language arts, and will sub-contract such providers to provide SES services. The budget is reflective of these services.

*QUESTION 15: REMEDIATION SERVICES*

The GLOBE Academy will follow all requirements of SBOE Rule 160-4-5-.01 as well as all related state and federal laws regarding the identification and implementation of remedial services for students in grades 6<sup>th</sup> and 7<sup>th</sup> during the first charter term who qualify for such services.

Through continuous, authentic, formative and summative assessments The GLOBE Academy will monitor the progress of all students and immediately put plans in place to remediate students at-risk of academic failure. The tool used to monitor and track student progress in specific skill areas will be curriculum based measurement by AIMSweb (See [www.aimsweb.com](http://www.aimsweb.com)). Students qualifying for the Remedial Education Program (REP) based on state requirements and guidelines would be placed in the appropriate number of REP segments as determined by the Student Support Team.



## V.PERFORMANCE-BASED GOALS AND OBJECTIVES

### QUESTION 16: PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

The GLOBE Academy has created the following observable and measureable objectives aligned to the school's mission.

**The mission of The GLOBE Academy is:** To foster Global Learning Opportunities through Balanced Education (GLOBE) for children of all backgrounds through a challenging and engaging world class language immersion education. The GLOBE Academy students will demonstrate advanced critical thinking skills through:

- global competency and understanding
- advanced second language fluency
- academic performance equal to students in the highest performing schools in the world
- positive impact in the community

The following objectives will assist The GLOBE Academy in meeting its mission:

### GOAL 1: Global Competency and Understanding

**Both global competency and global understanding are important in our global economy. Global Competency consists of the following capacities:** (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing global competence results in an ability to understand, communicate with, and effectively interact with people across cultures. Global understanding refers to a knowledge of other cultures and practices, but does not imply a capacity for operating or functioning in varying cultural contexts.

#### Objectives:

3 <sup>rd</sup> Grade	Global Understanding	97% of students will be able to identify similarities and differences in cultural practices and traditions including language, art, religion, governmental structure, currency, units of measurement and history for the United States and a country where the second language they are studying is spoken, as measured by students' ability to complete a compare and contrast graphic organizer, to be assessed via a teacher-created rubric
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	Global Competency	95% of students will have at least 5 meaningful interactions surrounding age-appropriate global social and economic issues (discussions via Skype or email, written letters, etc...) with same aged peers who live in a country where the second language they are studying is spoken, and write a final essay about their peer's views on a selected topic and how such views differ from their own, to be measured by a teacher-created rubric.
5 <sup>th</sup> Grade	Global Understanding	97% of students will analyze similarities and differences in cultural practices and traditions including language, art, religion, governmental structure, currency, units of measurement, history and positions on major world issues between the U.S. and a country of their choice as measured by the completion of two comparative country reports to be assessed via a teacher-created rubric.
	Global Competency	95% of students will collaborate with same aged peers who live in a country where the second language they are studying is spoken to complete an interview project, measured by a teacher-created rubric, surrounding both economic and social issues, in which students will be required to write and present an analysis of their pen-pal's perspective on the interview topics.
7 <sup>th</sup> Grade	Global Understanding	97% of students will be able to explain, compare, contrast, and evaluate the perspectives of the U.S., China, developing nations and European countries on the issues of <ul style="list-style-type: none"> <li>• Environmental conservation</li> <li>• International trade</li> <li>• Security and terrorism</li> </ul> and how these perspectives affect international relations as measured by an 7th grade end-of-year analytical essay scored using an 7th grade international relations essay rubric to be created by 7 <sup>th</sup> grade teachers.

	Global Competency	90% of students will complete a presentation surrounding an economic or social issue in which they are able to identify and articulate their own cultural worldview situated within the issue, identify and articulate their own biases and attitudes toward cultural differences surrounding the issue, and demonstrate knowledge of a differing cultural practice or world view surrounding the issue.
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## GOAL 2: Advanced Second Language Fluency

The second language fluency objectives are reflective of students' progressive mastery toward oral and written second language fluency. Objectives are written from a standpoint of considering students' first age of exposure to second language exposure (assuming that most 3<sup>rd</sup> grade students during year 1 will have had little to no second language exposure and that second language proficiency usually takes approximately 5 years), as well as individual variability in the overall population in terms of ability to acquire second language fluency after 3 years of age.

### Objectives:

K-3 <sup>rd</sup> Grade	Oral Fluency	By the end of Year 1, 80% of K-3 <sup>rd</sup> grade students will achieve at least a Novice-High oral fluency rate in their studied second language, as measured by the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Rubric.
	Written Fluency	By the end of Year 1, 80% of K-3 <sup>rd</sup> grade students will achieve at a Novice-Mid written fluency rate in their studied second language, as measured by the ACTFL Proficiency Rubric.
5 <sup>th</sup> Grade	Oral	By the end of Year 3, 80% of 5 <sup>th</sup> grade students will achieve at least an Intermediate-Mid fluency rate in their studied second language, as measured by the ACTFL Proficiency Rubric.
	Written	By the end of Year 3, 80% of 5 <sup>th</sup> grade students will achieve at least an Intermediate-Low written fluency rate in their studied second language, as measured by the ACTFL Proficiency Rubric.
7 <sup>th</sup> Grade	Oral	By the end of Year 5, 80% of 7 <sup>th</sup> grade students will achieve at least an Advanced-Low oral fluency rate in their studied second language, as measured by the ACTFL Proficiency Rubric.
	Written	By the end of Year 5, 80% of 7 <sup>th</sup> grade students will achieve at least an Advanced-Low written fluency rate in their studied second language, as measured by the ACTFL Proficiency Rubric.

### **GOAL 3: Academic Achievement**

#### **Academic Performance Objectives:**

The GLOBE Academy is committed to demonstrating high academic achievement during all years of the charter. Academic objectives have been outlined based on the state-wide use of the CRCT and CRCT-M or any to-be-developed Common Core state assessment, as we are aware of Georgia's transition to the Common Core Standards and will substitute the CRCT for any state-mandated Common Core assessment when Georgia makes this transition. We will also use MAP Assessments in grades K-7 to measure students' growth in reading and math pre-, mid- and post- school year. Students in grades 3<sup>rd</sup> through 7<sup>th</sup> will be assessed using the Iowa Test of Basic Skills (ITBS) Complete Battery both at the beginning and ending of each school year. Children in grades 3 and 5 will take the state writing assessment as well. Our academic goals and objectives are reflective of these assumptions and are as follows:

#### **Reading Objectives:**

##### ***MAP Assessment***

Measure 1: At the end of year 1, at least 65% of all students in grades K-3 will meet or exceed their RIT growth targets on MAP testing, as developed by NWEA.

Measure 2: At the end of year 2, at least 70% of all students in grades K-4 will meet or exceed their RIT growth targets on MAP testing, as developed by NWEA.

Measure 3: At the end of year 3, at least 75% of all students in grades K-5 will meet or exceed their RIT growth targets on MAP testing, as developed by NWEA.

Measure 4: At the end of years 4 and 5, at least 80% of all students in grades K-6 and K-7, respectively, will meet or exceed their RIT growth targets on MAP testing, as developed by NWEA.

##### ***ITBS Assessment***

Measure 1: At the end of year 1, at least 90% of students in 3<sup>rd</sup> grade will demonstrate improvement in reading as will be demonstrated by movement of at least .9 grade levels from pre-assessment to post-assessment as measured by the ITBS Reading/Reading Comprehension Test

Measure 2: At the end of year 2, at least 90% of students in 3<sup>rd</sup> and 4<sup>th</sup> grade will demonstrate improvement in reading as will be demonstrated by movement of at least 1.0 grade levels from pre-assessment to post-assessment as measured by the ITBS Reading/Reading Comprehension Test

Measure 3: At the end of years 3 through 5, at least 90% of students in 3<sup>rd</sup> through 7<sup>th</sup> grades will demonstrate improvement in reading as will be demonstrated by movement of at least 1.25 grade

levels from pre-assessment to post-assessment as measured by the ITBS Reading/Reading Comprehension Test

### ***CRCT Assessment***

Measure 1: For each year of the charter term, students in grades 3-7 in each subgroup at The GLOBE Academy will perform higher than the average of their DeKalb County School District subgroup peers on the Reading portion of the CRCT/CRCT-M, or Common Core state assessment as demonstrated by a greater percentage of students passing and higher overall average student scale scores.

Measure 2: During each year of the charter term, The GLOBE Academy will make Adequate Yearly Progress as demonstrated by meeting or exceeding the Annual Measurable Objectives for Reading and all other requirements as established by the GA Department of Education each year for the Criterion-Referenced Competency Test (CRCT)/CRCT-M, or state Common assessment.

### **English Language Arts Objectives:**

#### ***ITBS Assessment***

Measure 1: At the end of year 1, at least 90% of students in 3<sup>rd</sup> grade will demonstrate improvement in language arts, as will be demonstrated by movement of at least .9 grade levels from pre-assessment to post-assessment as measured by at least two of the following ITBS subtests: Vocabulary, Word Analysis, Listening, and Language.

Measure 2: At the end of year 2, at least 90% of students in 3<sup>rd</sup> and 4<sup>th</sup> grade will demonstrate improvement in language arts, as will be demonstrated by movement of at least 1.0 grade levels from pre-assessment to post-assessment as measured by at least two of the following ITBS subtests: Vocabulary, Word Analysis, Listening, and Language.

Measure 3: At the end of years 3 through 5, at least 90% of students in 3<sup>rd</sup> through 7<sup>th</sup> grades will demonstrate improvement in language arts as will be demonstrated by movement of at least 1.25 grade levels from pre-assessment to post-assessment as measured by at least two of the following ITBS subtests: Vocabulary, Word Analysis, Listening, and Language.

#### ***CRCT or Common Core State Assessment***

Measure 1: For each year of the charter term, students in grades 3-7 in each subgroup at The GLOBE Academy will perform higher than the average of their DeKalb County School District subgroup peers on the English Language Arts portion of the CRCT/CRCT-M, or Common Core state assessment as demonstrated by a greater percentage of students passing and higher overall average student scale scores.

Measure 2: During each year of the charter term, The GLOBE Academy will make Adequate Yearly Progress as demonstrated by meeting or exceeding the Annual Measurable Objectives for English Language Arts and all other requirements as established by the GA Department of Education each year for the Criterion-Referenced Competency Test (CRCT)/CRCT-M, or Common state assessment.

**Math Objectives:**

***MAP Assessment***

Measure 1: At the end of year 1, at least 65% of all students in grades K-3 will meet or exceed their RIT growth targets on MAP testing, as developed by NWEA.

Measure 2: At the end of year 2, at least 70% of all students in grades K-4 will meet or exceed their RIT growth targets on MAP testing, as developed by NWEA.

Measure 3: At the end of year 3, at least 75% of all students in grades K-5 will meet or exceed their RIT growth targets on MAP testing, as developed by NWEA.

Measure 4: At the end of years 4 and 5, at least 80% of all students in grades K-6 and K-7, respectively, will meet or exceed their RIT growth targets on MAP testing, as developed by NWEA.

***ITBS Assessment***

Measure 1: At the end of year 1, at least 90% of students in 3<sup>rd</sup> grade will demonstrate improvement in mathematics as will be demonstrated by movement of at least .9 grade levels from pre-assessment to post-assessment as measured by the ITBS Mathematics Test.

Measure 2: At the end of year 2, at least 90% of students in 3<sup>rd</sup> and 4<sup>th</sup> grade will demonstrate improvement in reading as will be demonstrated by movement of at least 1.0 grade levels from pre-assessment to post-assessment as measured by the ITBS Mathematics Test.

Measure 3: At the end of years 3 through 5, at least 90% of students in 3<sup>rd</sup> through 7<sup>th</sup> grades will demonstrate improvement in reading as will be demonstrated by movement of at least 1.25 grade levels from pre-assessment to post-assessment as measured by the ITBS Mathematics Test.

***CRCT or Common Core State Assessment***

Measure 1: For each year of the charter term, students in grades 3-7 in each subgroup at The GLOBE Academy will perform higher than the average of their DeKalb County School District subgroup peers on the math portion of the CRCT or Common Core state assessment as demonstrated by a greater percentage of students passing and higher overall average student scale scores.

Measure 2: During each year of the charter term, The GLOBE Academy will make Adequate Yearly Progress as demonstrated by meeting or exceeding the Annual Measurable Objectives for math and all other requirements as established by the GA Department of Education each year for the Criterion-Referenced Competency Test (CRCT), or state Common assessment.

**Writing Objectives:**

Measure 1: During Years 1 and 2, 3<sup>rd</sup> Grade students at The GLOBE Academy will perform higher than the average of their DeKalb County School System peers on the state-wide writing assessment as demonstrated by a greater percentage of students passing and higher overall average student scale scores.

Measure 2: During Years 3 through 5 3<sup>rd</sup> and 5<sup>th</sup> Grade students in all subgroups at The GLOBE Academy will perform higher than the average of their DeKalb County School System subgroup peers on the state-wide writing assessment as demonstrated by a greater percentage of students passing and higher overall average student scale scores.

**Science Objectives:**

Measure 1: For each year of the charter term, students in grades 3-7 in each subgroup at The GLOBE Academy will perform higher than the average of their DeKalb County School District subgroup peers on the science portion of the CRCT or Common Core state assessment as demonstrated by a greater percentage of students passing and higher overall average student scale scores.

**Social Studies Objectives:**

Measure 1: For each year of the charter term, students in grades 3-7 in each subgroup at The GLOBE Academy will perform higher than the average of their DeKalb County School District subgroup peers on the science portion of the CRCT or Common Core state assessment as demonstrated by a greater percentage of students passing and higher overall average student scale scores.

**Students Who Are Already Exceeding Academic Standards:**

Measure 1: In all years of the charter term, the percentage of students scoring in the *Exceeds* standards category in the Math, Reading/English Language Arts (combined) portions of the CRCT or Common state assessment will increase by 2.5% from the previous year.

**GOAL 4: Positive Impact in the Community**

**Objectives:**

Kindergarten through 5 <sup>th</sup> Grade	95% of students will perform at least 10 annual hours of community service related to serving multinational populations and/or global issues, to be completed through service learning projects during the school day in each grade of attendance.
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6 <sup>th</sup> through 8 <sup>th</sup> Grade	95% of students will perform at least 20 annual hours of community service related to serving multinational populations and/or global issues, to be completed through service learning projects during the school day in each grade of attendance.
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**Organizational Goals**

The fulfillment of the following organizational goals will be reported annually by the Charter School in addition to their Annual Report.

**GOAL 1: Students will demonstrate a commitment to learning as measured by their attendance and promotion rates.**

Measure 1: In each year of the charter, the percentage of students absent 15 days or more shall not exceed 15%.

Measure 2: The average promotion rate for the school will be 85% or higher annually and the average promotion rate of students who attended in prior years will be 90% or higher annually.

**GOAL 2: The Charter School will facilitate consistent, frequent stakeholder input, in addition to providing an open atmosphere for communication.**

Measure 1: Each year, 90% of parents will indicate that they are at least “satisfied” with the overall quality of their child’s education as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied.

Measure 2: Each year, 80% of partners with formal agreements will indicate that they are at least “satisfied” with the overall quality of their partnership with the Charter School as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied.

**GOAL 4: The Charter School will attract, retain, and develop highly capable instructional staff in order to facilitate academic excellence.**

Measure 1: All instructional staff will participate in data-driven, mandatory, frequent professional development. Each year, all teaching staff will attend a summer professional develop workshop designed specifically for the Charter School. Teachers will be required to earn 2 PLU (20 contact hours) per calendar year.

Measure 2: Teacher retention rates, as measured by retention of teachers whom were offered a contract for the next academic year, will be at least 85% annually.



**GOAL 5: The school will establish and implement sound and accurate financial management practices in all areas of the schools business operations, including GAAP (Generally Accepted Accounting Principles) and other best practices.**

Measure 1: In each year of the charter, yearly balance sheets will demonstrate that the Charter School maintains adequate cash on hand and is able to consistently meet financing commitments.

Measure 2: As a result of an annual financial audit, the school will obtain an unqualified opinion as to whether the financial statements are presented fairly, in all material respects, with respect to financial position, results of operations, and cash flows in conformity with accounting principles generally accepted in the United States of America.

## **VI. WAIVERS**

### *QUESTIONS 17 THROUGH 19: WAIVERS REQUESTS*

The GLOBE Academy will comply with all federal, state, and local laws, policies, procedures, and requirements unless specifically waived in the charter. The GLOBE Academy understands that DCSD will not accept the “blanket waiver” but requires specific waivers and the rationale for each waiver.

As such, The GLOBE Academy is not requesting a blanket waiver from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065.

The GLOBE Academy is requesting specific waivers and will use the flexibility provided by these waivers to meet or exceed the performance-based goals included in the approved charter, including but not limited to raising student achievement as follows:

As required by O.C.G.A. § 20-2-2065(b), The GLOBE Academy shall be:

- (1) A public, nonsectarian, nonreligious, nonprofit school that is not home-based, provided that a charter school's nonprofit status shall not prevent the school from contracting for the services of a for-profit entity;
- (2) Subject to the control and management of the DCSS school board, as provided in the charter and in a manner consistent with the Constitution;
- (3) Organized and operated as a nonprofit corporation under the laws of this state;
- (4) Subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights (including, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act); insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
- (5) Subject to all laws relating to unlawful conduct in or near a public school;
- (6) Subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;

- (7) Subject to the provisions of Part 3 of Article 2 of Chapter 14 of this title, and such provisions shall apply with respect to charter schools whose charters are granted or renewed on or after July 1, 2000;
- (8) Subject to all reporting requirements of Code § 20-2-160, subsection (e) of Code § 20-2-161, Code § 20-2-320, and Code § 20-2-740;
- (9) Subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized for local boards by Code § 20-2-133; and
- (10) Subject to the provisions of Code § 20-2-1050 requiring a brief period of quiet reflection.

The GLOBE Academy requests the following waivers in order to give GLOBE Academy the flexibility to set its policies and procedures that allow it to meet its rigorous goals set forth in this charter application:

**GA State Law Waiver Requests:**

**1. § 20-2-140 through 20-2-149 Competencies and Core Curriculum**

The GLOBE Academy seeks a waiver for these sections to the extent it requires specific curricula, sequencing of curricula, or a method of delivering curriculum that is inconsistent with the GLOBE Academy’s educational program. However, the GLOBE Academy will incorporate all components of the Georgia Performance Standards and the Common Core curriculum in every year of our charter. Students will also participate in mandatory state assessments. This waiver will help the GLOBE Academy achieve its performance goals by ensuring that the sequencing and delivery of GLOBE Academy’s global competency and language immersion curriculum are not hampered by any inconsistent regulations. This waiver is especially important for the first years of enrollment as GLOBE Academy invests in building a language fluency foundation in a student’s second language (L2).

**2. Article 7: TEACHERS AND OTHER SCHOOL PERSONNEL**

- **PART 7. TERMINATION, SUSPENSION, NONRENEWAL, DEMOTION, OR REPRIMAND**

**§ 20-2-940 through § 20-2-947** – The GLOBE Academy requests a waiver from these sections due to the fact that The GLOBE Academy wishes to allow its governing board and executive leadership team to define all policies and procedures surrounding the termination, suspension, nonrenewal, demotion, or reprimand of teachers and other school personnel.

**3. 20-2-690.1 through 20-2-703— Students : Compulsory Attendance**

The GLOBE Academy requests a waiver from this section in order to effectively implement the policies and procedures surrounding excused student absences from international or national travel

that will be tied to learning standards. Students will be allowed to be “absent” from the physical school building more than is allowed per this section if the proper advanced permission is obtained from school administration and faculty. However, unexcused absences will still follow this section.

**4. 20-2-390 through 20-2-396 – Borrowing for Operating Expenses**

The GLOBE Academy requests waivers from these sections to allow the school to have the autonomy needed to effectively manage all borrowed funds as deemed necessary to meet the mission, goals, and objectives of the charter.

**5. 20-2-300 – Implementation and Funding Authorized**

In an effort to allocate all time toward meeting the mission, goals, and objectives of the charter, The GLOBE Academy seeks a waiver from this section to the extent that any proposed programs may contradict or interfere with the delivery of programming and curriculum established at The GLOBE Academy.

**6. 20-2-323. Unstructured break time for students in kindergarten through grade eight**

The GLOBE Academy requests a waiver from this section to protect the schools practices concerning an unstructured break time for all students in all grades K-8. In the event that the DeKalb County School District decides to disallow unstructured breaks, The GLOBE Academy does not want to be forced to comply with this decision, as it is against our core values and beliefs surrounding child development.

**7. 20-2-156 Program for limited-English-proficient students**

GLOBE Academy seeks a waiver of this section only to the extent it requires specific curricula, sequencing of curricula, or a method of delivering curriculum that is inconsistent with GLOBE Academy’s language immersion model of providing services to ELL students. This waiver will help The GLOBE Academy achieve its performance goals by not requiring redundancy in approved instructional delivery models used by GLOBE Academy. However, in educating all children including limited-English-proficient students, GLOBE Academy, as is stated throughout our charter, adhere to and follow State curriculum standards.

**8. 20-2-230 through 20-2-232 Staff Development**

The GLOBE Academy seeks a waiver from this part only to the extent that it requires the GLOBE Academy staff to participate in staff development programs that are not consistent with the unique curriculum at the GLOBE Academy. The GLOBE Academy will offer professional development that is tailored to the unique mission of GLOBE Academy including but not limited to professional development offered in other languages and in other countries, and professional development focused on language acquisition and global competency. The GLOBE Academy will evaluate and make

revisions to the GLOBE Academy's curriculum as needed and will offer annual professional development opportunities consistent with GLOBE Academy's unique academic model. This waiver will help GLOBE Academy achieve its mission by ensuring that all staff development is relevant and beneficial to teachers delivering GLOBE Academy's unique global curriculum. This waiver is not inconsistent with the purpose of this section because the staff will still engage in professional development in support of our mission and instruction of state standards.

#### **9. 20-2-290 Organization of Schools**

The GLOBE Academy seeks a waiver from this part because state law has precedent over school board policy and a school's charter, and GLOBE Academy believes it is important to make sure that nothing in this section of the law would allow an organization or reorganization of GLOBE Academy by the board of education of DCSS that is incongruent with this charter. This waiver will help the GLOBE Academy achieve its performance goals by ensuring that the organization of the GLOBE Academy is not unilaterally changed by the local school system.

#### **10. 20-2-850-853 and 20-2-880-925 Personnel Policies and Benefits**

The GLOBE Academy seeks a waiver from these parts to the extent they are inconsistent with any personnel policies and benefits programs that may be established from time to time for Charter School personnel. The GLOBE Academy does not waive the right of any of its personnel to participate in any benefits program that may be available to them as public school teachers.

This waiver will help the GLOBE Academy achieve its performance goals by ensuring that the GLOBE Academy is able to hire teachers who are best suited to meet the needs of the school's student body and to effectively deliver the school's curriculum. Specifically, employees from other countries may not be able to or interested in teaching in the United States for the entirety of their career requiring the GLOBE Academy to need flexibility in the benefits offered by GLOBE Academy in order to provide benefits that are beneficial for all of GLOBE Academy's staff. This waiver is not inconsistent with the purpose of these parts because the charter school will develop personnel policies and a benefits package that are competitive with those offered by the DCSS.

The fact that the GLOBE Academy must compete for the teachers it wishes to hire helps ensure fair conditions of employment.

#### **11. 20-2-1010 through 20-2-1015 State Board to prescribe textbooks**

The GLOBE Academy seeks a waiver from these sections to the extent that GLOBE Academy will use instructional materials in multiple languages and it is unlikely that a textbook in other world languages will have been evaluated by the Georgia State Board of Education. This waiver will allow GLOBE Academy to achieve its mission by using instructional materials that help teachers provide instruction in line with state standards and the CCGPS curriculum, but that may not have been evaluated by the State Board as the instructional materials may be used in different countries and printed in languages other than English. Additionally, in the lower grades text books will be used

sparingly due to the project and workshop-based instructional model.

**12. Code sections 20-2-240 through 20-2-242 – Powers and Duties of the State Board, State Superintendent, and Local school systems.**

The GLOBE Academy seeks a waiver only from the below listed State Board Rules, which were promulgated pursuant to code section 20-2-240:

- ***Rule 160-5-1-.36 – Local School Board Governance***
  - The GLOBE Academy seeks a waiver of this rule as its Board of Directors will govern The GLOBE Academy, as specifically and fully stated in **Section XII** of this petition. However, the GLOBE Academy will fully comply with all of the ethics and open record and meetings requirements as stated in this State Board Rule.
- ***Rule 160-5-1-.22 Personnel Required***
- ***Rule 160-5-6-.01 Statewide School Nutrition Program***
- ***Rule 160-3-3-.04 Professional Learning***
- ***Rule 160-5-2-.05 Experience for Salary Purposes***
  - The GLOBE Academy seeks a waiver of the above listed State Board Rules in order to give The GLOBE Academy the flexibility in the staffing and training of its teachers and other staff members to carry out its stated mission and goals as described in this petition. This flexibility in making personnel decisions will allow The GLOBE Academy to ensure that the maximum amount funding is allocated specifically to the instruction of its students. Despite asking for a waiver of these State Rules, The GLOBE Academy will work with and utilize any existing DeKalb County School System resources made available to The GLOBE Academy in order to abide by the intent of these Rules.
- ***Rule 160-5-4-08 School Size***
  - The GLOBE Academy seeks a waiver of this State Board Rule since it specifically relates to school districts and addresses issues such as consolidation, which are not applicable to The GLOBE Academy.
- ***Rule 160-4-4-.10 Textbook/Instructional Materials Selection/Recommendation***
  - The GLOBE Academy requests a waiver of this State Board Rule in order to give it the flexibility to carry out the specific curriculum as detailed in **Section III** of this Petition.

The GLOBE Academy further seeks a waiver from any actions that may be required or authorized by either the State School Superintendent or the Local school system that would be inconstant with this charter or with the waivers allowed by code section 20-2-2065 that are incorporated into this charter petition.

These waivers will help The GLOBE Academy achieve its performance goals by ensuring that the rules, regulations, policies, and procedures that apply to the charter school and the duties of various

persons or entities to enforce certain rules, regulations, policies, and procedures are consistent with the charter including the waivers. These waivers are not inconsistent with the purpose of these sections because the rules, regulations, policies, and procedures that apply to The GLOBE Academy will still be enforceable by the appropriate entities at appropriate times as set out in the charter and in the Charter Schools Act of 1998.

**DeKalb County School District Requested Waivers:**

The GLOBE Academy is requesting waivers of specific DCSD Policies in an effort to effectively meet its mission. Such waivers exist in the categories of personnel, curriculum, school calendar, instruction, and transportation as follows:

***Code C : General School Administration***

- **Policy CA: Goals and Objectives**
- **Policy CGA-R: Compensation Guides and Contracts**
- **Policy CGB: Administrative Personnel Positions**
- **Policy CGB: Administrative Personnel Positions**
- **Policy CGD: Administrative Personnel Hiring**
- **Policy CGI: Administrative Personnel Evaluation**
- **Policy CI: Administrative Intern Program**

The GLOBE Academy requests a waiver to the extent that the school leader and governing board will have the final decision as to whether a candidate will support the Globe Academy's mission and be the best candidate for an administrative role.

- **Policy CI-R(1): Administrative Intern Program**

The GLOBE Academy seeks a waiver of the above listed Policy in order to give The GLOBE Academy the flexibility in the staffing and training of its teachers and other staff members to carry out its stated mission and goals as described in this petition. This flexibility in defining hourly requirement and processes will ensure best use of funding allocation.

- **Policy CJ: Administrative Consultants**

The GLOBE Academy seeks a waiver of Section F & G in order to give The GLOBE Academy the flexibility in the staffing and training of its teachers and other staff members to carry out its stated mission and goals as described in this petition. This flexibility in making personnel decisions will allow The GLOBE Academy to ensure that the maximum amount funding is allocated specifically to the instruction of its students.

***Code G: Personnel***

- **Policy GAD: Professional Learning Opportunities**
- **Policy GAD-R(1): Professional Learning Opportunities**

The GLOBE Academy requests a waiver from this section, only for system-wide professional development opportunities that would not be relevant or related to the mission, curriculum, and philosophy of The GLOBE Academy.

- **Policy GBD: Professional Personnel Hiring**

- **Policy GBI: Professional Personnel Evaluation**

- **Policy GBKA: Professional Personnel Lay-Off**

- **Policy GBO: Professional Personnel Resignation**

- **Policy GBRI: Professional Personnel Personal Leaves and Absences**

The GLOBE Academy requests waivers from the above policies as the school and its governing board wish to exercise the right to full authority regarding all personnel matters

- **Policy GBR: Professional Personnel Working Conditions (All Sections)**

All matters regarding attendances/absences shall remain in the authority of The GLOBE Academy's school leader and the school's governing board. The GLOBE Academy requests a waiver from this policy to keep these matters within the jurisdiction of the school and the governing board as opposed to the DeKalb County School System superintendent.

- **Policy GCRB-R: Classified Personnel Time Schedules**

- **Policy GDRB-R: Paraprofessional Time Schedules**

- **Policy GBRB: Professional Personnel Time Schedules**

The GLOBE Academy requests a waiver from these policies, as the school will follow an academic calendar different from the DeKalb County School System. However, The GLOBE Academy will maintain a July 1 through June 30 fiscal year and calendar year for all 12-month personnel.

- **Policy GBRL: Employee Dress Code**

- **Policy GBRL-R(2): Employee Dress Code**

The GLOBE Academy requests a waiver from this policy and regulation to allow for a variety of international and ethnic attires, including some footwear (i.e. sandals, flip-flops) that may not be deemed appropriate under the DeKalb County School System Dress Code. Additionally, employees may be allowed to wear attire such wind suits or shorts during service learning activities. Employees will still be expected to dress professionally.

- **Policy GBBA: Professional Personnel Oualifications and Duties (Section I. – Teachers)**

The GLOBE Academy requests a waiver from the policy for section I only, which states the minimum requirements for teachers including a bachelor's degree from an accredited college. The GLOBE Academy is requesting this waiver to allow for the hiring of international, qualified teachers who have graduated from college programs outside of the United States that would therefore not be accredited in the U.S.

- **Policy GBB: Professional Personnel Positions**

The GLOBE Academy requests waivers from the above policies as the school and its governing board wish to exercise the right to full authority regarding all personnel matters

- **Policy GCA: Classified Personnel Compensation Guides and Contracts**
- **Policy GCA-R: Classified Personnel Compensation Guides and Contracts**
- **Policy GBA: Professional Personnel Compensation Guides and Contracts (Sections B – Review of Compensation Plan & C – Levels of Compensation)**
- **Policy GBA-R: Professional Personnel Compensation Guides and Contracts**

The GLOBE Academy seeks a waiver of the above listed policies and regulations for classified and professional staff in order to give The GLOBE Academy the flexibility in the compensation plan and salary schedule, including but not limited to, salary increases based on merit and performance, and compensation packages that may include salary plus other benefits such as housing for international teachers. The GLOBE Academy has created a salary scale for teachers (See Appendix D).

- **Policy GCB: Classified Personnel Positions**
- **Policy GCD: Classified Personnel Hiring**
- **Policy GCE: Classified Personnel Assignment**
- **Policy GCI: Classified Personnel Evaluation**
- **Policy GCQ: Classified Personnel Retirement**
- **Policy GCR: Classified Personnel Working Conditions**
- **Policy GDB: Paraprofessional Positions**
- **Policy GDD: Paraprofessional Hiring**
- **Policy GDE: Paraprofessional Assignment**
- **Policy GDI: Paraprofessional Evaluation**

The GLOBE Academy requests waivers from the above policies as the school and its governing board wish to exercise the right to full authority regarding all personnel matters.

- **Policy GCRD: Classified Personnel Overtime Pay**  
The GLOBE Academy requests a waiver from this policy to the extent that overtime pay must be approved by the Superintendent. Overtime will be approved by the school leader via the governing board who has governance over our school's budget.

#### *Code I: Instructional Program*

- **Policy IA: Instructional Program Philosophy**
- **Policy IA-R: Instructional Program Philosophy**
- **Policy IC: Curriculum Development**
- **Policy ICFA: Curriculum Guides and Course Outlines**
- **Policy IDA: Basic Program**
- **Policy IDA-R(1): Basic Program**
- **Policy IDA-R(3): Basic Program**
- **Policy IDA-R(4): Basic Program**
- **Policy IDA-R(5): Basic Programe**



- **Policy IDA-R(6): Basic Program**  
 The GLOBE Academy requests waivers from the above policies and regulations so as to appropriately exercise the autonomy to employ the school’s prescribed curricular framework, such as the scope and sequence, exploratory units, etc... Teachers at The GLOBE Academy will follow The GLOBE Academy curriculum as opposed to that prescribed by the DeKalb County School District. The GLOBE Academy’s instructional philosophy is tied to its mission and vision, and although it aligns to that of the DeKalb County School District, it is a philosophy independent of the DCSD. The GLOBE Academy’s curricular framework is included in Section III of this application, including a detailed scope and sequence with alignment to the GA Performance Standards and Common Core Standards in Appendix C.
- **Policy IDAC: Kindergarten**  
 The GLOBE Academy requests a waiver from this policy to the extent that it requires funding to be obtained from the school district. The GLOBE Academy wishes to exercise the autonomy to pursue a state-approved pre-kindergarten program that could potentially be funded by other entities and/or community partners. Should The GLOBE Academy pursue a Pre-K program, the program would still be licensed and approved by the appropriate state entity, Bright from the Start: GA Department of Early Care and Learning
- **Policy IDCA: Summer School**
- **Policy IDCA-R: Summer School**
- **Policy IDE: Co-Curricular Activities**
- **Policy IDE-R: Co-Curricular Activities**
- **Policy IDF: Interscholastic Activities**
- **Policy IDE(2): Competitive Interscholastic Activities, Grades 6-8**
- **Policy IDE(2)-R: Competitive Interscholastic Activities, Grades 6-**  
 The GLOBE Academy requests a waiver from all of the above policies, as The GLOBE Academy will organize its own summer school, co-curricular, and interscholastic activities in alignment with the schools vision, mission, and specific curricular model. The School Leader and Instructional Leader will be directly responsible for the oversight of policies and procedures surrounding these activities.
- **Policy IED: Scheduling for Instruction**
- **Policy IED-R: Scheduling for Instruction**  
 The GLOBE Academy requests a waiver from the above policies and regulations, only to the extent to which an off-site instructional activity could potentially be deemed non- instructional by the DeKalb County School District. The GLOBE Academy wishes to exercise the right to define “instructional activities” in a way that will be meaningful and supportive of the mission and vision of The GLOBE Academy, as described in Section III of this application.
- **Policy IFA: Instructional Materials**

- **Policy IFA-R: Instructional Materials**
- **Policy IFA-R(1): Instructional Materials**
- **Policy IFA-R(2): Instructional Materials**  
 The GLOBE Academy requests a waiver from the above policies so that it may effectively implement the instructional strategies outlined in Section III of this application.
- **Policy IFBGB: Web Pages (Section III)**  
 The GLOBE Academy will manage its own website and social media messaging. Such content will remain professional and standards will remain in alignment with the District's Web Publishing and Compliance Guidelines.
- **Policy IFCB-R: Field Trips and Excursions**  
 The GLOBE Academy wishes to waive this policy, only to the extent that it requests no educational field trips during the last two-weeks of school. The GLOBE Academy does not wish to adopt this policy, as there may be valuable field trip opportunities (tied to the school's curriculum and mission) that become available during the last two weeks of school. Additionally, The GLOBE Academy wishes to waive that section of the above policy requiring approval from the Executive Director of Transportation for all field trips, as the school may secure the use of other modes of transportation such as a charter bus or other board and school leader approved mode of safe transportation. All other facets of this policy will be adhered to such as student supervision and parent permission.
- **Policy IH: Student Achievement**  
 The GLOBE Academy requests a waiver from this policy, as the school will employ methods for measuring and reporting (i.e. progress reports and report cards) student achievement data different from those methods employed by the DCSD in an effort to increase student achievement and meet the mission of The GLOBE Academy, as described in Section VII of this application.
- **Policy IHA: Grading Systems**  
 The GLOBE Academy requests a waiver from this policy as The GLOBE Academy will adopt a non-letter grade grading system that is based on progress metrics, teacher narratives, and portfolios, as described in Section VII of this application. However, The GLOBE Academy will still convert non-letter grades to letter grades for the purposes of submitting accountability data to DCSD through eSIS.
- **Policy IHB: Homework**  
 The GLOBE Academy requests a waiver from this policy to the extent that such policy should ever contradict the instructional philosophy and mission of The GLOBE Academy. Homework at The GLOBE Academy will be meaningful, developmentally appropriate, and tied to students' instructional day.
- **Policy IJ: Evaluation of Instructional Program**

The GLOBE Academy requests a waiver from this policy as the school wishes to utilize its school leadership and faculty to evaluate the effectiveness of the instructional program. The GLOBE Academy will review the effectiveness of its instructional program annually, taking student achievement data, and parent and teacher feedback into account.

- **Policy IKDA: Flag Displays**

The GLOBE Academy requests a waiver from this policy, only to the extent that it might require a student to recite the Pledge of Allegiance who may not feel comfortable doing so due to national origin or other personal beliefs. No child shall be forced to recite the Pledge of Allegiance. Additionally, The GLOBE Academy will exhibit displays of many flags alongside the flag of The United States of America. Students at The GLOBE Academy will still be given an opportunity to recite The Pledge of Allegiance. However, other country's pledges or anthems may be learned as a part of the curriculum as well.

- **Policy IKI: Lesson Plans**

- **Policy IKI-R: Lesson Plans**

The GLOBE Academy requests waivers from the above policy and regulation to the extent that lesson plans must be aligned to the DCSD approved curriculum. Teachers at The GLOBE Academy will align lesson plans to The GLOBE Academy's curriculum, as included in Section III of this application, which is aligned to the Common Core Standards and Georgia Performance Standards. Flag Displays

### ***CODE J: Students***

- **Policy JAA: Equal Educational Opportunities**

The GLOBE Academy request a waiver to the extent that The Globe Board will shall maintain a complaint procedure that affords students a prompt, fair, and orderly means of resolving complaints of discrimination.

- **Policy JB: Student Attendance**

The GLOBE Academy seeks a waiver of Section A, B, C, F, G in order to give The GLOBE Academy the autonomy to carry out its stated mission and goals as described in this petition. This flexibility in making student decisions will allow The GLOBE Academy to ensure that innovation and global exposure is supported, specifically through world travel opportunities.

Students at The GLOBE Academy will be allowed to miss school for travel abroad opportunities with the understanding that curricular objectives must accompany the student on their travels.

Upon return students will be required to present a final product demonstrating mastery of the assigned objectives to their class and/or teachers. However, the school will still follow the DCSD policy in the event of unexcused absences. Therefore, this waiver serves to define what is an excused absence for The GLOBE Academy, as travel abroad would be deemed unexcused by the

DCSD.

- A. Mandatory School Attendance**
- B. Excused Absences**
- C. Admission to Class Following Absence or Tardiness**
- F. Excessive Absenteeism and Epidemic Control**
- G. Withdrawal**

- **Policy JCD: Student Conduct**

The GLOBE Academy is requesting waivers of the JCD Policy, specifically those sections allowing for corporal punishment. The GLOBE Academy administration will not use corporal punishment under any circumstances.

- **Policy JCDAF: Use of Electronic Devices by Students**

The GLOBE Academy is requesting a waiver of to the extent that The GLOBE Academy students will use electronic devices such as iPads and Kindle Fires as part of their instructional time.

***CODE M: Relations with other Education Agencies***

- **Policy MBB: Museums**

The GLOBE Academy request a waiver from this policy only to the extent that materials developed should be in line with the scope of the GLOBE Academy’s curriculum and performance objectives.

- **Policy MFB: Student Teaching and Internships**

The GLOBE Academy requests a waiver from this policy to the extent that internships should not be subject to approval by the Department of Professional Learning. The GLOBE Academy board and administrative team will approve all student teaching and internship placements.

**VII. DESCRIPTION OF ASSESSMENT METHODS**

**Please Note:** The GLOBE Academy will adopt the use of the state of Georgia’s new longitudinal data system for reporting student performance data.

***QUESTION 20: STUDENT PERFORMANCE DATA***

The GLOBE Academy will implement the GKIDS Kindergarten assessment for all kindergarten children throughout the academic year. The school will also use MAP Primary-grades reading and math tests in

grades K-2<sup>nd</sup> and the traditional MAP Reading and Math in grades 3-7. MAP Testing will be used as a progress monitoring tool and will take place in August, January, and May of each academic year. The ITBS assessments will be given to grades 3-7 in the Fall (October) and Spring (May) of each academic year. Third and 5<sup>th</sup> grade students will take the state writing assessment in the Spring of each academic year. **Please note: The GLOBE Academy is aware that only fall ITBS testing is implemented by DCSD and that it is only administered to children in grades 1, 3, 5, and 7. Therefore, the school will absorb the cost of this additional testing for grades 4, 6 in the fall and spring and grades 3, 5, and 7 in the spring.** Additionally, The GLOBE Academy will use the WIDA-ACCESS Placement Test (W-APT), the English language proficiency screener, to identify incoming students who may be designated as English language learners. This screener will be administered in August of each school year and as new students enroll who may be designated as English language learners. In January of each year, students identified as qualifying for ELL services will take the ACCESS proficiency assessment to measure English language proficiency levels. Screenings and assessments for the gifted program will take place in the fall (September) of each year. Students can be re-evaluated for gifted in the spring of each year per parent request or teacher referral. The school will also administer the GA Alternate Assessment for all students who have an IEP states that they not participate in any state-mandated assessments. In Year 1, achievement data collected from all fall assessments will set a baseline from which growth will be measured per our stated academic objectives. Baseline results from the MAP (grades K-3<sup>rd</sup>), ITBS (3<sup>rd</sup> grade), and applicable ELL placement assessments will be submitted to DCSS no later than November 15<sup>th</sup> of Year 1.

*QUESTIONS 21 AND 22: MEASURES OF STUDENT IMPROVEMENT AND MONITORING*

Standardized assessment data will be used to diagnose educational strengths and needs of students. This data will be used for instructional planning and additional targeted, curriculum-based assessment. Teachers will utilize students’ MAP assessment data to target areas of needed splinter skills for remediation and areas of precocity for acceleration. They will then use these assessments to plan for differentiation through small group and individual learning opportunities. Standardized assessments (CRCT and ITBS) will be used, in part, to measure the school’s academic achievement.

*QUESTIONS 23 AND 24: REQUIRED ACCOUNTABILITY PROVISIONS AND ASSESSMENT GUIDELINES.*

The GLOBE Academy will not waive and shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and Federal accountability requirements. The GLOBE Academy 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. Staff from The GLOBE Academy will be required to attend all required test administration training held by DCSS.

*QUESTION 25: ASSESSMENT CALENDAR*

The GLOBE Academy’s standardized assessment calendar during the charter term will be as follows:

Date	Students to be Tested	Test
Ongoing Throughout Year	All Kindergarten Students	GKIDS

Ongoing throughout Year	All GAA Students	GAA
August and as new students enroll	All students whose first language is not English	W-APT ELL Screener
August, January, May	All Students in grades K-7	MAP Testing
Early October	All students in grades 1-7	Gifted screening assessments
Late October	All students in grades 3-7	ITBS
January-February	All ELL Students	ACCESS for ELL
March	All 5 <sup>th</sup> Grade Students	Gr. 5 Writing Assessment
March	All 3 <sup>rd</sup> Grade Students	Gr. 3 Writing Assessment
April	All students in grades 3-7	CRCT, CRCT-M
May	All students in grades 3-7	ITBS

### ***Ongoing Assessment***

In addition to the above mentioned assessments, teachers at The GLOBE Academy will continually assess students using authentic assessments such as portfolios and rubrics, as well as Curriculum-based Measures (CBM's).

### Curriculum-based Measures

Curriculum-based Measurement is the method of monitoring student progress through direct, continuous assessment of specific basic skills. CBM assessments have been validated over 30 years of scientific research and have been proven to be both time efficient and cost-effective. CBM assessments take 1-10 minutes to administer (typically 1-4 minutes) and testing is done individually and sometimes in small groups. The GLOBE Academy will use the AIMSweb Benchmark and Progress Monitoring System for Grades K-8. This system will allow teachers to systematically tailor assessment to the needs of all students and track their growth and development in splinter skills.

CBMs allow teachers to focus on one or a few splinter skills or standards at a time until mastery is reached. Curriculum-based measures are effective for identifying the lacking sub-skills or precursors that may be preventing a student from mastering a specific skill. For example, a traditional math assessment may reveal that a student missed 5/10 math addition problems. However, a curriculum-based measure analyzes the specific steps that a child took to solve the problem in the first place. In this example, a curriculum-based measure may reveal that the child is having difficulty understanding place-value. This would allow the teacher to create a series of mini-lessons geared toward place value, for example.

Student Portfolios: Teachers will keep anecdotal records and work samples that will be organized into individualized student portfolios. Portfolio work samples and narratives will be meaningful and aligned to the CCGPS. Teachers will explicitly indicate which standards are being demonstrated in each specific artifact displayed in the portfolio by indicating both the numerical and written description of the standards.

## **VIII. DESCRIPTION OF SCHOOL OPERATIONS**

### *QUESTION 26: ATTENDANCE ZONE*

Pursuant to O.C.G.A. § 20-2-2062 (1.1) the attendance zone for the GLOBE Academy will be all of the DeKalb County School District. The GLOBE Academy will be open to any student zoned to the DeKalb County School District.

The GLOBE Academy will not accept students who reside outside boundaries of the DeKalb County School District, except for children of The GLOBE Academy founding board of directors and children of The GLOBE Academy's faculty and staff to the extent allowed by Federal guidelines.

The GLOBE Academy will focus its outreach and recruiting efforts toward reaching students and families who live in neighborhoods surrounding the school, particularly the communities surrounding Oak Grove, Buford Highway, Druid Hills, and Gresham Hills. The GLOBE Academy has already done some initial door-to-door marketing and electronic-based outreach. The GLOBE Academy has received "Intent to Enroll" forms from families throughout the DeKalb County School District, as well as families living outside of the district who have indicated their willingness to move into the boundaries of the DeKalb County School District to be eligible to attend this innovative school via a parent survey (See Appendix T). The demand for dual-language immersion education is further illustrated by data from Little Linguists International Preschool, the dual language immersion preschool owned by founder Jackie Ubiles. Although Little Linguists has no affiliation with The GLOBE Academy, we mention the preschool here because it serves approximately a 35-mile radius due to its innovative language immersion model and high quality early childhood education programming. This data is impressive considering the fact that the average early learning center serves no more than a 5-mile radius. If these are the statistics for a private, tuition-charging preschool, The GLOBE Academy board is confident that the desire for, and interest in, a K-8 language immersion learning environment will continue to be effectively demonstrated as we continue our outreach, marketing, and PR efforts.

### *QUESTIONS 27 THROUGH 29: ADMISSIONS, ENROLLMENT, AND WITHDRAWAL*

#### ***Admissions***

The GLOBE Academy will follow state law O.C.G.A 20-2-2066 (a) for the admission of students to The GLOBE Academy, a start-up charter school. The GLOBE Academy will not give enrollment preference to students other than those set forth in the law and specifically enumerated in this charter. The School will not charge tuition. The school will not discriminate in its student admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a disabled person, or any other basis which would be illegal if done by a local school system. Each applicant who submitted a complete application by the deadline will be given an equal chance of admission.

If the number of applicants exceeds the number of spaces available by section or grade level, The GLOBE Academy will hold a random selection lottery in a public location. The governing board will conduct the public lottery and the School's legal counsel will review the process to ensure that it abides by all legal requirements. The date and time of

the lottery will be publicized on The GLOBE Academy’s website at two weeks prior to the lottery taking place and all parents who have provided correct contact information will be notified.

Parents do not need to be present at the lottery to gain entry for their child. Children accepted for enrollment at the lottery or from the wait list are notified by telephone and/or in writing. If a family cannot be reached by phone and the letter is returned without forwarding information, the school will go to the next child on the list to offer enrollment.

***Application/Enrollment Process:***

Once a child is accepted for admittance, the following steps must be followed:

1. Complete, and sign the Application for Enrollment
2. Complete and return all required health immunizations and related documentation

**Eligible Students:** Any child who is a resident of the DeKalb County School District is eligible to apply to attend. Any child of a founding or governing board member, committee chair, committee member, faculty, or staff member, is eligible to attend.

**Minimum Age Requirement:** Students attending The GLOBE Academy must be 5-years-old by September 1<sup>st</sup> to enter Kindergarten.

**Volunteerism:** The GLOBE Academy is a school of choice open to all. Parents determine if The GLOBE Academy will provide an appropriate learning environment for their child based on educational setting, expectations for students, and services available. Parents will be asked to commit to 20 hours of volunteer service annually. Although this requirement cannot be mandated, The GLOBE Academy will stress the importance of community and parental involvement. Upon enrolling, parent will receive a parent handbook. The handbook will include information regarding parent volunteer hours. The language will state: “Parent volunteers help us meet the vision and mission of the school and are a critical component to success. There are many ways for parents to help” (See Appendix E). “By submitting an application for your child, we hope that you will commit to active participation in the school through volunteerism in some capacity.” Parents will also be asked to read and sign The GLOBE Academy Parent Pledge (See Appendix F). The Table of Contents for the Parent Handbook can be found in Appendix Y.

**Lottery:** If space is limited, admission will be determined by the use of a lottery of eligible candidates. Priority will be given to siblings of currently enrolled students. The admissions process will begin January 1st with application packets available, information sessions, teacher open house and published material. Applications will be taken from January 1st until February 28th. The registration form will not have information that could be potentially used for discriminatory practices. This group of applicants will make up the lottery pool. The lottery will take place in March and students will be notified of their



status via letters mailed by the end of March or early April.

Students will be given a raw number and a random number chart will be used to select numbers for admission. The totally random selection will ensure fairness without regard to ethnicity, national origin, disability, gender, income level, English proficiency, athletic ability or past academic performance. The governing board will perform the lottery and it will be part of the school record.

### **Lottery Exemptions and Order**

The only students exempt from the lottery are as follows per Federal guidelines:

*Specifically, the following categories of applicants may be exempted from the lottery on this basis: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and (d) children of employees in a work-site charter school (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).*

The order in which openings will be filled is as follows:

1. Returning students from current school year.
2. Siblings of current and former students.
3. Applicants for school's entry grade level. If more applicants apply than openings then move to step 5.
4. Ranking of lottery: All non-placed students shall be wait-listed in the order in which they are drawn in the lottery. The starting wait-listed number for each grade level will be determined by total number of existing wait-listed students for each of the grade levels.
5. If after February 28th there are spaces available and no wait-listed applicants, then from that time forth all students shall be admitted on a first-apply, first-offered basis.

Parents do not need to be present at the lottery to gain entry for their child. Children accepted for enrollment at the lottery or from the wait list are notified by telephone and/or in writing. If a family cannot be reached by phone and the letter is returned without forwarding information, the school will go to the next child on the list to offer enrollment.

***Please note: Neither a child or family's native language nor language preference will be given any priority, status, or consideration in the lottery or admissions process.***

### **Multiple Sibling Families**

The GLOBE Academy believes that it is important for siblings to attend the same school. It is our desire to keep families together. Our enrollment system is able to honor family enrollment if a child is selected for enrollment in Kindergarten because in subsequent years, younger siblings applying for enrollment are given preference (see # 2 above).

Kindergarten applicants have a better chance for enrollment because it is the entry year for the school. For families with multiple children in the same grade level (i.e. twins) The GLOBE Academy will assign one lottery number and if selected, both children will be admitted.

### **Waiting List**

Students applying after February 28<sup>th</sup> will be admitted on a space available basis. A waiting list will be established for those not selected. Position on the waiting list will be determined during the initial lottery process for applications received before the application deadline. The list will be maintained until the end of the current school year - they will not carry over from year to year. The GLOBE Academy may admit students on a space available basis after the start of the school year in certain cases but our policy prohibits admissions after January 1st for the current school year. Applicants submitting after the deadline will be placed on the list based upon date of application. Applicants will be notified of their position on the waiting list and spaces will be filled in numerical order from the list.

### **Non-Discrimination Policy**

No student, employee, or applicant for employment at The GLOBE Academy shall, on the basis of race, color, sex, religion, national origin, marital status, sexual orientation, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any employment or educational program or activity.

### **Summary of Pertinent Dates for Year 2013 - 2014**

- Application packets available January
- Information Sessions, TBD February -April
- Meet the Teachers session, to be announced,
- February - Priority application deadline (for purpose of lottery pool cut-off)
- March - Lottery if needed
- Late March/Early April - Student notification via mail

### **Please Note: Per DeKalb County policy,**

*The GLOBE Academy shall provide an electronic copy of the complete charter school petition and contract to every parent as a part of the student enrollment procedures.*

*The GLOBE Academy agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to DCSD no later than April 1st annually. It is understood that the school can continue to accept students after this date and will continue to update*

*the system on the number of students registered and all other student information as requested. If the charter school does not meet its projected enrollment within twenty percent (20%), the charter may be terminated. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, the charter may be terminated unless it can document additional independent financial support.*

**Admissions Application:**

The GLOBE Academy will have open enrollment for all students residing in the DeKalb County School District. The GLOBE Academy has created an application for admissions that families will complete and return if interested in enrolling in the school. See Appendix G.

**Enrollment Priorities:**

Pursuant to O.C.G.A 20-2-2066 (a) i-iv, which enumerates specific enrollment practices that may be given and that are customary for charter schools in Georgia to use. The GLOBE Academy may give enrollment preference to the following categories of applicants listed in order of priority:

1. A student whose parent or guardian is a member of the governing board of the charter school, serves on a committee, or is a full-time teacher, professional, or other employee at the charter school;
2. A sibling of a current or former student enrolled in the start-up charter school;
3. If there are less applicants than spaces available, all students who submit applications or;
4. If more applicants apply than spaces available by grade, than the lottery will be conducted to randomly determine admitted students up to but not to exceed the number of spaces available.
5. All non-placed students shall be wait-listed in the order in which they are drawn in the lottery and granted admission if space becomes available.
6. If after application deadline there are spaces available and no wait-listed applicants, then students may be admitted on a first-apply, first-offered basis.

With respect to admission policies, The GLOBE Academy will comply with federal civil rights laws and federal laws relating to students with disabilities. These laws include:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin;
- Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs;
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability;
- Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the

- basis of disability; and
- Part B of the Individuals with Disabilities Education Act (IDEA), which calls for a free and appropriate public education for all students, and special education and related services to eligible students with disabilities.

The GLOBE Academy will begin recruiting students as soon as possible with focus on the first year of operation. We will use our vision and mission and communicate it to the intended audience to help draw interest and enrollment. We would like to explore the possibility of enrolling up to 6 months in advance.

#### *QUESTION 30: RECRUITMENT AND DIVERSITY*

##### ***Steps to Reach Diverse Student Populations***

Diversity in all of its facets is a factor in The GLOBE Academy's mission. To this end, The GLOBE Academy has created a strategic marketing plan targeted at attracting diverse populations throughout the DeKalb County School District. Additionally, based on demographic data from the dual-language immersion preschool owned by one of The GLOBE Academy's founders, the governing board expects that The GLOBE Academy will attract families from all throughout the metropolitan Atlanta area, stimulating growth and development within the DeKalb County School District. This specific preschool, located in East Point, GA, serves over a 35 mile radius. These statistics are fascinating considering the fact that the average child care center serves no more than a 5-mile radius. The Atlanta International School, a private K-12 dual language immersion school has similar statistics. Based on these data, The GLOBE Academy will market to families both within and outside of the DeKalb County School District. In fact, of the parents surveyed who do not currently reside in the DeKalb County School District, 100% have indicated that they would move to a residence within the DeKalb County School District, just to be eligible to attend, without guarantee of a space being available. The GLOBE Academy will be a catalyst in stimulating economic growth and development within the boundaries of the DeKalb County School System.

##### ***Marketing Plan***

The GLOBE Academy recognizes that family interest is a critical component of maintaining the sustainability of the school. As such, The GLOBE Academy has included an aggressive amount of funding toward marketing efforts that will allow for the launch of an effective marketing and public relations plan. This will ensure messaging reaches a racially, ethnically, and socioeconomically diverse group of families. The plan is as follows:

The GLOBE Academy's short-term objectives for marketing and communications strategies will focus on enrolling students for the 2013-14 and 2014-15 academic years. The GLOBE Academy will align marketing strategies to primarily attract students from within the proposed attendance zone which includes all of the DeKalb County School District. Additionally, targeted marketing efforts will take place in select communities outside of The DeKalb County School District. The objectives are to attract a diverse student body representative of the DeKalb County School District community and foster

economic growth and development through the relocation of prospective families from neighboring districts into The DeKalb County School District. The ideal number of students that The GLOBE Academy will enroll the first year is approximately 396 in grades K-3. Therefore it will be imperative to reach parents with children who are currently ages three to seven in the 2012-13 school year. To reach families in the communities surrounding the school's proposed location, a rigorous marketing strategy will be launched as follows:

The GLOBE Academy will use a variety of mediums to market the school to prospective parents. All information will be available in the targeted languages. At every physical event and online, we will take leads and track them to see if the families enrolled and the event was successful.

### **Community Event & Grassroots Marketing**

- **Community Events:** Although The GLOBE Academy will be located in the DeKalb County School District and serve only families living within this district, the school will attend and participate in a variety of community events throughout the metropolitan area. According to parent survey results, 100% of families surveyed who do not currently reside in the DeKalb County School District indicated that they would be willing to move into the DeKalb County School District to be eligible for attendance at The GLOBE Academy. Therefore, The GLOBE Academy will participate in numerous community events in an effort to reach prospective families. Potential events include: The Sweet Auburn Festival, Virginia Highlands Summerfest, Fiesta Atlanta, Candler Park Arts Fest, Francophone and Latin American events, Indian Festivals, etc... The GLOBE Academy will target events that are family friendly and attract ethnically, racially, and socioeconomically diverse families.
- **Event Advertising:** For those community events in which The GLOBE Academy may not have an opportunity to participate directly, the school will explore running an ad in the printed program for the event.
- **Open Houses:** A series of open houses will be scheduled at the school. These open houses will be offered in English, Spanish, Chinese, Hindi and Arabic.
- **Canvassing:** In those neighborhoods surrounding the school, we will conduct door-to-door canvassing to local business and places of worship to disseminate information about the school. This will be coordinated with the open houses as a means of increasing open house attendance.
- **Brochure/Flyer Distribution:** Brochures and posters about the school will be distributed to various community organizations (e.g., day care centers, pre-schools, libraries, pediatric offices, movie theaters, Laundromats, supermarkets etc.) and retail locations. We would focus on high density zip codes and in locations that span diverse demographics.
- **Networking:** Community Networking will be an integral part of the marketing effort for The

GLOBE Academy. Attached is an example list of organizations we would seek to network with to publicize The GLOBE Academy, and where possible, to form partnerships. We will contact various state and county agencies such as WIC offices, unemployment offices, and DFACS offices to disseminate information about the school. We will also contact social and civic clubs such as Mocha Moms, Jack & Jill, and the international consulates, local real estate agents, farmers markets, and community HOAs. As mentioned, three board member seats have been reserved for community members from the neighborhood where the school will be located. These three board members will assist in recruiting and networking within the neighborhood where the school will be located.

### **Media Events/Publicity**

- Publicity will be directed to print media and to other newspapers serving the metro area.
- We will seek to schedule various media events over time that help increase the overall visibility of the school.
- PSA's in local newspapers and local radio program (Spanish Language, Chinese, Hindi etc – see attached)
- Push a feature article about dual immersion education to Atlanta Parent and other local publications (Neighborhood papers)
- Visit by the city government officials when the school opens with coverage by local press other media
- Visits by other community leaders (e.g., Chinese Consul General, Consul General of Mexico)
- We will hold a screening of “Speaking in Tongues” Documentary which highlights dual immersion programs

### **Advertising**

- **Radio** will be a medium used to reach diverse populations
- **Print**
  - Direct Mail: The GLOBE Academy will use a vendor to produce and distribute Direct Mail Flyers to various high density ethnic neighborhoods and neighborhoods around a five mile radius where the school will be located
  - Community newspapers – including in language for all targeted languages
  - School Guides – Atlanta School Guide, Atlanta School Directory
  - Yellow Pages

### **Website & Internet Communications**

- The GLOBE Academy’s website, <http://www.theglobeacademy.org> is already up and functional. The website includes information related to the school, including an “Intent to Enroll” form. Additionally, families will be able to view upcoming events and news related to dual-language immersion and other relevant topics.
- The GLOBE Academy will take advantage of the Newsletter function on its website to disseminate information and resources.
- The GLOBE Academy has developed Facebook and Twitter accounts. These social media outlets will serve as a valuable tool in disseminating pertinent information.
- The GLOBE Academy will take advantage of free listings such as Yelp.com and Google Listings to advertise
- The GLOBE Academy will advertise through a variety of Meetup groups, such as language speakers, African American Moms of Atlanta Group, etc

### **Community Partners**

The Gresham Hills Neighborhood Association, The Confucius Institute of Kennesaw State, and The Haitian Consulate of Atlanta have committed to providing resources for marketing and publicizing the school. The Gresham Hills Neighborhood Association will rally community interest and support in the school during neighborhood meetings and through grassroots efforts such as door-to-door informational marketing. The Haitian Consulate of Atlanta has agreed to post information about The GLOBE Academy to their website and via their social media outlets including the official Face Book and Twitter accounts of the Haitian Consulate of Atlanta. The Confucius Institute of Kennesaw State will send information regarding its partnership with The GLOBE Academy to members in its list serves as well. (See Appendices WW, QQ, and RR, respectively, for letters of support from these organizations).

### **Appearance of School and Customer Service**

The appearance of the school and customer service toward prospective callers and visitors to The GLOBE Academy will aid in our marketing efforts. The school site will be kept clean and aesthetically pleasing, with friendly signage written in various languages. Visitors will also be greeted in a variety of world language, and there will be flags of various countries represented throughout campus. All emails and calls will be returned promptly, and appropriate procedures will be put in place to address parent feedback and concerns. This will aid our marketing efforts in the area of family recruitment, as well as retention. Parents who feel valued and know that their concerns will be addressed efficiently will be more likely to enroll in, and remain at, The GLOBE Academy.

### ***Data Collection to Guide Marketing Decision Making***

The GLOBE Academy will collect all data from prospective parents and enrolled families in order to evaluate demographic data and advertising mediums. We will analyze our enrollment and prospective family data to look for patterns and map where prospective and enrolling families live and work, as well

as any lifestyle interests to tailor our marketing efforts appropriately.

*QUESTION 31: GENERAL PROVISIONS REGARDING STUDENT DISCIPLINE*

***Student Discipline and Student Dismissal:***

The GLOBE Academy will have high behavioral expectations for students. A disciplined and warm environment conducive to learning will be established, maintained, and monitored. As a result, students will develop the skills necessary to function efficiently within a community and society.

The GLOBE Academy will adopt the DeKalb County Schools Code of Conduct as its official discipline policy (See Appendix L). As such, The GLOBE Academy will use consequences and procedures outlined in the DCSS Code of Conduct. A local formal hearing will be conducted for any student who has allegedly performed an act that is cause for a local formal hearing and any consequence more severe than a 10 day out of school suspension and specifically including expulsion will be made by the DeKalb County Schools Department of Student Relations after referral from GLOBE Academy. A designated administrator from The GLOBE Academy will attend all informational meetings or in-services offered by the DeKalb County School System Department of Student Relations relating to student discipline.

With this in mind, The GLOBE Academy also believes that discipline is not only about enforcing rules and regulations, but is also about fostering intrinsic motivation and the desire to do what is right. This school aims to foster a sense of self-discipline and create a community of learners who hold themselves and their peers accountable. Students will learn about and understand the importance of learning, assume responsibility, exercise self-discipline, and persevere to achieve their potential and goals. The objective is for students to make good choices both because they believe it is the right thing to do and because they can anticipate natural consequences of their actions. Teachers and the entire school community will reinforce these ideals throughout instructional time, school-wide events, and off campus outings and field trips. As such, in addition to the DeKalb County Code of Conduct, students will sign The GLOBE Academy Student Code of Conduct Contract (See Appendix K) as a supplementary document, not to replace or supersede the official DeKalb County Code of Conduct. Additionally, The GLOBE Academy's core values (CREST) will be reiterated and discussed in the daily morning meeting.

*QUESTION 32: GRIEVANCE POLICY*

***Grievances and Complaints***

The GLOBE Academy's grievance policy for student, parent, and teacher grievances is outlined in the charter school's Grievance Policy and can be found in Appendix YY. The school also has a "Whistleblower Policy" (See Attachment M).

*QUESTIONS 33 THROUGH 35: PERSONNEL*

***Employment Procedures and Policies***

**Recruitment and Hiring**



A complete staffing plan, including job descriptions and required qualifications for key personnel and personnel policies, is included in Appendix XX. The most important position for the success of the GLOBE Academy and the position that the board will hire is the school leadership. The board will use the Top Grading recruitment strategy to select an individual who possesses the competencies the board has identified as critical for success and who can achieve the outcomes desired for The GLOBE Academy for both the Operational Leader and Instructional Leader.

The GLOBE Academy will identify its target number of hires for upcoming school years in December or earlier of the prior academic year. This will allow GLOBE Academy to recruit school leaders and other administrative roles, teachers and staff in advance of needs, before they have signed contracts committing to work in another school.

The school leaders will be interviewed and selected by The GLOBE Academy governing board. Teachers and other staff will be employed by the board via initial selection by both school leaders. All teachers will be employed on a year-long contract that will be up for review of renewal at the end of each academic year.

### Teacher Recruitment

The GLOBE Academy will utilize resources from International School Services to recruit teachers both nationally and abroad who speak both English and the other target world languages. This organization provides international teacher recruitment services for international schools. We will also recruit teachers from national dual-language and foreign language conferences. Such staffing has been possible at the dual-language immersion preschool that was founded by one of our founding board members. Therefore, the founding board knows that it is possible to find certified, qualified teachers who speak native languages other than English. When referring to “native speakers” The GLOBE Academy is not referring to speakers of other languages who have necessarily *lived* in another country. Native, as we define it, merely means that the language was the teacher’s first language or that the teacher has acquired native-like proficiency from formal education or immersion in the target language. A service called ALTA Language Services will be used to test teacher candidates’ degree of language proficiency in the target language.

### Outsourcing of Select Key Functions:

The GLOBE Academy will outsource the following functions through contractors or vendors. RFP’s will be placed to request bids and proposals will be evaluated based on their merit and cost effectiveness:

- Payroll
- Technology support
- Financial audits

- Food service
- Building Maintenance

***Teacher Certification***

Certification by the Georgia Professional Standards Commission is preferred, but not *required* for immediate employment with The GLOBE Academy. This policy is put in place to allow The GLOBE Academy to have autonomy over the hiring of qualified, international, certified teachers. However, it is expected that all professional employees lacking certification under the GAPSC will become certified under the GAPSC within 3 years of employment with The GLOBE Academy. Teachers in grades K-5 may enroll in any GAPSC approved certification program for Early Childhood Education (P-5). Teachers in grades 4-8 may enroll in any GAPSC approved certification program for middle grades education/content areas. All core teachers will be encouraged to enroll in an ELL certification endorsement program if they do not already have this endorsement upon being hired. Additionally, The GLOBE Academy will ensure that all Special Education teachers already hold clear and renewable certification.

***Salary Schedule.***

In an effort to attract the most talented teaching and administrative teams, The GLOBE Academy seeks to provide a salary that will meet or exceed most districts’ salary schedules. Additionally, all personnel will be eligible for merit based increases based on performance. This facet, along with the ability to have input into the curriculum, will aid in teacher retention and motivation. (See Appendix D).

***QUESTION 36: STAFF FINGERPRINTS AND BACKGROUND CHECKS***

***Compliance with Fingerprinting and Background Checks***

All employees, contractors, and volunteers working with children at The GLOBE Academy will be required to submit a background check and fingerprints prior to the first day of school. Employees, contractors, and volunteers who neglect to complete this requirement will not be allowed to work with the children until the requirements have been met.

***QUESTION 37: INDEMNIFICATION AND INSURANCE COVERAGE***

The GLOBE Academy will secure the following required insurance coverage prior to the school opening:

- Errors or Omissions
- General Liability Insurance
- Property Lease Insurance
- Auto Liability
- Worker’s Compensation
- Theft

The governing board will also secure D & O insurance. See Appendix BB1 for terms and coverage amount quote.

Pursuant to O.C.G.A. § 20-2-2065(b)(5), The DeKalb County Board of Education is included as an additional insured. The GLOBE Academy shall hold harmless and indemnify DeKalb County School District, the board of education, its members, officers and employees for every liability, claim or demand upon the charter school; and the charter school petition shall contain a statement that the charter school agrees to defend and indemnify the DeKalb County Board of Education in any action arising in any way from The GLOBE Academy's activities. (See Appendix BB for required statements regarding Indemnification and Insurance).

Please see section **XIV: Other Additional DCSS Requirements for required statements and information regarding indemnification and insurance.**

*QUESTION 38: TRANSPORTATION*

The GLOBE Academy is requesting transportation services provided by DeKalb County School District for students in the Gresham Hills Neighborhood and surrounding neighborhoods of Buford Highway, as these are two targeted diverse areas within the district that The GLOBE Academy is targeting in its marketing efforts. The school wishes to provide transportation services from these neighborhoods to make it feasible for families from diverse backgrounds without transportation to attend The GLOBE Academy. Attendance from these neighborhoods will play a critical role in both language and socio-economic diversity. The GLOBE Academy is aware that there will be costs to the school associated with any district provided transportation services, and our board looks forward to having the opportunity to agree upon such details in collaboration with the DCSD. The GLOBE Academy is requesting that several group stops be made within these neighborhoods. The transportation program will comply with applicable law. In terms of additional transportation options, based on parent survey data, parents from other targeted areas such as the Oak Grove and N. Druid Hills Road vicinity would be able to drive their children to the school. Additionally, The GLOBE Academy will supply information for parents who wish to implement a parent organized carpool program for students needing transportation who do not reside in one of the neighborhoods or communities in which transportation services will be provided. According to a parent survey, (See Appendix T), the majority of parents surveyed indicated that they would be willing to participate in a parent-led carpool program.

*QUESTION 39: FOOD SERVICES*

The GLOBE Academy will participate in the federal school meals program. The GLOBE Academy will contract a reputable vendor to provide lunch/food services. This vendor will accommodate regular and vegetarian diets. All menus will follow the guidelines of the federal school meals program. Students will be required to pay for vendor-provided lunches. However, lunch will be prorated on a free or reduced lunch sliding scale for families meeting such criteria. Students who wish to bring a lunch to school will be allowed to do so. However, The GLOBE Academy will implement a nut-free meals policy due to the seriousness of nut-related allergies.

*QUESTION 40: STATE HEALTH BENEFIT PLAN PARTICIPATION*

The GLOBE Academy will 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

*QUESTION 41: STAFF QUALIFICATIONS, RECRUITMENT AND HIRING PRACTICES AND PROCEDURES*

***Staff Qualifications***

A complete staffing and hiring plan including staff qualifications can be found in Appendix XX. All lead teaching staff will hold or be eligible for certification deeming them as highly qualified according to state and federal standards. Teachers must obtain at least a provisional certification based on passing the GACE subject/content area assessment for the area in which they will be teaching to be hired and must receive clear and renewable certification within 3 years of employment. International candidates must submit transcripts from prior universities that have been evaluated using a professional transcript evaluation agency. Once qualifications and education have been verified, such teachers will be required to seek certification via a traditional certification route or alternate certification route such as the GA TAPP Program facilitated by the Georgia Charter Schools Association. Having highly qualified and certified teachers increases the likelihood of student success by ensuring that teachers are subject matter experts in their respective fields.

***Staff Salaries***

Staff salaries will be competitive and in line with those set forth by the DCSD. Salaries will follow an objective scale based on qualifications by education and years of experience. The GLOBE Academy salary scale can be found in Appendix D.

***Recruitment and Hiring Practices and Procedures***

The GLOBE Academy will use a variety of strategies for recruiting racially, ethnically, and linguistically diverse teachers, above and beyond the significant number of diverse teachers in our collective networks whom we can recruit and also ask them to refer us to teachers they know and respect. First, we will reach out to the various international consulates and other international businesses with educational branches. These organizations will have international teacher recruitment resources and contacts. We have already secured a letter of support from The Haitian Consulate of Atlanta outlining this form of support (See Appendix RR). As another example, The Confucius Institute of Kennesaw State will contribute to the hiring and financing of one Mandarin Chinese speaking teacher per Mandarin Chinese cohort for the entirety of the charter term (See Appendix QQ). Second, Morehouse, Spelman, and Georgia State University are all metropolitan area universities that can serve as a recruitment source. Third, The GLOBE Academy will begin recruiting events, coffee chats and interviewing on college campuses and at other venues upon charter approval in an effort to attract individuals that we know can achieve extraordinary results in the classroom. This will ensure that the teachers at The GLOBE Academy are also representative of the student body. Additionally, The GLOBE Academy will utilize the services of the International School Services to recruit teachers who speak both English and the other target world languages. This organization provides

a variety of services, including teacher recruitment, for international schools. The GLOBE Academy will also attend dual-language conferences such as the national dual-language education conference that was recently held in Atlanta in Spring 2012. Educators, researchers, and leaders who are experienced in dual-language education attend such conferences making them a strong recruitment base.

### ***Hiring Process***

All faculty positions will be advertised on a variety of job boards and other outlets such as the GA Charter Schools Association job board on their website. The hiring process will consist of the following steps:

1. Candidates submit a resume/CV, cover letter, and philosophy of education to the governing board's HR Committee.
2. HR Committee reviews all submissions and contacts select candidates for a telephone interview
3. HR Committee conducts telephone interviews.
4. If interested in pursuing further, the HR Committee will invite the candidate back for an in-person interview.
5. Upon completion of an in person interview, the HR Committee invites top candidates back to teach a project-based mini-lesson to students
6. The HR Committee of the governing board will discuss each candidate's performance during the interview phase of the hiring process and make offers of employment to teachers who performed well during the interview phase.
7. Candidates accepting the offer will be required to pass a background check and submit finger prints prior to the offer being complete and official.
8. All *new hires* will receive an orientation at least 7 days prior to the start of the school year. This orientation will include information regarding retirement and health benefits.
9. All *returning* faculty and staff throughout years 2-5 of the charter will receive an orientation at least 7 days prior to the start o the school year. This orientation will include information regarding retirement and health benefits.

### ***Evaluation Procedures***

Teachers will be evaluated using both informal and formal evaluations. The formal evaluations used will be the Teacher Keys Evaluation System (TKES). Informal evaluations will include a teacher self-assessment and an assessment by the Instructional Leader quarterly. The Instructional Leader will conference informally with each teacher to discuss areas in which the teacher is excelling, as well as areas for growth. Details on the evaluation procedures can be found in the staffing plan, Appendix XX.

### ***Teachers Retirement System***

The GLOBE Academy will ensure that all personnel are registered with the Teachers Retirement System and will contribute to the Teachers Retirement System on behalf of employees at the State reported rate.

## **IX. FACILITIES**

### *QUESTION 42: LOCATION OF NEW OR EXISTING FACILITIES AND BUILDING MODIFICATIONS*

Describe the location and facility to be used and how it meets the required space needed for the proposed school, including number and type of classrooms, administrative offices, any program specific space (science labs, art workshops, etc.), media center, meeting space, and kitchen facility. Please indicate if this is an existing building or if it will be newly built.

The GLOBE Academy would like to use the DeKalb County facility at Heritage Center, 2225 Heritage Drive NE, Atlanta, GA 30345 for the first two to three years with the option to use the site permanently. Built in 1968 the building is 35,100 square feet, sits on 9.6 acres and has 18 classrooms. The GLOBE Academy does not know how many administrative offices it has exactly, but can surmise that it has several. It appears there is a cafeteria and kitchen but no gymnasium. The building is currently not being used as a school, however, lights are on and the air handling unit in the rear of the building is running. See attached Appendix HH for photos.

#### Short Term

The GLOBE Academy will start with an FTE of approximately 390 and will therefore need 18 Instructional Units (IUs) for the first year. By the end of the first year modular classrooms will need to be set up and leased on the site for the second and third year. The GLOBE Academy will add 4 additional IUs in the second year to accommodate growth, if necessary.

#### Long Term

Option A – Stay at The Heritage Center and add on to the building either by creating an additional wing, annex or build on top of the existing building. The GLOBE Academy will need approximately 30,000-35,000 additional square feet to accommodate the appropriate program for middle school and elementary school needs for kindergarten through the 8<sup>th</sup> grade. The anticipated FTE when the school is operational at full capacity is will be 792 with 36 Units required. Project costs will include:

- Construction Costs: \$120/s.f. new construction cost at 35,000 s.f. would equal \$4.2 million
- Preconstruction Testing: \$15,000-20,000
- Survey: \$35,000-\$40,000
- Architectural and Engineering Costs for Condition Assessment/Feasibility Study \$10,000-15,000
- Architectural and Engineering Costs for Review Documents and Studies for the Site Selection Form (Risk Hazard Assessment) and any Construction Needed to Rehabilitate Heritage for Opening 2013 – Approximately \$100,000.

- Architectural and Engineering Costs for New Construction: 6% of \$4.2 million would equal \$252,000.

Challenges with this approach include but are not limited to:

- Determining whether or not the site can accommodate 35,000 square feet and increased FTE. With a greater enrollment, this school would exceed the state minimum requirements for acreage and would need to ask for a variance and provide creative solutions for utilizing the site.
- Parking is currently limited and accommodating for additional will be challenging. There are approximately 30 parking spaces currently on site.
- Sequencing of construction and the logistics of keeping the school open simultaneously will be a challenge.
- Financing the A/E and preconstruction testing and surveys during the first year of operation.

Option B – Use the Heritage Center for 2 years and renovate another building. The GLOBE Academy would look for a suitable shell of a building for building out of classrooms. The GLOBE Academy has worked with Linda Rothermel, Real Estate Broker in the past and will call on her to help locate potential sites in DeKalb County.

Challenges with this approach include but are not limited to:

- Land and building acquisition costs—establishing how to creatively finance this approach.
- Finding a site with adequate green space or potential for green space development.

The GLOBE Academy has anticipated utility costs for this facility in the 5 Year Budget. The DeKalb County School District is to verify the building as being move-in ready. See Appendix GG Anticipated Square Footage K-3 and Appendix FF Facilities Anticipated Square Footage Final and related correspondence and draft Site Selection Forms in Appendix JJ Facilities Site Selection Requests.

The location of this facility will draw upon the diverse local culture and demographics, and will support the mission of The GLOBE Academy to develop globally minded citizens who have the knowledge, skills and attitudes to affect positive change in our world.

### ***Remodels and Renovations***

The GLOBE Academy does not anticipate any changes to the Heritage School site in the first two years of the school other than the possible addition of 4 modular classrooms in the second year to accommodate growth. The GLOBE Academy would like to secure a Memorandum of Understanding or Letter of Intent to use the Heritage Center with DeKalb County before the Condition Assessment/Concept Plan is awarded. The GLOBE Academy needs to perform the Condition Assessment/Concept Plan in September of 2012.

The GLOBE Academy will need a current site plan, floor plans and related drawings to be reviewed by the state. An Environmental Study and Risk Hazard Assessment will likely be needed for the Site Selection Forms.

### ***Zoning and Land Use Regulations***

The facility is zoned for educational purposes and owned by DeKalb County.

### ***Separation of Church and State for the Operation of a Public School***

The Heritage Center is not operated or leased from a religious entity. They are both owned by the DeKalb County School District.

d) All schools must submit a School Site Selection Form for Site and Facility Approval for a Site or Facility not to be Owned by the School System. These forms can be found on the GADOE website: [http://www.gadoe.org/fbo\\_facilities.aspx](http://www.gadoe.org/fbo_facilities.aspx) under the Facilities Services Link. 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:

### ***Scope of Work to be Completed and Proposed Funding Mechanism***

The GLOBE Academy will use the Heritage facility during the first two years of operation with the possible addition of modular classrooms in the second year and third years and potential building of additional facilities on the site for the long term.

The GLOBE Academy has also estimated a more conservative approach by including modular buildings for the entire school in the first year.

Once DeKalb County has granted The GLOBE Academy formal permission to assess and adequate indication that The GLOBE Academy can use the Heritage Center, The GLOBE Academy will solicit Architectural/Engineering firms to conduct a Condition Assessment/Concept Plan. This phase will be funded through the Walton Grant granted to the GLOBE Academy in 2011. The GLOBE Academy has allocated \$10-15,000 for this study to help systematically identify the specific scope of improvements needed for the facility. The scope of the study shall list all deficiencies of the exiting building (HVAC, ADA, Plumbing, Electrical, Architectural, etc.) and analyze the site as it relates to Georgia Department of Education Facilities Requirements. Particular attention shall be paid to fire truck access, building massing, site development, play areas, parking and circulation.

Careful selection of A/E will include the public advertisement of a Request for Qualifications and review by The GLOBE board. See attached RFQ in Appendix EE Facilities A/E RFQ.

The GLOBE Academy will have to develop a site plan and basic floor plans for DOE review during the Fall of 2012 for opening the school in 2013. An Environmental Study and Hazardous Risk Assessment will also be required. These may range in cost from \$30,000-50,000. Any improvements to the school will be funded through financing of funds that will become available once school is in session. This funding is accounted for in the budget. Average monthly payments will be approximately \$30,384 for financing of \$4.5 million dollar over 25 years with an amortization rate of 6.5%.



### ***Project Manager and Qualifications***

Karen Gravel, AIA and employee of Lord Aeck and Sargent will manage and implement the project for the GLOBE Academy. She has 14 years of experience as an architect in the historic preservation studio at Lord Aeck and Sargent. She has worked on one addition to a DeKalb County School—Montclair Elementary School Addition in 2002 with a previous employer—KPS Group, Inc..

### ***Project Timeline and Facility Plan***

Included with this application is a Project Timeline for implementation of decisions and milestone with regard to of a major addition to the Heritage site (See Appendix HH).The GLOBE Academy anticipates using 18 instructional units, 390 FTE and approximately 28,500 square feet the first year at the Heritage School facility. The GLOBE will anticipate growth at 4 classrooms per year. By year 5 the school will be using 34 classrooms. Additional instructional units for Art and Music will be added over time. Due to the challenge of funding of the construction process in the first year of operation, using the Heritage School facility is ideal for the start up years.

### ***Alternate Plan***

The alternate plan is to use modular units for the first two to three years. Providing modular units and their associated utility hook up requirements are not included in the budget at this time. However, see attached appendix II for estimates using both double and quad modular units. The following types have been identified:

- 6 wet classrooms
- 12 dry classrooms
- 1 administrative unit
- 1 multipurpose unit
- 1 restroom unit

The total set up budget for modular buildings is approximately \$50,000. The monthly rental on the units would run approximately \$6,500 to \$7,000 plus utility costs. The total rental and set up costs for the first calendar year are budgeted at \$125,000. This is based on the two modular type scenarios ranging from \$122,700 to \$134,600. (See attached Appendix II Modular Schemes.) The current budget during year 1 would allow for this cost.

The GLOBE Academy realizes and acknowledges that they will outgrow the Heritage Center Facility quickly, but believes that with a combination of the Heritage site, and adding onto the site for future years, this is the most economically sustainable scenario for the first year of operation.

The GLOBE Academy has secured a planning grant from the Walton Foundation for \$30,000. A portion of this was allocated for the Condition Assessment/Concept Phase for analyzing the preferred long term facility. This facility is now identified as the Heritage Center. The GLOBE Academy will be eligible for a \$220,000 grant from the Walton Foundation upon charter approval. Additionally, The GLOBE Academy has been invited to apply for the Partners for Developing Futures grant (an invite only grant award for minority founding boards). This grant award includes no ceiling, but cannot be applied to facilities costs.

However, the funds from this grant can be applied to any other operational costs including personnel. Therefore, receipt of this grant would relieve the use of state and local funds to be allocated toward building costs. The other option is to finance the needed funds. Regardless of the strategy chosen, The GLOBE Academy is aware that it will have to raise the following funds to renovate the Heritage site:

- Architectural/Engineering fees for Construction Documents for the renovation of the Heritage Site will range from \$250-300,000 depending on the outcome of the initial Condition Assessment/Concept Phase. This work should be commissioned and completed by no less than 9 months prior to opening.
- Assuming that a lease can be secured from the DeKalb County School District, the Construction Budget should range between \$3.8-4.2 million dollars for an addition to the Heritage Center site. These budgets will be further refined after the initial Condition Assessment/ Concept Phase is implemented.

**Please Note: Realistic fundraising sources have already been identified and are included in Appendix O.**

***Accommodation through Initial Charter Term***

The GLOBE Academy will fill the Heritage School site in the first year, if current student projections are met. With the addition of modular classrooms, the site will be sufficient for meeting the financial goals of the school.

*QUESTION 43: FUTURE FACILITY USE*

Any future facilities—namely the Heritage Center Site— will be subject to approval by the local board of education and the Georgia State Department of Education prior to occupancy. Architectural and Engineering fees for the rehabilitation of this site are outlined in the 5 Year Budget beginning in the second year. Estimated partial construction costs beginning in year 3 are anticipated in the 5 Year Budget as well.

*QUESTION 44: DOCUMENTATION OF OWNERSHIP/LEASE AGREEMENTS AND OCCUPANCY*

***Letter of Intent or Memorandum of Understanding***

DeKalb County has indicated that the Heritage School site is available to charter petitioners for the 2013-2014 school year. The GLOBE Academy, through emails and phone calls to Steve Donahue, has expressed clear interest in the Heritage Center.

The GLOBE Academy is prepared to enter into Letters of Intent or Memorandums of Understanding with DeKalb County for the use of each of the Heritage Center.

*QUESTION 45: CERTIFICATE OF OCCUPANCY*

The GLOBE Academy understands that a Certificate of Occupancy will be required 30 days prior to the opening of the school. The Certificate of Occupancy will be included in the petition when received.

*QUESTION 46: SAFETY AND HEALTH REQUIREMENTS*

***Facilities plans, School Safety Plan and Certificate of Occupancy***

The GLOBE Academy will meet all local and State policies related to health and safety. As an independent charter school, the GLOBE Academy will develop and submit a school safety plan in compliance with OCGA §20-2-1185, School Safety Plans, to the Georgia Emergency Management Agency (GEMA) for approval prior to school opening. The GLOBE Academy must meet all codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The charter school will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.

The GLOBE Academy is subject to all Federal, State, and local rules, regulations, court orders, and statutes relating to civil rights, insurance, the protection of physical health and safety of school students, employees and visitors, conflicting interest transactions, and the prevention of unlawful conduct.

Plans for maintaining the facility on a day-to-day basis (custodial) and extended basis (facility maintenance) are accounted for in the budget. The GLOBE Academy has two custodial staff budgeted.

The GLOBE Academy will only open at beginning of the 2013 school year.

The GLOBE Academy fully acknowledges all notes stated in Question 46.

***Meeting Code Requirements***

The GLOBE Academy will ensure that the facility meets all codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The charter school will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.

***Other Acknowledgements***

The GLOBE Academy further acknowledges the following statements and shall abide by such statements:

- The charter school is subject to all Federal, State, and local rules, regulations, court orders, and statutes relating to civil rights, insurance, the protection of physical health and safety of school students, employees and visitors, conflicting interest transactions, and the prevention of unlawful

conduct.

- Plans for maintaining the facility on a day-to-day basis (custodial) and extended basis (facility maintenance) should be considered. Custodial staff or contracted services for maintenance should be reflected in the operating budget.
- 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. Provided, 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 System school year.

#### *QUESTION 47: SCHOOL SITE SELECTION FORM*

The DeKalb County School District has indicated that the Heritage Center site located at 2225 Heritage Drive is available to charter petitioners for the 2013-2014 school year. The GLOBE Academy, through emails and phone calls to Steve Donahue, has expressed clear interest in the Heritage Center site for the short term. The GLOBE Academy wishes to use the Heritage Center facility located at 2225 Heritage Drive, N.E. Atlanta, GA 30345. **A Site Selection form has been included for the Heritage Center** (See Appendix JJ Site Selection and Evaluation Form).

Other Appendices related to Facilities include: Appendix CC Facilities Furniture Costs; Appendix KK Facilities Office Supplies Costs; Appendix HH Facilities Photos, Appendix DD Facilities Anticipated Design and Appendix DD1, Construction Schedule.

## **X. PARENT AND COMMUNITY INVOLVEMENT**

#### *QUESTION 48: INVOLVEMENT IN DEVELOPING THE PETITION*

The GLOBE Academy has collected and analyzed data from parents and community members and used this data to plan for and develop the petition. Some of the critical decisions that have been influenced by parent and community report data include: Year one enrollment projections, languages to be offered at the school, geographic vicinity of the school, and transportation options. A summary report of this data can be found in Appendix T.

#### *QUESTION 49: CONTINUING INVOLVEMENT OF PARENTS AND THE COMMUNITY*

##### ***Continual Parental Involvement***

Parental interest in The GLOBE Academy has been demonstrated by numerous letters of support and Intent to Enroll Forms. Aside from enrollment interest, The GLOBE Academy will make parental involvement a critical component of the school. Families will be required to commit at least 10 volunteer hours annually. Through an active Parent-Teacher Organization, PTO, parents will have opportunities for organized school involvement and support throughout the year. Additionally parents will have opportunities to accompany students on field trips and service learning projects, and will be consistently surveyed for satisfaction data. Feedback from these survey results will be used to guide decision making.

### ***Community Involvement***

The vision and mission of The GLOBE Academy require that community be defined in very broad terms, not limited to the attendance zone of the school itself. In recognizing this importance, The GLOBE Academy founding board has been successful in obtaining several community partnerships from organizations such as The Confucius Institute of Kennesaw State University, The Consulat General d' Haiti in Atlanta (Haitian Consulate of Atlanta), and The Gresham Hills Neighborhood Association. These organizations have committed to financial and human resources, as well as help with marketing and recruitment efforts for both students and faculty/staff.

Other community partnerships that are under development include partnerships with The Amana Academy (a Fulton County charter school boasting a nationally recognized Arabic World Language program), other international consulates located in Atlanta, and international restaurants and other businesses in the vicinity of the school.

### ***Letters of Community and Parental Support***

Letters of community support are attached in the Appendices. Parental support is indicated via the completion of Intent to Enroll forms (See Appendix NN). Forms were distributed both electronically and via hard copy, so as to not discriminate against families who do not have feasible access to the internet. The GLOBE Academy has chosen a location that is in central DeKalb County and has feasible highway accessibility. There are no priority zones set forth in this petition, as The GLOBE Academy finds it critical to be able to admit students from throughout the DeKalb County School District in an effort to uphold the schools vision and mission. Linguistic and ethnic diversity are critical part of The GLOBE Academy's mission. This was one of the primary factors determining the founding board's decision to apply for a charter petition in DeKalb County. According to Census data, it is one of the most ethnically and linguistically diverse counties in the Atlanta Metropolitan area.

## **XI. DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS**

### ***Financial Procedures***

The GLOBE Academy acknowledges that its financial procedures must be in compliance with Financial Management for Georgia Local Units of Administration.

*The GLOBE Academy will develop sound financial management practices and carefully plan, monitor, and control its finances to ensure fiscal health and viability. Planning will include preparing annual budgets and cash flow statements beginning with the start-up of operations and continuing for ongoing years. Monitoring will include comparing budgets to actual results of operations, requiring periodic fiscal reports and retaining a Georgia licensed certified public accountant (CPA) or the State Auditor to audit and report on the financial statements. Controlling will include establishing a strong system of internal controls to ensure assets are protected, laws are complied with, and valid and reliable data are maintained and reported.*

The GLOBE Academy will *account for its revenue and expenses and will budget using the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations. Its cash flow statements will show receipts and disbursements on a monthly basis along with beginning and ending balances. All cash flow statements will show that the charter school will have adequate resources to pay its expenses throughout the year.*

*Receipts and disbursements on The GLOBE Academy's cash flow statement will be consistent with the amounts in the budget, and the governing board will approve all budgets and cash flow statements.*

*Please Note: The GLOBE Academy is aware of the importance of having a qualified financial expert on the governing board team. The GLOBE Academy is fortunate to have a Board Treasurer who is a Georgia licensed certified public accountant (CPA) with an MBA who has worked as a corporate accountant for large banks such as SunTrust.*

#### **QUESTIONS 50 THROUGH 57: FISCAL PLANS AND AUTONOMY**

The GLOBE Academy has utilized the non-profit resource document *Beyond the Checkbook* as a guide for establishing sound fiscal policies and procedures. As such, The GLOBE Academy will address the following elements of financial management systems as outlined in *Beyond the Checkbook*.

#### ***A Clear Mission and Clear Results***

All decisions made regarding finances will be related to the vision and mission of The GLOBE Academy. The members of the governing board and executive administration will hold each other accountable for making sound financial decisions that are in the best interest of students and support the vision and mission of the organization.

#### ***Programming***

In the event that The GLOBE Academy receives funding from new programming initiatives. Budgets will be balanced specifically for these programs. Budgets will always reflect programming goals and objectives.

#### ***Budgeting***

The GLOBE Academy was able to create a balanced budget for years 1-5 (See Appendix Z) using only State and local funding estimates from FY 2012 (See Appendix Z2). The budget is reflective of, and consistent with the narrative of this proposal in all areas including our mission, educational program, and staffing plan, and includes a 2% contingency reserve.

The GLOBE Academy has calculated both estimated QBE and local funding. For QBE, DCSD Funding per FTE for each category was calculated using the proportion of each FTE Segment to the District's total FTE to determine what percentages of each FTE segment is represented in the entire District. These

percentages were then applied to the projected FTE counts for years 1-5 to provide an estimate of expected revenue. The GLOBE Academy acknowledges that its ELL population may be higher than the DCSD average due to our strategic marketing efforts. However, our budget is reflective of the conservative estimate using the DCSD percentage of total FTE. For local funding The GLOBE Academy calculated the appropriate local proportion ratio to determine what percentage of the FY 2012 funds would be allocated to our school. See Appendix Z2 for a spreadsheet containing all calculations that went into determining estimated QBE and local funding.

The GLOBE Academy five year operating budget and 12 month cash flow statements are submitted in the accompanying excel file in Appendix Z. We project an initial enrollment of 396 students and an operating budget of approximately \$3.4 M that is 99% funded by federal state and local revenue. The majority of our expenses come from personnel salaries and benefits. Within staff salaries, administration makes up approximately 10% of the personnel budget during year 1 and grows to not exceed approximately 15% of the personnel budget by year 5. Overall, personnel accounts for approximately 70% of the overall budget in year 1 and grows to a little over 75% of the budget through year 5. Facilities costs account for 9% of the budget during year 1 an approximately 14% during year 2. This percentage decreases to approximately 10% by year 5.

Instructional costs account for approximately 10% of the total budget for each year, and services/supplies account for approximately 10% of the overall budget in any given year as well. Overall, these percentages indicate The GLOBE Academy's commitment to allocating funds toward areas in the budget that will have the most impact on student achievement: Qualified personnel and instructional costs and supplies account for approximately 85-90% of the total budget throughout all 5 years.

***\*Please note: The budget cash-flow match is showing red for year 2. However our numbers have been triple checked by our board treasurer who is a CPA and we are confident that this is due to rounding errors that we are unable to address due to the file being password protected. All final line items are congruent between the 5-year budget and the individual year cash-flow statements except for the "Net Revenue" section in the Year 2 Cash Flow statement which is off by \$1due to rounding.***

#### Other Budget Information

The GLOBE Academy will operate on a July 1 to June 30 fiscal year.

The budget reflects an adherence to the schools mission, vision, objectives and goals. Having paraprofessionals in the classrooms to help augment the curriculum is essential to the mission of the school and implementation of the constructivist, workshop and project-based learning model.

#### Budget and Cash Flow Statement Format

The Five Year Budget Projection Template is included as Appendix Z. The GLOBE Academy has used the required Five-Year-Budget template. Therefore, all budgets and cash flow statements are in the format prescribed in the application. Comments and clarifications are included in the right hand column of the spreadsheet and further elaborated with other appendices.

### Conservative and Realistic Expense Estimates

The GLOBE Academy is striving to be conservative and estimate realistic expenses. Wherever applicable, examples of costs are included with appendices, as are letters verifying any already secured funds.

### **Financial Controls**

Solid financial controls serve the following purposes:

- Provide reliable data.
- Safeguard important records.
- Promote efficiency.
- Ensure compliance with laws, regulations, and organizational policies.
- Avoid embarrassing and expensive interventions.

The GLOBE Academy will address each of these purposes as follows:

#### ***Provide Reliable Data***

The GLOBE Academy will be responsible for providing various financial reports to the DeKalb County Board of Education including but not limited to monthly budget status report, monthly cash reports and quarterly statements. Data will be kept up-to-date so as to be able to quickly and efficiently disseminate information as needed.

#### ***Safeguard Important Records***

Important records will be housed on a password protected server in the clouds or in locked file drawers for hard copy records. Only personnel, board members, and district personnel who need to be privy to specific important records will have access to such records.

#### ***Promote Efficiency***

The GLOBE Academy will adopt financial policies and procedures that promote efficiency and are not redundant. The GLOBE Academy will utilize procedures and processes outlined in the Beyond the Checkbook resource document (See Appendix W), as well as procedures and policies recommended by the Georgia Charter Schools Association.

#### ***Ensure Compliance with Laws, Regulations, and Organizational Policies***

##### Compliance with Federal Monitoring of Federal Funds

The GLOBE Academy will comply with all Federal and state monitoring requirements for schools receiving federal and state funds.

#### ***Avoidance of Embarrassing and Expensive Interventions***

##### Financial Management Responsibility and Bond Coverage

The representatives who will be primarily responsible for the financial management of the charter will be the Board Chair and Board Treasurer, as well as the Operational Leader, and Business Manager.



During the length of the charter, each of these positions will procure and maintain, a \$1Million Crime/Fidelity Bond.

Segregation of Duties

No single individual shall have sole control over two or more phases of a financial transaction at The GLOBE Academy. The School Leader, Business Manager, Instructional Leader, and Board Treasurer shall all have access to, and responsibility over the school finances.

Authorization and Processing of Disbursements

Article VII, Section 3 of The GLOBE Academy Bylaws (See Appendix N) addresses the authorization and processing of disbursements as follows:

*Section 3. Authorization for Expenditures. Any officer may authorize expenditures of up to Five Hundred Dollars (\$500.00). Expenditures of over Five Hundred Dollars (\$500.00) but less than Five Thousand Dollars (\$5,000.00) must be jointly authorized by two officers. Expenditures in excess of Five Thousand Dollars (\$5,000.00) must be approved by a majority of the Board of Directors.*

Please note: Currently, the treasurer is not the only officer who has access to financial records and documents. The GLOBE Academy keeps 3 authorized signers on its checking and savings accounts: Board Chair, Treasurer, and Secretary.

When the school is in operation, operational and fiscal management of the annual budget will be the responsibility of the Operational Leader and Business Manager. Specifics on such duties are outlined in their job descriptions in the Staffing Plan found in Appendix XX.

***\*The governing board will ultimately be held accountable for the school's operational functions including but not limited to fiscal oversight and facilities planning.***

***Accounting***

GA Licensed CPA

Pursuant to O.C.G.A. § 20-2-2065 (b) (7). The GLOBE Academy will contract with a Georgia licensed CPA with qualifications in concert with state requirements to assist in financial management. **The current treasurer on The GLOBE Academy governing board is a GA licensed CPA, MBA** (See Appendix MM for resumes).

***Financial Reporting and Review***

The school will be responsible for providing various financial reports to the DeKalb County Board of Education including but not limited to monthly budget status report, monthly cash reports and quarterly statements.

***Auditing - Annual Financial Audit***

The GLOBE Academy has already submitted RFP's and received proposals from three companies to

provide audit services for the school year 1. This expense is included in the 5 year projected budget. The GLOBE Academy understands that it is subject to an annual financial audit by an independent Georgia-licensed Certified Public Accountant, in accordance with O.C.G.A. § 20-2-2065 (b) (7). The financial reporting format shall be in conformity with generally accepted accounting principles.

***In addition, The following criteria have been identified from Beyond the Checkbook as being indicative of a financially healthy organization. Financially healthy organizations:***

- have enough income to ensure stable programming
- have access to cash or can raise cash if a shortfall occurs
- use realistic income projections and presents realistic program and service delivery costs in its spending plan.
- Have costs of programs that do not exceed their assets (the programs operation shows a modest surplus);
- has a “rainy day fund” (a reserve of cash on hand) to finance growth and cover cash shortfalls;
- can reduce operating costs or use a rainy day fund to cover a deficit
- has a board of directors and executive managers who hold themselves responsible for the organization’s financial stability and integrity.

The GLOBE Academy will adhere to these best practices in financial health.

### ***Chief Financial Officer***

Currently Anitra Griffin, CPA, MBA is the treasurer and CFO of The GLOBE Academy. When the school opens, the Operations Leader at The GLOBE Academy will serve as the Chief Financial Officer of the school. As such, this individual will possess the following qualifications:

- (a) A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years’ experience in a field related to business or finance; or
- (b) Documented experience of ten or more years in the field of business and financial Management.

### ***Bookkeeping***

Bookkeeping duties will be the responsibility of the Business Manager, starting year 1, who will collaborate closely with the Operations Leader for the oversight and management of fiscal matters. The GLOBE Academy will use the same numbering system as used by the Georgia Department of Education for their bookkeeping. The chart of accounts will be a numbered list of each item that the accounting system tracks. A typical chart of accounts will be comprised of several main categories such as *Assets, Liabilities, Equity, Revenues* and *Expenses* – each with multiple, numbered subaccounts that capture specific financial operating details.

The GLOBE Academy will refer to the Department’s website at:

[http://www.gadoe.org/fbo\\_financial.aspx](http://www.gadoe.org/fbo_financial.aspx) for further information.

This position is currently budgeted as an hourly contract basis. The GLOBE Academy will publically solicit for these services via an RFP.

### ***Methods of Student Recruitment***

The GLOBE Academy's short-term objectives for marketing and communications strategies will focus on enrolling students for the 2013-14 and 2014-15 academic years. The GLOBE Academy will align marketing strategies to primarily attract students from within the proposed attendance zone which includes all of the DeKalb County School District. Additionally, targeted marketing efforts will take place in select communities outside of The DeKalb County School District. The objectives are to attract a diverse student body representative of the DeKalb County School District community and foster economic growth and development through the relocation of prospective families from neighboring districts into The DeKalb County School District. The ideal number of students that The GLOBE Academy will enroll the first year is approximately 396 in grades K-3. Therefore it will be imperative to reach parents with children who are currently ages three to seven in the 2012-13 school year. To reach families in the communities surrounding the school's proposed location, a rigorous marketing strategy will be launched as follows:

The GLOBE Academy will use a variety of mediums to market the school to prospective parents. All information will be available in the targeted languages. At every physical event and online, we will take leads and track them to see if the families enrolled and the event was successful.

A detailed Marketing and Recruitment plan can be found in Question 30, page 50.

### ***Timeline for Receiving State and Local Funding***

The GLOBE Academy expects to receive partial funding in July of its first year and the remainder of funding upon completion of the first FTE reports in October of Year 1. The GLOBE Academy is also aware of adjustments that will be made for verification of education and experience for faculty and administration.

### ***QUESTION 58: SECURING GRANTS AND FUNDRAISING***

#### ***State and Local Funds***

As is indicated in the attached EXCEL budget template, Appendix Z, The GLOBE Academy has planned a sustainable budget accounting only for state and local funds. This is a sustainable model because it means that funds secured in excess of state and local funding will go directly to the school's bottom line. The GLOBE Academy will apply for the state implementation and facilities grants upon approval from the DCSD.

#### ***Grants and other Fundraising Efforts***

The GLOBE Academy has secured two planning grants thus far. One planning grant for \$8,000.00 has

been secured from the GA Department of Education. Another planning grant for \$30,000.00 has been secured from the Walton Family Foundation. The GLOBE Academy plans to launch a rigorous fundraising campaign. The details of this plan can be found in Appendix O.

#### *Documentation of Grants and Agreements from Partner Organizations*

Grant letters and agreements from partner organizations are included in the appendices. The Walton Foundation Grant award letter can be found in Appendix OO. The State Planning Grant award letter can be found in Appendix PP. The letter from The Confucius Institute guaranteeing financial resources can be found in Appendix QQ.

#### ***Improving the operational and financial management of the school***

The number one cause of charter school failure is financial mismanagement and several charter schools in Georgia have closed or endangered school performance due to financial mismanagement. There are four things that the GLOBE Academy will do to ensure sound financial stewardship:

1. Operate efficiently as a small business using QuickBooks or other financial management software to organize all of our finances in one place and generate reports on revenues, expenses and cash flow
2. Have an audit performed annually by a certified public accountant firm and use the audit to evaluate our financial management
3. Consider two or more alternatives for decisions with budgetary impact and use cost as an important criterion in decision making. These alternatives include both the item/source for a purchase and a buy/lease evaluation for larger purchases:
  - a. Example: many schools spend more money leasing copier machines than it would cost to buy them due to heavy use and a per copy lease cost model. Realistic evaluations of use and buy/lease costs need to be made before a purchase/lease is made.
4. Maintain cash reserves. The GLOBE Academy will develop and maintain one month cash reserves prior to commencing operations and grow reserves to three months by the beginning of operations in year three in order to be prepared for delays or mistakes in revenues from state and federal governments.

#### ***Procedure for Securing Written Contracts***

The GLOBE Academy will follow the following procedures when securing contracts for services:

- 1) Advertise a Request for Proposals (RFP) outlining the service(s) needed and directions for submitting the proposal.
- 2) Establish a review period that will be explicitly stated in the RFP. During this period the appropriate committee members will review proposals and submit a nominee/nominees to the board for voting
- 3) The governing board will vote on the proposals
- 4) The contractor/vendor will be notified of selection and/or denial of the proposal.

## **XII. DESCRIPTION OF GOVERNANCE STRUCTURE**

### *QUESTION 59: GOVERNING BOARDS OR SCHOOL COUNCILS*

The GLOBE Academy will be governed by a governing board.

### *QUESTION 60: BOARD CONTROL AND MANAGEMENT*

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.*

### *QUESTIONS 61: GOVERNING BOARD ROLES, FUNCTIONS AND COMPOSITION*

#### ***Founding Board***

The governing board of The GLOBE Academy will serve to govern the affairs of the school on behalf of the public. In this regard, the founding board of The GLOBE Academy, having participated in the rigorous *Charter Start* training series provided by the Georgia Charter Schools Association, understands the importance board capacity in the governance of a charter school. The founding board has worked diligently and selectively to recruit board members who are passionate about the schools mission and vision, but who also hold capacities that will benefit the planning and sustainability of a charter school. Currently, the founding board holds collective capacities in education (special education and general education K-12), psychology (cognitive and language development), project management, facilities planning and architecture, entrepreneurship, marketing and public relations, business, operations, and financial management (a CPA). The board is currently actively recruiting for members with backgrounds in fundraising and law. In addition, the board has received a verbal commitment from Kilpatrick Stockton stating that the firm will provide The GLOBE Academy with pro-bono legal services. The board is awaiting a written letter from the firm confirming this agreement.

#### ***Governing Board Purpose and Composition***

Upon approval of our charter application and up to the opening of the first day of school, the majority of founding board members will convert to governing board member roles. It is the duty of the governing board to make decisions in the best interest of the mission and vision of The GLOBE Academy, as well as the public. For example, new board members joining The GLOBE Academy board will receive a board member orientation. During this orientation, new members will be given an in depth overview of the organization's mission and vision, as well as the organization's bylaws and other relevant policies such as the Conflict of Interest Policy. The GLOBE Academy governing board structure is comprised of four positions: Chair, Vice-chair, Secretary, and Treasurer.

The roles of these positions are defined in The GLOBE Academy's bylaws per Article III, section 3, as follows:

*Duties:* The duties of the officers shall include the following:

(a) *Chair* shall be the senior executive officer of The GLOBE Academy, who shall have general and active management of The GLOBE Academy, see that all orders and resolutions of the Board of Directors are carried into effect. The Chair and officers designated by the Chair shall have the power

and authority to execute all contracts requiring a seal, under the seal of The GLOBE Academy, except where the execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of The GLOBE Academy. Unless otherwise determined by the Board of Directors, the Chair shall also have the title of “President”.

(b) *Vice-Chair* shall assist the Chair in his/her duties and perform any other duties as needed to carry out the purposes of The GLOBE Academy. In the absence of the Chair, the Vice-Chair shall exercise the powers of the Chair. The Vice-Chair shall also succeed the Chair after his/her term.

(c) *The Secretary* shall record the minutes of the meetings of the Board of Directors, see that all notices are duly given in accordance with the provisions of these By-laws, be custodian of The GLOBE Academy records, and perform such duties as from time to time may be assigned to him/her by the Chair or the Board of Directors.

(d) *The Treasurer* shall keep full and accurate accounts of receipts and disbursements of The GLOBE Academy; collect all funds due The GLOBE Academy and disburse funds as required to meet the obligations of The GLOBE Academy; keep the funds of The GLOBE Academy in a separate account to the credit of The GLOBE Academy, unless the Board of Directors provides otherwise; and render to the Chair and the Board of Directors, as requested by them but not less than once a year, regular reports of all transactions and of the financial condition of The GLOBE Academy and perform any other duties prescribed under the law. The Treasurer shall perform such duties as from time to time may be assigned to him/her by the Chair or the Board of Directors. Unless otherwise determined by the Board of Directors, the Treasurer shall also have the title of “Chief Financial Officer”. The Chief Financial Officer shall possess the following qualifications:

- A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years experience in a field related to business or finance; or
- documented experience of ten (10) or more years in the field of business and financial management.

Upon charter approval, the governing board shall maintain a minimum of 5 members (the four aforementioned positions plus a minimum of one additional board member). Per The GLOBE Academy bylaws, board membership should not exceed 11 members. Membership should *ideally* remain at an odd number (5, 7, 9, or 11 members).

#### ***Governing Board Member Election, Term, and Vacancies***

The GLOBE Academy’s bylaws stipulate board member election, term, and vacancies per Article II, Section 2, as follows:

*Election, Term, Vacancies.* The initial directors shall serve until the next annual election of directors. The term of office of each director shall commence upon the next election of each applicable office and run concurrently with the term of the office held by each director. The terms of directors shall be three (3) years and shall be staggered pursuant to O.C.G.A. §14-3-806, as amended; therefore, one-third of the total number of directors shall be selected annually by the other members of the Board of Directors. In the event of the removal, resignation or other vacancy of a director, said directorship (including any

officer position held by such departing director) shall be deemed vacated and shall be filled by the person succeeding to the office held by the departing director, if any. Directors shall be natural persons who have attained the age of 18 years, but need not be residents of the State of Georgia, and may be nominated by the Officers of The GLOBE Academy, Directors serving on the Board of Directors, Committee members serving on a Board created and standing committee, Advisory Board members, or Parents, Teachers or Students at The GLOBE Academy.

### ***Board Member Removal from Office***

The GLOBE Academy's bylaws stipulate board member removal from office per Article II, Section 3, as follows:

(a) *Removal of Directors.* Any director may be removed from office, with or without cause, at any regular or special meeting of the Board of Directors by the affirmative vote of a majority of directors then in office. All Directors must be given ten (10) days written notice of a meeting which includes removal of director(s) on the agenda and the specified charges. A removed director's successor may be elected or appointed at the same meeting to serve the unexpired term.

(b) *Absences.* Any elected Officer or Director who shall have been absent from two (2) consecutive regular meetings of the Board of Directors without providing at least five (5) days' advance notice of such absence shall automatically vacate the seat on the Board and the vacancy shall be filled as provided by these Bylaws; however, the Board shall consider each absence of an elected Officer or Director as separate circumstance and may expressly waive such absence by a two-thirds (2/3) vote of the members present at that meeting.

(c) *Impediment to Organizational Mission.* If a Director becomes an impediment to The GLOBE Academy's mission by failing to perform the Director's duties, failing to perform the Director's duties adequately, being disruptive in meetings of the Board of Directors or taking an action, whether or not in the Director's official capacity, that is inconsistent with these Bylaws or the organizational mission of The GLOBE Academy, any Director may request a vote for removal of such Director and a vote will be placed on the agenda for the next regularly scheduled meeting of the Board of Directors. The Chair may, but is not required to, meet informally with the Director in question to outline concerns regarding their performance before a vote by the Board of Directors on removal.

### ***Payment for Services***

No governing board member shall be paid for their services as a board member, nor should they be compensated as a contractor or employee of The GLOBE Academy or any entity affiliated with the charter school, as this would present a conflict of interest. These policies are outlined in The GLOBE Academy's bylaws (See Appendix N).

### ***QUESTION 62: PARENT AND COMMUNITY INVOLVEMENT ON THE GOVERNING BOARD***

Parents and community members will be an integral part of The GLOBE Academy's governing board. The GLOBE Academy has already received a letter of commitment from the Gresham Hills

Neighborhood Association stating that they support the mission and vision of The GLOBE Academy, and will nominate a member of their neighborhood association to hold a seat on our governing board upon charter approval. This person will serve as a community liaison between The GLOBE Academy and The Gresham Hills neighborhood and other attendance eligible neighborhoods in The DeKalb County School System. The governing board will also have at least 1 parent representative and 1 teacher representative on the board. However, such members will be asked to abstain from voting in which a conflict of interest may be present (for example, a parent on the governing board whose child's teacher is being considered for termination).

*QUESTION 63: CONFLICT RESOLUTION BETWEEN LOCAL BOARD AND CHARTER SCHOOL*

In the event that The GLOBE Academy has a conflict with the local board, The GLOBE Academy will collaborate to work toward an agreeable resolution to the problem or conflict. The GLOBE Academy will take responsibility for asking pertinent questions to get to the bottom of what may be the root cause of the conflict. The GLOBE Academy will meet with the appropriate local board representative to discuss possible solutions. In the event that a resolution cannot be made, The GLOBE Academy will request mediation by a qualified mediator to attempt to resolve the conflict.

*QUESTION 64: BUSINESS ARRANGEMENTS OR PARTNERSHIPS (EXISTING SCHOOLS, ED PROGRAMS, NON-PROFITS OR EDUCATIONAL MANAGEMENT ORGANIZATIONS).*

The GLOBE Academy is not partnering with an Educational Management Company or other management entity.

*QUESTION 65: CERTIFICATE OF INCORPORATION*

The GLOBE Academy's Certificate of Incorporation from the Georgia Secretary of State is attached as Appendix TT.

*QUESTION 66: BYLAWS*

The GLOBE Academy's bylaws (See Appendix N) and Conflict of Interest Policy (See Appendix \_J) are attached.

*QUESTION 67: CONFLICT OF INTEREST FORMS*

The completed DeKalb County Conflict of Interest Form for each founding board member is included in Appendix UU.

*QUESTION 68: GOVERNANCE BOARD RESUMES*

Resumes for founding board members are included in Appendix MM.

*QUESTION 69: GOVERNANCE TRAINING, RECRUITMENT AND RETENTION OF QUALITY GOVERNING BOARD MEMBERS*



### ***Governance Training and Recruitment/Retention of Quality Members***

The GLOBE Academy is a member school of The Georgia Charter Schools Association. All members of the governing board will be required to attend at least 1 annual training or workshop hosted by The Georgia Charter Schools Association for a total of 6 hours per year. The governing board will also participate in annual bi-annual board retreats and will discuss current research and best practices relevant to charter school governance bi-annually.

Upon charter approval, The GLOBE Academy will participate in a rigorous training workshop facilitated by the Georgia Charter Schools Association. This training will provide the governing board with the support necessary to move from the planning phase to the operation phase of the charter approval process, and will aid in the recruitment and retention of quality members. Additionally, The GLOBE Academy will utilize the Georgia Charter Schools Association to perform an operational assessment prior to opening and for support through the first year of developing policies, procedures, and systems.

### ***QUESTION 70: GOVERNING BOARD'S ROLE IN STUDENT, PARENT AND TEACHER GRIEVANCES***

The role of The GLOBE Academy's governing board in student, parent, and teacher grievances is outlined in the charter school's Grievance Policy (see Appendix YY).

### ***Other Required Statements:***

The GLOBE Academy will adhere to the following policies and procedures per DeKalb County School District Policy:

- The charter will comply with all legal and regulatory local, state, and federal laws or court orders requirements, including those outlined in DeKalb County Board of Education Charter School Guidelines. Failure to comply with any and all recommendations or directions of the DCSS Board Of Education with respect to the operation of the charter school may result in termination of the charter.
- The charter school will observe a brief period of quiet reflection in compliance with O.C.G.A. § 20-2-1050.
- The Charter School is subject to all laws relating to unlawful conduct in or near a public school.
- The charter school will not waive and is not exempt from the Federal law, including the following:
  - \_ School Accountability Provisions, Part 3 of Article 2 of Chapter 14 of Title 20 O.C.G.A. 20-14-30 through O.C.G.A. 20-14-41
  - \_ Shall Not Charge Tuition, O.C.G.A. 20-2-133
  - \_ Unlawful Conduct in or near a Public School, O.C.G.A. 20-2-1180 through O.C.G.A. 20-2-1182
  - \_ Reporting Requirements – Student Data Collection, O.C.G.A. 20-2-320
  - \_ Brief Period of Quiet Reflection, O.C.G.A. 20-2-1050, 20-2-1051
  - \_ Open and Public Meetings, O.C.G.A. 50-14-1 et seq.

\_ Inspection of Public Records, O.C.G.A. 50-18-70 et seq.

\_ Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. 20-2-211

- The charter school will provide documentation that the school has applied for accreditation and received probationary status by the Southern Association of Colleges and Schools (SACS), Georgia Accrediting Commission (GAC), or other recognized accrediting commission approved by the State Board of Education no later than October 1st of its first year of operation. The charter school understands that a school not able to receive full accreditation by the end of its second year of operation shall forfeit their charter.
- The charter school will comply with all federal, state, and local laws, policies, procedures, and requirements unless specifically waived in the charter. The charter understands that DCSS will not accept the “blanket waiver” but requires specific waivers and the rationale for each waiver.
- The charter agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to DCSS no later than April 1st annually. It is understood that the school can continue to accept students after this date and will continue to update the system on the number of students registered and all other student information as requested. If the charter school does not meet its projected enrollment within twenty percent (20%), the charter may be terminated. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, the charter may be terminated unless it can document additional independent financial support.
- The charter school shall provide an electronic copy of the complete charter school petition and contract to every parent as a part of the student enrollment procedures.

### **XIII. STATEMENT ON ANNUAL REPORT**

#### *QUESTION 71: ANNUAL REPORT*

The GLOBE Academy shall file an annual report by October 1<sup>st</sup> each year to the Georgia Department of Education, the DeKalb County Board of education and the GLOBE Academy PTO. GLOBE Academy will also make this annual report available to any parent/guardian upon request. This report shall include all state-mandated assessment and accountability scores and will comply with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6). The GLOBE Academy will use the correct template provided by the Department of Education to complete this report.

### **XIV. OTHER ADDITIONAL DCSS REQUIREMENTS/ATTACHMENTS**

#### *QUESTION 72: LEGAL COUNSEL*

The GLOBE Academy will utilize the legal services provided by the GA Charter Schools Association. Through these services The GLOBE Academy will secure legal counsel on retainer for \$1000/month. The GLOBE Academy as also received a commitment from Kilpatrick Stockton regarding pro-bono services and is awaiting a letter to verify this agreement.

#### *QUESTION 73: REQUIRED INSURANCE/INDEMNIFICATION CLAUSE*

The Indemnification and Insurance requirements to be meet by The GLOBE Academy are as follows:

Pursuant to O.C.G.A. § 20-2-2065(b)(5), The DeKalb County Board of Education is included as an additional insured. The GLOBE Academy shall hold harmless and indemnify DeKalb County School District, the board of education, its members, officers and employees for every liability, claim or demand upon the charter school; and the charter school petition shall contain a statement that the charter school agrees to defend and indemnify the DeKalb County Board of Education in any action arising in any way from The GLOBE Academy's activities. (See Appendix BB for required statements regarding Indemnification and Insurance).

Copies of each policy shall be provided to the DeKalb Charter Schools Office prior to the opening of school. The GLOBE Academy will secure the following insurance coverage prior to the opening of school including written coverage amounts as follows:

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

The GLOBE Academy board will also secured Directors and Officers Insurance.

## REQUIRED STATEMENTS

### Academics and Assessments

- The charter school understands that as a public school, it cannot charge tuition or fees for attendance.
- 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.
- The charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Instructional Audit Team as needed and as determined by the Charter School Office Student Support Services
- "The provision of services and due process procedures will be implemented for students with disabilities and English Language Learners in accordance with all relevant Federal and State laws, rules, and regulations."
- Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies manual and use DCSS forms for SST.
- Establish a Section 504 team in accordance with state guidelines and local school board policies • Use DCSS forms for Section 504, special education, counseling services, psychological services, social services and health services.
- Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies
- Comply with Section 504 by providing the appropriate accommodations and equipment
- Immediately notify the DCSS Director of Support Services upon receipt of a complaint made by a parent/guardian or student concerning Section 504, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.
- Hire or contract Certified Special Education teacher(s), a licensed school counselor, a licensed certified

school psychologist or a licensed clinical psychologist, a licensed school social worker and a licensed school nurse; to provide services to eligible students (in accordance with State guidelines and DCSS policy).

- Develop an Individualized Education Plan (IEP) for each student identified as needing special education services, with the full participation of the DCSS Program for Exceptional Children staff.
- Employ substitute teachers as required by state guidelines until certified teachers are hired if the charter school does not have certified staff
- Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and DCSS policy.
- Immediately notify the Director of Special Services upon receipt of a complaint made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint
- Report all allegations of child abuse and/or neglect to the charter school social worker and to the persons required to receive such reports pursuant to state law.

#### Facilities

- The school will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal Americans with Disabilities (ADA) access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.
- The charter school will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The charter school will maintain a certificate of occupancy from the required government agency. The charter school will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.
- The charter school is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

#### Financial

- Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.
- The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory.
- The charter school agrees to submit monthly financial statements to the DCSS Charter Schools Office.
- The charter school is subject to an audit by the District's Internal Audits Department.
- Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.
- Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the petitioner. The charter school shall not request any additional funds from the DCSS to cover any deficit created by the charter school and the DCSS shall not allocate funds for the charter school for the next fiscal year until the deficit has been eliminated.
- The charter school is solely responsible for all debts incurred by the charter school and its governing body, and the DCSS shall not be contractually bound to the charter school or to any third party with whom the charter school has a contract or from whom the charter school has purchased goods or

services, except as otherwise agreed in the charter contract.

- The charter will provide evidence that it has obtained appropriate bonding of the governing board and administrators by October 1st of its first year of operation.
- In the event the charter school ceases operation for any reason, the charter school and its governing body shall be responsible for closing out the business affairs of the charter school. The charter school shall cooperate with the DCSS to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned.
- If the charter plans to cease operation, the school will notify the DCSS Charter Office with 24 hours of the governing board's decision and include the name and contact information for the person responsible for the closing procedures. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSS. The charter school shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant. This audit shall include a detailed inventory of all assets. Any furniture and equipment purchased with DCSS funds shall be delivered to the school system. Further, should the charter school not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, the DCSS shall not be responsible for any debts incurred or contracts signed by the charter school.

#### Personnel

- The charter school shall submit certified personnel information (CPI) to the DeKalb County School System's Human Resources Department no later than October 1, May 1 and July 1 and other times upon request by Human Resources personnel.
- The charter school will provide documented annual professional development for all instructional staff.
- The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Charter School instructors of core subjects shall be certified in those subjects by the Georgia Professional Standards Commission as defined in Section 1119 of the No Child Left Behind Act, unless a waiver of this requirement is requested. If this requirement is waived, teachers will meet all other GAPSC requirements for highly qualified teachers working at charter schools. Paraprofessionals with instructional support duties will meet guidelines of Section 1119 of the No Child Left Behind Act and ESEA.

#### Governance

- The local governance of the charter school shall operate under a structure that retains a local school level governance body of parents, teachers, administrators, and others who are involved in school level governance within the charter. The operation and support of the charter school under the control and management of DCSS will be the sole function of the local school level governance body.
- The charter school board members will not constitute a voting majority on any other charter school board, will be voluntary and fully and insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.
- No petitioner and no member of the governing board of the petitioner or the charter school shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this school system. Nor will the board members receive payment for services as board members.
- All meetings of the charter governance board are subject to the provisions of O.C.G.A. § 50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records).

## Administrative

- Representatives from the charter school will attend all workshops, in-services and/or training and other meetings requested by DeKalb County Schools. Charter school administrators are responsible for informing the charter staff of all required meetings. Charter school administrators will use the school systems email system and will check the email system daily to ensure they stay informed on all required events and information by DCSS, as this will be DCSS's primary means of communication with the schools.
- No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.
- The charter school shall report daily attendance to the DeKalb County School System (DCSS) using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12, as well as final marks for each course after each semester. DCSS will provide the necessary software and training for the Student Information System (eSIS) application while the charter school shall provide hardware and the necessary Internet service connection. The DCSS Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSS and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSS will be used to define when progress reports, report cards and other verifications that are to be produced.
- The charter school shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The charter school shall maintain all student records on behalf of the Board during each student's enrollment in the charter school. Upon a student's withdrawal or other matriculation from the charter school, the student's educational records shall be returned within ten (10) business days to the Board's student records center for retention. The charter school shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the charter school without first obtaining prior written parental permission.

## Other

- The charter will comply with all legal and regulatory local, state, and federal laws or court orders requirements, including those outlined in DeKalb County Board of Education Charter School Guidelines. Failure to comply with any and all recommendations or directions of the DCSS Board Of Education with respect to the operation of the charter school may result in termination of the charter.
- The charter school will observe a brief period of quiet reflection in compliance with O.C.G.A. § 20-2-1050.
- The Charter School is subject to all laws relating to unlawful conduct in or near a public school.
- The charter school will not waive and is not exempt from the Federal law, including the following:
  - \_ School Accountability Provisions, Part 3 of Article 2 of Chapter 14 of Title 20 O.C.G.A. 20-14-30 through O.C.G.A. 20-14-41
  - \_ Shall Not Charge Tuition, O.C.G.A. 20-2-133
  - \_ Unlawful Conduct in or near a Public School, O.C.G.A. 20-2-1180 through O.C.G.A. 20-2-1182
  - \_ Reporting Requirements – Student Data Collection, O.C.G.A. 20-2-320

- \_ Brief Period of Quiet Reflection, O.C.G.A. 20-2-1050, 20-2-1051
- \_ Open and Public Meetings, O.C.G.A. 50-14-1 et seq.
- \_ Inspection of Public Records, O.C.G.A. 50-18-70 et seq.
- \_ Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. 20-2-211
- The charter school will provide documentation that the school has applied for accreditation and received probationary status by the Southern Association of Colleges and Schools (SACS), Georgia Accrediting Commission (GAC), or other recognized accrediting commission approved by the State Board of Education no later than October 1st of its first year of operation. The charter school understands that a school not able to receive full accreditation by the end of its second year of operation shall forfeit their charter.
- The charter school will comply with all federal, state, and local laws, policies, procedures, and requirements unless specifically waived in the charter. The charter understands that DCSS will not accept the “blanket waiver” but requires specific waivers and the rationale for each waiver.
- The charter agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to DCSS no later than April 1st annually. It is understood that the school can continue to accept students after this date and will continue to update the system on the number of students registered and all other student information as requested. If the charter school does not meet its projected enrollment within twenty percent (20%), the charter may be terminated. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, the charter may be terminated unless it can document additional independent financial support.
- The charter school shall provide an electronic copy of the complete charter school petition and contract to every parent as a part of the student enrollment procedures.

**DCCS Signature Sheet**

**1. The terms of this DCSS Charter Signature Sheet was approved by**

\_\_\_\_\_  
**Charter school representative  
authorized to execute contract**

\_\_\_\_\_  
**Date**

**2. This Charter Assurances Sheet was approved by the DeKalb County Board of Education on**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**CHAIR, LOCAL BOARD OF EDUCATION DATE**



## APPENDICES