

**KINGSLEY CHARTER SCHOOL  
2051 Brendon Drive  
DeKalb County  
Dunwoody GA 30338**

## **CHARTER FOR SCHOOL YEARS**

- **2010/2011**
- **2011/2012**
- **2012/2013**
- **2013/2014**
- **2014/2015**

**Prepared by: Parents, Faculty and Staff of  
Kingsley Charter Elementary School**



## Part II. Assurances and Signatures

1. This petition has been agreed to, by secret ballot, by a majority of the faculty and instructional staff members at a meeting called with two weeks' advance notice during which time a complete petition draft was available for review.

Date of Vote August 4, 2009

Total Number of Faculty and Instructional Staff 52 voted

Number Approving 51          Percent Approving 97%

Number Disapproving 1          Percent Disapproving 3%

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

2. This petition has been agreed to, by secret ballot, by a majority of the parents or guardians of the students enrolled in the school who were present at a meeting called for the purpose of deciding whether to submit the petition. Two weeks' advance notice of the meeting was published during which time a complete petition draft was available for review.

Date of Meeting August 5, 2009

Total Number of Parents Attending Meeting 172 voted

Number Approving 170          Percent Approving 99%

Number Disapproving 2          Percent Disapproving 1%

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

3. This charter petition was approved by the \_\_\_\_\_  
Board of Education on \_\_\_\_\_.  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Local Board of Education

\_\_\_\_\_  
Date

4. Petitioner(s) assure(s) that the proposed charter school programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

\_\_\_\_\_  
Authorized Representative, Charter School

\_\_\_\_\_  
Date

## Part III. Executive Summary

The executive summary should not exceed **2 pages** for new petitions and **4 pages** for renewals and should include the following information:

### Basic Information

**Charter School Name**  Kingsley Charter School

**Grade Levels Served**  PreK-5  **Ages Served**  3-11

**Proposed Opening/Renewal Date**  August 2010

**Proposed Charter Term**  5 Years (2010/2011-2014/2015)  (If the petition seeks a term greater than 5 years, explain the rationale for the requested term length.)

**Enrollment Numbers** - For each year of the proposed charter term, please indicate in the table below the number of pupils the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	88	92	92	92	90	90								544
Yr 2	88	92	92	92	90	90								544
Yr 3	88	92	92	92	90	90								544
Yr 4	88	92	92	92	90	90								544
Yr 5	88	92	92	92	90	90								544
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

### NCLB

Is this school currently in, or has it ever been, in Needs Improvement status under NCLB?

No       Yes

If so, please state when. Schools currently in Needs Improvement must answer the additional questions found at the end of the application.

### Mission

- **State the charter school’s mission and describe how it promotes the legislative intent to “increase student achievement through academic and organizational innovation.” O.C.G.A. § 20-2-2061.**

The mission of Kingsley Charter School is to establish and strengthen relationships between home and school in order to promote high expectations of students, staff, and parents while encouraging unique strengths in a nurturing and creative environment. Kingsley’s strives to create and maintain an atmosphere of academic excellence. As our motto states we have *High regard for all and high expectations of all*. The classroom environment reflects a low-stress and high-challenge setting. Kingsley continues to produce above-average results on the standardized tests and fosters a love for reading through our custom Accelerated Readers Program! Almost 26% of our first through fifth graders participate in the Kingsley Gifted Program. Maximizing the academic potential of all Kingsley students is achieved through curriculum compacting, differentiated instruction, early intervention, the ESOL Program and special education programs.

At Kingsley Charter School, we believe:

- All students will achieve in an environment where each child is accepted, supported, valued, and challenged.
- Learning is enhanced through the incorporation of movement, art, music, and PE.
- High expectations and active parental support promote high student achievement.
- Learning is maximized in an accepting and nurturing environment composed of diverse student and faculty populations.
- All students are lifelong learners.
- Good self-esteem is vital for maximum student achievement.

## **Academic Program**

### **• Strategies to increase student achievement**

In our renewal petition, Kingsley has set performance goals in the areas of language arts, mathematics, reading, technology, and the physical learning environment. Our language arts, math, and reading goals include increasing percentages of students exceeding standards, while decreasing percentages of students not meeting standards. Teachers at Kingsley will use the following brain compatible instructional learning practices:

- use of multiple intelligences when planning lessons
- flexible seating arrangements
- differentiated instruction
- low-stress environment
- moderated student choice in learning activities
- Brain Gym movements
- curriculum compacting
- utilizing the arts (music, movement, art, drama, and writing) to deliver the core curriculum
- questioning
- graphic organizers
- problem-based learning

According to individual students, teachers will use any of the following practices to help students reach their academic potential:

- departmentalized instruction
- cooperative learning
- inclusion
- integrated thematic instruction
- interest inventories
- mastery learning
- discovery learning
- authentic assessment (portfolios, final projects, etc.)
- accelerated learning
- project-based learning field trips
- technology
- curriculum compacting
- multiple intelligences

To meet individual needs, teachers may employ some of the following methods:

- anecdotal records
- benchmark-testing
- academic screening
- motor skills assessment
- multiple intelligence surveys
- developmental inventories
- performance tasks
- portfolios, journals, rubrics, self-assessment, teacher commentary and conferencing

### **• Academic innovation or flexibility**

Since converting to a Charter School in 1998, Kingsley has continuously and consistently implemented brain-based approaches to learning using the latest neurological and physiological research to inform. One example of this research is the *12 Design Principles Based on Brain-based Learning Research* by Jeffery A. Lackney, Ph.D. See page 7 of this Charter Petition for a complete explanation of these 12 principles.

## **Organization**

### **• Examples of organizational innovation or flexibility**

Kingsley Charter School has a Charter Council rather than a local school council. This Council is comprised of the Principal, three faculty members, one staff member, one community member, and five parent representatives who serve as voting members. For the last twelve years, the Council has had great success in building consensus even on contentious issues. To ensure input from all constituent groups, the Council has six action teams also comprised of administrators, teachers, and parents which regularly bring recommendations to the Charter Council. These action teams are responsible for a variety of areas ranging from Curriculum and Instruction, Facilities, and Program and Parent Resource Management to Technology, thus allowing stakeholders to participate in the decision-making process. At times, the Council may assign issues to Action Teams to discuss and bring recommendations back to the Council.

- **Operated by Education Management Organization?**

No, Kingsley Charter School is not managed by an Education Management Organization.

- **Evidence of community interest/need**

In past parental surveys, parents have been asked to respond to the question, “Overall, my child is receiving an excellent educational experience at Kingsley.” The majority (86%) responded that they agreed or strongly agreed, and 94% agreed that they believed the terms and philosophies of the Charter are being carried out by Kingsley parents, teachers, and staff. This reflects the parents’ confidence in the direction that Kingsley has chosen to take with their brain-based curriculum, one that creates a very low stress, nurturing classroom setting

### **For Renewal Petitions Only**

- **How did the school perform in meeting AYP and the performance-based goals and measurable objectives of the charter?**

Since the charter’s renewal in 2003, Kingsley has consistently met AYP. This accomplishment encompasses all subgroups of students, as defined by No Child Left Behind, enrolled at Kingsley during this time. Not only has Kingsley consistently met AYP, we have done so by performing at more than 10% above the system mean scores. As the AMO has increased each year, Kingsley’s scores have continued to rise as well, remaining 10% above the system averages. Kingsley has been recognized as a “No Excuses” school, which means that all students have been provided with the necessary support and differentiation needed to be successful, regardless of any deficiencies in background knowledge.

Kingsley’s staff believes all students are capable of learning and achieving. Teachers use brain based strategies to scaffold for all students. Classrooms have color, stimulating images, break-out space for groups or social interaction, soft lighting, and music. The staff also utilizes learning styles, provides novelty in teaching/learning environment, and movement.

The subgroups have increased over time and their needs are being addressed through differentiation. The content, process, and product are differentiated based on student needs as identified by pre-assessment data. Instruction is data driven to meet needs. Scaffolding, co-teaching in a general education setting, ELL support, meaningful field trips and other experiences are an integral part of the instructional program at Kingsley. The brain-based instructional strategies are critical to the success of our students. Repetition, social interaction, and real world problem solving allow meaningful learning to occur.

- **How did the school perform in achieving financial and organizational stability?**

During the past charter term, Kingsley’s Charter Council has consistently risen to the challenges posed by DCSS budget reductions by increasing the number of partnerships with community business, obtaining numerous grants, and cultivating several annual fundraising programs. The Council has also lead our school and parents to excellence by being awarded the 2008 National Parent Group of the Year award from *PTO Today* (1<sup>st</sup> school in Georgia and 1<sup>st</sup> Charter School to win this award). Additionally, our parent community has demonstrated their belief in the school’s mission by exceeding all expectations through their volunteerism. During this charter’s term, our

average parent volunteer hours per year for each family have increased from 7.69 hours to 28.41 hours. Part of this achievement can be attributed to our new Charter Challenge Program initiated in 2007 which challenges parents to volunteer at least 32 service hours during the school year. The first year of the program resulted in 40 families volunteering more than 32 hours, and in the second year, 62 families exceeded this goal. Even as this petition was prepared before the end of the school year, we have already matched last year's results.

- **Summarize the proposed changes to the charter upon renewal.**

This petition includes numerous changes, some of which are the result of DCSS policy changes, goals for charter term, instruction strategy improvements, and strategic changes for parent involvement. Specifically, the following modifications have been made:

- Updated Kingsley Today section (page 3)
  - Added definition of key principles used in Kingsley's approach to Brain Compatible Learning (page 7)
  - Added ways success will be measured (page 46) and streamlined academic goals and objectives in the language arts, reading, math, and technology areas (pages 8-9)
  - Defined measurable objectives for parent involvement (page 11)
  - Added Curriculum Compacting instructional strategy (page 13)
  - Replaced "Smart Moves" methodology with "Brain Gym" (pages 7-11)
  - Added measurable goals for maintaining AYP and improving Kingsley's school operations, curriculum, instructional strategies and overall student performance (pages 7-11 )
  - Added "30 minutes of writing" instructional strategy (page 14)
  - Added information about Literacy Coach position (funded by DeKalb County) (page 15-16)
  - Removed Parent Service Coordinator role and responsibilities as position no longer exists
  - Added prioritized student application selection (21)
  - Revised discipline protocols (page 23)
  - Updated dress code to indicate compliance with new DeKalb County policy (page 24-25)
  - Highlighted unique activities like Small Fry and Master Gardener (page 27)
  - Updated Staff evaluations section (page 30)
  - Revised Council Member's term of office to run from June 1 to May 31 (Page 36)
  - Added information about our Charter Council's financial management practices including establishment of annual budgets and responding to funding requests (page 39-42)
  - Clarified purpose and duties of Action Teams (pages 44-45)
  - Separated explanation of how the school will assess and evaluate performance toward goals and measurable objectives during the 2010-2015 charter term (46-47) and the analysis of the success of the current 2006-2010 charter's performance-based goals and objectives (page 49). Also added details in each section.
  - Removed several obsolete waivers now addressed by County policy (page 52)
  - Requested waivers to DCSS county policies and procedures to allow flexibility in the areas of prioritized student application selection, pacing in for language arts and mathematics (pages 52-52)
  - Requested waivers to State of Georgia statutes to allow flexibility in the areas of non-teaching personnel and requirement of Council to have separate bylaws (page 54)
  - Repositioned content formerly organized as separate appendices to reduce the number of appendices and make references easier to locate. The content of these appendices now appears in the section of this document where topic is covered.
  - Updated Parent Involvement Contracts (English and Spanish Versions – Appendices B and C) to eliminate requirement of parents to pay Charter Activity Fee (formerly charged \$35 per family) and any consequences to students for parents not fulfilling contractual agreement (pages 55-62)
- Were termination proceedings initiated during the current charter term? If so, what is the status of those proceedings? No. Kingsley's charter status has never been put in question.

## **Part IV. Conversion Charter School Petition Requirements**

*Address the following requirements and insert the appropriate page number(s) of the petition.*

### DESCRIPTION OF AUTONOMY AND MATERIALLY DISTINGUISHABLE FACTORS

1. Page 33-45 Describe the autonomy that the conversion school shall have from the local school system, which may include, among other things, a description of how financial resources will be managed; how human resources will be managed and personnel evaluated; school governance and the extent to which parents, community members, and other stakeholders will participate in the governance of the school.
2. Page 13-20 Describe any innovations that will materially distinguish the conversion school from the school's pre-conversion model and that require the flexibility offered through the charter model.

### DESCRIPTION OF THE EDUCATIONAL PROGRAM

3. Page 13 Describe the focus of the curriculum.
4. Page 13-15 Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.
5. Page 21 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
6. Page 16 Describe how the charter school will meet the needs of students identified as gifted and talented.
7. Page 13, 44 Describe any extracurricular or other auxiliary educational activities the charter school may offer.
8. Page n/a If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

### STATE AND FEDERALLY MANDATED SERVICES

9. Page 15-16 For students with disabilities, describe how the charter school will provide state and federally mandated services.
10. Page 15-16 For English Language Learners (ESOL), describe how the charter school will provide state and federally mandated services.
11. Page 16 Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
12. Page 16 Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

### DESCRIPTION OF ASSESSMENT METHODS

13. Page 46 Describe the charter school's assessment plan to obtain student performance data for each student, including the students' baseline achievement data, which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.
14. Page 46 Describe how the charter school intends to use this assessment data to measure, monitor and improve achievement for students.

### GOALS AND OBJECTIVES

15. Page 8-9 Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and developed in connection with the students' baseline achievement levels. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System.
16. Page 11-12 Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

### WAIVERS

17. Page 51 State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter school will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.
18. Page 51-52 If the school will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals and to increase student achievement.

### DESCRIPTION OF SCHOOL OPERATIONS

19. Page 22 Describe the attendance zone for the charter school.
20. Page 21 Describe the rules and procedures that will govern the student admission, including whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1)(B).
21. Page 15,21 Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school system.
22. Page 23 Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).
23. Page 31-32 Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board will play in resolving such grievances and complaints.
24. Page 29 Generally describe the charter school's employment procedures and policies.
25. Page 30 Describe how and by whom the principal's performance will be appraised.

26. Page 29 State whether certification by the Georgia Professional Standards Commission will be required, and if not, describe the training and experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
27. Page 31 Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.
28. Page 29 Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.
29. Page 22 Describe whether transportation services will be provided and, if so, briefly describe the transportation program for the school. If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school.
30. Page 20 Describe whether the charter school will provide food services (including participation in federal school meals programs), and if so, briefly describe the proposed food services programs.
31. Page 27 Describe the school facility and if any alterations are expected to be made.

### PARENT AND COMMUNITY INVOLVEMENT

32. Page 63, 33-45 Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school, including involvement with the governing body of the school.

### DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

33. Page 31, 39-42 Describe the level of autonomy the charter school will have over budgets and expenditures.
34. Page 39-41 Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

### DESCRIPTION OF GOVERNANCE STRUCTURE

35. Page 33 State whether the charter school will utilize a governing board, or a local school council as provided for in O.C.G.A. § 20-2-85. If the charter school will use a governing board, describe its plan to comply with the provisions of O.C.G.A. § 50-14-1 *et. seq.* and O.C.G.A. § 50-18-70 *et. seq.*
36. Page 33-35 If the charter school will utilize a governing board, describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.
37. Page 35-37 Describe the composition of the governing board, how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
38. Page 35, 39 Describe any proposed business arrangements or partnerships with other entities, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
39. Page 35 Disclose any potential conflicts of interest of the governing board members, and describe how the governing board will ensure that current and future board members avoid conflicts of interest.

40. Page 34, 40-41 Describe how the governing board will ensure effective organizational planning and financial stability.
41. Page 31 Describe the method that the local board and the charter school plan to utilize for resolving conflicts.
42. Page vi State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.

**HIGH SCHOOL CLUSTER CHARTER PETITION** – Required only if the petition seeks to create a cluster charter pursuant to O.C.G.A. § 20-2-2063(b).

43. Page n/a Describe the rationale for petitioning as a high school cluster.
44. Page n/a Describe how each school shall be held accountable for performance goals stated in the charter including Adequate Yearly Progress (AYP).
45. Page n/a Describe how the high school cluster as a whole shall be held accountable for performance goals stated in the charter.

**SCHOOL IN NEEDS IMPROVEMENT-** Required only if the petition seeks to convert a school in Needs Improvement to a charter school. Chartering can be a dramatic and comprehensive intervention in a low-performing school that can produce significant gains in student achievement within the charter term. Please use this section of the petition to explain how you intend to accomplish this goal. The overarching theme of this and other responses should be to demonstrate where the school is pre-charter, what steps the school will take post-charter that would not otherwise be possible without the flexibility offered by chartering and how this will increase student achievement.

46. Page n/a Explain why the school is in Needs Improvement. If the school has been in Needs Improvement for three years or more, please discuss the steps the school has taken to make AYP and any progress the school has made.
47. Page n/a Describe the proposed changes to the learning environment (e.g. changes in the school culture, creation of school-based rituals, development for mentor, advisor, and teacher relationships) and how these changes will enable the school to make Adequate Yearly Progress.
48. Page n/a Describe the proposed changes to the teaching environment (e.g. changes to the curriculum including remediation and accelerated learning programs, professional development innovations including teacher evaluations, changes in staffing and recruitment, merit based pay, longer school day/year) and how these changes will enable the school to make Adequate Yearly Progress.
49. Page n/a Describe the proposed changes to school level decision making (e.g. change in school leadership, ability of the principal to select and assign staff positions without regard to seniority, more decision making authority for teachers and parents, increased community involvement) and how these changes will enable the school to make Adequate Yearly Progress.
50. n/a Describe any other changes that will result if your school uses chartering as a school improvement strategy.

## **REQUIRED ATTACHMENTS/APPENDICES**

- App. L & M Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.
- App. N Attach a copy of any admissions application the charter school seeks to use.
- App. n/a Attach a copy of any intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation. Such contracts shall describe the specific services for which the contracting organization is responsible. In the case of a management organization, such contracts shall clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school.

# **IBB-R(2) Conversion Charter School Checklist**

Requirements for a Charter School Petition Submitted by an Existing Public School Converting to a Charter School

O.C.G.A. § 20-2-2063 and State Board Rule 160-4-9-.04 CHARTER SCHOOLS

*Conversion charter petitions must address each of the following requirements. Applicants should fill in the page number(s) at which the charter petition addresses each requirement.*

## **INTRODUCTION**

Each conversion petitioner shall submit a letter of intent to LBOE/SBOE no later than May 1. The petition is due to DCSS no later than August 7, not earlier than August 4 in order to meet the 60 day review and recommendation requirement. The petition shall be submitted to LBOE for approval at the October meeting of the board with petition forwarded to SDOE no later than November 1. The petition shall be complete in reference to the checklist in order to be considered.

## **CHARTER SCHOOL/PETITIONER INFORMATION**

1. Page   i   Provide the name under which the charter school will operate.
2. Page   i   Provide the name of the primary contact for the petitioner.
3. Page   iii   Provide the name of the school representative authorized to execute the charter contract.
4. Page   iv   List the proposed grade levels and ages of students to be served by the charter school.
5. Page   iv   State the proposed duration of the school's charter.
6. Page   ii, 63   Please provide a statement that the petitioner has held the appropriate votes, by secret ballot, required pursuant to O.C.G.A. § 20-2-2064(a) (1) and (2) and describe the procedures and outcomes of these votes. Please note that each faculty or instructional staff member shall have one vote and a student's parent(s) or guardian (s) shall collectively have one vote for each student enrolled in the school.

## **STATEMENT OF MISSION**

7. Page   iv, 3   Describe the charter school's mission.
8. Page   iv   Describe how the charter school's mission supports the legislative intent to "increase student achievement through academic and organizational innovation."
9. Page   33-45   Describe the autonomy that the conversion school shall have from the local school system. This statement shall include, among other things, a description of how financial resources will be managed; how human resources will be managed and personnel evaluated; the extent to which parents, community members, and other stakeholders will participate in the governance of the school; and any other innovative practices the school intends to implement. The DeKalb Board of Education cannot delegate their constitutional authority to control and manage those schools within the county to any other entity. Petitioner must be careful to not request freedom from control and management from the local board to prevent denial of charter.
10. Page   13-20   Describe any policies, procedures, and practices or any innovations that will materially distinguish the conversion school from the school's pre-conversion model. If the school intends to use any of the same policies or procedures used by DeKalb please include copies or references to such policies and procedures.

## **DESCRIPTION OF THE EDUCATIONAL PROGRAM**

11. Page 13 Describe the focus of the curriculum.
12. Page 13-15 Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.
13. Page 21 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio. Please see State Board Rule 160-5-1-.08, Class Size, for guidance and compliance.
14. Page 5 Describe the students the charter school will serve, including students with special needs and disabilities.
15. Page 16 Describe how the charter school will meet the needs of students identified as gifted and talented.
16. Page 13, 44 Describe any extracurricular or other auxiliary educational activities the charter school may offer.
17. Page N/A If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

## **STATE AND FEDERALLY MANDATED SERVICES**

18. Page 15-16 For students with disabilities, describe how the charter school will provide state- and federally mandated services.
19. Page 15-16 For English Language Learners (ESOL), describe how the charter school will provide state- and federally mandated services.
20. Page 16 State that the charter school shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
21. Page 16 Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
22. Page 16 Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

## **GOALS AND OBJECTIVES**

23. Page 8-9, 46 List the school's performance-based goals and measurable objectives and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement. These goals must be related to state and federal assessment standards. Describe how these academic goals and measurable objectives will comply with single statewide accountability system. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and developed in connection with the student's baseline achievement levels. Please see definition of public interest in Descriptor Code IBB.
24. Page 11-12 Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

## **WAIVERS**

25. Page 51 State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a). The DeKalb County Board of Education is not inclined to accept a blanket waiver. List waivers requested and describe how each waiver will support student academic achievement. Please see Item 25 below.
26. Page N/A If the school will utilize this flexibility, state that the charter school will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter.
27. Page 51-52 If the school will NOT utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals included in its charter.

## **DESCRIPTION OF ASSESSMENT METHODS**

28. Page 46-47 Describe the charter school's assessment plan to obtain student performance data for each student including the student's baseline achievement data, which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.
29. Page 46-47 Explain how the charter school will work with the local school system to participate in all state-mandated assessments.
30. Page 47 Describe how the charter school's assessment plan will measure student improvement and over what period of time.
31. Page 46-47, 8-9 Describe how the charter school intends to use this assessment data to monitor and improve achievement for students.
32. Page 46 State that the charter school will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

## **DESCRIPTION OF SCHOOL OPERATIONS**

33. Page 22 Describe the attendance zone for the charter school.
34. Page 21 Describe the rules and procedures that will govern the admission of students to the charter school.
35. Page 85 Describe or attach a copy of any admissions application the charter school proposes to use.
36. Page 21 Describe whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).
37. Page 15,21 Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the community.
38. Page 23 Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).
39. Page 31-32 Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers.
40. Page 30 Describe how and by whom the principal's performance will be appraised.
41. Page 29 Generally describe the charter school's employment procedures and policies.
42. Page 29 Specifically, state whether certification by the Georgia Professional Standards Commission (GAPSC) will be required.

43. Page N/A If certification by the GAPSC is not required, describe the training and experience that will be required.
44. Page N/A If certification by the GAPSC is not required, describe the charter school's procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
45. Page 31 Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.
46. Page 29 Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.
47. Page 22 Describe whether transportation services will be provided and, if so, provide a brief description of the transportation program for the school.
48. Page 22 If transportation services are provided, state that the transportation program will comply with applicable law.
49. Page 22 If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school.
50. Page 20 Describe whether food services will be provided (including participation in federal school meal programs).
51. Page 20, 82 If food services will be provided, briefly describe the proposed program.

### **FACILITIES**

52. Page 27 Describe the school facility to be used and its location and whether any alterations are expected to be made.
53. Page 28 Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility.
54. Page 28 Provide the school's emergency safety plan, or in the alternative an assurance that the charter school will prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and will submit and obtain approval of that plan from the Georgia Emergency Management Agency by a specified date.

### **PARENT AND COMMUNITY INVOLVEMENT**

55. Page 63 Describe how parents, community members, and other interested parties were involved in developing the petition.
56. Page 33-45 Describe how parents, community members, and other interested parties will be involved in the school including in the governing body of the school.

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

57. Page 31, 39-42 Describe the level of autonomy the charter school will have over budgets and expenditures.
58. Page 31 State that the charter school will be subject to an annual financial audit either by an independent Georgia-licensed certified public accountant or by the State Auditor.
59. Page 21 Describe how the school's enrollment count will be determined for purposes of calculating charter school funding pursuant to O.C.G.A. § 20-2-2068.1(c).
60. Page 31 Provide a statement that the charter school will comply with the federal monitoring requirements for schools receiving federal funds.
61. Page 39-41 Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

## **DESCRIPTION OF GOVERNANCE STRUCTURE**

62. Page 33 State whether the charter school will utilize a governing board, or a local school council as provided for in O.C.G.A. § 20-2-85.
63. Page 33 If the charter school will use a board other than a local school council, state that it will be 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).
64. Page 33-35 If the charter school will utilize a governing board, describe the board's function, duties, and composition.
65. Page 35-37 Describe how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
66. Page 35 Describe how the governing board will ensure that current and future board members avoid conflicts of interest.
67. Page 35 Disclose any potential conflicts of interest of the governing board members, and describe how the governing board will ensure that current and future board members avoid conflicts of interest.
68. Page 33-34 Describe the governing board's role in upholding the school's mission and vision.
69. Page N/A Describe how the governing board will appraise the principal's performance.
70. Page 34, 40-41 Describe how the governing board will ensure effective organizational planning and financial stability.
71. Page 31-32 Describe the governing board's role in resolving teacher, parent, and student grievances and other conflicts.
72. Page 51 State that the governing board shall be subject to the control and management of the local board.
73. Page 33-45 Describe how parents, community members, or other interested parties will be involved in the charter school's governing board.
74. Page na List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
75. Page 31 Describe the method that the local board and the charter school plan to utilize for resolving conflicts.
76. Page N/A State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. For an existing county school under the operation and management of the local board, this item is not applicable.

## **STATEMENT ON ANNUAL REPORT**

77. Page 42 Provide a statement acknowledging that the charter school shall, by October 1, submit an annual report that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6). This report shall be submitted to the Charter School Review Office (CSRO) at the same time.

## **REQUIRED ATTACHMENTS/APPENDICES**

78. Page 81-82 Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule. The petitioner shall adopt the same testing schedule as the school system.
79. Page 85 Attach a copy of any admissions application the charter school seeks to use.
80. Page N/A Attach a copy of any intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation. Such contracts shall describe the specific services for which the contracting organizations responsible. In case of a management organization, such contracts shall clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school.

## **HIGH SCHOOL CLUSTER CHARTER PETITION**

***\* Complete this section only if the petition seeks to create a cluster charter by converting to charter schools, through a single petition, a public high school and all of the public middle and public elementary schools which contain students who matriculate to such high school.***

81. Page N/A Describe the rationale for petitioning as a high school cluster, such as consistency of academic calendar or educational approach.
82. Page N/A Describe how each school shall be held accountable for performance goals stated in the charter including Adequate Yearly Progress (AYP).
83. Page N/A Describe how the high school cluster as a whole shall be held accountable for performance goals stated in the charter.

**School in needs Improvement-** Required only if the petition seeks to convert a school in Needs Improvement to a charter school. Chartering can be a dramatic and comprehensive intervention in a low-performing school that can produce significant gains in student achievement within the charter term. Please use this section of the petition to explain how you intend to accomplish this goal. The overarching theme of this and other responses should be to demonstrate where the school is pre-charter, what steps the school will take post-charter that would not otherwise be possible without the flexibility offered by chartering and how this will increase student achievement.

84. Page N/A Explain why the school is in Needs Improvement. If the school has been in Needs Improvement for three years or more, please discuss the steps the school has taken to make AYP and any progress the school has made.
85. Page N/A Describe the proposed changes to the learning environment (e.g. changes in the school culture, creation of school-based rituals, development for mentor, advisor, and teacher relationships) and how these changes will enable the school to make Adequate Yearly Progress.
86. Page N/A Describe the proposed changes to the teaching environment (e.g. changes to the curriculum including remediation and accelerated learning programs, professional development innovations including teacher evaluations, changes in staffing and recruitment, merit based pay, longer school day/year) and how these changes will enable the school to make Adequate Yearly Progress.
87. Page N/A Describe the proposed changes to school level decision making (e.g. change in school leadership, ability of the principal to select and assign staff positions without regard to seniority, more decision making authority for teachers and parents, increased community involvement) and how these changes will enable the school to make Adequate Yearly Progress.
88. Describe any other changes that will result if your school uses chartering as a school improvement strategy.

# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>MISSION STATEMENT AND BELIEFS .....</b>	<b>3</b>
<b>KINGSLEY BACKGROUND .....</b>	<b>3</b>
<b>KINGSLEY TODAY .....</b>	<b>5</b>
<b>GOALS AND OBJECTIVES .....</b>	<b>7</b>
<i>Brain Compatible Learning .....</i>	<i>7</i>
Goal 1: Language Arts .....	8
Goal 2: Reading .....	8
Goal 3: Mathematics .....	9
Goal 4: Technology .....	9
Goal 5: Physical Learning Environment .....	10
Goal 6: Parent/Community Involvement .....	11
Goal 7: School Administration and Staff .....	12
<b>THE ORGANIZATION FOR LEARNING .....</b>	<b>13</b>
<b>CURRICULUM, APPROACH, AND TECHNOLOGY.....</b>	<b>13</b>
<i>Curriculum.....</i>	<i>13</i>
<i>Serving our Diverse Population.....</i>	<i>15</i>
<i>Emphasis on the Arts .....</i>	<i>16</i>
Music Education .....	16
Visual Arts Education .....	17
Physical Education/Movement .....	17
<i>Technology.....</i>	<i>18</i>
<i>Library/Media Center.....</i>	<i>18</i>
<i>Teaching Materials/Textbooks .....</i>	<i>19</i>
<i>Guidance Counseling.....</i>	<i>19</i>
<i>Student Grouping.....</i>	<i>20</i>
<i>Scheduling.....</i>	<i>20</i>
<i>Grading and Promotion .....</i>	<i>20</i>
<i>Health and Nutrition .....</i>	<i>20</i>
<b>STUDENTS AND SUPPORT SYSTEMS.....</b>	<b>21</b>
<i>Student Application and Selection .....</i>	<i>21</i>
Primary Attendance Zone Map .....	22
<i>Student Transportation.....</i>	<i>22</i>
<i>Student Behavior.....</i>	<i>23</i>
Student Code of Conduct .....	23
<i>School Dress Code .....</i>	<i>24</i>
Bottoms Choices for Girls (No Jeans): .....	24
Bottoms Choices for Boys (No Jeans):.....	24
Tops for Both Boys and Girls: .....	24
Cold Weather Clothes .....	25
Shoes and Socks .....	25
<i>Parental Involvement and Contract.....</i>	<i>26</i>
<i>School Environment and Facilities .....</i>	<i>27</i>
Certificate of Occupancy .....	28
<b>Faculty, Staff, and Administration .....</b>	<b>29</b>
<i>Staffing.....</i>	<i>29</i>
<i>Professional Learning.....</i>	<i>29</i>
<i>Staff Evaluations.....</i>	<i>30</i>
<i>Financial Plan.....</i>	<i>31</i>

<i>Conflict Resolutions</i> .....	31
<b>GOVERNANCE AND LEADERSHIP</b> .....	<b>33</b>
<i>Overview of Charter Council and Action Teams</i> .....	33
<i>Kingsley Charter Council</i> .....	33
Council Roles, Responsibilities and Restrictions .....	33
Charter Council Structure.....	35
Council Members .....	35
Election of Council Members .....	35
Term of Office .....	36
Council Officers and Representatives .....	36
Council Meetings.....	38
Parent Meetings.....	39
Fiscal Management .....	39
Kingsley Charter Council Funding.....	39
Annual Budget.....	40
Funding Requests .....	41
Dispersment of Funds.....	41
Budget Adjustments .....	41
Fundraising .....	42
Controls and Liability .....	42
Annual Report .....	42
<b>ACTION TEAMS</b> .....	<b>43</b>
Description .....	43
Action Teams’ Responsibilities.....	43
Action Team Structure .....	43
Current Action Teams .....	44
Finance Action Team Purpose and Duties.....	44
Communications and Community Relations Action Team Purpose and Duties.....	44
Curriculum and Professional Learning Action Team Purpose and Duties .....	44
Facilities and Technology Action Team Purpose and Duties .....	45
Programs and Parent Resource Management Action Team Purpose and Duties .....	45
Assessment Action Team Purpose and Duties .....	45
<b>CHARTER ASSESSMENT</b> .....	<b>46</b>
<i>Analysis of Performance Based Goals and Measurable Objectives from the Previous Charter</i> .....	49
<b>ORGANIZATION AS A NONPROFIT CORPORATION</b> .....	<b>50</b>
<b>DURATION OF THE CHARTER</b> .....	<b>50</b>
<b>AMMENDMENTS TO THIS CHARTER</b> .....	<b>51</b>
<b>COUNTY EXEMPTIONS</b> .....	<b>52</b>
<b>STATE EXEMPTIONS</b> .....	<b>54</b>
<b>Appendix A: Glossary</b> .....	<b>55</b>
<b>Appendix B: Parent Involvement Contract (English)</b> .....	<b>56</b>
<b>Appendix C: Parent Involvement Contract (SPANISH)</b> .....	<b>60</b>
<b>Appendix D: Preparation of This 2010-2015 Charter</b> .....	<b>64</b>
<b>Appendix E: School Budget Information</b> .....	<b>65</b>
<b>Appendix F: 2008-2010 School Improvement Plan</b> .....	<b>66</b>
<b>Appendix G: Kingsley Testing Analysis 2008-2009</b> .....	<b>67</b>
<b>Appendix H: 2008-2009 Accomplishments</b> .....	<b>73</b>
<b>Appendix I: Communications Examples</b> .....	<b>74</b>
<b>Appendix J: Summary of 2008-2009 Parent Survey Results</b> .....	<b>75</b>
<b>Appendix K: FIC Exemption Approval Letter</b> .....	<b>78</b>
<b>Appendix L: 2009-2010 School Calendar</b> .....	<b>81</b>
<b>Appendix M: Kingsley Daily Schedules</b> .....	<b>82</b>
<b>Appendix N: Charter School Application (for DeKalb County students Outside of Kingsley attendance zone)</b> .....	<b>85</b>

# INTRODUCTION

## MISSION STATEMENT AND BELIEFS

The mission of Kingsley Charter School is to establish and strengthen relationships between home and school in order to promote high expectations of students, staff, and parents while encouraging unique strengths in a nurturing and creative environment.

At Kingsley Charter School, we believe:

- All students will achieve in an environment where each child is accepted, supported, valued, and challenged.
- Learning is enhanced through the incorporation of movement, art, music, and PE.
- High expectations and active parental support promote high student achievement.
- Learning is maximized in an accepting and nurturing environment composed of diverse student and faculty populations.
- All students are lifelong learners.
- Good self-esteem is vital for maximum student achievement.

## KINGSLEY BACKGROUND

### History of the School and Charter

In 1971, Kingsley's unobtrusive one-story building opened to approximately 800 students, serving a northern portion of DeKalb County. The following year an addition was built on the west side of the building to support the growing student population of 1,000 students, in the first through seventh grades. A firm foundation was made for community and parental involvement during the construction and naming of the school.

Fast-forward twenty-four years and by the end of the 1997/98 school year, the sixth and seventh grades were enrolled in Peachtree Middle School, and the lottery-funded Pre-K program was initiated. As a small school in Dunwoody, Georgia, Kingsley started a wave of change in education in the spring of 1997. Leaders of the school, as well as community members, made a committed decision to explore innovative school restructuring plans in order to increase student achievement. This desire for change and improvement resulted in a grant to study the feasibility of becoming a charter school. The learning environment began to evolve and Kingsley became known as "**THE** school to visit."

After the approval of a Charter School Planning Grant in 1997, the School Community Action Team (SCAT) recommended the development of a charter school plan. A leadership team made up of Kingsley's administrative staff, teachers, community members, and parents was encouraged by the Georgia Department of Education to proceed with the charter application. Mr. William Duncan, the newly appointed Principal, met with school system officials to receive approval and direction regarding the legal issues involved with becoming a Charter School.

Following eight months of research, planning and design the Kingsley Charter was drafted and submitted to the State and County Boards of Education for approval.

The Charter was approved in August 1998 and became effective for the 1998/99 school year.

Major reorganization took place throughout the school and within the curriculum. Physical surroundings were transformed from traditional classrooms to more stress-free surroundings. These changes were made based on research by committees visiting other high-scoring schools and consulting with experts on Brain-Based learning. Teachers attended weeklong training sessions in order to move smoothly into a new, unique environment. Comfortable, alternative-seating arrangements such as sofas, tables, and low, natural lighting became an integral part of each classroom setting. Students' work was displayed more prominently to reflect their academic and creative efforts. Attendance improved and volunteers showed up by the dozens to complete even more than the sixteen required hours. Visitors from other counties came to observe and learn about Brain-Based classrooms. They saw movement, dancing, singing, drama, art, hands-on math, and storytelling incorporated into the regular curriculum. They measured Kingsley's test scores against their own and returned home with exciting plans for their own schools.

The goals of the original grant were reached by spring of 2000. Test scores continued to climb, and future plans were made. In the fall of 2000, the Charter Council began the process of making the application to renew the Charter. As before, committees, consisting of staff, parents and community members, were formed to review the Charter for major changes and refine the description of existing programs. In addition to continuing the original Charter, other plans were added to refine the description of the current programs. Changes in the renewal included decisions to:

- Discontinue transportation for lottery students (as required by DeKalb County School System)
- Merge the existing Planning Council and PTA functions
- Define quantifiable measures for each goal and to include them in the assessment of the Charter progress
- Form a non-profit Kingsley Charter Foundation

The revised Charter was completed and approved by 94% of all stakeholders. The State and County Boards of Education approved the Charter renewal in June of 2001.

Kingsley Charter School's history reflects our commitment to provide a foundation for life-long learning and success. Kingsley's staff, parents, and community members remain positive and alert to new and innovative trends in education. The charter was once again renewed in 2006 for another three years. We continue to have students on our waiting list wanting to attend Kingsley. The neighborhood attendance has increased as our school has improved. In 2008, the Kingsley Charter Council and parents were awarded the National Parent Group of the Year award from *PTO Today* magazine, and we were the first school in Georgia and the first charter school ever to win this accolade. This was a huge honor and a reflection of our families' dedication and commitment to the school. Our students are happy, secure, and proud to be a part of this learning community.

## **KINGSLEY TODAY**

In 2008-2009, the Kingsley Charter School community was comprised of 426 students in grades pre-kindergarten through fifth grade. They represent approximately 330 families coming from schools in every corner of DeKalb County. The many faces of Kingsley students reflect 40.4% white, 20.3% black, 25.5% Hispanic, 8.1% Asian, and 5.1% Multi-Cultural and .2% American Indian, relatively unchanged from the last several years. Of these students, about 39% receive subsidized lunch. Approximately 15%\* of our student population has been identified as having special needs while almost 19%\* of our student population has been identified as ESOL. Kingsley is proud to serve every child, regardless of their exceptionality. Within the walls of Kingsley, all students are treated with respect and valued as one of our own.

If it takes a village to raise a child, then nowhere else is that practiced more diligently than at Kingsley. In the past two years of the current charter, Kingsley parents have logged over 17,000 hours in service to their children and our school. Although the requirement is 16 hours per year per family, our average is over 28 hours per family. These volunteer hours include a variety of activities from making copies to writing grants; caring for the school grounds to organizing school events; tutoring our students to raising funds. We require all parents log their hours in a volunteer tracking system. These hours are “approved” to help ensure their credibility.

Working to raise funds for any school is time consuming, and it has become increasingly difficult in recent years. However, the average annual budget is around \$40,000. Approximately 25% of the funds are supplied from the Charter dues with the remaining 75% received from donations and fundraisers.

The Council governs the collection and distribution of these funds. With the exception of the cost of the required Council insurance, all funds are used to support the school. Each year, we allocate a set amount to specific recurring activities and use the remaining funds for discretionary activities. A typical allocation is 30% Teacher Subsidy, 25% Media Center, 15% learning enrichment, 15% equipment, 10% events, and 5% student recognition. The total of these funds represent approximately \$100 per student which is four times the approximate \$25 per-pupil allocated by DCSS. The Annual Budget section contains additional detail on the Charter Budget.

At the beginning of the 2009-2010 school year, we negotiated pricing for use of K12Ambit to save the school \$4500 this year, and \$4200 for the subsequent five years.. The Council plans to re-allocate that money to the area of greatest academic need, based on CRCT test scores, which may include but is not limited to additional tutoring for students performing at Level 1.

When Kingsley adopted a uniform policy, it became apparent that some of our families had difficulty purchasing uniforms. We have a donation closet where families can drop off outsized uniforms and exchange them. Families who need uniforms to get started can take what they need to conform to the Charter. This is the level of commitment we have to and from our families.

Today Kingsley is a quiet treasure hidden away in Dunwoody. Our classroom teaching staff is exceptional and boasts 55% Gifted or ESOL certification. Our children are well rounded and well educated, integrating the Brain Gym movements (music, movement, art, drama and writing) in a holistic approach to education. We not only teach children, we teach children to think, to achieve, and to dream.

We strive to create and maintain an atmosphere of academic excellence. As our motto states, we have “High regards for all and high expectations of all”. The classroom environment reflects a low-stress and high-challenge setting. Kingsley continues to produce above-average results on the standardized tests. And Kingsley students love to read! We continue to have a high rate of circulation of books in our Library/Media Center.

For the past two years, about 26%\* of our first through fifth graders have participated in the Kingsley Gifted Program. Maximizing the academic potential of all Kingsley students is achieved through curriculum compacting, differentiated instruction, early intervention, the ESOL Program and special education programs.

In past parental surveys, parents have been asked to respond to the question, “Overall, my child is receiving an excellent educational experience at Kingsley.” The majority (86%) responded that they agreed or strongly agreed, and 94% agreed that they believed the terms and philosophies of the Charter are being carried out by Kingsley parents, teachers, and staff. This reflects the parents’ confidence in the direction that Kingsley has chosen to take with their brain-based curriculum, one that creates a very low stress, nurturing classroom setting. Finally, the survey showed an overwhelming support for the staff and administration of the school in regards to discipline and communication, and 94% of the respondents agreed that they had a strong voice in their child’s academic needs.

\* Percentage data for English Language Learners, Students with Disabilities, and Gifted students is representative of the 2007-2008 school year.

## GOALS AND OBJECTIVES

### Brain Compatible Learning

Our goals and objectives target seven (7) essential areas of school operation:

- Language Arts
- Reading
- Mathematics
- Technology
- Physical learning environment
- Parent/Community involvement
- School Administration and Staff

These goals and objectives reflect a charter school of the 21st century, which utilize the latest neurological and physiological research to inform brain-based educational practices. These practices are centered around the **12 Design Principles Based on Brain-based Learning Research as outlined** by Jeffery A. Lackney, Ph.D.

1. Rich-simulating environments – color, texture, "teaching architecture", displays created by students (not teacher) so students have connection and ownership of the product.
2. Places for group learning – breakout spaces, alcoves, table groupings to facilitate social learning and stimulate the social brain; turning breakout spaces into living rooms for conversation.
3. Linking indoor and outdoor places – movement, engaging the motor cortex linked to the cerebral cortex, for oxygenation.
4. Corridors and public places containing symbols of the school community's larger purpose to provide coherency and meaning that increases motivation (warning: go beyond slogans).
5. Safe places – reduce threat.
6. Variety of places – provide a variety of places of different shapes, color, light, nooks & crannies.
7. Changing displays – changing the environment, interacting with the environment stimulates brain development. Provide display areas that allow for stage set type constructions to further push the envelope with regard to environmental change.
8. Have all resources available – provide educational, physical and the variety of settings in close proximity to encourage rapid development of ideas generated in a learning episode. This is an argument for wet areas/ science, computer-rich workspaces all integrated and not segregated. Multiple functions and cross-fertilization of ideas are primary goal.
9. Flexibility – a common principle in the past continues to be relevant. Many dimensions of flexibility of place are reflected in other principles.
10. Active/passive places – students need places for reflection and retreat away from others for intrapersonal intelligence as well as places for active engagement for interpersonal intelligence.
11. Personalized space – the concept of homebase needs to be emphasized more than the metal locker or the desk; this speaks to the principle of uniqueness; the need to allow learners to express their self-identity, personalize their special places, and places to express territorial behaviors.

12. The community-at-large as the optimal learning environment – need to find ways to fully utilize all urban and natural environments as the primary learning setting, the school as the fortress of learning needs to be challenged and conceptualized more as a resource-rich learning center that supplements life-long learning. Technology, distance learning, community and business partnerships, home-based learning, all need to be explored as alternative organizational structures for educational institutions of the present and future.

Kingsley Charter School's administration, teachers, staff, parents and community will utilize these principles as we work to achieve specific, measurable goals. Additionally, we will ensure that brain compatible learning best practices such as differentiated instruction are utilized in order to meet the needs of our increasing student populations in the following subgroups: Students With Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged (ED) students. Our specific, measurable goals have two targets for each content area of the CRCT. Specifically, we will (1.) decrease our percentage of students that are not meeting standards in grade levels 1-5 and (2.) increase our percentage of students that exceed standards in grade levels 1-5. These targets are intended to meet the Annual Measurable Objectives set forth through the No Child Left Behind legislation, while ensuring that all students are meeting or exceeding standards prior to the conclusion of this charter.

### **Goal 1: Language Arts**

Kingsley students will demonstrate continuous improvement in Language Arts skills through participation in a standards-based interdisciplinary language based (Brain-Based) curriculum and instructional model.

Measurable Objectives:

1. The percentage of students (who have been enrolled at Kingsley for a full academic year) scoring in level 1 on the CRCT in the area of Language Arts will decrease each year so that before the 5-year renewal, all students will either meet or exceed standards.
2. All students (who have been enrolled at Kingsley for a full academic year) scoring in level 3 in the area of Language Arts during the prior year's administration of the CRCT will maintain level 3 scores for the following year.
3. At the conclusion of this charter term, 100% of students (who have been enrolled at Kingsley for a full academic year) will meet or exceed expectations on the Language Arts CRCT.

### **Goal 2: Reading**

Kingsley students will demonstrate continuous improvement in Reading skills through participation in a standards-based interdisciplinary language based (Brain-Based) curriculum and instructional model.

Measurable Objectives:

1. The percentage of students (who have been enrolled at Kingsley for a full academic year) scoring in level 1 on the CRCT in the area of Reading will decrease each year so that before the 5-year renewal, all students will either meet or exceed standards.
2. All students (who have been enrolled at Kingsley for a full academic year) scoring in level 3 in the area of Reading during the prior year's administration of the CRCT will maintain level 3 scores for the following year.
3. At the conclusion of this charter term, 100% of students (who have been enrolled at Kingsley for a full academic year) will meet or exceed expectations on the Reading CRCT.

### **Goal 3: Mathematics**

Kingsley students will demonstrate continuous improvement in Mathematics skills through participation in a standards-based interdisciplinary language based (Brain-Based) curriculum and instructional model.

Measurable Objectives:

1. The percentage of students (who have been enrolled at Kingsley for a full academic year) scoring in level 1 on the CRCT in the area of Mathematics will decrease each year so that before the 5-year renewal, all students will either meet or exceed standards.
2. All students (who have been enrolled at Kingsley for a full academic year) scoring in level 3 in the area of Mathematics during the prior year's administration of the CRCT will maintain level 3 scores for the following year.
3. At the conclusion of this charter term, 100% of students (who have been enrolled at Kingsley for a full academic year) will meet or exceed expectations on the Mathematics CRCT.

### **Goal 4: Technology**

We will improve the technology skills of students for students in grades K-5. Teachers will utilize technology as an integral instructional tool.

Measurable Objectives:

1. Students will use technology to demonstrate aspects of their learning in core curricular areas using a variety of developmentally appropriate word processing, multi-media, presentation, and educational software and support websites.
2. Students will learn to think critically about websites and electronic information sources.
3. Students will use rubrics to evaluate educational and information websites.
4. Teachers will ensure that technology is integrated into the development, execution, and sharing of lesson plans.
5. Students in SWD, ELL, and ED subgroups will increase their technology skills as they have full access to technology in the classroom through the use of the Promethean boards, computers, Compass Learning, STAR Reading/Renaissance Learning. Technology provides the novelty many students are lacking at home, making learning easier, challenging, and accessible by design.

## **Goal 5: Physical Learning Environment**

Students will develop academic skills in a safe, inviting, and supportive learning environment. The effectiveness of the learning environment will be reflected in the results of the ITBS, the CRCT, the first school in Georgia Access, GKIDS and Reading Renaissance data.

Objectives:

1. Students (Pre-K - 5) will improve visual-motor abilities by participating in a classroom that utilizes brain-based strategies.
2. Students will improve academic performance by exposure to a variety of musical styles that accompany their academic work.
3. Students (Pre-K – 5) will improve through participation in Brain Gym.
4. Students have access to a variety of furniture styles (chairs, rockers, reading areas, etc.) in an effort to support their learning style.
5. Student's self-esteem and motivation will improve through access to and utilization of electronic equipment such as videos, cameras, and a broadcasting network connected to every classroom.
6. Students will improve motor skills and self-concept through the use of mirrors on classroom walls.
7. Students will improve their physical, mental, and emotional health through an emphasis on nutrition/health.
8. Students in SWD, ELL, and ED subgroups will be provided a warm, nurturing environment in every classroom. Low lighting, music, arrangement, access to natural settings (courtyard and learning garden), and instructional strategies provide support for students and build background knowledge.

## **Goal 6: Parent/Community Involvement**

Kingsley Charter School will create a cooperative working partnership between school, parents, community, business leaders and Partners in Education that benefits the students.

Measurable Objectives:

1. Charter Council-approved parent and community involvement programs will definitively support Kingsley Charter School's mission to strengthen relationships between home and school.
2. The Charter Council will survey parents annually to assess if parents believe that the philosophies and terms of the charter are being carried out. Our goal is maintain a minimum satisfaction rating of 94% each year of this charter's term (see Appendix J for baseline 2008-2009 survey results).
3. 98% of parents will sign Kingsley Charter School's Parent Contract (see Appendix B) each year of this charter's term showing commitment to the school's goals, programs, and policies.
4. The Charter Council and Finance Action team will develop innovative ways each year for our Partners in Education and other community businesses to be actively involved in supporting Kingsley Charter School. Kingsley will have a Partner in Education program in each of this charter's term with at least six active partnerships that specifically support Kingsley's mission and align with the needs of our students, parents, and school.
5. The Charter Council and Assessment Action Team will increase the number of families who meet the Charter Challenge by 2% each year of this charter's term (baseline data 2008-2009, see the Analysis of Performance Based Goals and Measurable Objectives from the Previous Charter section on page 49 for baseline data). To meet the Charter Challenge, families must complete 32 or more service hours which is double the 16 service hour requirement.
6. The Charter Council and Programs and Parent Resource Management Action Team will develop a yearly calendar each year of this charter's term with a minimum of one (1) event that promotes parent involvement. The Charter Council will make special accommodations for parents of students identified as ELL, SWD, or ED to ensure work schedules or transportation issues do not prevent participation at these events.
7. The Charter Council and Facilities and Technology team will identify and complete at least one (1) improvement to the Kingsley Charter School campus which would otherwise not be completed as part of DCSS' annual budget.
8. The Charter Council and Communications Action Team will ensure families receive timely notification of activities, events and volunteer opportunities by:
  - Updating school website homepage on a weekly basis with announcements, calendar of upcoming events, important academic dates, and easy navigation.
  - Publishing the eCourier newsletter in both Spanish and English at least twice a month. This newsletter will contain information about events, school activities, programs, volunteer opportunities, meetings, Partner in Education involvement.
  - Publishing the student newsletter (*The Comet*) to all parents within a week of ready date.
  - Publishing at least three (3) voice broadcast messages per year for events critical to school operations or parent awareness.
  - Responding to all emails sent to the Charter Council email account within three business days.

**Goal 7: School Administration and Staff**

Kingsley Charter School administration and staff will annually complete a self assessment to determine how well we are implementing Georgia School Standards. We will demonstrate an increase of 10% toward the overall "fully operational" performance indicator as measured by the Georgia Assessment of Performance on School Standards (GAPSS).

# THE ORGANIZATION FOR LEARNING

## CURRICULUM, APPROACH, AND TECHNOLOGY

### Curriculum

Kingsley Charter School's staff utilizes the GPS in Reading/English Language Arts, Math, Science and Social Studies as the core curriculum and uses research-based instructional strategies for diverse learners. In addition, to our rigorous instructional program, our after school clubs and exploratory classes encourage/promote positive interactions.

As a Charter school of the 21<sup>st</sup> century, Kingsley's curriculum reflects a partnership between recent brain gyms, art, music, movement, drama, and writing to deliver the core curriculum.

1. Teachers will use the following brain compatible instructional learning practices:
  - use of multiple intelligences when planning lessons
  - flexible seating arrangements
  - differentiated instruction
  - low-stress environment
  - moderated student choice in learning activities
  - Brain Gym movements
  - curriculum compacting
  - utilizing the arts (music, movement, art, drama, and writing) to deliver the core curriculum
  - questioning
  - graphic organizers
  - problem-based learning
2. The following practices will be utilized according to individual student needs:
  - departmentalized instruction
  - cooperative learning
  - inclusion
  - integrated thematic instruction
  - interest inventories
  - mastery learning
  - discovery learning
  - authentic assessment (portfolios, final projects, etc.)
  - accelerated learning
  - project-based learning field trips
  - technology
  - curriculum compacting
  - multiple intelligences
3. To meet individual needs, teachers may employ some of the following methods:
  - anecdotal records
  - benchmark-testing
  - academic screening
  - motor skills assessment
  - multiple intelligence surveys
  - developmental inventories
  - performance tasks
  - portfolios, journals, rubrics, self-assessment, teacher commentary and conferencing
4. Opportunities for storytelling (student-generated) will be provided to increase language and higher order thinking skills.

5. Additional opportunities for reading and writing (within the content areas) will be provided during Science, Social Studies, Math, Art, Music, and Physical Education classes.
6. Students (K – 5) will participate in up to 30 minutes of reading practice per day through guided reading and/or the Reading Renaissance Program with an additional 30 minutes at home.
7. Daily Oral Language activities will be embedded in Writer’s Workshops.
8. Students (K – 5) will participate in up to 30 minutes of writing instruction through the Writer’s Workshop curriculum/program.
9. Students participating in literature circles will experience an extension of cooperative learning groups.
10. Students (K-5) will maintain a writing portfolio that will be shared twice a year at a "Portfolio Night."
11. Students (K – 5) who are experiencing difficulty with mastery of reading skills (comprehension and phonics.) will receive Early Intervention Program services. (Placement will follow State guidelines.)
12. Math activities will be planned and taught in the following areas:
  - mastery of basic facts (appropriate to grade level)
  - measurement
  - computation
  - problem solving with activities
  - critical thinking skills
  - skill review (spiral review and practice of previously learned concepts)
  - journal writing
13. Math instruction will address the higher levels of Bloom’s Taxonomy of Cognition:
  - Application
  - Analysis
  - Synthesis
  - Evaluation
14. Critical thinking skills will be developed, including understanding metaphors and analogies and creative problem solving throughout the curriculum.
15. Supplemental reading/writing programs will include but not be limited to:
  - Guided reading groups using leveled texts.
  - Books on Tape—Students listen to them individually during silent reading time and at home, or small groups may listen and follow along as they read a novel or picture book.
  - Participation in the Helen Ruffin Reading Bowl and poster/essay contests (local, state, and national).
16. The Discovery Program for gifted students will continue to serve the charter school under the auspices of state guidelines with a majority of gifted-certified staff members.
17. The Special Education Resource teacher will serve students who qualify based on federal guidelines.

18. Kingsley will integrate technology into all areas of the curriculum by using the following:

- Inspiration program for word webs and concept webs
- Microsoft PowerPoint for teacher and student presentations
- Microsoft Word and other publishing programs
- Internet for research, learning games, and communication
- KidPix program for creative activities.
- Laptop computers to increase accessibility to the internet for research purposes.

19. Kingsley will use peer tutoring when applicable.

20. Additionally, parent volunteers will work with students on a case-by-case basis as part of our Together Achieving Goals (TAG) program.

21. The Library/Media Center will enhance and enrich instruction and the curriculum. It:

- Allows students to visit as often as needed to check out books and materials.
- Will maintain a website to assist students with research on current topics of study in their classrooms.

22. Through the Homework Helpers program, students will receive additional homework assistance during school hours.

23. General music and art will be offered one to two times per week when possible for classes.

### **Serving our Diverse Population**

Kingsley is committed to serving all children in our attendance zone as well as our students accepted from outside Kingsley's attendance zone. This means providing a quality education for our students needing support from our Early Intervention Program (EIP), Students with Disabilities (SWD), English language learners (ELL), and Gifted programs.

The classroom teacher serves students meeting eligibility for the Early Intervention Program in Reading/Language Arts and Math. Teachers receive support from our Literacy Coach (funding for position provided by DeKalb County).

To meet the needs of our students with special needs, Kingsley has a resource program staffed by two certified teachers and two paraprofessionals. Students who meet federal eligible requirements are provided educational services and/or supports in the general and/or special education setting(s) based on the Individual Education Plan. Kingsley charter school shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

In addition to serving students through our resource program, Kingsley serves as a host school for two regional special education programs. They include the Pre-K Special Education Program for 3, 4, and 5 year old students and the Mildly Intellectually Disabled (MID) Program for students in grades 1-5 who meet federal eligibility requirements.

The Pre-K Special Education Program is staffed by three certified teachers and six paraprofessionals while our MID Program is staffed by two certified teachers and two paraprofessionals. We also have a Lead Teacher for Special Education (LTSE), two speech therapists, an occupational therapist, a physical therapist, hearing impaired teachers, and school psychologist who are shared by other schools and who assist in meeting the needs of Kingsley's students.

The English to Speakers of Other Languages (ESOL) Program is a program for eligible English Language Learners. The ESOL Program is staffed by two certified teachers (one full-time and one part-time teacher).

In the event that Kingsley is required to provide supplemental educational services to students, Kingsley will work with DCSS to provide such services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB. SBOE Rule 160-4-5-.01 and NCLB require remediation services for students in grades 6-12 (Kingsley does not have those grade levels).

The Discovery Program for Gifted Students serves students with a high degree of intellectual and/or creative abilities and motivation who excel in specific academic fields. The Discovery Program will continue to be under the auspices of state guidelines and is staffed by one certified teacher as well as 17 gifted-certified staff members.

## **Emphasis on the Arts**

The arts are an essential part of our culture and are a time-honored way of learning, growing, and expressing. Each art form is a unique and fundamental component of a comprehensive education. Kingsley Charter School's commitment to the arts supports its Brain-Based educational approach, through dance, music, theater, and the visual arts.

These arts support the organizational rhythm of the brain. Daily oral, visual, auditory, and kinesthetic experiences in the arts enhance our students' attention, focus, and memory in all curriculum areas.

## **Music Education**

Music is a life-long, skill-based process that provides the framework for students to learn interpersonal and intrapersonal skills. A sound music education involves, embellishes and contributes to the life of the community. Music's symbolic representation generates physical and emotional responses within one's family, community, and society. The broad dimensions of this music experience are crucial to a child's emotional, physical, intellectual and spiritual well-being.

### **How Music Supports the Core Curriculum**

Music provides opportunities for students to learn in many ways:

- Music activities stimulate and motivate children to read, spell, write, and speak
- Proportions, patterns, geometric transformations, fractions, and other mathematical concepts are innate in music
- Music is the science of sound; therefore, math and science can be used to explain the way we tune our instruments and compose music
- Students gain an understanding of unique cultures, people, resources, and changes

## **Visual Arts Education**

Visual arts encourage the mind to think, explore, create, visualize, verbalize, interpret, and evaluate. Visual arts education fosters an exciting and meaningful school environment. It actively engages the students in all curriculum areas.

### **How Visual Arts Support the Core Curriculum**

The visual arts provide opportunities for students to learn in many areas:

- Literature, drawing, illustrations, puppetry, plays, and mural painting actively engage children in reading, writing, speaking, and performing
- Art integrates math and science concepts, such as fractions, measurement, shape and form, proportion, observation, and problem solving
- Visual stimuli provide insight into other cultures through museum experiences, art reproductions, photography and illustrations, costumes, timelines, maps and charts
- These activities allow students to reflect upon and assess the characteristics and merit of their work and the work of others

### **Arts Specialist Staff**

Kingsley Charter School supports its commitment to the arts as an integral part of its Brain-Based curriculum by maintaining a specialist arts staff with expertise in their specific areas.

## **Physical Education/Movement**

### **How Physical Education/Movement Supports the Core Curriculum**

Another important aspect of our brain-based approach to learning is Kingsley's Physical Education program. Physical Education plays a crucial role in educating the whole student. Research supports the importance of movement in educating both mind and body. It also helps students to make informed choices and understand the value of leading a physically active life style. The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. The Physical Education program is in place at Kingsley where students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives. The motor skill foundations established during the elementary grades may enhance children's' social, cognitive, and physical development as well as increase the likelihood of continued interest and participation in physical activity.

## **Technology**

Kingsley Charter School pledges implementation of the following:

- Ongoing technology training for students, faculty, and staff.
- Access to technologies including but not limited to Internet access (supervised) for each student and Internet access for each teacher for use in the planning and implementation of lessons.
- Tools available through the school website to assist students (at home and at school) with research on the web.
- Using e-mail and voice mail to maximize communication among teachers, parents and students.
- Integration of technology into every curriculum area:
  - publishing programs
  - graphics programs
  - data organization
  - problem solving
  - communication
  - presentation programs
- Internet access available throughout the school with a connection per classroom. Currently, there are wall-mounted monitors that can be used with County-owned teacher workstations. In addition to allowing viewing of videos, these units may be hooked up to the computer for large group lessons.
- Email availability at teacher workstations (provided to all staff through DCSS' Community Net). This is used for communications from the county, from school administrators, teacher-to-teacher and parent-teacher.
- Classrooms equipped with television access to programming broadcast from the Library/Media Center. Some programs broadcasted via televisions include, but are not limited to, special speakers and programs, morning announcements, and closed-circuit, in-house network

## **Library/Media Center**

The Library/Media Center (LMC) is an essential component in all areas of consideration for Kingsley Charter School. The mission of the Library Media Program is twofold—to work collectively with classroom teachers and to provide a stimulating, enriching, and challenging learning environment. The LMC strives to support school, county, and state standards and to facilitate our students in becoming lifelong learners through inquiring, seeking answers, reading for research and pleasure, and evaluating information from a variety of sources. Kingsley Charter School will provide:

- Intellectual and physical access to information
- Learning experiences that encourage users to become organized investigators, critical thinkers, creative writers and discriminating users of information
- Leadership, instruction, and consulting assistance in the use of instructional and information technology
- Resources and activities that contribute to lifelong learning
- A facility that functions as the information center of the school
- Resources and learning activities that represent diversity

The LMC is an integral part of the entire Kingsley Charter School program and serves as an active partner in the learning process by providing the following:

- A comprehensive information literacy skills curriculum for Pre-K to 5. Information literacy skills and strategies are taught as they are required by the learners in context to the curriculum.
- Functioning extensions of the classroom by cooperatively planning lessons with classroom teachers, which makes learning more meaningful and supports classroom instruction.
- Literature appreciation and instilling a desire to read as a lifelong activity.
- On-going support of the Reading Renaissance program with appropriate books and quizzes.
- New materials (adding to the LMC collection) with input from teachers to select materials that support curricular standards. Priority is to be given to non-fiction print materials.
- A circulating collection of over **13,000** titles to support curricular and recreational reading needs.
- Flexible scheduling of LMC resources to maximize student access to information and learning tools.

#### **Use of LMC:**

- The LMC has a flexible schedule and an open door policy to maximize student access to reading materials. Students may come individually at any time to check out or renew books.
- Parents may check out up to two books per week for the period of one week.
- Educational research materials for the staff and Kingsley community will be available in the LMC. Permission to access the LMC must be obtained from the front office.
- The Charter Council contributes approximately 25% of annual revenue (\$10,000 per year) for LMC books and materials.

#### **Teaching Materials/Textbooks**

Kingsley Charter School currently utilizes the textbooks and supplemental instructional materials supplied by the DeKalb County School System. We will continue to use these items, in addition to the following:

- Reading Renaissance Program (including updated 2009 version of Accelerated Reader)
- Wordly Wise
- Novels for literature circles
- Sing, spell, read, and write
- Leveled texts
- Compass learning

#### **Guidance Counseling**

The Guidance Counseling Program consists of classroom guidance, small group guidance, and individual counseling based on working with students on a needs-basis. The program also uses Response to Intervention (RTI) to work with students with specific needs to provide support in the classroom and their academics. In addition, several programs are in place to assist students in being successful in the classroom—Homework Helpers, MCLP, Student of the Month, and Random Acts of Kindness (see Glossary for explanation of these programs). The Counseling Program also coordinates other activities such as Red Ribbon Week, Career Day, and Honors Day programs.

## **Student Grouping**

Since students benefit from classes reflecting a variety of strengths and abilities, most classes are heterogeneously grouped. Within each classroom, according to the learning objectives and activities, students will be grouped in various ways. Examples of grouping include cooperative groups, flexible small groups, individual workstations, and whole group activities. Research indicates that a Brain-Based school is involved in small group activities the majority of the instructional day while whole group instruction is kept to a minimum.

Curriculum compacting will be used in Grades 1 – 5. Curriculum compacting involves a whole grade level creating flexible classes based on results of pretests for *each* chapter of study, then providing enrichment, fundamental, or adaptive lessons appropriate for each group.

## **Scheduling**

Teachers will have the flexibility to determine the sequence and time spent on each subject while meeting minimum requirements set by the State Department of Education. Teachers will explore creative scheduling to provide effective instruction and to meet the GPS.

## **Grading and Promotion**

Kingsley Charter School uses evaluation criteria, which includes several forms of measurement of academic success. As a charter school, Kingsley will implement the following policies:

- Continue to use progress reports, parent conferences to inform parents of student progress, and the county report card.
- Implement numerical as well as letter grades for progress reports and report cards.
- Continue to follow the retention policies of the DCSS and guidelines set forth by the state Department of Education.

## **Health and Nutrition**

Good nutrition is essential for optimum mental and physical performance. Current neurological and educational research indicates water and good nutrition are imperative in a learning situation. Students at Kingsley Charter School are permitted to keep water bottles on their desks to keep their brains hydrated for optimal learning. Kingsley Charter School participates in the federal school meal program through the DeKalb County School System. The current food service will continue. Kingsley serves both breakfast and lunch daily. Qualified students will continue to be eligible for the free or reduced lunch program. Parents who choose to send packed lunches are encouraged to pack nutritional lunches free of carbonated drinks, high-sodium prepackaged meals, and processed sugars when providing students with lunches from home.

During this Charter term, we plan to incorporate more nutrition awareness through the use of our outdoor classroom and gardens. Plans began in spring of 2009 to implement an outdoor learning garden at Kingsley (more information available the Facilities and Environment section of this charter).

Kingsley Charter School has a Registered Nurse responsible for appropriate health services for students, such as assistance with student medication in accordance with school system guidelines, and maintaining clinic records on immunization, vision, hearing, and dental screening. The Registered Nurse is also responsible for promoting principles of health and safety within the school and providing in-service education to school staff as requested. A DeKalb County coordinating nurse provides in-service training and support and supervises the Registered Nurse.

## STUDENTS AND SUPPORT SYSTEMS

Kingsley Charter School prides itself on its diversity, its committed parents, and its exceptional teaching staff.

### Student Application and Selection

Students who live in the Kingsley Attendance Zone will automatically be admitted to Kingsley by completing a registration form. Kingsley's Primary Attendance Zone (see Primary Attendance Zone Map section below) shall consist of the Kingsley Attendance Zone as defined by DeKalb County.

If the Kingsley school administration determines that there is available space, students in Kingsley's Secondary Attendance Zone may apply for admission, according to DCSS' Department of Magnet/Theme School timetable (see Appendix N). Kingsley's Secondary Attendance Zone shall consist of all of DeKalb County.

If the number of applications exceeds the capacity of the school, a class, or grade level, a lottery process will be used to select applicants. However, pursuant to O.C.G.A. 20-2-2066(a)(1), priority is given to the following:

1. A sibling of a student enrolled in the charter school or in any school in the high school cluster;
2. Students whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school;

For the purposes of FTE counts, enrollment at each grade level will be determined by the availability of space, the number of teacher positions funded by the County, and student/teacher ratios pursuant to O.C.G.A. 20-2-2068.1(c) and 20-2-2066(a)(1). In the case where a school does not earn a position through the funding formula, that position is simply not funded by the district. Schools have to modify the use of the existing, earned points to be able to have that position in the building.

Based on our belief that a smaller class size enhances learning, Kingsley will use the following student/teacher ratios as guidelines:

Kindergarten	15:1 ratio
Grades 1-3	19:1
Grades 4-5	23:1

Kingsley Charter School houses a Pre-Kindergarten class, which is run by the Bright from the Start Program. This Pre-K and Special Education Pre-K are not part of this Charter. Application and selection for Pre-Kindergarten will follow the County guidelines.

Kingsley supports the County's initiatives to fully utilize the school's buildings and grounds. The Principal and Council Chairperson will review such plans with the County prior to their implementation. The intent of this review process is to ensure the County's facility plans do not prevent the educational goals and special instructional areas outlined in this Charter (i.e. Art and Music).



## **Student Behavior**

At Kingsley, we value the worth and potential of each individual student. We believe that each child has the right to learn and each teacher has the right to teach in a disciplined and safe environment. While each grade level will establish some class rules with the students, there are several school-wide rules that need to be followed by all students throughout the day. These rules develop positive citizenship skills, support the DeKalb County Code of Student Conduct, and contribute to our school's vision for excellence to "exceed expectations" each day. Our basic five school rules are:

- Respect self, school staff, fellow students and school.
- Follow directions given by staff.
- Control personal behavior toward other students as any form of bullying is strictly prohibited.
- Keep our school clean.
- Follow the Kingsley Charter School Uniform Policy.

A behavior management plan for hallways, cafeteria and buses is in place and will be updated yearly as needed by the Kingsley staff. As a charter school, Kingsley is committed to providing a safe and orderly environment for all students.

Good communication between teachers, parents and students is vital, especially concerning academic or behavioral performance. Vehicles such as the weekly Courier Report or Agenda will be used to communicate the student's conduct each week. Teachers who have a concern about a student's conduct should contact the parent(s) to schedule a conference to discuss these behavioral concerns. Continued disruptive behavior will result in a referral to the administration. Parents will be notified when their child has been sent to the office. These visits will be documented by a telephone call to the parents. As well, a referral form will be sent home with the child to be signed by the parent and returned to school the next day. Disruptive behavior as defined in the DeKalb County School System Code of Student Conduct (see next section) may warrant suspension from school. Behavioral plans for improvement and referrals to resource personnel, as well as administrative conferences will take place each time a child is suspended from Kingsley.

## **Student Code of Conduct**

Kingsley Charter School has adopted the DeKalb County Code of Student Conduct. The DCSS Code of Conduct is available online in English, Amharic, Chinese, Spanish, Vietnamese, French, and Russian languages at:

<http://www.dekalb.k12.ga.us/administration/safety/studentconduct.html>

When signing the Kingsley Parent Involvement Contract, all parents agree to:

- Abide by the discipline and dress code policies of the Kingsley Charter School and DeKalb County School system.
- Cooperate and conduct ourselves with teachers, staff, and other students in a manner showing respect for all persons.
- Support the student conduct codes/policies of Kingsley Charter School and the DeKalb County School System as outlined in the [DeKalb County Code of Conduct/Students Rights and Responsibilities](#).

Students and parents are provided a copy of the DCSS Code of Conduct/Student Rights and Responsibilities at the start of each school year. Both parents and students must return a signed copy for storage at the school.

## **School Dress Code**

Kingsley Charter School's uniform policy allows children to focus on education rather than economic or social differences. The Kingsley uniform policy complies with the new 2009 DeKalb County School Board's uniform policy and is as follows:

- Uniforms are to be worn every day except for designated Dress Down Days. The school administration will determine Dress Down Days. If a student chooses not to participate in Dress Down Day dress, he or she must wear the school uniform.
- Uniform shirts need to be tucked in at all times.
- The length of skirts, jumpers and shorts will be within three (3) inches of the knee.
- Students may wear Girl Scout or Boy Scout uniforms to school on the day of their meetings. They need to wear the top and bottom of the Scout uniform. No jeans.
- On Dress Down Days, clothing shall comply with the Student Dress Code outlined in the DeKalb County Code of Student Conduct.
- Uniforms will be kept clean and in good repair.
- Uniform assistance is available if needed. Please contact the Principal for details.

### **Bottoms Choices for Girls (No Jeans):**

- Slacks, shorts or skorts in navy or khaki
- Jumper or skirt in plaid (#41, available at Buckhead Uniforms), navy or khaki

### **Bottoms Choices for Boys (No Jeans):**

- Slacks or shorts (no cargo style with exterior pockets) in navy or khaki

### **Tops for Both Boys and Girls:**

- Polo-type knit shirts with collars and buttons in both long and short sleeves. Choose from the following colors: red, white and navy blue
- Boys can choose to wear a dress (Oxford-style) shirt with a button-down collar with long or short sleeves. The colors are: red, white or navy blue.
- Girls can wear a Peter Pan blouse or shirt (Oxford-style) shirt with a button-down collar with long or short sleeves. The colors are: red, white or navy blue.
- All students must purchase a red Kingsley Charter School Field Trip T-shirt. This shirt must be worn on Field Trip days. This T-shirt may also be worn on designated Kingsley T-shirt days.

## **Cold Weather Clothes**

- All of the previously mentioned shirts are available in long sleeves for cold weather.
- The students can also wear a plain (no logo except Kingsley logo) sweatshirt in red, white or navy blue with a collared shirt underneath.
- Students may also choose to wear a plain (no logo except Kingsley logo) pullover or cardigan sweater or vest in red, white or navy blue with a collared shirt underneath.
- Outerwear: coats, jackets, raincoats will not be worn throughout the building during the school day.
- The student's name must be printed in all of the cold weather clothes. The children often take them off in the classroom and it is much easier to find the owner if the name is written clearly on the label!

## **Shoes and Socks**

- On Physical Education (PE) days, students must wear some type of tennis shoe (sport or athletic shoe of any kind). These shoes must not have heels or wheels.
- On non-PE days, students can choose to wear tennis shoes every day but may not wear shoes that include wheels. If they wear another type of shoe on non-PE days, they should have rubber soles and closed toes. This is for safety because leather soles can be very slippery.
- Crocs® or similar, non-traditional shoe types are prohibited.
- Socks must be worn every day. Socks, tights, and leggings may be red, white, navy, black, brown or gray.

## Parental Involvement and Contract

Active parental support is part of the foundation for Kingsley Charter School. To support this belief, a parental contract will be required of each family. The contract includes the following commitments:

- Complete 16 hours of service per year at school-sponsored activities or programs, or in the classroom. Service is defined as **active participation** and may include work performed in or outside of school (i.e. home). Service hours are not granted for merely being present at school. Service hours will be given, however, for attending regular Charter Council or Parent meetings, special workshops, mentoring activities, class reading times, chaperoning, Saturday clean-ups, teacher projects, some baking and laundry, and other school activities and events as determined by the Charter Council. Parents, guardians or other adult family members living in the household can fulfill the service hours.
- Monitor homework assignments and student progress
- Assure child's compliance with attendance and punctuality policies
- Assure child's compliance with the school uniform policy, as described in the preceding section
- Assure child's compliance with 30 minutes per day of reading at home
- Assure child's compliance with appropriate student conduct
- Provide required information to the school
- Attend parent-teacher conferences (a minimum of one conference per semester is mandatory)

Kingsley Charter School will assume that most breaches of the contract are unintentional and can be resolved through informal communication between parents, school, and the Charter Council. Addressing breaches of academic-related items (attendance, homework, conferences, reading, conduct, and uniform) of the contract are considered the responsibility of the school administration and classroom teachers. Addressing breaches of non-academic items (service hours) of the contract will be referred to the Charter Council for resolution. The Charter Council will give special consideration to families who have completed at least 12 service hours but were not able to complete the required 16. Failure to meet any single or multiple requirements of the contract may result in a referral to the DeKalb County School System Office of Student Assignment.

Because this consequence would not impact rising sixth grade students, the Charter Council, after numerous communication attempts with parent/guardian, may formulate and enforce special rules for the parents of potential rising sixth grade students. Policies and procedures to remediate breaches of the contract will be handled by the Charter Council.

- See Appendix B for the Parent Contract (in English)
- See Appendix C for the Parent Contract (in Spanish)

Note: Any parent/guardian who does not wish to comply with this Contract may request that their child attend another DeKalb County school, as determined by the DeKalb County School System.

## School Environment and Facilities

When Kingsley became a Charter school, one of the first things parents and staff considered was the school environment. As a result of our focus on Brain-Based education, and in accordance with current educational and neurological research, several changes were made to the school environment to improve learning. First, we turned off the fluorescent lights and installed indirect lighting. In some of the classrooms, special "natural" light bulbs are used together with white light to create a calming environment. Each classroom has a 9 X 12 rug for a reading/activity area with either a rocker or reading chairs. We have also moved from standard desks to table seating that accommodates individual needs and cooperative learning groups.

Specific visual and auditory stimuli, which help to maximize learning, have been added to the classrooms. Most classrooms have small group and individual focus centers. In addition, mirrors in Pre-K - 2 classrooms and in common areas help to improve the child's self-concept and motor skills development.

In addition to indoor classroom modifications, Kingsley has created an interior courtyard garden. The courtyard garden, built by parents, staff, and students, enhances their respect for the environment and offers a unique outdoor classroom. It also houses our Small Fry to Go program. This national Science Award-winning program involves all students (Grades Pre-K – 5) along with three partners—University of Georgia, Georgia Department of Natural Resources, and Georgia Institute of Technology. All grades participate at some point of the process during school hours, and the afterschool program for upper grades plays an integral part in raising fish (trout) from hatchlings (eggs) to fingerlings. The program also incorporates GPS for math and science.

In the spring of 2009, DCSS approved our application for the Fernbank Master Gardener team, and the Charter Council funded the initial training for this five-member team (three staff and two parents). Plans are underway to create an outdoor learning garden in 2009-2010. The team's goal is to develop sustainable, experiential-based gardens that are fully integrated into the curriculum and supported and sustained by parents, faculty and community members. Studies show improved student behavior and achievement when students are exposed regularly to outdoor learning experiences and our goal is for ALL Kingsley students to have learning experiences in an outdoor classroom on a regular basis.

Many of these improvements and modifications to our facilities, both inside and out, were made possible by the efforts and fundraising of our parents.

Since art, music, and physical education are crucial to the implementation of our Brain-Based learning curriculum, two classrooms will continue to be utilized for art and music, while physical education will take place in the gym. To ensure a maximum level of security and personal safety for the students and staff in the building, there are 32 security cameras and 6 electronic card key doors on our campus.

Kingsley is a DeKalb County Public School located at 2051 Brendon Drive in Dunwoody. The school has **31** classrooms, a gymnasium, a cafetorium and two acres of playground space. Two learning cottages remain as of the 2008/2009 school year to accommodate the increased number of students. The school is solely owned by the DeKalb County School System and operates under the county and state regulations regarding fire, safety, environmental, and accessibility requirements. Per county inspection, Kingsley is in compliance with all of the above-mentioned regulations.

Kingsley Charter School also provides use of our facilities to benefit the community. Individuals or groups in the community may complete and submit a DCSS Use of Facilities Application to the county for use of school grounds or facilities. Approval for the use of the facility or grounds is rendered by DCSD Chief Operation Officer.

We follow the guidelines set in DeKalb County's current Emergency Response Procedures and Protocols. Kingsley will provide the school's emergency safety plan each year, or in the alternative an assurance that the charter school will prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and will submit and obtain approval of that plan from the Georgia Emergency Management Agency by a specified date. DeKalb County's Emergency Response Procedures and Protocol is available in hard-copy only. The notebook containing all of the procedures and protocols is stored in the school's front office.

### Certificate of Occupancy

STATE OF GEORGIA  
OFFICE OF  
**Georgia Safety Fire Commissioner**  
STATE CAPITOL, ATLANTA, GEORGIA 30336

No. C.O.B-6379

**CERTIFICATE OF OCCUPANCY**

Johnnie L. Caldwell  
COMMISSIONER

BUILDING NAME Kingsley Elementary  
LOCATION (Street or Road) 2051 Brenda Drive  
CITY Dunwoody, Ga. 30338 COUNTY DeKalb  
AREA OF BUILDING COVERED Entire area ~~new~~ addition  
OCCUPANCY CLASSIFICATION Educational

If Educational: Campus number: \_\_\_\_\_ Building number: \_\_\_\_\_  
Georgia Education Authority Construction or Improvement Number: \_\_\_\_\_  
School Name at Issue: \_\_\_\_\_

This Certificate of Occupancy certifies the building listed hereon complies with the minimum standards required by the Georgia Safety Fire Laws on the date issued. This Certificate of Occupancy shall run for the life of the building, provided the internal or external features of the building are not materially altered, the type of occupancy remains unchanged or there has been no fire of serious consequence, or other hazard discovered.

Occupant Load Limitation: \_\_\_\_\_ Date of Issue: 10-20-72  
Issued By: E.O. Sherry Title: Fire Marshal

FM 33

## **FACULTY, STAFF, AND ADMINISTRATION**

### **Staffing**

Teachers and paraprofessionals will be screened and recommended by DeKalb County School System's Department of Human Resources. This will guarantee that all applicants meet the qualifications and certifications established by the Georgia and DeKalb County Boards of Education, and GAPSC will be required. All applicants will be fingerprinted and receive a criminal background check as a condition of employment with Kingsley Charter School.

Grade-level personnel and the Principal will interview applicants for new teaching positions. Interviews for new teachers will be held onsite at Kingsley Charter School. Priority will be given to applicants who have a gifted-endorsement, or who agree to seek a gifted-endorsement within three years of being assigned to Kingsley. The Principal, after receiving staff input, will communicate a recommendation to hire to the DeKalb County Schools' Department of Human Resources. FTE earnings will determine available staff and resulting staffing points.

Kingsley Charter School will continue to use the staff letter of intent to assist the Principal in determining the staffing needs for the coming year.

Grade-level assignments will be reconsidered if and when necessary. The Charter Council and parents will be notified of staffing changes at Open House. Staff assignment will be flexible, according to the needs of the school.

Five representatives from the Charter Council (three parents and two staff) will be included in the interview and selection process of a new Principal. This group will advise, support, and make a final recommendation to the County.

### **Professional Learning**

In a charter school of the 21<sup>st</sup> century, teachers provide an enriched, stimulating environment. Teachers can influence student behavior and impact their learning. Using research-validated principles and data, teachers influence change. Consequently, the content and the delivery system of a professional learning program must be relevant to the needs of a charter school.

Since all thinking is based in language, the staff development at Kingsley Charter School will focus on language. To meet the academic and affective goals of Kingsley Charter School, staff development should include:

- Literacy workshops
- Language workshops
- Multiple intelligences workshops

To enable teachers to apply current research in the classroom, Kingsley Charter School will provide workshops in the following areas. (The faculty/staff may petition the Charter Council for financial support for workshops not funded by the County.)

- Fundamentals of Brain-Based learning
- Learning Styles
- Multiple Intelligences
- Use of standardized test scores to guide instruction
- Small group directed instruction
- Language based classrooms
- Mathematics and manipulatives
- Reading/Reading Renaissance
- Cooperative Learning
-

New Kingsley teachers are encouraged to seek Gifted or ESOL Certification. The Charter Council will support this goal in any way possible.

Since the majority of the staff at Kingsley Charter School has a gifted endorsement, professional learning activities will also focus on continuing to differentiate instruction and find ways to creatively challenge and enrich lessons for all students at Kingsley. Due to our theme of an interdisciplinary curriculum, it is necessary for Kingsley Charter School staff and community partners to participate in workshops involving movement, the fine arts, and drama.

Educational research materials for the staff and community will be available in the Library/Media Center.

Members of the Kingsley Charter School staff will be encouraged to share educational concepts through:

- Grade-level meetings
- Vertical team meetings
- Professional learning communities
- CSIP meetings
- Staff meetings
- Other region and district meetings

All staff will be encouraged to establish a professional goal at the beginning of the school year. Examples may include attaining Model Classroom status for Reader's and Writer's Workshops, attaining gifted certification, and pursuing advanced degrees.

### **Staff Evaluations**

Certified staff in Pre-Kindergarten through fifth grade will continue to be evaluated in compliance with guidelines set forth in the Georgia Teacher Evaluation Program.

The Principal will have the option to make a recommendation not to renew the contract of a teacher with documented unsatisfactory performance. This will be done through the guidance and support of the DeKalb County School System Department of Human Resources.

The Principal and appropriate staff will evaluate all auxiliary staff. The entire staff (certified and classified) will annually evaluate the assistant principal for instruction and the principal using the Profile for Assessment of Leadership (PAL) instrument or other instruments used by DCSS. The Area Assistant Superintendent of DCSS conducts the principal's annual evaluation.

The API and the Principal are evaluated annually using the GLEI as the primary tool. The principal evaluates the API annually using the GLEI.

## **Financial Plan**

Kingsley Charter School personnel will remain employees of the DeKalb County School System. Salaries and benefits as well as payroll services will be continued through the County. The DeKalb County Board of Education and the Georgia Department of Education will continue to provide funding to Kingsley Charter School in accordance with State and County guidelines. Fiscal accountability of that funding will be maintained through the DeKalb County Schools' Finance Department and will follow all rules and regulations of that department to include annual financial audits. Kingsley Charter School will comply with the federal monitoring requirement for schools receiving federal funds.

The operation of transportation, purchasing, food service, facilities, maintenance, and any other services needed to operate the school shall remain under DeKalb County Schools. All assets, including the school building, are property of the local board of education. Kingsley Charter School shall be funded no less favorably than any other DeKalb County School System elementary school. For the purposes of FTE counts, Kingsley students will be counted under the same procedures as traditional DeKalb County Schools.

For more information Kingsley Charter School's annual budget as set forth by the DeKalb County School System, refer to the example shown in Appendix E.

For more information on how the Charter Council manages Kingsley Charter Foundation funds, refer to the Fiscal Management portion of the Kingsley Charter Council section (see page 39).

## **Conflict Resolutions**

There is a chain of command for which any concerns, grievances, or conflicts that may arise between Kingsley and the DCSS. A request from Kingsley Charter School for conflict resolution regarding a matter related to its charter will be resolved by written or verbal communication with the Charter School Office under the supervision of the Associate Superintendent for Support Services. If a resolution cannot be reached, this complaint will be forwarded to the Deputy Superintendent for Support Services. If the conflict can still not be resolved, the complaint will then be forwarded to the Superintendent's office. Kingsley agrees to abide by the conflict resolution protocol as established in the charter.

A request from the DeKalb County School board or system officials for conflict resolution regarding a matter related to its charter, will be resolved by written or verbal communication with Kingsley's principal. If a resolution cannot be reached, then this complaint will be forwarded to the Deputy Superintendent for Support Services. If the conflict can still not be resolved, the complaint will then be forwarded to the Superintendent's office.

Kingsley teachers will be expected to follow the DeKalb County School System's procedures and policies for filing grievances. Kingsley teachers have the same rights and responsibilities under these policies as teachers at traditional DeKalb County Schools.

Students with complaints, who wish to handle their grievances themselves, will be encouraged to meet first with their teacher. If the complaint cannot be resolved, the student shall then meet with an administrator. If resolution is still not reached, the student shall contact the Area Executive Director. Due to the young age of Kingsley students, the expectation is that parents will be their child's advocate.

Parent complaints will be addressed in a timely and consistent fashion. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Parents are discouraged from becoming involved in disputes that do not directly impact them. Parents and staff are expected to be sensitive to the privacy of others. Therefore, any discussions of concerns relating to the classroom shall be limited to the parties directly involved.

Therefore, when parents have complaints or disagreements with any parties at Kingsley Charter School that directly impact them, they should observe the following guidelines:

1. If the complaint involves a situation in the classroom, parents should seek to resolve the issue with the classroom teacher or teacher assistant as is appropriate.
2. If a resolution with the classroom faculty is not possible, the parent should seek to resolve the issue with the Principal or the Assistant Principal.
3. If the complaint is related to the Assistant Principal, the parent should seek to resolve the issue with the Principal.
4. If the complaint is related to the Principal, the parent should seek to resolve the issue with the DeKalb Area Superintendent.
5. If the complaint is with a school-wide policy or procedure that is not directly related to the Charter, the parent should seek to resolve the issue with the Principal or the Assistant Principal.
6. If the complaint is with a school-wide policy or procedure that is dictated by the Charter, the parent should contact the Chair of the Charter Council.
7. The Chair will refer the parent to the appropriate Action Team to seek resolution of the grievance.
8. If resolution is not possible with any of the parties above, parents may submit complaints in writing or sign up to address the Charter Council at a regularly scheduled meeting.
  - a. The parent will determine if they choose to present their concern in writing only or wishes to address the Council.
  - b. The Council will respond to grievances, in writing, no later than 30 days after the complaint is presented to the Council.
9. Parents should remember the following when considering making a complaint to the Charter Council:
  - a. The Council will not address complaints unless steps 1 through 4 (as relevant) have been adhered to.
  - b. The Council will not address a complaint based on hearsay or made on behalf of another parent or family or staff member.
  - c. The Council will not address complaints that are made anonymously.
  - d. The Charter Council will not address a complaint if resolution with the appropriate individuals in Items #1 and #2 has not yet been attempted in good faith.
  - e. The Charter Council will not address specific complaints about the performance of individual school employees.
10. If parents still believe that their grievance has not been resolved, they may present their concerns to the Area Assistant Superintendent.

This Grievance Policy is not designed to supercede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.

# **GOVERNANCE AND LEADERSHIP**

## **Overview of Charter Council and Action Teams**

Kingsley Charter School uses a governing board, the Charter Council, rather than a local school board. The Council represents a cross-section of our school and community and exists to carry out the mission and goals of our Charter. This executive Council works in collaboration with several Action Teams to accomplish this.

Kingsley is requesting an exemption to allow the use of the Charter Council as a replacement for the school council. The Kingsley Charter Council will operate in lieu of a school council as set forth in the A+ Education Reform Act of 2000 per O.C.G.A. 20-2-85. The Charter Council will be subject to the provisions of O.C.G.A. 50-14-1 on open and public meetings and O.C.G.A 50-18-70 on inspection of public records. Kingsley Charter School assumes that meetings that are called “special meetings” will be in compliance with O.C.G.A. 50-14-1 et seq. (Open and Public Meetings).

## **Kingsley Charter Council**

### **Council Roles, Responsibilities and Restrictions**

The Charter Council role is to:

- Provide leadership, direction and support for the students, faculty, staff and parents in carrying out the goals and objectives of Kingsley Charter School as set forth in the Charter.
- Establish goals and objectives for continuous school-wide improvement.
- Promote communication among Kingsley Charter School’s faculty, staff, parents, students and community.
- Create ownership and accountability for parent and staff execution of the mission statement.

The Charter council's responsibilities are to:

- Gather new ideas for school-wide improvement and provide feedback to Action Teams, faculty, staff, parents, and students.
- Make decisions or recommendations from Action Teams.
- Support, evaluate and monitor curriculum and after school enrichment programs that follow the educational guidelines and goals of the Charter. Programs may be funded through the Charter Council, the County, or through other funding sources.
- Make recommendations for and approve a fiscally responsible budget that reflects our Charter mission and goals and academic priorities.
- Establish short term (for the coming year) and long term goals and objectives for school-wide improvement.
- Promote compliance with the Parent Contract as set forth in the Charter. The Council will hear any parent's case for non-compliance and will act in the best interest of the school.
- Provide advice, recommendations, and assistance to the local school board and Principal on issues of space, curriculum, and budget.
- Retain the right to interview and be an integral part of the selection process for a new Principal.
- Attain and manage resources to support Kingsley Charter School programs.
- Consider parental concerns and recommendations.
- Ensure that all decisions and actions of the Council and Action Teams are consistent with the Charter.
- Communicate with parents, faculty, staff and the community the actions and activities of the Council.
- Recommend and support policies and programs concerning Enrollment Eligibility, Attendance, Dress Code, Parent Agreements, and Academic/Behavior Contracts.
- Review any of the County's proposed plans and initiatives to utilize the school's buildings and grounds. The Principal and Council Chairperson will review such plans with the County prior to their implementation.

The Charter Council will be restricted from considering and acting upon these specific issues and areas:

- Those which are the concern and responsibility of the school system and not addressed in the exemptions section of this charter.
- Administrative concerns that are the procedural duties and responsibilities of Kingsley school personnel.
- The day-to-day operation of the school, which is the responsibility of the school's administration and staff.
- Grievances to be considered on an individual basis and are not of concern to the Charter.

## **Charter Council Structure**

### **Council Members**

The Kingsley Council shall consist of twelve members from the following areas:

1 Principal	5 Kingsley School Parents
1 Primary Teacher (Pre-K thru 2nd grade)	1 Community member
1 Intermediate Teacher (3rd through 5th grade)	1 Alternate Parent (this position is non-voting)
1 Specialist Teacher	
1 Staff member	<b>12 Members total (11 voting members)</b>

Four officers shall be elected from the 11 voting members and shall consist of Chairperson, Vice Chairperson, Treasurer, and Secretary.

In order to avoid conflicts of interest, any council member who may directly benefit from a decision made by the council may not partake in discussions related to or vote on those decisions (currently no school council members have businesses or employers who engage in business with the DeKalb County School System or Kingsley Charter School). Benefited employees of Kingsley Charter School or DeKalb County School System may not serve as Parent/Guardian representatives.

### **Election of Council Members**

Faculty and Staff representatives shall be elected by their peers, within their respective groups, by a majority vote. Faculty and staff representatives shall be elected in May. The Principal shall hold a special election in the event a representative can no longer fill the position or appoint representatives as necessary.

A community representative will be nominated and approved by the Council. Ideally he or she will be someone from the neighboring business community, who would actively support the Kingsley Charter. The community representative may be a Kingsley School parent.

Election of Parent Representatives shall be as follows:

- Parent representatives will be selected in April by school-wide elections. The two or three parents receiving the highest number of votes will be elected to the Council. The next two parents in the voting will be alternates in case any Charter Council member is unable to serve his/her full term.
- Nomination forms for parent representatives, including Council membership criteria and voting schedule, will be sent home the second Thursday in April. Nominations, including self-nomination, are due back in one week, at which time nominations are closed.
- Nominees are immediately notified and asked to submit within two days biographical information including address, previous experience and statement of intent to serve. Biographical information will be no more than one page in length. Nominee information and ballots will be sent home the final Thursday in April in Courier and ballots are due back within seven (7) days. Every parent has the right to vote and is encouraged to cast a vote. At the close of voting, the votes will be counted and the new Council members immediately notified. Parents will be notified in the next Courier or prior to the last day of school, whichever comes first.

## **Term of Office**

The term of office for all members of the Charter Council shall be two years, **beginning June 1 and ending May 31. The Charter Council's fiscal year will remain from July 1 to June 30.** The term of office for any representative (parent, faculty, staff, and community) elected to fill a vacancy shall be for the remainder of the unexpired term.

A Charter Council seat shall be considered vacant after two consecutive unexcused absences of regular Council meetings in any calendar year or three nonconsecutive absences in a school year. Written or verbal explanation may be required before the Council decision on removal.

A council member may resign by giving written notice to the Council Chair or Secretary. The resignation is effective upon giving notice or at a later specified date.

If a vacancy occurs in the faculty or staff representation, the respective group will be responsible for filling the position in a timely manner. An elected alternate will fill vacancies in parent representation. If the designated parent alternates are unable to fill the vacancies for any reason, a general election will be held. The general election shall follow the same guidelines as described above in the Election of Council Members section.

## **Council Officers and Representatives**

The officers of the Kingsley Charter Council shall consist of a Chairperson ("Chair"), Vice-Chairperson ("Vice-Chair"), a Secretary and Treasurer. The Council may also elect other officers, as the Council deems necessary. The Council shall elect officers each year at a regular or special meeting within two weeks of the beginning of the fiscal year. All Council members are eligible to hold any officer position, however, the Secretary and Treasurer may not serve concurrently as the Chair. Each officer shall be elected for a period of one year. The Council may remove an officer at any time with cause, as voted by a quorum of the Council. An officer may resign at any time by giving written notification to the Council.

**The Chairperson shall have general supervision, direction and control of the affairs of the Council. If present, the Chair shall preside at Council meetings. In addition, the Chair shall:**

- Schedule Council and Parent meetings
- Preside over Council and Parent meetings or provide for meetings to be conducted by another party
- Establish an agenda for Council and Parent meetings
- Provide conflict-resolution coaching

**The Vice-Chairperson shall:**

- Conduct the duties of the Chair in his/her absence
- Assist the chair in planning the meetings of the Council and Parent Meetings
- Make final decisions on issues of parliamentary procedures, such as Robert's Rules, if other guidance does not apply.
- Act as Parliamentarian to keep to the published agenda and within the allotted time

**The Secretary shall:**

- Record and maintain the minutes of the Charter Council and Parent meetings
- Supply copies of the minutes in a timely manner to all Council members, Action Team chairpersons, Kingsley school office, and DCSS
- Post meeting minutes in the Media Center and on the school website
- Provide copies of the past meeting minutes at Council meetings and Parent Meetings
- Handle official correspondence of the Charter Council
- Post Agenda for Council and Parent Meetings on the school website
- Communicate with Action Teams

**The Treasurer shall:**

- Maintain adequate and correct accounts of the Council's properties, receipts and disbursements
- Provide monthly and year-end financial reports of the Charter Foundation finances
- Ensure that appropriate procedures are followed and required activities are completed for the non-profit Kingsley Charter Foundation (ex: annual tax return, corporate registration and financial audit).
- Prepare a conservative budget and the end of each school year for the Charter Council to review and propose for approval by the parent community.

**The Kingsley Principal shall:**

- Provide input in setting Council meeting agendas
- Serve as a liaison between the school, Council and District office
- Provide notification of any County, State or Federal policies or regulations that may affect the Council or Action Teams
- Receive recommendations from the Council and Action Teams and implement where applicable
- Promote Kingsley Charter School and its mission

**All Council Members shall:**

- Promote communication and teamwork within the Charter Council, Action Teams, School and Community
- Receive leadership coaching, applicable software, and school orientation training from peer council members within the first six months of their term of office
- Serve on one or more Action Teams
- Communicate ideas between the Charter Council and Action Teams
- Promote Kingsley Charter School and its mission and support the schools goals and objectives

## **Council Meetings**

Regular monthly meetings of the Charter Council will be held a minimum of once a month. Meeting format will include updates from the Action Teams and allotted time for concerns and discussions from Council members. The agenda shall be posted on the website one week before the meeting. The regular monthly meetings will include a report on their programs and activities from the Chair of each of the Action Teams.

Kingsley parents, faculty, and staff, as well as community members, may attend Council meetings as observers, but may not enter into the meeting discussion unless invited to do so by the Council. Parents, faculty, staff and community members may address the Council by sending, in writing, one week's advance notice to the Principal or Chair, who shall place the item on the agenda.

Business meetings may be held to address details that are not conducive to being addressed in a regular meeting. Parents, faculty, staff and members of the community may attend as observers. The Council may also hear invited guests at business meetings.

Special meetings shall be held at any time as called by the Chair, the Principal or by any five members. These meetings are closed to all but Council members for reasons of confidentiality.

Note: Parents attending Business and Regular Monthly meetings of the Charter Council will receive credit for Service Hours for the period of time in attendance. Sign-in is required to record attendance.

In addition, Council meetings shall:

- Encourage free exchange of ideas with consideration for efficiently conducting business.
- Adhere to the Open Meetings Law (O.C.G.A. § 50-14-1 *et seq* and the Open Records Law: O.C.G.A. § 50-18-70 *et seq*
- Have no official business, meaning motions, resolutions or voting without quorum.
- Achieve quorum with three-fourths (3/4) majority vote, meaning eight (8) out of eleven (11) voting members present.
- Attempt to reach consensus on all issues. Any matter, for which a consensus cannot be achieved in an appropriate timeframe, shall be placed on the next agenda.
- Provide minutes of regular and business meetings on the school website and in the Media Center in a timely manner.

## **Parent Meetings**

The Charter Council will host parent meetings shall be held monthly as needed. These meetings are designed for the entire Kingsley parent population, as well as any faculty or staff who wishes to attend, with the purpose of keeping families informed of and engaged with their child's education. These meetings shall be presided over by the Council Chair or person designated by the Council. These meetings shall include a brief presentation on the activities and actions of the Charter Council and Action Teams and may also include presentations by speakers, reminders of upcoming Kingsley events, forum for parental concerns or any issue which the general Kingsley community needs to address. An update on the Council budget will be provided at each parent meeting.

The agenda for the Parent Meeting will be set a week ahead of time communicated to parents. Parents who wish to be included on the agenda may contact the Council Chair, Vice-chair or via general council email or through the school office. Once the agenda is set, it will be used to conduct the meeting in an efficient manner. Every Parent Meeting shall have an allotted time for questions from the audience. This will be the opportunity to address items that failed to get on the agenda or those that need further discussion.

Notices of meetings shall be posted one week in advance. The Kingsley Charter Council shall create a calendar of regular Council and Parent Meeting dates, times and places at the beginning of each school year. This calendar will be provided to all parents. Further reminders or changes to the regular meetings, or notice of business or specially called meetings, will be communicated to parents in a timely manner.

Note: Parents attending special and regular monthly Parent Meetings will receive credit for service hours for the period of time in attendance (one hour per family). Sign-in is required to verify attendance, and parent must enter the attended time in the online volunteer tracking tool.

## **Fiscal Management**

### **Kingsley Charter Council Funding**

Funds raised by the Charter Council are in addition to the standard local, state and federal funding allotted to the school per DeKalb County policy and are for the sole purpose of supporting the mission and goals of the Charter. Funds are held by the Kingsley Charter Foundation, which was formed in the year 2000 as a non-profit fundraising arm to secure funds to support Charter Programs.

Use of all Kingsley Charter Foundation funds will be decided upon by the Charter Council. The decisions of how to use Kingsley Charter Foundations funds will be made completely independent of annual budget decisions and priorities set by DCSS.

These additional funds will be obtained largely through Council-approved fundraisers and activities. Additional funding is also sought through grant writing, Partners in Education and donations from the Kingsley community.

## Annual Budget

A budget is set on an annual basis to ensure the goals of the Charter are met and adequate funds are available at the end of each school year for the start of the next year or for unexpected needs. As the majority of the Charter Council budget is for academics and instruction, input for the budget is sought largely from the Principal and staff members on desired programs, materials, technology and training. To ensure alignment and support of Charter's goals, the following budget items are considered for annual funding during creation of the annual budget:

- Media Center
- Teacher Stipends
- Brain-based Initiatives
- Student and Parent Support Programs

The Charter Council will establish a proposed budget prior to the end of the fiscal year. At the beginning of the school year, the Charter Council will present the proposed budget to the parent body for approval.

### Sample Annual Budget

Below is an example of Kingsley Charter Council's high-level annual budget:

The following table represents a typical annual budget for Kingsley Charter Council. The Charter Council's fiscal year spans from July 1 to June 30.

	<b>Item</b>	<b>Amount*</b>
<b>Revenues</b>	Opening Bank Balance (from previous year)	12,000
	Charter Activity Fee	11,000
	Sally Foster Fundraiser	7,500
	Fall Festival	4,000
	School Pictures / Yearbook	3,000
	Book Fair	1,500
	Grants	3,000
	Royalty Programs	6,000
	Other Income and Donations	1,500
		<b>Total Revenues</b>
<b>School Expenses</b>	Teacher/Staff Supplement	8,500
	Media Center Books / AR Tests / Equipment	11,500
	Brain-based Curriculum/Teacher Training	8,000
	Technology	4,000
	Staff Recognition/Appreciation	1,500
	Student and Parent Programs	2,500
	Facilities (including new Outdoor classroom)	1,500
		<b>Total School Expenses</b>

### SUMMARY\*

<b>Total Revenues</b>	<b>\$49,500</b>
<b>Total Expenses</b>	<b>(40,000)</b>
<b>Balance Carried to Next year</b>	<b>\$9,500</b>

\* Numbers represent an approximate average of the last three years. Figures may vary slightly from year to year.

## **Funding Requests**

Once the budget is approved, consideration for additional funding of any program initiatives or special situations will be reviewed by the Charter Council and decided upon based on whether or not use of the requested funds will:

- Benefit the majority of the student population
- Increase faculty productivity, efficiency, or knowledge that results in improved instructional focus
- Improve communication between school, home and community members or enables these parties to build or maintain relationships

Additionally, the Charter Council will carefully consider the following for any funding requests:

- Whether or not funding for services or equipment requested should come from the local funds provided by DeKalb County School System according to DCSS policies and common practices.
- Does funding this request open up the school, DCSS employees, Kingsley Charter Foundation, or Council members to any liability issues.

After reviewing the request, the Charter Council will vote to approve or deny the request in accordance the Council's quorum requirements (see page 38).

## **Dispersement of Funds**

Once the budget is approved, funds are disbursed by the Treasurer according to the budget numbers. Reimbursement requests are addressed as follows:

- Any reimbursement requests that are over budget require Charter Council approval.
- Any unbudgeted expenses require Charter Council approval.

## **Budget Adjustments**

The budget is tracked very closely throughout the year and reported on at each monthly Charter Council meeting by the Treasurer. If adjustments are needed due to forecasted over- or under-budget situations, the Treasurer will consult with the Finance Action Team as needed and make recommendations to the Charter Council.

Any adjustments to the budget must be approved by the Charter Council. This is the case when funds are less than projected and expenses must be cut and also when funds are greater than expected and programs can be expanded or new programs added. In either case, the Charter Council has the final decision on what adjustments are made.

## **Fundraising**

All fundraisers for the school must receive approval from the Charter Council. Unlike traditional public schools, these funds are managed directly by the Council through the Kingsley Charter Foundation, not through the school's bookkeeper.

The Charter Council will consider the following when making decisions about conducting fundraisers:

- Anticipated faculty and parent support
- Potential legal and liability issues
- Intended use of funds
- Alignment with missions and goals of Charter
- Balance of resources needed, time required and estimated earnings.

## **Controls and Liability**

An audit by an independent, Georgia-licensed CPA shall be performed annually and filed with our Annual Report. The Kingsley Charter Council will secure appropriate Director and Officers insurance. The policy, covering the non-profit directors and officers (including the school principal), will be secured annually. Kingsley Charter School is a DeKalb County Public School and is insured under the umbrella policy of the DeKalb County School System for all other liability issues.

## **Annual Report**

The Kingsley Charter Council shall, by October 1 each year, submit an annual report by complying with all of the requirements set out in O.C.G.A. section 20-2-2067(c)(1)-6. This annual report will include all state-mandated assessment and accountability scores. The annual report will indicate the progress made in the previous year in meeting the performance-based goals identified in this charter and may include, but is not limited to, the following data:

- School and community demographic update
- School goals and objectives
- Promotion, grading and retention data
- Student discipline statistics
- Parent/community involvement data
- Charter Council actions and accomplishments
- Charter plan revisions
- Test and survey results with evaluation
- All state mandated assessment scores and accountability indicators

The report will be submitted to the Department of Education Office of Charter Compliance, the DeKalb County Board of Education and the school website for parent and community access. Pertinent summary information will be sent to staff, parents and community through newsletters and Charter Council meetings.

# **ACTION TEAMS**

## **Description**

With this Charter, Kingsley will have six (6) Action Teams. In previous charters, these teams have been called Committees of the Council. The new title of Action Team more accurately reflects the responsibilities of fundraising, activities and feedback.

The Action Teams are intended to work collaboratively with the Charter Council. Their purpose is to initiate and carry out activities that will support the Kingsley students and faculty and carry out the goals and objectives of the Charter. The support may be in the form of fundraising, volunteer, communication or promotion efforts.

## **Action Teams' Responsibilities**

Action Teams have the responsibility to:

- Attain and manage resources to support Kingsley Charter School programs
- Support school activities with fundraising and parent participation
- Propose and implement ideas to enhance the goals of the Charter
- Increase the level of communication between faculty, staff, parents and local community
- Provide feedback and make recommendations to Charter Council in monthly report to the Council
- Collect, organize and evaluate information related to school-wide improvement
- Meet once a month or as needed (excluding the third Tuesday of each month) throughout the school year

## **Action Team Structure**

The Action Team membership shall be composed of non-elected volunteers made up of parents, faculty, and staff in any combination. Each Charter Council member is encouraged to join a minimum of one Action Team to further facilitate communication among the Kingsley family.

The members' roles shall be:

### **Action Team**

#### **Chairperson/Liaison**

- Set agendas for regular meetings and conduct the meetings
- Call additional meetings as required to meet goals
- Be the liaison between the Action Team and the Charter Council and regularly attend Council meetings to report on the activities of the Team
- Facilitate communication among the Team and between the Council and Team
- Create subcommittees within Team to facilitate activities

#### **Action Team Members**

- Actively seek input from students, parents, faculty, and community members
- Gather, prioritize and assess information and use it to offer creative suggestions for implementation
- Carry out activities for the benefit of Kingsley Charter School and its students

## **Current Action Teams**

Kingsley's Action Teams are the foundation for involvement by parent, faculty, staff, and the community. The Kingsley Charter Council may create additional Action Teams as necessary to achieve the goals and objectives of the Charter. Kingsley's six Action Teams shall be:

- Finance
- Communications and Community Relations
- Curriculum and Staff Development
- Facilities and Technology
- Program and Parent Resource Management
- Assessment

### **Finance Action Team Purpose and Duties**

The purpose of this Team is to develop, secure and manage financial resources to support Kingsley Charter School and Charter Foundation programs. Responsibilities include:

- Developing fundraising programs as needed to support Charter initiatives not supported by the County
- Researching and writing grant applications
- Developing and managing corporate partnership/donation programs, including Partner in Education relationships
- Closely interacting with fundraising subcommittees such as Sally Foster, Fall Festival, Night of the Arts, etc.

### **Communications and Community Relations Action Team Purpose and Duties**

The purpose of this Team is to increase awareness of Kingsley activities, events and volunteer opportunities internally with parents and staff and externally with the community. Responsibilities include:

- Maintaining Kingsley Charter School Website, Kingsley eCourier (weekly), Kingsley Newsletter (monthly). See Appendix I for examples of recent Kingsley Communications.
- Developing and maintaining contacts with local media, community members, and neighborhood associations
- Facilitating relationships with other County schools

### **Curriculum and Professional Learning Action Team Purpose and Duties**

The purpose of this Team is to provide leadership on issues that involve the school curriculum and continuing education of teachers and staff. Responsibilities include:

- Developing methods that best meet educational needs of each student
- Developing enrichment programs and making them available to students after regular school hours
- Supporting teachers with curriculum implementation and teacher growth
- Researching and assessing curriculum

Note: This team shall have a teacher/staff majority and the Assistant Principal shall serve on this team.

### **Facilities and Technology Action Team Purpose and Duties**

The purpose of this Team is to enhance and optimize the school facilities and technology systems to support student achievement, teacher development and parent involvement. Responsibilities include:

- Improving school buildings, grounds and equipment
- Assessing condition of and providing recommendations for improving classroom and school-wide technology systems
- Maintaining, improving and expanding media technology available to students, faculty, and parents
- Researching and recommending use of facilities

### **Programs and Parent Resource Management Action Team Purpose and Duties**

The purpose of this Team is to increase the level of parent involvement and manage chosen Charter programs and activities. Responsibilities include:

- Working closely with parents to direct them to service opportunities within the School
- Managing non-fundraising programs (directly or through subcommittees) including: Teacher Appreciation activities, Open House, Field Day, School-wide and Grade-level performances, Open House, Fifth Grade celebration, etc.
- Ensuring parents are aware of volunteer opportunities to fulfill their family yearly requirement of 16 hours.

Note: Programs and activities may change from year to year as recommended by the Council and Action Teams.

### **Assessment Action Team Purpose and Duties**

The purpose of this team is to evaluate, compile and monitor the progress of the students, faculty, staff and parents in meeting Charter goals and objectives. Responsibilities include:

- Compiling and reviewing consistent data from various means, including test scores to track student achievement
- Tracking parent involvement and satisfaction using various means including surveys, meetings, parent surveys and report findings to Kingsley parents, faculty, staff, and community once a year
- Making recommendations to supplement County/ State curriculum as needed to support the goals and objectives of the Charter
- Tracking grade-level progress for Grades 1-5 on a yearly basis
- Completing and publishing the Annual Report to be presented to the Council for their approval and shared with parents and faculty
- Seeking creative and meaningful ways to assess student performance and to meet student needs
- Seeking ways to achieve well-rounded students

## CHARTER ASSESSMENT

Kingsley will participate in the state of Georgia education accountability as defined in the provisions of O.C.G.A. 20-14-30 through 20-14-41. Kingsley will also comply to the provisions of O.C.G.A., Section 20-2-281 by administering writing assessments to students in 3<sup>rd</sup> and 5<sup>th</sup> graders. Below is a description of Georgia-required standardized tests used by Kingsley Charter School for the grade levels indicated:

1. ITBS (first-fifth grade) – Information is collected from the ITBS to answer questions regarding the student’s acquired knowledge and skills. The purpose of testing is to measure the instructional improvement of individual students and groups of students. The primary aim of the testing program is to provide information to teachers, students, parents, and concerned citizens. This information is used for the following purposes:
  - Identify individual student strengths and weaknesses in skill development
  - Diagnose strengths and weaknesses of groups
  - Individualize instruction
  - Issue progress report to parents
  - Select curriculum materials
  - Set the pace for instruction
  - Select methods of instruction
  - Counsel students
  - Assist in the placement of students in special programs
  - Determine revisions needed in the curriculum
2. Georgia Writing Assessment (third and fifth grades) - The Writing Assessment is a performance test that evaluates student writing. Each 5<sup>th</sup> grade student writes about an assigned topic from a prompt. Each student’s final paper is submitted to the state for evaluation by trained readers according to the Developmental Stages of Writing. The 3<sup>rd</sup> grade teachers will use the scoring rubric to evaluate student writing throughout the year.
3. GKIDS (Kindergarten) – The GKIDS is a performance-based assessment program continuously administered during the kindergarten year.
4. CRCT (first-fifth grade) – The CRCT is designed to test Georgia’s content standards. The students will be tested in the content areas of reading, English/language arts, and mathematics in grades 1-2 and the same content areas including science and social studies in grades 3-5.

In addition, Kingsley will also use the following tools and tests for assessment purposes:

5. The CogAT (Cognitive Abilities Test) will be given in grades one, three and five. It will be used to assist teachers in determining a student’s academic aptitude.
6. Reading Renaissance data will be used as an additional measure to determine the effectiveness of reading instruction.
7. A parental survey and a staff/faculty survey will be conducted, as described in the Assessment Action Team Purpose and Duties section (see page 45), to measure parental, staff and faculty assessment of charter progress (see Appendix J).

Kingsley Charter School will use the following criteria on a yearly basis to measure the success of goals and objectives:

1. Kingsley Charter School is subject to all provisions of Part 3, Article 2 of Chapter 14 of Title 20 of the educational accountability system.
2. The ITBS will be used as an assessment tool in Grades 3 and 5 to assess performance to national averages. We will maintain a national percentile rank that is a minimum of 10 points or more than the county NPRs in Reading Comprehension, Total Languages Arts, and Total Mathematics.
3. The GKIDS will be used as an assessment tool in Kindergarten. Ninety-three (93) % of our students will meet or exceed standards in English Language Arts and Mathematics.
4. The CRCT will be an assessment tool in Grades 1-5. The following will be used to measure academic success of our students. CRCT Test results will be reviewed on an annual basis in comparison to this measurement chart, and instructional strategies will be adjusted to address test results.

% indicates performance on the CRCT

All Students	2009 (Baseline)		2010		2011		2012		2013		2014		2015	
	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet	Exceeds	Does Not Meet
Grade 1														
Reading	51%	4%	52%	3%	54%	2%	55%	1%	56%	0%	57%	0%	58%	0%
ELA	35%	12%	36%	9%	37%	7%	38%	5%	39%	3%	40%	0%	41%	0%
Math	43%	7%	44%	6%	45%	4%	46%	3%	47%	2%	48%	0%	49%	0%
Grade 2														
Reading	53%	0%	54%	4%	55%	3%	56%	2%	57%	1%	58%	0%	59%	0%
ELA	33%	8%	34%	6%	35%	4%	36%	3%	37%	2%	38%	0%	39%	0%
Math	29%	10%	30%	7%	31%	5%	32%	3%	33%	2%	34%	0%	35%	0%
Grade 3														
Reading	56%	6%	57%	4%	58%	3%	59%	2%	60%	0%	61%	0%	62%	0%
ELA	50%	14%	51%	11%	52%	8%	53%	5%	54%	2%	55%	0%	56%	0%
Math	51%	23%	52%	19%	53%	14%	54%	9%	55%	5%	56%	0%	57%	0%
Grade 4														
Reading	44%	4%	45%	3%	46%	2%	47%	1%	48%	0%	49%	0%	50%	0%
ELA	35%	12%	36%	9%	37%	7%	38%	5%	39%	3%	40%	0%	41%	0%
Math	37%	21%	38%	17%	39%	12%	40%	9%	41%	5%	42%	0%	43%	0%
Grade 5														
Reading	25%	7%	26%	6%	27%	4%	28%	3%	29%	2%	30%	0%	31%	0%
ELA	29%	7%	30%	6%	31%	4%	32%	3%	33%	2%	34%	0%	35%	0%
Math	39%	16%	40%	13%	41%	9%	42%	6%	43%	3%	44%	0%	45%	0%

- \* Full Academic Year – Students enrolled from fall (FTE) through the end of the state testing window in the same school for school accountability.
- 5. Surveys and questionnaires will be used by the Charter Council to determine student, parent and community satisfaction with the learning environment and the partnership between the school, parents, partners, and community.

## Analysis of Performance Based Goals and Measurable Objectives from the Previous Charter

Since the charter’s renewal in 2003, Kingsley has consistently met AYP. This accomplishment encompasses all subgroups of students, as defined by No Child Left Behind, enrolled at Kingsley during this time. Not only has Kingsley consistently met AYP; we have done so by performing at more than 10% above the system mean scores. As the AMO has increased each year, Kingsley’s scores have continued to rise as well, remaining 10% above the system averages. Kingsley has been recognized as a “No Excuses” school, which means that all students have been provided with the necessary support and differentiation needed to be successful, regardless of any deficiencies in background knowledge. Kingsley’s staff believes all students are capable of learning and achieving. Teachers use brain based strategies to scaffold for all students. Classrooms have color, stimulating images, break-out space for groups or social interaction, soft lighting, and music. The staff also utilizes learning styles, provides novelty in teaching/learning environment, and movement.

The subgroups have increased over time and their needs are being addressed through differentiation. The content, process, and product are differentiated based on student needs as identified by pre-assessment data. Instruction is data driven to meet needs. Scaffolding, co-teaching in a general education setting, ELL support, meaningful field trips and other experiences are an integral part of the instructional program at Kingsley. The brain-based instructional strategies are critical to the success of our students. Repetition, social interaction, and real world problem solving allow meaningful learning to occur.

Kingsley has continued to stress parental involvement in the school. In support of our charter parent involvement goals, the Council purchased and installed a marquee and posted messages to keep parents informed on a regular basis. Additionally, the Communications Action Team translated more than 75% of the school newsletters and other critical information. The positive outcome of these and other efforts resulted in averaging 28 or more hours per family, which is 175% of our requirement.

During this charter term, parental involvement was measured annually by dividing the total number of volunteer hours by the number of families in the school. While all parents were required to give 16 hours per family per year, we are presently. The Charter Challenge was introduced in 2007 to encourage families to increase their involvement by volunteering at least 32 hours. The table below displays the recorded service hours for the past three school years:

	<b>2006/2007 School Year</b>	<b>2007/2008 School Year</b>	<b>2008/2009 School Year</b>
Average Service Hours Per Student	6.10	19.76	21.00
Average Service Hours Per Family	7.69	25.82	28.41
Minimum Service Hours Per Family*	16	16	16
Total Service Hours	2500*	8002	8949
Average Number of Families	325	310	315
Average Number of Students	410	405	426

\* Volunteer hour tracking system had a data integrity issue

During the current charter’s term, the Council and Assessment Action Team conducted a survey annually to evaluate the educational experience, achievement of goals set forth in charter, communication of school activities, and areas for future improvement. In both the 2007-2008 and 2008-2009 school years, the annual survey results show that overall parent satisfaction remains at 94% or higher. For more details, see Appendix J which contains the 2008-2009 questions and results.

## **ORGANIZATION AS A NONPROFIT CORPORATION**

The Kingsley Charter Council organized the Kingsley Charter Foundation, a 501-c-3 nonprofit organization, in 2000 as a fundraising arm to secure funds to support Kingsley Charter School programs. The following delineates the activities to incorporate as a 501-c-3 organization.

1. Filed and received Articles of Incorporation with the State of Georgia Secretary of State's office as Kingsley Charter School Foundation, Inc. - 07/19/2000
2. Published Notice of Intent to Incorporate with Champion Legal Section – 09/07/2000
3. Filed and received EIN from Internal Revenue Service – 10/24/2000
4. Filed Application for 501-c-3 Exemption with Internal Revenue Service – 04/21/2001
5. Acknowledgement of receipt from IRS – 04/27/2001
6. IRS requested additional information, including bylaws and amendments to Articles of Incorporation – 09/10/2001
7. Amended Articles of Incorporation with State of Georgia Secretary of State's office and submitted to IRS – 10/22/2001
8. Received IRS letter of 501-c-3 status – 11/21/2001

The following are annual requirements to maintain non-profit status with the State of Georgia and Internal Revenue Service.

- Annual registration with State of Georgia Secretary of State's office
- Annual IRS Tax Returns (no State of Georgia requirement)
- Director and Operators Insurance (not required, but recommended)

## **DURATION OF THE CHARTER**

This charter shall be effective upon approval by the applicable agencies and shall remain in effect for five (5) years for the 2010/11, 2011/12, 2012/13, 2013/14, and 2014/15 school years. The DeKalb County Board of Education will review these goals annually in a report submitted to the board from the Kingsley Charter Council and the principal.

## **AMMENDMENTS TO THIS CHARTER**

If at any time during the term of this charter a revision or addition is desired, the charter may be amended. Amendments to this charter can only be initiated by the Kingsley Charter Council and must follow the amendment procedure detailed below:

1. Proposed amendments must be in compliance with the existing Charter Schools Rule and law for the State of Georgia.
2. Proposed charter amendments may be submitted at any time during the charter term, except that the charter may not be amended during the last six months of the charter term prior to renewal.
3. A formal amendment to the charter must be written and presented at a Charter Council meeting for vote. The amendment vote must achieve quorum (eight of the eleven voting members) with a three-fourths (3/4) majority vote of the charter council to meet preliminary approval.
4. After approval by the Charter Council, the amendment will be added to the Charter document. The amendment, and any other revisions, will be highlighted and accompanied by a cover letter explaining the amendment and its purpose (hereinafter referred to as “amended charter document”).
5. The amended Charter document shall then be presented to the DeKalb County Board of Education for its approval.
6. Upon approval by the DeKalb Board of Education, the amended Charter document will be presented to the Georgia Board of Education in accordance with State Board of Education Rule 160-4-9-.04 CHARTER SCHOOLS.
7. Upon approval by the Georgia Board of Education, the amendment will be considered approved and effective immediately for the duration of the term of the charter.

## COUNTY EXEMPTIONS

Kingsley is a DeKalb County Public School and is subject to the control and management of the school system and will comply with all the policies and procedures of the school system to include:

- Charter Schools Act of 1998 O.C.G.A 20-2-2061 through O.C.G.A. 20-2-2071
- State Board of Education Charter Schools Rule IEB 160-4-9-.04
- School Accountability Provisions Part 3 of Article 2 of Chapter 14 of title 20 O.C.G.A. 20-14-30 through 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 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
- Inspection of Public Records O.C.G.A. 50-18-70
- Fingerprinting and Criminal Records Check of All Employed Personnel O.C.G.A. 20-2-211
- Requirements for operating, control, and management of charter schools O.C.G.A 20-2-2065

In addition, Kingsley requests waivers to:

1. **Extend the DeKalb County field trip time frame to include September and May. (O.C.G.A. 20-02-1075, DeKalb Board Policies Field Trips and Excursions Code IFCB-R, and DeKalb Field Trip Website)**  
This waiver is necessary to ensure our students to not miss important educational trips because of the limitations placed on the beginning and ending dates of field trips. We feel that field trips that support the school's curriculum are conducive to improving student performance on standardized tests. This will expand the opportunity for educational experiences outside the school.
2. **Select textbooks and supplementary materials and use them use to support the county curriculum and series. (Board Policy: Instructional Materials Code IFA)**  
This waiver is necessary because we believe the Kingsley staff is knowledgeable of materials and textbooks which will best meet the needs of our student population. The staff is ready and willing to research, identify and acquire the educational materials necessary to ensure the success of all our students. Supplemental materials will allow the teachers to meet the individual needs of all of our students.
3. Adjust pacing for language arts and mathematics. Mastery of skills must take place and teachers will still be expected to cover the core curriculum, and GPS at each grade level.
4. **Ensure that students may be eligible for recess/movement time in addition to physical education within Southern Association of Colleges and Schools (SACS) guidelines. (DeKalb Board Policy: Health Education Code IDB)**  
This waiver is necessary to ensure that our students receive not only the "strongly recommended" physical education assessments, activity, and health topic instruction, but also are allowed daily movement time in alignment with our Brain Gym instructional strategies since research shows that movement is an integral part of the learning process.

- 5. Review with the school system any facility use plans to ensure that plans do not prevent Kingsley from fulfilling curriculum and education plans as outlined in this charter. (DeKalb County common facility management practices).**

This request is necessary because Kingsley curriculum includes special instructional areas (Art and Music) which other DeKalb schools may not offer. Our Principal and Council must ensure that classroom space is available for these instructional areas as outlined in this Charter. All spaces will be utilized to support the school's and the County's educational initiatives as addressed in this Charter.

- 6. Continue Council structure in the existing model Kingsley Charter School requires an exemption to the A+ Education Reform Act of 2000 on the creation of School Councils. The A+ Education Reform Act of 2000 requires the creation of a specific type of school council. Kingsley Charter School already has a school council as dictated by the school's charter. (HB 1187)**

Per HB1187, School Councils were designed to "bring communities and schools closer together in the spirit of cooperation to solve difficult education problems, improve academic achievement, provide support for teachers and administrators, and bring parents into the school-based decision-making process". As the original Kingsley Charter predates HB1187, the Kingsley Charter Council was already established. The intent of our waiver is to allow Kingsley to continue with its current working model, which is an expanded version of HB1187. Our Charter Council consists of a 11-member board that guarantees parent representation in the chair, vice chair, treasurer and secretary positions and guarantees at least five parent representatives on the board. In comparison, the HB1187 Parent Council requires only a 7-member board with only 2 parent representatives. The waiver will allow Kingsley Charter School to continue to promote parental and community involvement. Serving on the Kingsley Charter Council is an additional avenue for involvement.

- 7. Select students from Kingsley's secondary attendance zone using a prioritization model.** Kingsley is requesting an exception to DeKalb County School Systems' Selection/Lottery Procedures (outlined in the DCSS School Choice Guidelines & Procedures document) to ensure priority is given to the application of sibling of a student enrolled in the charter school or in any school in the high school cluster or students whose parent or guardian is a member of the Charter Council or is a full-time teacher, professional or other employee at the charter school if number of applications exceeds the number of open seats identified by the Kingsley school administration pursuant to O.C.G.A. 20-2-2066(a)(1). DCSS' procedures documented in their School Choice Guidelines & Procedures clearly state that applications for open seats at charter schools will be selected via a random lottery and does not state that the random lottery will accommodate prioritization of applications based on the prioritization criteria permitted by O.C.G.A. 20-2-2066(a)(1).

## STATE EXEMPTIONS

1. **We request the flexibility to use teachers to teach curriculum outside their certification in enrichment or after-school programs.** Many Kingsley staff members have special talents outside their certified fields. Using these skills will allow us to meet the educational needs of our children in a manner that will be financially and academically beneficial. Kingsley will adhere to SACS guidelines. (PSC Rule 50-5-2-.09, GBR 160-5-1-.22(3)(C). By utilizing teachers' special skills we will provide students with enhanced academic opportunities.
2. **Exemption to the A+ Education Reform Act of 2000 on the creation of School Councils per O.C.G.A. 20-2-85.** Kingsley feels that the Charter Council preempts the need for a school council and serves all of the same functions as a school council. The Charter Council will adhere to the provisions of O.C.G.A. 50-14-1 on open and public meetings and O.C.G.A 50-18-70 on inspection of public records. Further, the Charter Council will have five staff members, six parents, and one community/business representative. We have found that as a small school it can be difficult to identify a large number of parents who have the desire, time and expertise to get involved in activities such as the Charter Council, PTA, and the School Council. By having a single body we can be more efficient and effective and allowing parents to participate in different ways. Research shows that parental involvement leads to better student achievement.
3. **Kingsley requests a waiver to O.C.G.A. 160-5-1-.22(15)(B) so that non-teaching personnel, who are qualified professionals, may instruct students in enrichment and after school programs which have been approved by the Charter Council and principal.** These instructors and programs will support one of the five disciplines outlined in the Charter (Art, Music, Movement, Drama, and Writing). All five of these disciplines support the educational programs at Kingsley.
4. **Kingsley Charter Council will not have a separate set of bylaws (exemption from O.C.G.A. § 20-2-86).** Kingsley's Charter document contains all of the details that the O.C.G.A. § 20-2-86 law requires for Charter School Councils to have in their bylaws. Since the Charter Council has existed, the Council leadership has fostered support of the school's Charter and the authority of this document. The Council believes that the best way to continue is to have all of the bylaws, rules, and policies defined clearly within our Charter document.
5. **Kingsley Charter School will determine the number of minutes necessary for each academic subject to ensure students meet their educational objectives.** Kingsley will adhere to SACS guidelines. (GBOE Rule 160-4-2.12 IBD). We feel that mastery of standards is critical to the success of every child at Kingsley. For this reason it is occasionally necessary to provide children with additional time to master the skills in Reading, English/Language Arts and Mathematics.

Kingsley does not seek to waive the accountability provisions of O.C.G.A. 20-14-30 through 20-14-41.

## APPENDIX A: GLOSSARY

**Alternate** - a candidate for the Charter Council who receives the next highest number of votes to the parents who are elected for vacant seats. This parent shall attend regular Council meetings in a non-voting capacity. In the event that one of the parent Council members is not able to complete his/her term the alternate shall fill the vacancy as a voting Council member until the next election.

**Brain-Based Education** – educational approach that uses reduced-stress environment and instructional strategies that enable a student’s brain to function at a high or maximum level.

**Brain Gym Movements** – Educational Kinesiology; movements designed to improvement learning, vision, memory, expression, and movement abilities. See [braingym.com](http://braingym.com) for more information on Educational Kinesiology and Brain Gym Movements.

**Chick-fil-A Core Essentials Program** –Uses different character traits from the Student of the Month program. Each classroom is given a poster with the Core Essentials Traits for each month, and the students are given a bookmark to take home with all of the traits listed. Students are encouraged to exhibit these traits each month. The teacher identify when students exhibit the trait at school, and they are rewarded with a coupon to Chick-fil-A. Each month, each child also receives a card on each trait to take home to share with their family. This program encourages each child to exhibit these traits and learn and discuss with their families and at school.

**Out-of-Kingsley-Attendance Zone Students/Parents** – students (and their parents/guardians) who do not reside within the County-designated Kingsley attendance zone, but who attend Kingsley by virtue of application and selection under the terms of this Charter.

**Formal Hearing** – a formal meeting with a hearing officer to hear the circumstances related to an alleged violation of school rules to determine guilt or innocence or to determine the consequences if the student is found guilty.

**Homework Helpers Program** – Homework Helpers provides identified students the opportunity to get assistance with their homework, if needed, and a time to begin, ask questions, and have a full understanding of what to finish when they get home. This program is set up for these students to get the assistance at the end of the school day.

**MCLP (Morning Computer Lab Program)** – MCLP works with identified students targeting specific standards for which they need extra time and support. In the morning before being dismissed to their homerooms, the students work interactively with a computer program to practice standards-based work. Their progress is monitored for each standard and updated as needed to follow along with what is being taught in the classroom.

**Random Acts of Kindness Program** – Each classroom is given a "Random Acts of Kindness" card. One student at a time wears the card on a lanyard until they do a "Random Act of Kindness" for another student on their grade level. When they do their Random Act of Kindness, they pass the card along to that student and ask for that student to do something nice for someone else in their grade. The student then logs on a designated sheet what they did, as well as their card number. The card is then tracked by a parent volunteer to see all the many Random Acts of Kindness our students have done for each other. The program runs for eight weeks in the fall and eight weeks in the spring.

**Reading Renaissance** – a standardized reading program that includes the use of the Accelerated Reader computerized testing program and power lessons for reading instruction.

**Student of the Month** – Each month, a student is identified from each classroom for exhibiting the character trait of the month. The student receives a certificate and pin, and a write-up of how they achieved this is displayed on a bulletin board in the hallway. This reinforces positive behavior and good character for each student.

# **APPENDIX B: PARENT INVOLVEMENT CONTRACT (ENGLISH)**

## **KINGSLEY CHARTER SCHOOL**

### **PARENTAL INVOLVEMENT CONTRACT (2010-2011)**

**Parental involvement is necessary and actively sought for support of the Kingsley Charter School. By enrolling your child at Kingsley Charter School, you are providing your child an excellent educational opportunity. In addition, you have incurred the responsibility as a parent to provide the proper interest, encouragement, guidance, home environment, and service to foster the best learning situation possible. Failure to meet any single or multiple requirements of the contract may result in a referral to the DeKalb County School System Office of Student Assignment.**

As a parent/guardian of a Kingsley Charter School student, I pledge to do the following:

2. Actively support the Charter Council by doing the following:

- At some time during the school year, I will make a personal monetary donation to Kingsley Charter Foundation in an amount comfortable for my family's financial situation to support educational initiatives approved by the Charter Council. This donation will be tax deductible.
- I will attend the Charter Council Parent Meetings (Note: One hour of volunteer credit will be given for attending a Parent or Charter Council meeting.)
- I will participate in Charter Council and its Action Teams functions and fundraisers.
- I will keep informed by reading the E-Courier, Comet, Council Emails and regularly accessing the school website at [www.kingsleycharter.org](http://www.kingsleycharter.org).

**Charter Council / Action Team participation is essential for the development of programs, communication between parents, teachers and students, and the success of the charter program.**

3. Participate in service projects as follows:

- I agree to serve 8 hours per semester (**16 total hours to be completed and approved prior to the last day of school**) per family in volunteer services as described in the Kingsley Charter.
- I agree to log all service hours in the tracking system used by the school. Service hours should be entered as soon as possible after being worked.
- I agree to support the teachers and staff in seeking out areas where my services will and can be beneficial.

**Parental service affords the school the opportunity to keep costs to a minimum, to provide extended programs, and to set an example to students. Parental service may be performed at home, in the classroom, at school during the week or weekend, at school bus locations, or at school activities held away from school.**

4. Strictly enforce student attendance and punctuality as defined in the DeKalb County Code of Student Conduct and the Kingsley Charter School Student Handbook.
  - I understand that my child is to attend school every day unless he or she is unable to attend due to an excused absence, per DeKalb County guidelines. I will ensure that my child has no more than five (5) unexcused absences during a school year.
  - I agree to ensure that my child is punctual.
  - I will provide a written excuse for the student to give the teacher on the first day back following an absence.
  - I agree to notify teachers of an impending absence of more than 2 days as early as possible so that teachers are given enough time to provide homework, etc.

**Proper attendance and punctuality helps the student develop a sense of responsibility that transcends into their adult lives, lessens the burden on the student to make up assignments, and causes less disruption to the class when students arrive on time.**

5. Follow the required uniform policy of the school as adopted by the Kingsley Charter Council and described in the School Dress Code section of the Charter.
  - I understand my child must wear the school uniform every day, except designated Dress Down days.
  - I agree to provide my child with clean uniforms.
  - I agree to abide by the current DCSS Uniform Policy on Dress Down days.
6. Support the daily class work and homework requirements, ensuring completeness to the best of my ability
  - I understand that my child is to complete all required work including homework. I understand that the work must be on time to receive full credit.
  - I agree to provide my child with all required basic classroom supplies, including the “Kingsley Planner” for 1st grade and up.
  - I will monitor daily class work by talking with my child and reviewing his/her “Kingsley Planner” daily.
  - I agree to support the development of good study habits in my child.
  - I will provide my child with an environment that shall be conducive to learning. Each child should have an area in the home free from distraction, so that they may complete assignments and store their necessary study aids.
  - I agree to provide my child with study aids including dictionaries, globes, atlases, etc. or will provide access to such aids as needed (e.g., from the library).
7. When a teacher notices a continuing problem with assignments, including homework, he or she will contact the parents and enlist their help. Each parent will strive to ensure a resolution to the problem. If the problem persists, a conference with the principal will follow.

8. Attend a minimum of one parent/teacher conference per semester.
9. Require a minimum of thirty (30) minutes of daily reading at home or outside regular school hours.
  - I will support classroom incentive programs.
  - I will encourage daily reading in addition to the reading requirements for homework assignments.
  - I will support good reading habits and will demonstrate this importance by encouraging discussion of reading materials, such as newspapers, magazine articles or books.
  - I agree to read to or with my child as often as possible.

**Interaction between parents and students helps demonstrate the parents' concern and willingness to assist the student to excel.**

10. Strictly enforce the student conduct codes and policies.
  - I understand that my child and I are to cooperate and conduct ourselves with teachers, staff, and other students in a manner showing respect for all persons.
  - I agree to support the student conduct codes/policies of Kingsley Charter School and the DeKalb County School System as outlined in the Kingsley Charter School Student Handbook and in the DeKalb County Students Rights and Responsibilities Handbook.
  - I agree to abide by the discipline policies of Kingsley Charter School as outlined in the Kingsley Charter, DeKalb County Code of Student Conduct, Kingsley Student Handbook and this Contract.
11. Comply in a timely fashion with any requests for information made by the faculty or school administration of the Kingsley Charter School.
  - I will communicate with the teacher weekly, if needed,, including returning all school related correspondence the following day.
  - I will inform the school of change of address or telephone number.
  - I will return immunization records, birth certificates, hearing and vision screenings and proof of address as requested by the school.
  - I will sign and return all progress reports and reports cards.

**2009 – 2010**  
**KINGSLEY CHARTER SCHOOL**  
**PARENTAL INVOLVEMENT CONTRACT**

I understand that by signing this contract, I am obligated to perform my contractual duties.

Parent / Guardian Name (print): \_\_\_\_\_

Student Name(s): \_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Note: Any parent who does not wish for their child to attend Kingsley Charter School may request for their child to attend another DeKalb County school through the Office of Student Assignment.**

# APPENDIX C: PARENT INVOLVEMENT CONTRACT (SPANISH)

## KINGSLEY CHARTER SCHOOL CONTRATO DE PARTICIPACION DE LOS PADRES (2010-2011)

La participación de los padres es necesaria y requerida para sostener las actividades de Kingsley Charter School. Al matricular a su niño en Kingsley Charter School, ustedes le están proveyendo una excelente oportunidad educacional. También, ustedes han adquirido la responsabilidad como padres de proveer a su niño con su interés sobre su educación, su aliciente, guía, ambiente del hogar y su servicio para sostener la mejor situación conducente a la enseñanza. El incumplimiento de los requisitos de una o varias veces el contrato puede resultar en una referencia para el Sistema Escolar del Condado de DeKalb Oficina de Asignación Estudiantil.

Como padre o encargado de un estudiante en Kingsley Charter School, me comprometo a hacer lo siguiente:

1. Pertenecer activamente y ayudar a la Junta de Consejo con lo siguiente:
  - En algún momento durante el año escolar, voy a hacer una donación monetaria personal a Kingsley Charter Foundation por un importe cómodo para la situación financiera de mi familia para apoyar las iniciativas de educación aprobado por el Charter Council Esta donación será deducible fiscales.
  - Asistiré a las reuniones de padres de la Junta de Consejo. (Nota: Una hora de servicio se le acreditará por asistir a estas reuniones.)
  - Participaré en las actividades de recaudación de fondos de la Junta de Consejo y de grupos de acción.
  - Me mantendré informado leyendo el E-Courier, el Comet, y correos electrónicos de la Junta de Consejo y regularmente accediendo a la página de web de la escuela a [www.kingsleycharter.org](http://www.kingsleycharter.org)

**La participación en la Junta de Consejo y en los Grupos de Acción es esencial para el desarrollo de programas, la buena comunicación entre los padres, maestros y estudiantes y el éxito de los programas de la escuela.**

2. Participar en los programas de servicio de la siguiente forma:
  - Me comprometo a donar 8 horas por semestre (16 horas por año escolar que tendrán que ser completadas y aprobadas antes del último día de escuela) por familia en servicios a la escuela de acuerdo a las estipulaciones de la Junta de Consejo.
  - Me comprometo a proveer al Coordinador de Servicios de Padres la información necesaria para contabilizar las horas de servicio que he prestado a la escuela.
  - Me comprometo a proveer asistencia a los maestros y al personal escolar en areas en las cuales mi servicio sea de beneficio para la escuela.

**Las horas de servicio prestadas por los padres ayudan a la escuela a reducir sus gastos, a proveer programas adicionales, y a establecer un ejemplo para los estudiantes. Las horas de servicio pueden ser hechas desde el hogar, en el salón de clases, en la escuela durante la semana o en los fines de semana, en las paradas de el autobus escolar, o en actividades escolares hechas fuera de la escuela.**

3. Cumplir estrictamente con la asistencia y la puntualidad, de acuerdo a lo definido por el Código de Conducta de los Estudiantes de el Condado de Dekalb (Dekalb County Code of Student Conduct) y del Manual del Estudiante de Kingsley Charter School (Kingsley Charter School Student Handbook).
  - Entiendo que mi niño debe asistir a la escuela todos los días a menos que proporcione una justificación por su ausencia, de acuerdo a las reglas del Condado de Dekalb. Me comprometo a que mi niño no tenga más de cinco (5) ausencias sin justificación durante el año escolar.
  - Me comprometo a asegurar que mi niño sea puntual todos los días.
  - Proveeré una excusa por escrito a la maestra cuando mi niño regrese a clases luego de haber estado ausente.
  - Me comprometo a notificar a los maestros lo antes posible de ausencias planeadas por más de dos (2) días de duración. De esta manera, los maestros tendrán suficiente tiempo para proveer las tareas por adelantado, etc.

**La asistencia y la puntualidad ayudan a los estudiantes a desarrollar el sentido de responsabilidad que los ayudará en su vida de adultos, reduce la carga adicional por tener que reponer el trabajo escolar no completado durante la ausencia o tardanza y reduce las interrupciones en el salón de clases.**

4. Cumplir la política de uniforme mandatorio adoptada por la Junta de Consejo y descrita en la sección “Codigo de Vestimenta Escolar” (School Dress Code) de las reglas del “Kingsley Charter”.
  - Me comprometo a hacer que mi niño lleve el uniforme escolar todos los días, excepto en los días designados como casual.
  - Me comprometo a proveer uniformes limpios para mi niño.
  - Me comprometo a obedecer las reglas de la Póliza de Uniforme del DCSS (nuevas procedimientos van a entrar en efecto comenzando el 9 de Agosto del 2009).
5. Apoyar a mi niño diariamente en el trabajo escolar y en las tareas, asegurando que estas sean completadas de acuerdo a mis habilidades.
  - Entiendo que mi niño debe completar todo su trabajo escolar y sus tareas. El trabajo debe ser presentado a tiempo para recibir crédito completo.
  - Me comprometo a proveer a mi niño con los implementos escolares básicos, incluyendo la agenda de Kingsley (Kingsley Planner) para los niños de tercer grado en adelante.
  - Monitorearé diariamente el trabajo escolar hablando con mi niño y revisando su “Kingsley Planner”.
  - Ayudaré a desarrollar buenos hábitos de estudio a mi niño.
  - Proveeré un ambiente adecuado para el aprendizaje en mi hogar. Cada niño debe tener un area libre de distracciones en el que pueda completar su tarea y mantener todos sus implementos escolares a la mano.
  - Me comprometo a proveer a mi niño de diccionarios, globos, atlas, etc. o de proveer acceso a ellos según sea necesario (por ejemplo a través de la biblioteca).

**Cuando un maestro observa que existe un problema continuo con el trabajo escolar y las tareas, el o ella se comunicará con los padres para solicitar su ayuda. Los padres se esforzaran por resolver el problema. Si el problema continuara, los padres y maestros se reunirán con el director de la escuela. Si el problema persiste luego de esta reunión, la situación será reportada a la Junta de Consejo para su consideración.**

6. Asistir a un mínimo de una reunión de padres y maestros por semestre para discutir el progreso de mi niño. Me comprometo a asistir a reuniones adicionales si los maestros, los padres o la administración escolar así lo solicitan.
7. Cumplir con requerir a mis niños un mínimo de treinta (30) minutos de lectura diaria en el hogar o fuera de las horas escolares.
  - Apoyaré las iniciativas de lectura del salón de clases.
  - Alentare la lectura diaria en adición a los requisitos de lectura de las tareas.
  - Apoyaré el desarrollo de los buenos hábitos de lectura y les demostraré la importancia de los mismos fomentando la discusión de materiales de lectura como el periódico, las revistas o libros de interés general.
  - Me comprometo a leer con mi niño siempre que sea posible.

La interacción entre los padres y los estudiantes demuestra el compromiso de los padres y su deseo de ayudar a los estudiantes a superarse.

8. Hacer cumplir el código y las políticas de conducta de los estudiantes.
  - Entiendo que tanto mi niño como yo debemos cooperar y comportarnos con los maestros, el personal escolar y otros estudiantes de forma respetuosa.
  - Me comprometo a apoyar los códigos y las políticas de conducta de los estudiantes de Kingsley Charter School y del sistema escolar del Condado de Dekalb, según están descritos en el Manual del Estudiante de Kingsley Charter School y el Manual de Derechos y Responsabilidades de los Estudiantes del Condado de Dekalb.
  - Me comprometo a seguir la política disciplinaria de Kingsley Charter School según está descrita en el “Kingsley Charter”, el Código de Conducta de los Estudiantes del Condado de Dekalb, el Manual del Estudiante de Kingsley Charter School y este contrato.
9. Responder a tiempo cualquier pedido de información hecho por la facultad o la administración escolar de Kingsley Charter School.
  - Me comunicaré con la maestra semanalmente a través del “Courier”, incluyendo devolver cualquier correspondencia el próximo día.
  - Informaré a la escuela de cambios de dirección y número de teléfono.
  - Entregaré expedientes de inmunización, certificados de nacimiento, evaluaciones de visión y audición y prueba de dirección residencial según sean requeridas por la escuela.
  - Firmaré y devolveré los informes de progreso escolar y las tarjetas de calificaciones.

**2009 - 2010**

**ESCUELA KINGSLEY CHARTER  
CONTRATO DE PARTICIPACION DE LOS PADRES**

I afirmo una vez que firme este contrato, estoy obligado a realizar las obligaciones del contrato.

Nombre del Padre/Tutor (letra imprenta): \_\_\_\_\_

Nombre del Estudiante(s): \_\_\_\_\_

Firma del Padre/Tutor: \_\_\_\_\_

Fecha: \_\_\_\_\_

Nota: Cualquier Padre de Familia/Tutor que no desee que su niño asista a la escuela Kingsley Charter puede pedir que su niño asista a otro escuela que pertenece al Sistema Escolar del Condado de DeKalb por medio de la oficina de Asignación Estudiantil.

## **APPENDIX D: PREPARATION OF THIS 2010-2015 CHARTER**

Preparations for Kingsley's fourth Charter rewrite began in April 2009 to prepare the school's first 5-year Charter application. The process of rewriting a Charter is one which involves much time and input from many members: parents, teachers, and administrators. Sections of the Charter were assigned based on knowledge, past experience and interest. Through the combined effort of past and present Council members, faculty, and administrators, this new 5-year Charter was created via six draft reviews. During the summer, many hours of discussion regarding where we are, where we were, and where we are going became the norm. While our mission, goals, and approach to education did not change, the wording of the Charter did. We spent much time making sure that correct present academic verbiage was used throughout the document. The order of the document itself and appendices did not change; we felt the flow was easily understandable.

The final document and all appendices were presented to the Kingsley Parent Community August 1, 2009, via the Kingsley Website, and all parents were asked to vote via anonymous ballot during Open House on August 5, 2009, for presentation to DeKalb County School Board on August 7, 2009. The approved final document had to be sent to the Georgia Board of Education by November 1, 2009.

We are very proud to say that this new Charter met with 99% approval of the 172 families who voted (represents 59% family voting participation) and 97% approval of the Kingsley staff and faculty who voted.

The Kingsley faculty, staff, and parents feel proud of what has been created and accomplished through this rewrite. We recognized changes that have occurred since the last Charter's inception and feel that we have made adjustments that can only help us succeed over the next five years. Our school community is looking forward to the future with high expectations of all its students.



## **APPENDIX F: 2008-2010 SCHOOL IMPROVEMENT PLAN**

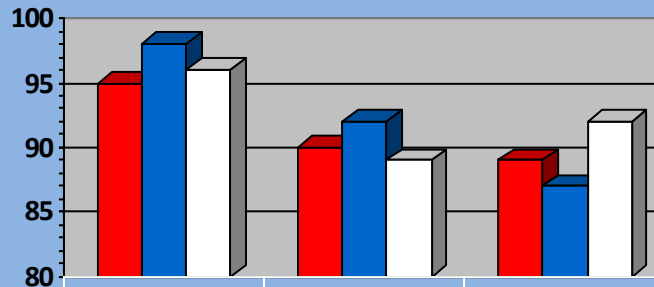
The Consolidated School Improvement Plan (CSIP) is an internally developed blueprint designed to increase student achievement. In the DeKalb County School System, we use one plan for school improvement, accreditation, funding, programs and initiatives. The CSIP satisfies the requirements of No Child Left Behind (NCLB), AdvanceEd/Southern Association of Colleges and Schools (SACS), Title I, High Schools That Work (HSTW), Professional Learning and Library/Media Plan. The schools must disaggregate and analyze data (test scores and survey results), identify needs through a comprehensive needs assessment, and develop action plans to address all subgroups, content areas and concerns. The school improvement process is a continuous process. This plan is a living document, which means it can be revised and updated throughout the school year.

Kingsley Charter School's CSIP is available online on the DeKalb County School System's website at:

[http://www.dekalb.k12.ga.us/instruction/improvement/csip/pdf/2008-2010/es/Kingsley\\_Charter.pdf](http://www.dekalb.k12.ga.us/instruction/improvement/csip/pdf/2008-2010/es/Kingsley_Charter.pdf)

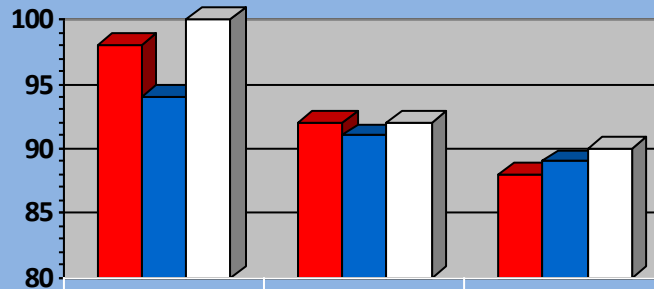
## APPENDIX G: KINGSLEY TESTING ANALYSIS 2008-2009

**2008/2009 Grade 1 - % of Level 2 & 3 Students Passing Scores**



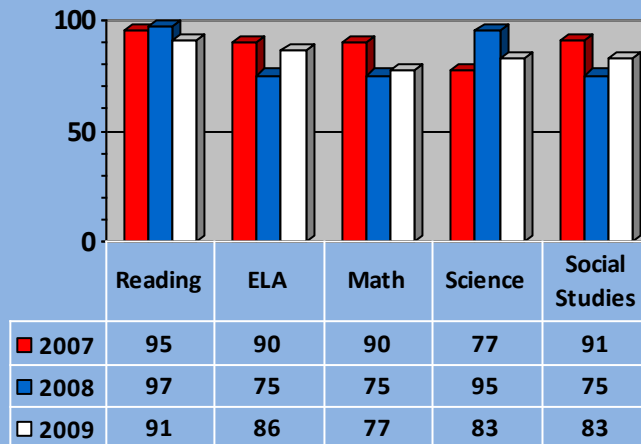
	Reading	ELA	Math
2007	95	90	89
2008	98	92	87
2009	96	89	92

**2008/2009 Grade 2 - % of Level 2 & 3 Students Passing Scores**



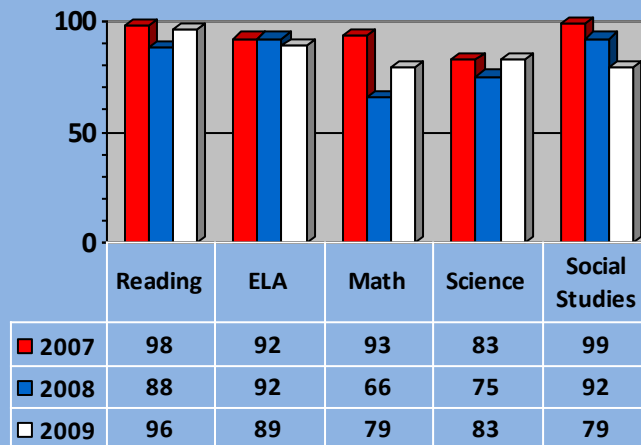
	Reading	ELA	Math
2007	98	92	88
2008	94	91	89
2009	100	92	90

### 2008/2009 Grade 3 - % of Level 2 & 3 Students Passing Scores

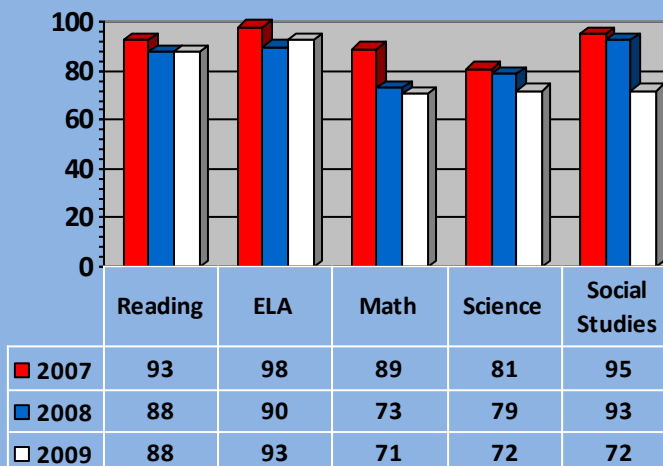


/

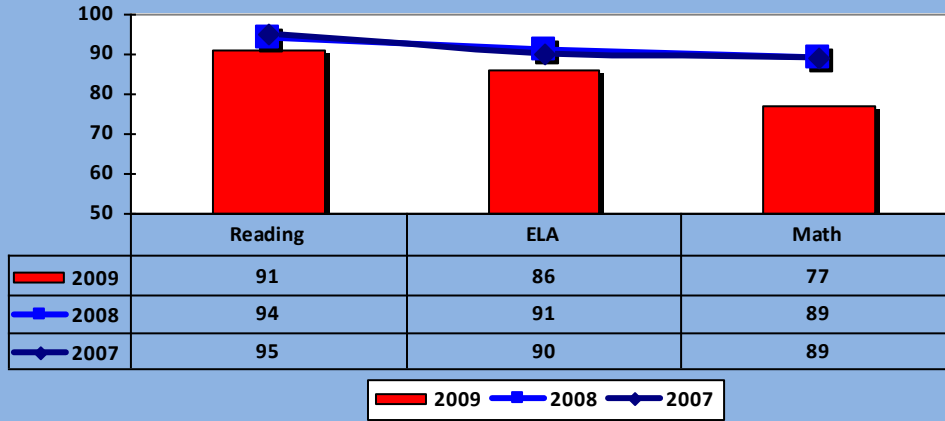
### 2008/2009 Grade 4 - % of Level 2 & 3 Students Passing Scores



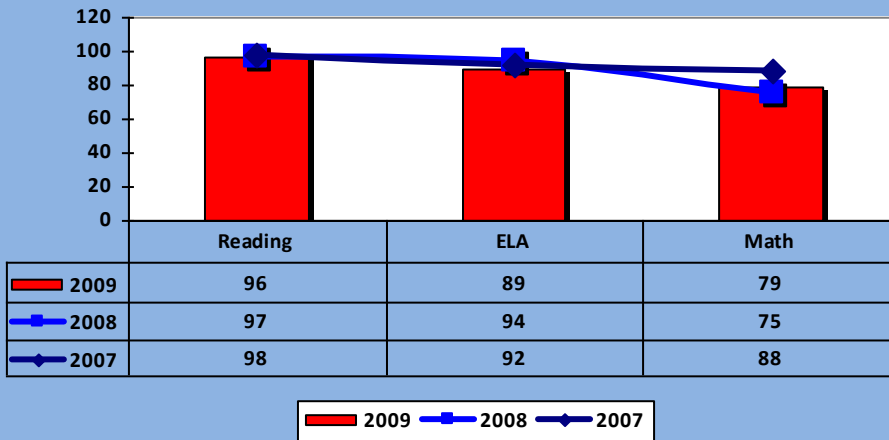
### 2008/2009 Grade 5 - % of Level 2 & 3 Students Passing Scores



2008/2009 Current 4th Graders (Historical Trendlines)



2008/2009 Current 5th Graders (Historical Trendlines)



## Matched Group Scores

### Reading

Year	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
2007	95	98	91	98	
2008		94	97	88	88
2009			91	96	88

### ELA

Year	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
2007	90	92	90	92	
2008		91	94	92	90
2009			86	89	93

### Math

Year	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
2007	89	88	90	93	
2008		89	75	66	73
2009			77	79	71

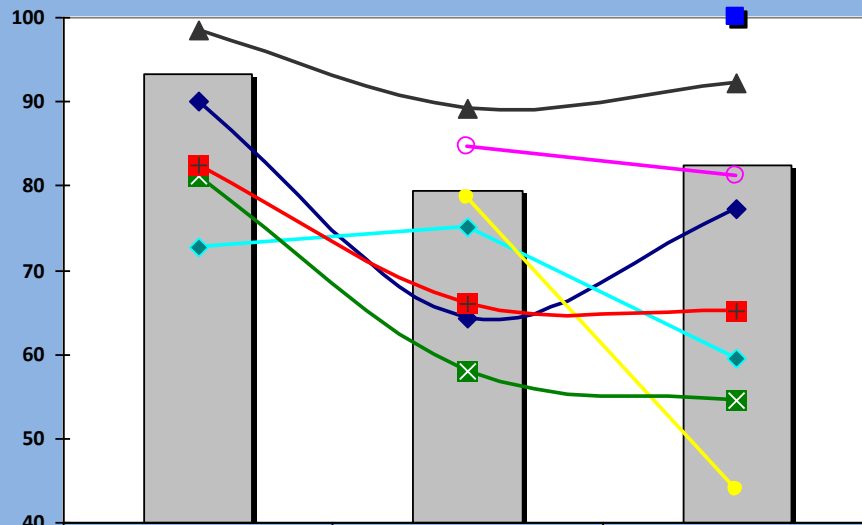
### Science

Year	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
2007			77	83	
2008			75	83	79
2009			83	83	72

### Social Studies

Year	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
2007			91	99	
2008			95	92	93
2009			83	79	72

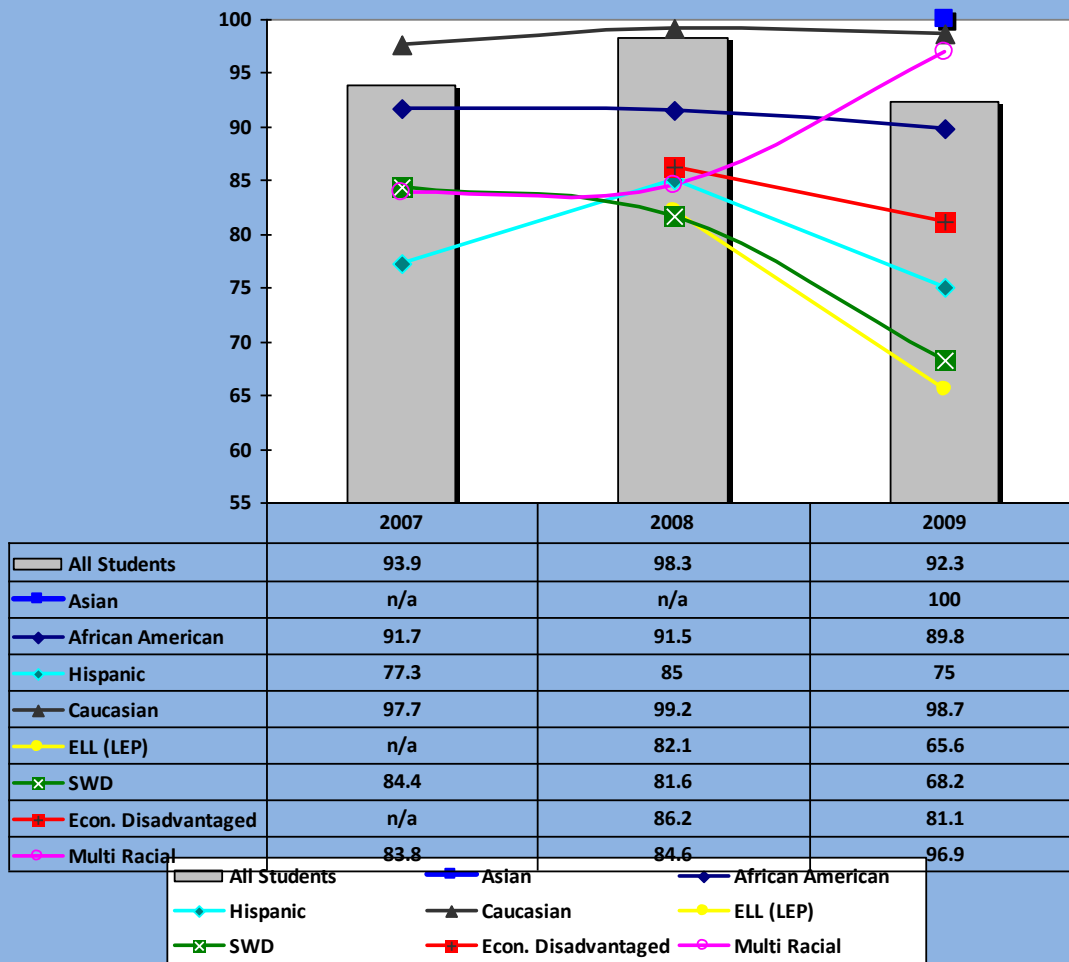
AYP Math (Historic Trendlines)



	2007	2008	2009
All Students	93.2	79.4	82.4
Asian	n/a	n/a	100
African American	90	64.2	77.3
Hispanic	72.7	75	59.4
Caucasian	98.5	89.2	92.3
ELL (LEP)	n/a	78.6	43.8
SWD	81.2	57.9	54.5
Econ. Disadvantaged	82.4	66	65.2
Multi-Racial	n/a	84.6	81.2



AYP ELA/Reading (Historic Trendlines)



AYP Attendance Data

Testing Year	Total % of Grades 3, 4, and 5 absent 15 or more days	AYP Attendance Indicator
2004	9.7%	Met
2005	7.4%	Met
2006	4.4%	Met
2007	2.3%	Met
2008	2.7%	Met
2009	5.7%	Met

## **APPENDIX H: 2008-2009 ACCOMPLISHMENTS**

- 88% of students meeting or exceeding in Reading in 2009  
(100% of 2nd grade students met or exceeded in Reading)
- 86% of students meeting or exceeding in Language Arts in 2009
- 75% of students meeting or exceeding in Science and Social Studies in 2009
- Increased ITBS scores in both 3rd and 5th grades
- National Parent Organization of the Year in 2008
- New School Website created by parents for improved communication and information in 2008
- Random Act of Kindness program initiated and recognized on NBC news in Atlanta in 2009
- “Walking Wednesday” program started to encourage less traffic, more exercise and school spirit in 2009
- New Accelerated Reading program purchased by the Council for students’ increase book bank and parents’ ability to follow their child’s progress.
- Participated in Math Fest, Reading Fest, Spelling Bee and Science Olympiad competition programs in the district.
- Kingsley became the first Clean Air School in Dunwoody in 2009. As part of this program, parents are asked to turn off their car if they idle for 30 at least seconds.
- Georgia Public Policy Foundation named Kingsley Charter School a “No Excuses” school for pushing low-income students to above-average achievement.

# APPENDIX I: COMMUNICATIONS EXAMPLES

## Kingsley Charter School Website

This site contains event and activities schedules, school announcements, links to faculty contact information and classroom sites, links to access volunteer coordinating tool, school policies, parent communications, fundraising opportunities, and much more. It is updated at least once a week, more often two to three times per week.

**KINGSLEY CHARTER SCHOOL**  
An elementary charter school in DeKalb County, Georgia  
"High regard for all. High expectations of all!"

**NATIONAL PARENT GROUP OF THE YEAR!**

WE WOULD like to say our Assistant Principal Mrs. Lynn Madrigale.

We will be BACK TO SCHOOL in about a month and we will be updating the website with information to help you get prepared for the new school year. PLEASE CHECK BACK OFTEN for UPDATES!

1. Registration Open Begins in July 5 from 9-2
2. Early registration available on Tue and Thu at the school. This means the school prepares in advance for the number of children. You must still come to registration on July 5.
3. IMPORTANT! We MUST submit a NEW CHARTER on Aug 1th and will be asking ALL parents to VOTE on the new charter at Registration on August 5th. We plan to have the Charter on this website by the end of July so you can review BEFORE registration. PLEASE CHECK BACK.
4. Please read the Extra Code information mailed to your home by DeKalb County. The Area Code remains exactly the same. Changes have been made to entry format.

**Ms. Karen Graham**  
Principal

**Kingsley Charter School**  
301 DeKalb Drive  
Doraville, GA 30095  
Office: 478-244-0200 Fax: 478-244-0202  
Carter Co.  
Email: [info@kcschool.org](mailto:info@kcschool.org)  
Website: [www.kcschool.org](http://www.kcschool.org)

**Lynell B. Madrigale**  
Assistant Principal  
Website: [info@kcschool.org](mailto:info@kcschool.org)

## eCourier (Weekly Newsletter published via email)

The eCourier is the heartbeat of our parent communications. While the website houses all almost all of the information published in eCourier, most parents rely on the weekly newsletter for information about upcoming events, fundraising efforts, volunteer needs, etc. In 2008, the Council moved to distributing the newsletter via email and providing a small number of printed copies for pick-up at the school office. This change greatly reduced the time needed for publishing and distributing the newsletter. It also omitted almost all costs for communicating with parents.

**Kingsley E-Courier** | September 23, 2008 | [www.KingsleyCharter.org](http://www.KingsleyCharter.org)

Picture Day: 10/1-10/2  
Book Swap: 10/3-10/4  
Yum Yum Day: 10/5  
Spirit Day: 10/6

**SMILE FOR THE CAMERA!**  
PICTURE DAY IS ON OCTOBER 1st!  
LOOK FOR PICTURE DAY ORDER ENVELOPES IN TODAY'S COURIER!  
Keep it and send in the order form and photos on Picture Day, Wednesday, October 1st.  
If you did not receive one, you may get one in the floor office!

The Fall Festival is coming up in a couple weeks. WE NEED YOU to participate!  
The 2nd grade parents was the entire first event for the festival. Please contact your 2nd grade room parent to sign up for a class! First-5th grade classes each as a separate activity. Contact your room parent for volunteer opportunities. We want our children to have a blast this year.  
Please make every effort to come and support the school and volunteer to participate!

## eBlast (As Needed Email Announcements)

While the eCourier provides information weekly, sometimes things events have to be postponed, urgent communication needs arise, or parents need a last-minute reminder. That's why we have eBlast. eBlast is an email communication used if there is a significant consequence if parents do not receive information and the information needs to be sent prior to the next weekly eCourier.

**Kingsley Charter School**  
**Back to School Reminders**

Welcome to Our New Assistant Principal, Mrs. Lynn Madrigale

Mrs. Madrigale has worked in DeKalb County School System for 11 years. For the last few years, she has served in the capacities of Acting Assistant Principal for Titan Elementary and as an Administrative Intern for Alford Elementary and Oak Grove Elementary School. Mrs. Madrigale brings with her a wealth of knowledge and experience in elementary curriculum and instruction. In addition to being knowledgeable and experienced, Mrs. Madrigale is a hard, caring, and a nurturing teacher with high standards and expectations. She looks forward to working with Mrs. Madrigale as the 2nd and Kingsley Charter School family.

**School Registration Scheduled for Wednesday, August 5**

Registration for ALL students will be held on Wednesday, August 5 from 9:00 a.m. to 2:00 p.m. You may pre-register your students on Tuesdays and Thursdays at the school to help the school prepare in advance for the number of students and whether the class is needed in August. However, every parent who has pre-registered with the school MUST attend on August 5 to sign their master contract, vote on new charter, sign registration fees, enter students in after-school activities, etc.

ALL parents MUST bring proof of residency to the August 5 Registration—no exceptions!

To ensure Registration goes smoothly, we do need volunteers. Please contact Amanda Manley if you can help. Some areas where we need volunteers are:

- Two to work the Cashier's desk in 1-2 hour shifts.
- Bring up parents of all students—check in, computer lab, cashier's desk, etc. Please contact Amanda Manley if you can help.

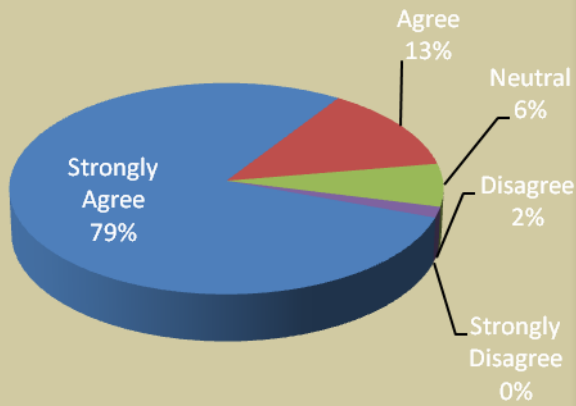
For more information about Registration, visit the [www.kcschool.org](http://www.kcschool.org) on the Kingsley website.

**New Charter**

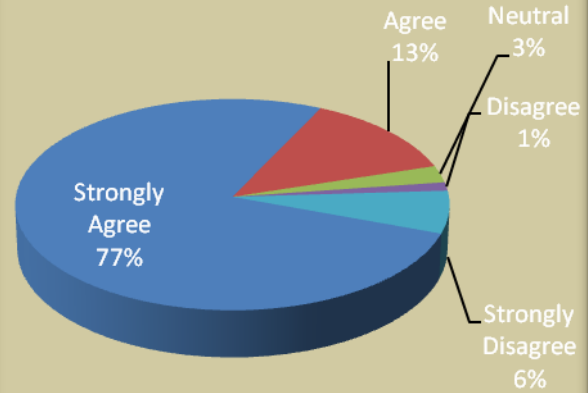
For Kingsley to continue as a Charter school after the 2009-2010 school year, we must submit a new charter application for consideration by Friday, August 7. The Council will ask ALL PARENTS to vote on the new charter as part of their registration activities on Wednesday, August 5. The revised Charter will be posted on the [www.kcschool.org](http://www.kcschool.org) last week of July so you can review it before registration.

## APPENDIX J: SUMMARY OF 2008-2009 PARENT SURVEY RESULTS

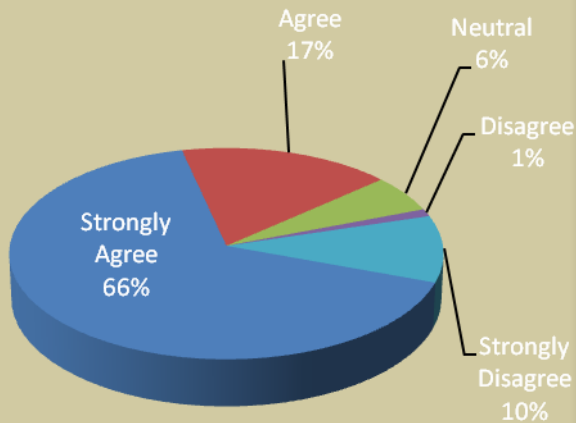
Overall, my child is receiving an excellent educational experience at Kingsley.



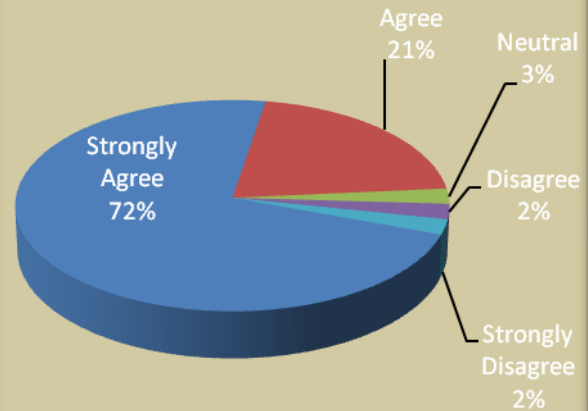
I believe the terms and philosophies of the Charter are being carried out by Kingsley parents, teachers, and staff.



I believe Kingsley's curriculum reflects Charter goals.



I believe Accelerated Reader/Reading Renaissance is a valuable program for my student(s).



## 2008-2009 Parent Survey Results – Detail

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
Overall, my child is receiving an excellent educational experience at Kingsley.	1	4	8	48	61	0
I understand the principal's vision for Kingsley.	4	6	24	45	28	5
I am happy with the physical environment in which my child spends his/her school day	2	4	18	62	36	0
I believe the opinions expressed by parents regarding their child's educational and social experiences at Kingsley are seriously considered and/or acted on by the school's administrative team.	2	4	12	57	41	5
Discipline issues are handled promptly and adequately by the school administrative team.	1	6	12	55	33	15
I believe security on Kingsley premises adequately protects the safety and well-being of my child.	1	5	10	65	38	3
Maintaining a broad ethnic distribution in Kingsley classes should be a high priority in establishing class rosters.	2	9	19	52	37	2
I believe Kingsley administrators devote adequate attention to the school's academic ranking as evident by test scores.	5	7	16	58	27	8
I understand how the Charter Council abides by the Charter to govern Kingsley.	1	3	15	59	38	6
I believe the terms and philosophies of the Charter are being carried out by Kingsley parents, teachers, and staff.	1	2	10	59	44	5
I know what the Action Teams are and understand the functions of these teams.	3	8	18	47	23	22
I feel welcome to attend Charter Council Meetings.	1	3	11	47	52	8
I believe my child is adequately being taught to use computers and technology.	1	10	17	52	37	5
I believe the interior of Kingsley facility is well maintained.	2	7	14	67	32	0
I believe Kingsley's curriculum reflects Charter goals.	1	5	15	58	34	9
I am happy with the physical environment in which my child spends his/her school day.	1	6	11	63	27	10
I believe my child's teacher clearly evaluates my child's academic abilities and teaches to his/her needs.	4	9	13	45	46	1

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
My child is academically challenged at Kingsley.	2	10	15	57	34	0
I am pleased with the quality of teachers at Kingsley.	1	7	14	53	42	0
I feel I have a voice in my child's education needs.	1	7	13	57	39	0
I am satisfied with the handling of discipline issues by my child's teacher(s).	2	8	11	46	40	10
I believe Technology is adequately integrated into Kingsley's curriculum.	1	12	16	58	23	8
I believe a foreign language program should be integrated into Kingsley curriculum.	3	3	16	31	62	1
I believe Accelerated Reader/Reading Renaissance is a valuable program for my student(s).	1	1	9	31	74	1
My child is learning the social skills needed to get along with others.	3	3	4	56	48	1
I am well-informed about my child's progress in school.	2	4	13	51	48	0
I believe that there are a sufficient number of after-school enrichment opportunities.	2	8	24	47	24	12
My room parent keeps me adequately informed about classroom activities.	2	2	7	48	57	1
I understand how to use the Kingsley website to FIND service opportunities.	2	0	1	44	71	0
I understand how to use K12-Ambit to TRACK my service hours.	1	1	1	38	76	0
I understand how Kingsley activities and programs are funded.	2	6	18	61	16	13
I know which school activities and programs are paid for by fundraisers.	3	20	12	49	15	17
I actively participated in fundraisers this school year.	2	8	8	58	37	2
Which of the times below for monthly Parent meetings held at Kingsley will allow you to attend the most meetings?	38	33	18	10	16	38
Based on your experience at Parent meetings, how informative or interesting did you find these meetings?	8	49	42	9	0	8

# APPENDIX K: FIC EXEMPTION APPROVAL LETTER

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: NOV 21 2001

KINGSLEY CHARTER SCHOOL FOUNDATION  
INC  
2051 BRENDON DR  
ATLANTA, GA 30338

Employer Identification Number:  
31-1734738  
DLN:  
17053116032001  
Contact Person: JOSEPH J BELPULSI ID# 11663  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Form 990 Required:  
Yes  
Addendum Applies:  
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 509(a)(3).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

KINGSLEY CHARTER SCHOOL FOUNDATION

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

KINGSLEY CHARTER SCHOOL FOUNDATION

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

In accordance with section 508(a) of the Code, the effective date of this determination letter is July 19, 2000.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

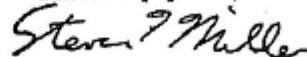
If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven T. Miller  
Director, Exempt Organizations

Letter 947 (DO/CG)

# APPENDIX L: 2009-2010 SCHOOL CALENDAR

## August

- 5 Registration/Open House (8am-2pm)
- 10 First Day of School
- 14 Pot Luck Dinner (6pm)
- 21 New Parent Breakfast (7:30am)
- 25 Curriculum Night (6-8pm)
- 28 Book Character Dress Up Day

## September

- 1 Charter Council Meeting (5-7pm)
- 2 Walking Wednesday
- 7 School Closed – Labor Day
- 11 Kingsley Kampout
- 11 Spirit Day
- 15 Chick-fil-A Spirit Night
- 15 Progress Reports (Week 4.5)
- 16 Walking Wednesday
- 18 Pinwheels for Peace
- 18 End of First 6 Weeks
- 22 Parent Meeting (6-7pm)
- 24 Progress Reports (Week 6)

## October

- 1 Parent/Teacher Conference
- 2 Fall Clean-Up Day
- 5-13 ITBS Window
- 6 Charter Council Meeting (5-7pm)
- 7 Walking Wed. & Individual Picture Day
- 12 No School – Columbus Day
- 15 Progress Reports (Week 9)
- 16 Spirit Day
- 17 Fall Festival
- 20 Parent Meeting (6-7pm)
- 21 Cogat Testing

## November

- 3 Charter Council Meeting (5-7pm)
- 4 Walking Wed. & Individual Picture Make-Up
- 5 4th Grade Play
- 10 Chick-fil-A Spirit Night
- 13 Spirit Day
- 16 Progress Reports (Week 13.5)
- 16-20 Scholastic Book Fair
- 17 Pizza Bingo/Parent Meeting
- 18 Walking Wednesday
- 19 Grandparents Lunch
- 25-27 No School – Thanksgiving Holiday

## December

- 1 Charter Council Meeting (5-7pm)
- 10 Candlelight Lunch
- 11 Spirit Day
- 17 Holiday Program/Parent Meeting
- 18 Holiday Class Parties & End 1<sup>st</sup> Semester
- 21-31 School Closed – Winter Holiday

## January

- 1-4 School Closed – Winter Holiday
- 5 Students Return to School
- 6 Walking Wednesday
- 7 Report Cards & Charter Council Mtg (5-7pm)
- 8 Spirit Day
- 12 Chick-fil-A Spirit Night
- 13 Honors Programs (Grades 1 & 2)
- 14 Honors Programs (Grades 3-5)
- 18 No School – MLK Holiday
- 20 Walking Wednesday
- 21 Parent/Teacher Conference
- 22 Prospective Parent Meeting (8am)
- 26 Parent Meeting (6-7pm)
- 30 World's Fair

## February

- 2 Charter Council Meeting (5-7pm)
- 3 Walking Wednesday
- 5 Donuts for Dad, Jump Rope for Heart, & Spirit Day
- 10 Progress Reports (Week 4.5)
- 11 Class Valentine's Parties
- 12/15 School Closed – President's Day
- 17 Walking Wednesday
- 19 End of First 6 Weeks
- 25 Progress Reports (Week 6)

## March

- 1-5 Read Across America Week
- 2 Charter Council Meeting (5-7pm)
- 3 5th Grade Writing Test & Walking Wed
- 4 Parent/Teacher Conferences
- 5 Green Eggs & Ham Breakfast
- 12 Sock Hop and Spirit Day
- 16 Parent Meeting (6-7pm)
- 17 Progress Reports (Week 9) & Walking Wednesday
- 18 Class Pictures
- 19 Muffins with Mom (7:30am)
- 25 Night of the Arts

## April

- 2 Spirit Day
- 5-9 School Closed – Spring Break
- 13 Charter Council Meeting (5-7pm)
- 15 Kindergarten Roundup
- 16 End of Second 6 Weeks
- 20-30 CRCT Testing
- 26 Progress Reports (Week 13.5)

## May

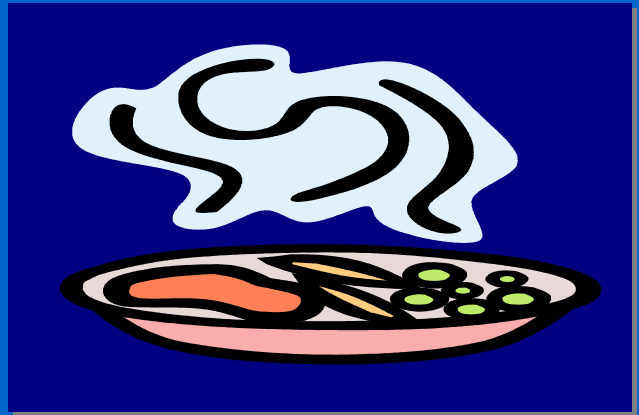
- 3 Teacher/Staff Appreciated Week
- 4 Council Meeting (5-7pm)
- 5 Walking Wednesday
- 7 Career Day and Spirit Day
- 11 Parent Meeting/Volunteer Recognition
- 13-14 Field Days (Day 1 PreK-2 & Day 2 3-5)
- 18-20 Honors Programs (Grades 1-5)
- 21 Last Day of School

## APPENDIX M: KINGSLEY DAILY SCHEDULES

For examples purposes, this appendix provides the 2009-2010 lunch, art, music, PE, and subject block, and outside movement schedules.

### Lunch Schedule 2009-2010

10:30-10:55	3rd
10:35-11:00	3rd
10:40-11:05	3rd
10:45-11:10	2nd
10:50-11:15	2nd
10:55-11:20	2nd
11:00-11:25	K
11:05-11:30	K
11:10-11:35	K
11:15-11:40	K/ Brannan
11:20-11:45	1
11:25-11:50	1/Franklin
11:30-11:55	1
11:35-12:00	1
11:40-12:05	5
11:45-12:10	5/Miller
11:50-12:15	4
11:55-12:20	4
12:00-12:25	4
12:05-12:30	Huber
12:10-12:35	Fletcher



### Lunch Daily Duties

<i>Lincoln</i>	10:35 – 11:00
<i>Agee</i>	10:45 – 11:00
<i>Graham</i>	10:45-11:15
<i>Thomas</i>	11:00 – 11:15
<i>Bell</i>	11:15 – 11:30
<i>Robinson</i>	11:15-11:45
<i>Hunnicutt</i>	11:30-12:00
<i>Mauborgne</i>	12:00 – 12:35
<i>Rastallini</i>	11:45-12:00

## SPECIAL SCHEDULE

Art/Music/PE	
8:00 – 8:50	2nd Grade
8:55 – 9:45	1st Grade
9:50 – 10:40	Kindergarten
10:40 – 11:50	Planning/Lunch/Duty
11:50 – 12:40	3rd Grade
12:40 – 1:30	5th Grade
1:30 – 2:20	4th Grade

## SUBJECT BLOCKS

**(All grades must adhere to the schedule)**

Language Arts Blocks (120 Minutes Total, 60 Minutes Reading, 60 Minutes LA/Writing) (Reading: Guided Reading Groups/Literature Circles/Readers Workshop)	
Grades 5	9:30 - 11:30
Grade 4	9:30 - 11:30
Grades 3	8:00 - 10:00
Grade 2	10:00 - 12:00
Grades 1 and K	12:00 - 2:00

Math Blocks (90 minutes of Compacting)	
Grades 5	8:00-9:30
Grades 4	8:00-9:30
Grades 3	12:55-2:25
Grades 2	9:00-10:30
Grades 1	9:45-11:15
Grade K	8:00-9:30

Science Blocks	
Grades K-3	30 minutes per day (should include reading in content area)
Grades 4-5	30 minutes per day (should include reading in content area)

Social Studies Blocks	
Grades K-3	30 minutes per day (should include reading in content area)
Grades 4-5	30 minutes per day (should include reading in content area)

RTI (Response to Intervention)	
Grades K-5	30 minutes per day (Gifted Pull Out)

***AR cannot exceed over 30 minutes per day. Guided reading groups should be conducted during AR time.***

**OUTSIDE MOVEMENT TIME**  
**(To be used on days when your class does not have P.E.)**

<b>Time</b>	<b>Teacher and Location</b>
1. 9:20-9:30	1. _____
2. 11:20-11:30	2. _____
3. 11:30-11:40	3. _____
4. 11:40-11:55	4. _____
5. 11:50-12:00	5. _____
6. 12:10-12:20	6. _____
7. 12:30-12:40	7. _____
8. 12:50-1:00	8. _____
9. 1:00-1:10	9. _____
10. 1:00-1:10	10. _____
11. 1:20-1:30	11. _____
12. 1:30-1:40	12. _____
13. 1:50-2:00	13. _____
14. 2:00-2:10	14. _____

**\*Blacktop can only be used during specific times designated by the administration**

# APPENDIX N: CHARTER SCHOOL APPLICATION

(FOR DEKALB COUNTY STUDENTS OUTSIDE OF KINGSLEY ATTENDENCE ZONE)

**Kingsley Charter School Application**  
 2051 Brendon Drive Dunwoody, GA 30338  
 678-874-8902 Office      678-874-8910 Fax      [www.KingsleyCharter.org](http://www.KingsleyCharter.org)



**RETURN APPLICATION TO YOUR SCHOOL BY APRIL 3, 2009**

<p><b>Student Name:</b> _____</p> <p><b>Sex:</b> M    F                      <b>Date of Birth:</b> _____</p> <p><b>School Presently Attending:</b> _____</p> <p><b><u>Present</u> Grade Level:</b> _____</p> <p><b>What grade will the student be enrolling in for 2009-2010?</b> _____</p> <p><b>Email Address:</b> _____</p> <p><b>Home Address:</b> _____</p> <p><b>City:</b> _____                      <b>Zip:</b> _____</p>
<p><b>Parent/Guardian Information:</b></p> <p><b>Mother's Name:</b> _____</p> <p><b>Ph#: (H)</b> _____ <b>(W)</b> _____</p> <p>                  <b>(C)</b> _____</p> <p><b>Father's Name:</b> _____</p> <p><b>Ph#: (H)</b> _____ <b>(W)</b> _____</p> <p>                  <b>(C)</b> _____</p> <p><b>Parent Signature:</b> _____</p> <p><b>Date:</b> _____</p>

**As a Charter School, we offer many unique opportunities to our students.**

Kingsley Charter School is designed to deliver instruction through the arts, literature, writing, and movement. The theme is Brain Compatible Learning. The classroom climate supports thinking by providing a caring, warm, safe and enriching environment. Instruction reflects high challenge and low stress. The focus is on individualized instruction to meet each child's needs. Higher order thinking skills are developed through a rigorous and challenging curriculum.

**Special Features:**  
 Differentiated Instruction  
 Accelerated Learning  
 Multiple Intelligences  
 Cooperative Learning  
 Groups  
 Reading Renaissance

**SPECIAL REQUIREMENTS TO ATTEND KINGSLEY CHARTER SCHOOL**

- Parents are required to sign an educational contract and complete 16 service hours per family.
- **Parents must provide transportation to and from school.** Parent drop off begins at 7:15 AM and pick up is 2:30 PM – 2:50 PM.
- School begins at 7:40 AM.
- All students in grades K – 5 are required to wear a uniform.

*Lottery will be held at William Bradley Bryant Technology Center on Thursday, May 14, 2009 at 2:00 PM.*