



**SY23-24**  
**DEPARTMENT SERVICES GUIDE**

For Charter Schools Authorized  
by the DeKalb County Board of Education  
and the State Board of Education  
to  
Operate in DeKalb County School District

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## **OVERVIEW**

The Department Services Guide provides a description of in-kind and buy-back services available through the DeKalb County School District for charter schools authorized by the DeKalb Board of Education and the State Board of Education. The Guide is reviewed and published annually. The scope of services and costs contained in the Department Services Guide are subject to change at the sole discretion of the District. The Guide is organized by District division.

### **Dispute Resolution**

In the event of a dispute with any aspect of the provision of or payment for goods, services, and/or personnel to the charter school, the parties agree to follow the dispute resolution process defined in Appendix A of this Guide. The School Innovation Department will work with the charter school and District department to reach a dispute resolution.

# CURRICULUM & INSTRUCTION

## ESOL SERVICES

**Division:** Curriculum & Instruction

**Conditions of Service:** Charter schools must have an established [ESOL program](#). The established ESOL Program must adhere to all state and federal guidelines. For further guidance click [here](#).

These are some ESOL acronyms used in the sections below:

- EL – English learner
- ESOL – English to Speakers of Other Languages
- PHLOTE –Primary home language other than English
- HLS - Home Language Survey
- EL-1, EL-2, EL-3, EL-4 – Students are monitored for a period of 4 years after exiting the program
- TPC – Testing Participation Committee

### Establishing an ESOL Program

**Description of Required ESOL Program Services** – Students determined eligible for ESOL support are required by federal law to receive ESOL services from a teacher qualified specifically in ESOL. If an EL is also identified for other program support services (special education, gifted, EIP) that student must receive all support services for which he/she qualifies. Other special programs do not supersede federally mandated ESOL support services. Charter schools are subject to the same federal civil rights obligations as all other public schools with regard to English Learners. Click [here](#) for additional guidance on establishing an ESOL Programs.

The information below provides additional guidance for charter schools as they support students whose primary home language is other than English (PHLOTEs).

**Identifying ELs** -- Federal law requires that all students with a primary home language other than English (PHLOTE) be screened for ESOL program eligibility. The local school must verify whether a new student with a PHLOTE has been screened previously in another district or state. If the student has not been previously screened, a trained, certified ESOL teacher must administer a state -adopted English learner screening instrument. ESOL staff will then code the student as EL in Infinite Campus. If assistance is needed in determining eligibility for ESOL screening and/or ESOL services, charter schools should call (678) 676-6602 to consult with district ESOL staff. The English Learners Department offers professional learning on the state-adopted screening instrument WIDA Screener. **Federal law requires that schools determine ESOL program eligibility AND notify parents of ESOL program services within the first 30 days of school, or within two weeks if the student enrolls after September 1<sup>st</sup>.**

- **Parent Notification Process:** Parents and guardians who are not proficient in English must be notified in a language they understand in regard to any program, services or activities related to their child’s education. Parent notification of status (Initial eligibility, continuation of services, or exiting ESOL services; click [here](#))

**Scheduling of ESOL Services** -- Charter Schools should build schedules that provide support to all identified English learners. It is recommended that schools cluster English learners into classes to allow for ease of scheduling ESOL support that generates ESOL FTE segments. ESOL teachers are to provide daily support services in accordance with state approved delivery models in order to claim ESOL FTE segments. Exited ELs or ELs whose parents have waived ESOL services may not receive direct ESOL services.

- Schedule all active ELs for ESOL courses.
- Ensure that ESOL teachers' segment loads are within GaDOE minimum/maximum guidelines.
- Ensure that ELs are scheduled for the required weekly minutes of ESOL services.
- Ensure that ELs are scheduled for the appropriate GaDOE ESOL [delivery models](#). (Only ELs with current school year parent waivers are not scheduled for ESOL courses. Waivers only apply to the current school year.)
- Offer more sheltered core content courses.
- Follow the GaDOE ESOL [entrance and exit procedures](#).

**Providing ESOL Services (Instruction)** – ELs must receive services from a teacher who is GAPSC certified/endorsed in ESOL. Additionally, schools should:

- Ensure that ESOL teachers implement the [WIDA standards](#) in support of content instruction.
- Ensure that all teachers of ELs provide meaningful access to course content.

#### **Maintain Records**

- Establish and document local school processes for ESOL recordkeeping
- Check and clear the EL pending list in the student information system (SIS)

#### **Monitoring ELs' Progress**

- Ensure that all active ELs participate in ACCESS testing (including ELs with Parent Waivers and ELs with disabilities).
- Follow the GaDOE ESOL [entrance and exit procedures](#)
- Ensure ELs are monitored during year 1 and year 2 after exiting ESOL services.

#### **Providing Classroom and Testing Accommodations**

- Follow GaDOE guidelines for implementing instructional and testing accommodations for ELs.
- Ensure that all ELs and monitored ELs have accommodations.
- Ensure that all teachers and parents of ELs are familiar with and/or aware of their child's accommodations.

### **English learners with Disabilities (Special Education)**

If a student with a disability (SWD) has a Home Language Survey indicating the need for screening for eligibility for English learner status and ESOL services, the IEP should indicate any necessary instructional and/or assessment accommodations –including accommodations for the WIDA Screener. The GaDOE Student Assessment Handbook provides guidance and additional supplemental materials, such as the WIDA Accessibility and Accommodations Supplement provide further definition. **The charter school must:**

#### **Newly enrolled ELs with a suspected disability**

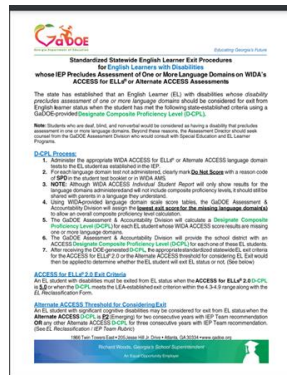
- If there are academic or behavioral concerns that indicate a suspected disability, implement scientific, research or evidence-based academic or behavior interventions and collect progress monitoring data (MTSS and/or SST)
- Follow the procedures for the evaluation referral processes.

## Schedule an eligibility meeting to discuss results (include parents and essential staff)

- Ensure that ESOL teachers of identified ELs with disabilities are part of IEP team and regularly monitor ELs' progress.
- Ensure that ELs who qualify for Gifted services receive services.
- Provide English learners with disabilities with BOTH the language assistance and disability-related services to which they are entitled under Federal law.
- The IEP must include the student's individual language development goals.
- An interpreter must be present to ensure that the parent or guardian with limited English proficiency understand the recommendations and services.
- Ensure that ESOL teachers of identified ELs with disabilities are part of IEP team and regularly monitor ELs' progress.


## Reclassification of English Learners with Disabilities:

The [GADOE ESOL site](#) provides guidance for "Exit Procedures" for ELs who took both the ACCESS and Alternate ACCESS.



IEP teams may recommend exiting from EL status an EL with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS when the student has reached the identified statewide threshold.

The IEP team (which includes the ESOL teacher) must follow the [GADOE exit protocol](#).



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### Standardized Statewide English Learner (EL) Exit Procedures for English Learners with Disabilities who Participate in the Alternate ACCESS for ELLs® Assessment

The state has established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. In order to make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with supports as established in the IEP.

**Alternate ACCESS Threshold for considering EL Exit:**  
Alternate ACCESS Overall CPL P2 (Emerging) for two consecutive years with IEP Team recommendation **OR** any other Alternate ACCESS Overall CPL – **the same score** – for three consecutive years with IEP recommendation.

**EL Exit Procedures:**  
The IEP Team will serve as an English Learner (EL) Reclassification Team by completing the state-provided **EL Reclassification / IEP Team Rubric** for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See Rubric on next page.)

**Post-exit Procedures:**

- For two school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation will be maintained in the exited student's permanent/cumulative records.
- The IEP team with a 2<sup>nd</sup> language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

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### EL Reclassification / IEP Team Rubric (Only to be used with Alternate ACCESS Exit Procedures)

Student Name: \_\_\_\_\_ GTID: \_\_\_\_\_

**Note:** If an EL Student Exit is being considered, the IEP Team must review the six (6) criteria below and select **Yes** or **No** as applicable to the student. A **Yes** answer for Criteria #5 and #6 requires a justification that contains evidence that the student meets the criteria. The Team's final determination must consider the performance of English-only students in similar settings that have similar characteristics to the EL student being evaluated for reclassification (e.g. disability, grade level, educational background, etc.).

Alternate EL Exit Criteria	Evidence Reviewed	Justification
1. Is an ESOL or 2 <sup>nd</sup> language acquisition specialist a member of the EL Reclassification Team?	Yes _____ No _____ Name: _____ Role: _____	
2. Is the EL student eligible for Georgia's Alternate Assessment 2.0? (See <a href="#">GaD 2.0 Eligibility Criteria</a> )	Yes _____ No _____ SSA 2.0 Eligibility Criteria: Year Eligible: _____	
3. Has the EL student performed at Alternate ACCESS Overall Composite Proficiency Level (CPL) P2 for two consecutive years?	Yes _____ No _____ Language Assessment Results: Test Year _____ CPL _____ Test Year _____ CPL _____	
4. Has the EL student performed at Alternate ACCESS CPL _____ for three consecutive years? (specify CPL)	Yes _____ No _____ Language Assessment Results: Test Year _____ CPL _____ Test Year _____ CPL _____	
5. Is the EL student's rate of language acquisition primarily attributed to the student's disability rather than to English language proficiency?	Yes _____ No _____ Anecdotal Notes & Observations Benchmark or Progress Monitoring Data Adaptive behavior skills assessment Academic Achievement & Functional Performance	
6. Is English language proficiency no longer a barrier to full participation in the student's individualized program of instruction, as specified in IEP goals?	Yes _____ No _____ Anecdotal Notes & Observations Benchmark or Progress Monitoring Data Adaptive behavior skills assessment Academic Achievement & Functional Performance	

**EL Reclassification / IEP Team Review Determination:**

Exit from EL Status

Do not exit from EL status; student should remain coded as an English Learner.

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DO NOT PURGE FROM STUDENT'S PERMANENT RECORD

GaDOE EL Exit Procedures Forms Bank (**Reclassification Form**): Click [here](#)

**EL Exit Procedure Forms**

- EL Reclassification Form (April 2022 Version)
- EL Reclassification Form - (April 2018 Version)
- IEP EL Reclassification Form
- Sample Notification of EL Exit Letters (optional)



**District Contacts:**

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**Cost:** The cost of participation in optional professional development provided with state and local funds (available as a buy-back) varies by opportunity.

**Payment Process:** The District will invoice the charter school for buy-back services.



## TRANSLATION & INTERPRETATION SERVICES

### TRANSLATION AND INTERPRETATION SERVICES FOR LIMITED ENGLISH PROFICIENT FAMILIES

**Division:** Curriculum & Instruction

**Description of Service:** Per federal law, all schools must provide school–home communication in a language that parents understand. The Georgia Department of Education State Reporting elements require that schools enter the language identified by parents on the Home Language Survey as their language of preference for school-home communication in the district’s Student Information System (Infinite Campus).

Translation and interpretation services are locally funded by DeKalb County School District. Charter schools may use the documents that the Translation and Interpretation Unit has already translated. In addition, the district has identified several vendors to meet schools’ needs. It is recommended that charter schools secure translation and interpretation support directly from the suggested vendor(s) below. The cost for translation and interpretations services may vary and will then be billed directly to the school by the vendor.

- **Parent Communication Process:** Interpreters must be assigned to all meetings with parents and guardians who are limited in English proficiency. Documents must be provided in their preferred language to ensure parents have meaningful access to all programs and services. Click [here](#)

**Type of Service:** Buy-Back Service

**Provider Contact Information:** Multiple District-Approved Vendors

- Translation Station - Lindsey Cambardella | [scheduling@translationstation.com](mailto:scheduling@translationstation.com) | (770) 234-9387
- Alta Language Services – Lindsay Teague | [interp.scheduling@altalang.com](mailto:interp.scheduling@altalang.com) | (404) 920-3869
- ZAB Translation Solutions - Dan Videki | [dan.videki@zabtranslation.com](mailto:dan.videki@zabtranslation.com) or Brian Chandler
- | [brian.chandler@zabtranslation.com](mailto:brian.chandler@zabtranslation.com) | (866) 464-6071

**District Contacts:** Not Applicable

## TITLE III-A LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS

**Division:** Curriculum & Instruction

**Description of Title III:** Title III *are supplemental services* that are provided above and beyond locally- funded ESOL services. In order to receive Title III funding, the charter schools must have an **established** ESOL program and adhere to all state and federal guidelines. The charter school must also adhere to all state and federal guidelines on class sizes, delivery models, minimum/maximum, and entrance and exit procedures. Charter schools are subject to the same federal civil rights obligations as all other public schools regarding English Learners. Click [here](#) to access the Title III Guidance Document.

**Type of Service:** In-Kind Service

### **Required Activities Under Title III:**

- Provide effective supplemental language instruction programs that demonstrate success in increasing EL's language proficiency and content achievement (Section 3115(c) (1).
- Provide effective Professional Development (PD).
- Provide and implement parent, family and community activities that supplement or enhance Title III, Part A.

### **Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)**

- All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.
- Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their obligations under Title VI and the EEOA, LEAs must, for example:
  - Identify and assess all potential EL students in a timely, valid, and reliable manner;
  - Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*
  - Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students.
  - Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities.
  - Avoid unnecessary segregation of EL students.
  - Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
  - Meet the needs of EL students who opt out of language assistance programs;
  - Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited

- students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.
- Evaluate the effectiveness of language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period; and
  - Ensure meaningful communication with parents.

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**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

## TITLE III-A LANGUAGE INSTRUCTION FOR IMMIGRANT STUDENTS

**Division:** Curriculum & Instruction

**Description of Service:** Identifying immigrant students is an annual process that must be completed before the first FTE count in October. The district reports student Country of Origin and First Time in a USA School as part of the Student Record and FTE data submitted to the state. The State uses this data to calculate Immigrant Student status eligibility for students born outside of the United States with continuous enrollment in US schools.

Students with non-continuous enrollment in a US school (those who have left the country and have returned) will be manually identified as Immigrant if they meet the criteria for eligibility. The district will run a report early to mid-September identifying any student who has re-enrolled with a previous withdrawal reason showing the student left the country. Immigrant eligibility will then be determined for all such students based on US school enrollment and withdrawal to determine if the students US school enrollment is less than three years.

**Immigrant Funding – Activities:** Authorized LEAs awarded Immigrant grants must use the funds to pay for activities that provide supplemental instructional opportunities for immigrant children and families. It is important to note that student language instruction is not the purpose of the Title III immigrant grant. English learner grants support English language instruction, whereas Immigrant grants provide cultural and social supports. LEAs must use immigrant awards for one or more of the following activities:

- Family literacy, parent and family outreach and training designed to assist caregivers in becoming active participants in their child’s education.
- Recruitment of and support for personnel who have been specifically trained to provide services to immigrant students.
- Immigrant student tutorials, mentoring and academic or career counseling.

**Type of Service:** In-Kind Service

**District Contacts:**

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**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

## EXCEPTIONAL EDUCATION SERVICE GUIDELINES FOR DCSD CHARTER SCHOOLS (INCLUDING SPECIAL EDUCATION AND HOSPITAL HOMEBOUND)

**Division:** Curriculum & Instruction

### **General Guidance**

- DCSD charter schools shall provide all federally mandated services for students enrolled in the charter school.
- The charter school shall adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable.
- The charter school shall require its instructional support teachers and special education teachers to attend DCSD special education professional development programs to the same extent required of other schools in the District.

### **Special Education Services, as Determined by Individual Education Program (IEP)**

- All students receiving special education services must be provided a free appropriate public education (FAPE) in the least restrictive environment. All placement decisions must be made by the student's IEP team and may or may not be located at the charter school depending on the needs of the student. If the Charter School determines that a student requires private and/or contracted services for the student to receive a FAPE, the Charter school is responsible for the cost of the private/contracted services.
- For special education referrals, as determined by the Student Support Team (SST), special education evaluations will be completed in collaboration with DCSD staff.
- The charter school will designate at least one employee to coordinate and monitor special education compliance and IEP services/implementation. This designee will participate in DCSD training, as needed.
- The charter school shall provide all services reflected on IEPs (that are offered in all DCSD schools) as written.
- The provision of a continuum of services is federally mandated. The charter school shall be obligated to provide a continuum of services to students with disabilities to the same extent as all schools in DCSD and to allocate sufficient funds in the annual operating budget to provide those services.
- The charter school will provide written notice to the District, as the LEA, sufficiently in advance of all IEP meetings to allow for a District representative to attend and participate in those meetings. A District representative (Lead Teacher for Special Education (LTSE) and/or Coordinator) must be involved in any decision-making involving the commitment of District human and fiscal resources.
- The charter school is responsible for maintaining and updating IEPs in the District's online IEP system.
- The charter school must complete progress monitoring on all goals and objectives in an IEP following the frequency and timelines in DCSD procedures. Progress on goals and objectives must be reported to parents, at minimum, on the same schedule as the progress reports and report cards of general education students.
- The charter school shall provide all instructional materials for each student with an active IEP.
- The charter school shall be responsible for ensuring Extended School Year (ESY) and/or HHB/Homebased services are provided (see page 9 for further guidance regarding HHB). Students enrolled in charter schools will be afforded the opportunity to participate in District ESY school-based programs, if recommended by the IEP team. If the charter school chooses not to participate in District ESY school-

based programs, then it is responsible for providing the recommended ESY services to its students, as required by the IEP. If the Charter School determines that a student requires private and/or contracted services for the student to receive a FAPE, the Charter school is responsible for the cost of the private/contracted services.

- Discipline issues regarding students receiving special education services shall be handled in accordance with state rules, federal regulations and DeKalb Board of Education policies.
- DCSD will provide guidance to assist the charter school with their obligation to comply with state rules and federal regulations.
- DCSD district-level special education staff members will be available to consult with the charter school.
- The charter school will monitor the due process timeline and store all special education related documents in a locked, secure location.
- All related services, as defined by IDEA, will be provided by DCSD as stated in a student's IEP.
- DCSD will provide itinerant special education and related services (i.e., speech, itinerant vision, itinerant deaf/hard of hearing) as required by a student's IEP.
- An LTSE will be assigned to each charter school. The LTSE will be required to maintain a current scheduling report that reflects all teacher and paraprofessional schedules by instructional segments. The scheduling report will list the names of students being served in each segment. The scheduling report ensures that maximum class sizes are being maintained to avoid loss of funding for classes over maximum class size. This document is also used to provide guidance to charter schools related to maximizing the use of current staff to meet students' needs.

### **In-Kind Special Education Services**

The following services are available to ALL DCSD schools (including charter schools) through the Department of Exceptional Education. A combination of funds provides the services throughout the year.

- Related services (i.e., occupational therapy, physical therapy, and speech)
- Access to professional development, technical assistance and guidance for teachers, paraprofessionals, and administrators related to transition services, intellectual disability services, behavior services, and autism services
- Extended School Year services - school-based only
- Specialized materials/equipment
- Assistive Technology services and/or devices
- Access to SPED department instructional software
- Low incidence teachers/services (i.e., hearing impaired, visually impaired, orthopedically impaired, audiology)

### **Georgia Grant for High Cost Funds (GHCF)**

The Individual with Disabilities Act (IDEA) 2004 gives States an option to set aside funding for the creation of a "Risk Pool" designated to assist local school districts in meeting the high cost of providing special education services to children with disabilities meeting predetermined criteria. GHCF is intended to support LEAs who serve the state's eligible children, ages 3-21, who have been determined by the IEP Team to be a student with a disability and in need of special education. These children, due to the severity of their disabilities, require multiple high-cost special education services, related services, assistive technology and/or special adaptive equipment needs. GHCF assists local educational agencies in covering the direct special education instructional costs of children with disabilities who meet the criteria established in IDEA 2004 and the system plan for GHCF. If the charter school enrolls eligible children, upon request, the charter school will provide to the DCSD Special Education Coordinator the required documentation for the District to submit the GHCF application.

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## HOSPITAL/HOUBOUND (HHB) SERVICES

**Division:** Curriculum & Instruction

**Description of Service:** Hospital/Homebound (HHB) Services are academic instruction and other services provided to eligible students who are confined at home or in a health care facility for periods of time that would prevent normal school attendance based upon certification of need by the licensed physician or licensed psychiatrist who is treating the student for the presenting diagnosis. Georgia's Department of Education (GaDOE) Rule 160-4-2-.31 provides the guidelines for students enrolled in Georgia's public schools who receive Hospital/Homebound services.

**Type of Service:** In-Kind Service

**How to Access Service:** Review program guidelines and contact the school's 504 Coordinator to request an HHB application packet. For general education students, please return the completed packet to the local school's 504 Chair and [DekalbHHB@dekalbschoolsga.org](mailto:DekalbHHB@dekalbschoolsga.org) for processing. For students served in the special education program, please return to the Lead Teacher for Special Education (LTSE) and [DekalbHHB@dekalbschoolsga.org](mailto:DekalbHHB@dekalbschoolsga.org). Submitting the HHB application does NOT guarantee approval. The District must ensure that students are served in the least restrictive environment. HHB is considered the most restrictive environment, therefore, the District will hold a meeting to make a determination and/or explore alternate options, if appropriate.

**Availability:** For a student to be considered for HHB instruction, the physician or psychiatrist must anticipate the student will miss a minimum of 10 school days as a direct result of the documented medical or psychiatric impairment on the HHB application. Before services can be rendered, there must be a completed Physician's Certification Statement on file in the District's HHB Office. At times, the District may need additional information about the impairment to determine eligibility and how to best support your student. Hospital Homebound services will terminate on the date specified by the physician/psychiatrist or school-based 504/IEP team. Services do not extend past the last day of school. Services will be terminated if a student withdraws from school, does not keep scheduled appointments, or does not assume responsibility for completion of assignments between HHB sessions. Parents must reapply for services each year.

**District Contact:** Dr. Allison Marks, Coordinator II, 504/HHB | [allison\\_marks@dekalbschoolsga.org](mailto:allison_marks@dekalbschoolsga.org) | (678) 676-1882.

**Cost:** Hospital/Homebound (HBB) teachers are compensated at a rate of \$35 per hour.

**Payment Process:** Complete and submit the HHB Extra Activity/Stipend Form (Appendix C) with supporting documentation from HHB teachers and submit to [DekalbHHB@dekalbschoolsga.org](mailto:DekalbHHB@dekalbschoolsga.org) for reimbursement.



## SECTION 504 GUIDELINES

**Division:** Curriculum & Instruction

### General Guidance

- DCSD charter schools shall provide all federally mandated services for students enrolled in the charter school.
- The charter school shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as applicable.
- The charter school shall ensure parents can access the district's programs and activities. This includes, but is not limited to, American Sign Language (ASL) services.

### Services, Supports, and Aids as Determined by the Section 504 Plan

- All 504-eligible students must be provided a free appropriate education in the least restrictive environment.
- Section 504 referrals, eligibility determinations, and evaluations will be completed by the charter school, under the guidance of the Section 504 Office.
- The charter school will designate one employee to coordinate and monitor Section 504 compliance and implementation. The 504 coordinator must participate in all DCSD training sessions.
- The charter school shall provide the accommodations reflected on the student's Individual Accommodation Plan (IAP).
- The provision of equal access to educational opportunity is federally mandated. The charter school shall be obligated to provide supports to students with 504 protections to the same extent as all schools in DCSD and to allocate sufficient funds in the annual operating budget to provide those accommodations.
- The charter school is obligated to provide American Sign Language (ASL) services for parents to access charter school programs and activities. Funds must be allocated in the annual operating budget to provide the necessary services and support.
- The charter school is responsible for maintaining and updating Section 504 files in the District's online system (Infinite Campus).
- The charter school shall provide all instructional materials for each student with an active 504 plan.
- The charter school shall be responsible for ensuring HHB/Homebased services are provided (see page 9 for further guidance regarding HHB).
- Discipline issues regarding Section 504 students shall be handled in accordance with state rules, federal regulations, and DeKalb Board of Education policies. Manifestation Determination Review meetings are mandatory prior to change of placements (suspensions) of greater than 10 days (consecutive or cumulative) and a district representative should be present. A 504 District representative should be invited to attend all manifestation determination reviews.
- DCSD will provide guidance to assist the charter school with their obligation to comply with state rules and federal regulations.
- DCSD District-level Section 504 staff members will be available to consult with the charter school.

### In-Kind 504 Services

The following services are available to all DCSD schools (including charter schools) through the Department of Exceptional Education's Section 504 Office.

- Related services (i.e.--occupational therapy, physical therapy, assistive technology, special transportation, nursing services), as required by the 504 plan

- Access to professional development for 504 Coordinators, Hospital Homebound teachers, and administrators
- Specialized materials/equipment, as required by the 504 plan
- Assistive technology services and/or devices, as required by the 504 plan
- American Sign Language (ASL) services for parents to access charter schools' programs and activities.

**District Contact:** Watina F. April, Coordinator III, 504/HHB | [watina\\_f\\_april@dekalbschoolsga.org](mailto:watina_f_april@dekalbschoolsga.org) | (678) 676-2161

Dr. Allison Marks, Coordinator II, 504/HHB | [allison\\_marks@dekalbschoolsga.org](mailto:allison_marks@dekalbschoolsga.org) | (678) 676-1882

## FERNBANK SCIENCE CENTER

**Division:** Curriculum & Instruction

**Description of Service:** *Outreach Programming*

- Fernbank Science Center Instructors will come to the charter school to provide a classroom program for students which is aligned to the Georgia Standards of Excellence and/or national benchmarks for science education for a specific grade level.
- Program given by subject/content expert
- Scheduled through Fernbank Science Center's Scheduler
- Programs are aligned to the DCSD's Curriculum-at-a-Glance documents

**Service Commitment:** The teacher will be provided with the instructional schedule for the day and a location for the program. The charter school will provide 1:1 devices or other technology required for students' participation in this program.

**How to Access Service:** The Principal should select a staff member to serve as the Fernbank Science Center Liaison and send the name of the individual to the Fernbank Science Center Scheduler. The Liaison will receive all the scheduling information and work with the local staff on program selection. Scheduling will occur in August for the fall semester and in December for the spring semester.

**Availability:** The Fernbank Science Center Liaison will receive the information approximately two weeks prior to scheduling for either semester.

**Type of Service:** In-Kind Service

**Cost:** Direct Allocation of Personnel; The charter school is responsible for the coordination and cost of transportation to and from the Fernbank Science Center.

**Payment Process:** Not Applicable

**District Contacts:**

Vashonda Davis, Coordinator II, Fernbank Science Center | (678) 874-7102 | [vashonda\\_davis@dekalbschoolsga.org](mailto:vashonda_davis@dekalbschoolsga.org)

Audrey Poole, Scheduler, Fernbank Science Center | [audrey\\_poole@dekalbschoolsga.org](mailto:audrey_poole@dekalbschoolsga.org)

**Description of Service: *Single Visit Programming***

The Fernbank Science Center is located at 156 Heaton Park Drive, Atlanta, Georgia 30307. Field excursion opportunities at the Fernbank Science Center for charter schools include: a museum tour, planetarium lesson, and/or classroom instruction. The grade band and/or grade level instructional resources utilized during these field excursions are aligned to the Georgia Standards of Excellence as well as national benchmarks for science education.

- Program provided by subject/content expert(s)
- Scheduled through Fernbank Science Center’s Scheduler
- Programs aligned to the DCSD’s Curriculum-at-a-Glance documents

**Service Commitment:** The students and teacher will be transported to the Center according to the schedule provide by the Center. The charter school will provide 1:1 devices or other technology required for students’ participation in this program.

**How to Access Service:** The Principal should select a staff member to serve as the Fernbank Liaison and send the name of the individual to the Fernbank Scheduler. The Liaison will receive the scheduling information and work with the local staff on program selection. Scheduling will occur in August for the fall semester and in December for the spring semester.

**Availability:** The Fernbank Science Center Liaison will receive the information approximately two weeks prior to scheduling for either semester.

**Type of Service:** In-Kind Service

**Cost:** Direct Allocation of Personnel; The charter school is responsible for the coordination and cost of transportation to and from the Fernbank Science Center.

**Payment Process:** Not Applicable

**District Contacts:** **Vashonda Davis**, Coordinator II, Fernbank Science Center | (678) 874-7102 | [vashonda\\_davis@dekalbschoolsga.org](mailto:vashonda_davis@dekalbschoolsga.org)

**Audrey Poole**, Scheduler, Fernbank Science Center | [audrey\\_poole@dekalbschoolsga.org](mailto:audrey_poole@dekalbschoolsga.org)

**Description of Service: *Scientific Tools and Techniques (STT) Program***

Scientific Tools and Techniques (STT) is a challenging, fast-paced, one-semester program designed to familiarize ninth grade students with the tools and techniques of scientific inquiry. STT students are involved in a rigorous science curriculum and take an array of life and environmental science modules taught by instructors who are field specialists. Classes are held in the FSC planetarium, observatory, greenhouse, and laboratories with state-of-the-art scientific instruments. In one semester, students take two accelerated high school science courses: Biology and Environmental Science.

- Students earn credits for HS Biology and Environmental Science courses
- Courses taught by subject/content experts
- Students apply for the program during the second semester of their 8<sup>th</sup> grade year.
- More information can be found at <http://www.fernbank.edu/stt.html>

**Service Commitment:** Student will attend the program for the semester for which they are selected. The charter school will provide 1:1 devices or other technology required for students' participation in this program.

**How to Access Service:** The Principal should select a staff member to serve as the STT Liaison and send the name of the individual to the STT Registrar. Program and application information is shared with the schools through the STT Liaison. Students apply through the school that they are attending in the 8<sup>th</sup> grade.

**Availability:** The STT Liaison will receive information on the application process in January of each school year.

**Type of Service:** In-Kind Service

**Cost:** Direct Allocation of Personnel; The charter school is responsible for the coordination and cost of transportation to and from Fernbank Science Center.

**Payment Process:** Not Applicable

**District Contacts:** **Vashonda Davis**, Coordinator II, Fernbank Science Center | (678) 874-7102 | [vashonda\\_davis@dekalbschoolsga.org](mailto:vashonda_davis@dekalbschoolsga.org)

**Denise Savage**, Registrar, Fernbank Science Center | [denise\\_savage@dekalbschoolsga.org](mailto:denise_savage@dekalbschoolsga.org)

**Description of Service: Advanced Studies Programs**

Advanced Studies at Fernbank Science Center is a unique experience that offers hands-on investigations into a variety of specialized areas of science. Students will have the opportunity to study with expert instructors, work in well-equipped laboratories and/or travel to the field. The courses are provided tuition-free to any high school student matriculating in the DeKalb County School District and enrolled in grades 10-12. Advanced Studies courses are taught by content experts and are scheduled in the afternoon beginning at 3:30pm.

- Students earn science credits for graduation
- Most courses are scheduled for two days per week
- Some courses offer a hybrid scheduling format
- Additional information and a list of the current course offerings can be accessed at:  
<http://www.fernbank.edu/advancedstudies.html>

**Service Commitment:** Student will attend the program for the duration of the course. The charter school will provide 1:1 devices or other technology required for students' participation in this program.

**How to Access Service:** Application information and a list of the current course offerings can be accessed at :  
<http://www.fernbank.edu/advancedstudies.html>.

**Availability:** All courses have a limited number of seats available. The student or their counselor can check for available seats through the registrar's office at the Fernbank Science Center, 678-874-7107.

**Type of Service:** In-Kind Service

**Cost:** Direct Allocation of Personnel; The charter school is responsible for the coordination and cost of transportation to and from the Fernbank Science Center.

**Payment Process:** Not Applicable

**District Contacts:** **Vashonda Davis**, Coordinator II, Fernbank Science Center | (678) 874-7102 |  
[vashonda\\_davis@dekalbschoolsga.org](mailto:vashonda_davis@dekalbschoolsga.org)

**Denise Savage**, Registrar, Fernbank Science Center | [denise\\_savage@dekalbschoolsga.org](mailto:denise_savage@dekalbschoolsga.org)

## MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

**Division:** Curriculum & Instruction

### General Guidance

MTSS is a research-based school improvement framework that establishes a continuum of care in every school that utilizes data-driven decision-making to support student academic and social emotional and behavioral growth needs. MTSS occurs within general education and includes a three-tiered model with Tier 1 being standards-based core instruction, Tier 2 moderate intensity skill-specific targeted intervention, and Tier 3 intensive skill-specific targeted intervention. Tier 3 of the MTSS framework is the level at which the Student Support Team (SST) process occurs. Within the MTSS framework and process, Response to Instruction/Intervention (RTI) data is analyzed and used to inform data-driven decision-making for targeting appropriate supports of student needs.

In 1984, a permanent injunction was established by the Ollie Marshall versus State of Georgia Case, requiring each school district to have an SST within each school. The narrative of this policy reads: “The Student Support Team (SST) process functions within general education and utilizes a multi-disciplinary approach to identify and plan instructional programs for students who struggle to progress academically or who exhibit behavioral difficulties that impede their progress.” DCSD charter schools shall provide all state and federally mandated services for students enrolled in the charter school.

DCSD charter schools shall provide a Multi-Tiered System of Supports (MTSS) framework and process (including Student Support Team) in support of the Georgia Board of Education Rules, including Georgia Board of Education Rule Code IGB: 160-4-2-.32 Student Support Team DCSD charter schools shall provide a Multi-Tiered System of Supports (MTSS) framework and process (including Student Support Team) in support of the DeKalb County School District Board Policies IGB: Student Support Teams, and IA: Instructional Program Philosophy. DCSD charter schools shall provide a Multi-Tiered System of Supports (MTSS) framework and process (including Student Support Team) in support of the DeKalb County School District Board Regulation IHE-R(0): Promotion and Retention.

Each DCSD charter school shall identify a Multi-Tiered System of Supports (MTSS) Chairperson/Specialist who will be responsible for providing professional learning, training, and appropriate guidance to the charter school staff, and with supporting school-level MTSS implementation. The charter school will keep the district coordinators for MTSS informed of the name(s) of the MTSS Chairperson/Specialist(s) so that they can be included in the MTSS Office 365 Outlook Group for communication. DCSD charter schools shall require the MTSS Chairperson/Specialist to attend DCSD MTSS professional development offerings to the same extent required of other schools in the District. DCSD charter schools shall require MTSS practices in compliance with District non-negotiable expectations to the same extent required of other schools in DCSD.

### Description of Service:

- Professional development for MTSS Chairpersons/Specialists on MTSS implementation and District MTSS non-negotiable expectations
- Professional development for staff (upon submission of principal request) for MTSS implementation
- Guidance and technical assistance for MTSS Implementation
- Consultation for specific cases regarding MTSS implementation
- Professional learning modules on elements of MTSS implementation and Social-Emotional Learning available on the MTSS District Site in SharePoint

- Procedural guidance for MTSS is available on the MTSS District Site in SharePoint
- Tier 1 bank of strategies and resources to support teaching and learning (academic and social-emotional-behavioral) available on the MTSS District Site in SharePoint
- Intervention bank of Tier 2 and Tier 3 interventions for supporting students available on the MTSS District Site in SharePoint
- MTSS Chairpersons/Specialists will be provided with provisioning rights in Infinite Campus to create and manage electronic Tier 2 and Tier 3 intervention plans and related records
- MTSS Chairpersons/Specialists will be included in an Office 365 Outlook Group for MTSS Chairpersons /Specialists for ongoing communication and district expectations/news for MTSS

**Type of Service:** In-Kind Service

**Service Commitment:** Professional development for MTSS Chairpersons/Specialists is available to all charter schools. Guidance and technical assistance for MTSS implementation is available to all charter schools as is consultation for specific cases regarding MTSS implementation. Professional development for school staff is available upon principal request and should follow professional development provided by the charter school's MTSS Chairperson/Specialists. All DCSD staff with access to Office 365 have access to the resources on the MTSS District Site in SharePoint. Ongoing communication to MTSS Chairpersons/Specialists through the Office 365 Outlook Group for MTSS Chairpersons/Specialists is available to charter school MTSS Chairpersons/Specialists.

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

**District Contacts:** Kanessa Fain, MTSS Coordinator | (404) 721-9569 | [kanessa\\_v\\_fain@dekalbschoolsga.org](mailto:kanessa_v_fain@dekalbschoolsga.org)

Dr. Scott McManus, MTSS Coordinator | (404) 721-9306 | [scott\\_mcmanus@dekalbschoolsga.org](mailto:scott_mcmanus@dekalbschoolsga.org)



## DEKALB COUNTY SCHOOL DISTRICT SUMMER PROGRAMS

**Division:** Curriculum & Instruction

**Description of Service:**

The DeKalb County School District provides summer programming to rising K-12 students to support the instructional core of the school district – students, teachers, and the content taught and learned. The summer programs are designed to give students a jumpstart on the skills they will need for returning to school. Lessons are crafted to address social-emotional learning, building relationships, project-based learning, and foundational skills in reading and mathematics.

- Summer programs engage all learners, including English learners, students with disabilities, and gifted students.
- The types of summer learning programs include remediation, acceleration and enrichment.
- Some summer learning programs have limited availability.

**Type of Service:** Buy-Back Service

**Service Commitment:** Students will attend the selected summer program for the duration of the program. The charter school will provide 1:1 devices or other technology required for students' participation in the various programs.

**How to Access Service:** Program information is shared with the charter schools through the Principals' Bulletin and News Flash. Students must register for the summer program during the open window that will be shared through the Principals' Bulletin, News Flash, and website.

**Availability:** April - June 2023

**Cost:** \$100 per student; The student fee will offset the costs associated with transportation, staffing, and instructional resources. The District will incur the balance to provide transportation services, purchase instructional resources, and hire appropriate staff.

**Payment Process:** The District will invoice the charter school for buy-back services.

**District Contact:** Dr. Lenisera Barnes-Bodison, Executive Director | (678)676-0137 |  
Lenisera\_Barnes-Bodison@dekalbschoolsga.org

## FLEX ACADEMY

**Division:** Curriculum & Instruction

**Description of Service:** FLEX Academy is the DeKalb County School District's virtual learning experience. High school students in grades 10-12 may enroll in online core and elective classes. Currently, there are 11 FLEX teachers who will teach synchronous lessons on Monday, Tuesday, Thursday, and Friday. Students will have asynchronous lessons on Wednesdays.

- FLEX Academy - During the Day
- FLEX Academy - Beyond the Day
- FLEX Academy -Credit Recovery
- FLEX Academy - Summer School

**Type of Service:** Buy-Back Service

**How to Access Service:** A meeting between student, parent, and counselor is required. The school counselor must submit the registration to FLEX Academy. Flex Academy staff will review and schedule the student upon approval and receipt of payment.

**Availability:** Access is determined by the course window.

**FLEX Academy District Contacts:** Stacy E. Stepney, Chief Academic Officer (CAO) | [stacy\\_e\\_stepney@dekalbschoolsga.org](mailto:stacy_e_stepney@dekalbschoolsga.org) | 678-676-0731

Keatra Wright, Director, Virtual Learning | [keatra\\_n\\_wright@dekalbschoolsga.org](mailto:keatra_n_wright@dekalbschoolsga.org) | 678-676-4121

Dr. Michelle Jones, Administrator | [michelle\\_jones@dekalbschoolsga.org](mailto:michelle_jones@dekalbschoolsga.org) | 678-676-1079

**FLEX Academy Costs:**

- During the Regular School Day - \$250/0.5 unit
- Outside the Regular School Day - \$250/0.5 unit
- Credit Recovery - \$100/0.5 unit
- Summer School - \$250/0.5 unit

**FLEX Academy Payment Process:** The District will invoice the charter school.

**For inquiries regarding Georgia Virtual School (GAVS), please contact:** Dr. Lenisera Barnes-Bodison, Executive Director | [Lenisera\\_Barnes-Bodison@dekalbschoolsga.org](mailto:Lenisera_Barnes-Bodison@dekalbschoolsga.org) | (678) 676-0137

Dena McTyre, Coordinator II, Counseling | [dena\\_mctyre@dekalbschoolsga.org](mailto:dena_mctyre@dekalbschoolsga.org) | 678-676-4122

# EQUITY & STUDENT EMPOWERMENT

## SCHOOL COUNSELING

**Division:** Equity & Student Empowerment

**Description of Service:**

- Facilitate professional development for counselors on best practices and research-based software designed to enhance school counseling service delivery.
- Provide targeted assistance to ensure compliance with the Bridge Law, SB401, Jason Flatt Act, and HB444 (Dual Enrollment Act).
- Consultation to schools on specific cases regarding transcripts and class scheduling
- Support the implementation of the Comprehensive School Counseling Model to ensure counselors are aware of District expectations as aligned to state and national standards including elementary to middle, middle to high, and high to postsecondary transitions
- Audits of records to ensure high school students are on-track for graduation

**Type of Service:** In-Kind Service

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

**District Contact:** Dr. Shannon Crosslin, Coordinator, Guidance, Counseling & Mentoring | (678) 676-1890 | [shannon\\_crosslin@dekalbschoolsga.org](mailto:shannon_crosslin@dekalbschoolsga.org)

Alethia Love, Coordinator, Equity & Student Empowerment | 678-676-1981 | [alethia\\_love@dekalbschoolsga.org](mailto:alethia_love@dekalbschoolsga.org)

Dena McTyre, Coordinator, Equity & Student Empowerment | 678-676-1981 | [dena\\_mctyre@dekalbschoolsga.org](mailto:dena_mctyre@dekalbschoolsga.org)

Dr. Natasha Moon, Coordinator, Equity & Student Empowerment | 678-676-1981 | [natasha\\_moon@dekalbschoolsga.org](mailto:natasha_moon@dekalbschoolsga.org)

## PSYCHOLOGICAL SERVICES

**Division:** Equity & Student Empowerment

**Description of Service:**

- Consults with parents and educational staff in Student Support Team/Tier 3 meetings, Section 504 meetings, Exceptional Education eligibility meetings, Individual Education Plan (IEP) meetings, informal meetings, and telephone calls.
- Administers psychological assessments to evaluate a student's current intellectual, behavioral, academic, and emotional functioning for use in special education eligibility determination and to assist in educational programming.
- Interprets test data and writes psychological reports that integrate a student's strengths and weaknesses and provide recommendations for further educational planning.
- Attends SST/Tier 3, Section 504, eligibility, and IEP meetings.
- Provides counseling and therapeutic support to students in both crisis and non-crisis situations.
- Provides comprehensive psychological services to students to assess their emotional, social, personal, and academic needs including counseling students individually and in groups to assist students to achieve personal, social, and emotional adjustment.
- Provides training to staff about response to intervention, educational interventions, and psychology related topics.
- Conducts diagnostic studies to identify students' needs, limitations, and potentials; observes students in classroom and in play; and examines school records.
- Plans special placement and other treatment programs.
- Reviews student permanent records, developmental histories, adaptive behavioral interventions, observational notes, diagnostic testing and data provided by outside agencies and/or sources.
- Conducts professional learning relative to program changes, implementing procedures, classroom/student management strategies and psycho-social characteristics.
- Participates in student disciplinary activities.
- Refers individuals to community agencies to secure medical, vocational, or social services for a student and/or his or her family.
- Consults other departments on best practices to enhance wrap-around support efforts.

**Type of Service:** In-Kind Service

**District Contact:** Kimberly Franklin, Coordinator, Psychological Services | (678) 676-1813 | [kimberly\\_franklin@dekalbschoolsga.org](mailto:kimberly_franklin@dekalbschoolsga.org)

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not applicable

## STUDENT HEALTH SERVICES

**Division:** Equity & Student Empowerment

**Description of Service:**

- Compliance checks
- Data collection for reports
- Communicable disease surveillance
- Interdepartmental support
- Basic school nursing/health trainings provided by the district:
  - First Aid/CPR
  - Hearing and Vision
  - Scoliosis
  - Stop the Bleed
- Professional development based on standards of care and best practices
- Referrals for students with health concerns or chronic illnesses, 504s, and scoliosis screening needs

**Type of Service:** In-Kind Service

**Service Commitment:** Determine the acuity of need.

**How to Access Service:** Discuss the need for support with the lead nurse and/or consulting nurses.

**Availability:** Immediately

**District Contact:** JoAnn Harris, Coordinator, Student Health Services | (678) 676-2004 | [joann\\_harris@dekalbschoolsga.org](mailto:joann_harris@dekalbschoolsga.org)

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

## STUDENT ADVANCEMENT

**Division:** Equity & Student Empowerment

**Description of Service:** Naviance is a comprehensive college, career and life readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and, connecting learning to life.

**Type of Service:** In-Kind Service

**Availability:** The annual subscription begins at the start of the fiscal year (July 1).

**District Contact:** Manomay Malathip, Executive Director, Student Advancement | (678) 676-0309 | [manomay\\_malathip@dekalbschoolsga.org](mailto:manomay_malathip@dekalbschoolsga.org)

**Cost:** Direct Allocation of Personnel Plus Annual Cost of Subscription

**Payment Process:** Not Applicable

## STUDENT RELATIONS

**Division:** Equity & Student Empowerment

**Description of Service:**

- DCSD Code of Student Conduct and relevant training (optional)
- District Due Process Hearings

**Type of Service:** In-Kind Service

**Conditions of Service:** The service is available to all DCSD-authorized charter schools. Adoption of the DCSD Code of Student Conduct is optional.

**How to Access Service:** District training request forms and due process hearing forms are required.

**Availability:** District due process hearing requests must be made within 24 hours of the first day of the incident. Due process hearing must be held within 10 days of the incident unless rescheduled by the parent/guardian and agreed upon by Student Relations. Training request forms may be submitted as needed.

**District Contact:** Dr. Kishia Towns, Director | (678) 676-1811 | kishia\_k\_towns@dekalbschoolsga.org

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

## SOCIAL WORK SERVICES

**Division:** Equity & Student Empowerment

**Description of Service:** The Social Work District Office will provide consultation as needed. Direct services will not be provided.

**Type of Service:** In-Kind Service

**How to Access Service:** Requests must be submitted with all required supporting documentation.

**Availability:** Immediately

**District Contact:** Shelly Bishop, Coordinator, Social Work | (678) 676-2009 | [shelly\\_bishop@dekalbschoolsga.org](mailto:shelly_bishop@dekalbschoolsga.org)

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable



## INFORMATION TECHNOLOGY

**Division:** Information Technology

**Description of Service:**

**Buy-Back**

- School-wide Digital Learning Roadmap Planning
- Technology equipment leveraging district purchasing tools - See eStore: [www.dekalbschoolsga.org/estore](http://www.dekalbschoolsga.org/estore)

**In-Kind**

- Access to and use of Infinite Campus
- Monitor records management
- Include the charter school in error reporting and remediation processes
- Require immediate mandatory remediation in cases of serious violations or risks to include but not limited to FERPA, document retention, and student records
- Promptly share any district, federal, or state audits
- Infinite Campus implementation and technical support

**District Contact:** Dr. Kyia Clark, Executive Director | (678) 676-1212 | [kyia\\_i\\_clark@dekalbschoolsga.org](mailto:kyia_i_clark@dekalbschoolsga.org)

Ms. Terri Webb, Manager of Instructional Technology | (678) 676-1000 | [terry\\_d\\_webb@dekalbschoolsga.org](mailto:terry_d_webb@dekalbschoolsga.org)

Troy Palmer, Manager III, Student Information Systems | (678) 676-1201 | [troy\\_palmer@dekalbschoolsga.org](mailto:troy_palmer@dekalbschoolsga.org)

Tamra Blount, Manager II, Student Information Systems - Scheduling | (678) 676-0758 | [tamra\\_n\\_blount@dekalbschoolsga.org](mailto:tamra_n_blount@dekalbschoolsga.org)

Sherika McCutcheon, Manager II, Unit-State Reporting | (678) 676-1282 | [sherika\\_mccutcheon@dekalbschoolsga.org](mailto:sherika_mccutcheon@dekalbschoolsga.org)

Marcus Browning, Manager II, Student Information Support | (678) 676-1148 | [marcus\\_browning@dekalbschoolsga.org](mailto:marcus_browning@dekalbschoolsga.org)

**Information Technology Support Staff:**

Monika Davis, Chief Information Officer

Nathan Jackson, Project Manager I

Natalie Terrell, Manager III

**Conditions of Service:** Complete needs assessment. The IT department understands that certain charter school innovations may result in the need for flexibility in the use of the records management system and will support that flexibility, if possible.

**Availability:** Immediately

**Cost:** \$50.00 per hour

**Payment Process:** The District will invoice the charter school.

# COMMUNITY EMPOWERMENT, INNOVATION, & PARTNERSHIPS

## SCHOOL INNOVATION

**Division:** Community Empowerment, Innovation, & Partnerships

**Description of Service:**

- Leads the District’s charter school authorization and renewal processes and works to develop and deliver effective support and communication between charter schools and the district
- Works with District leadership to create policies and procedures that advance equity, increase transparency, uphold charter school autonomy, and ensure accountability for outcomes
- Monitors each charter school’s adherence to its charter, to state law, rules and regulations, and DeKalb Board of Education policy
- Develops, implements, and continuously improves the district’s charter school performance evaluation and reporting processes
- Leads charter school state and federal reporting and accountability efforts and ensures that all District charter schools meet compliance requirements
- Analyzes charter school data and innovations and makes recommendations for dissemination or replication (if applicable)
- Manages the consolidated application for all state grants involving charter schools
- Directs the District’s buy-back services program and serves as the first tier for resolution of issues pertaining to operational contracts and formal agreements
- Serves as liaison between the Operations Division and charter schools leasing District facilities

**Type of Service:** In-Kind Service

**Service Commitment:** Georgia law, State Board of Education rule, and DeKalb County School District require charter schools to provide assurances that it will meet specific requirements and comply with applicable laws. The signed contract and DCSD Assurances and Required Statements provides the legal assurance that charter schools understand and will comply with these requirements.

**Availability:** Immediately

**District Contact:** Kina M. Champion, Director, School Innovation | (678) 678-0718 | [kina\\_champion@dekalbschoolsga.org](mailto:kina_champion@dekalbschoolsga.org)

Dr. Adrienne Lacey-Griffin, Manager III, School Innovation | (678) 676-0718 | [adrienne\\_lacey-griffin@dekalbschoolsga.org](mailto:adrienne_lacey-griffin@dekalbschoolsga.org)

Marcia Campbell, Administrative Assistant | (678) 676-0718 | [marcia\\_campbell@dekalbschoolsga.org](mailto:marcia_campbell@dekalbschoolsga.org)

**School Innovation Support Staff:**

Akeima Guinyard, Project-Grant Fund Manager  
Ebony Bell, Technician II, School Innovation

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

## SCHOOL CHOICE/STUDENT ASSIGNMENT

**Division:** Community Empowerment, Innovation, & Partnerships

**Description of Service:** The charter school may advertise its program on the district website.

**Type of Service:** In-Kind

**Availability:** Immediately

**District Contact:** Connie Stevenson, Director, School Choice | [constance\\_franklin@dekalbschoolsga.org](mailto:constance_franklin@dekalbschoolsga.org) | (678) 676-0035

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

# ACCOUNTABILITY & SCHOOL IMPROVEMENT

## TITLE I, PART A

**Division:** Office of Continuous Improvement

**Description of Service:**

**Consultation**

- Review needs assessments
- Monitor implementation of evidence-based strategies
- Monitor implementation and effectiveness of the Title I Program with the same schedule and rigor as in traditional schools.

**Collecting & Analyzing Documentation**

- Provide necessary forms and processes to allow the charter school to receive funds or services funded by federal dollars
- Provide necessary related documentation to charter schools in the event of audits
- Verify non-profit status
- Documentation review

**Program Implementation**

- Provide a Title I, Part A allocation to eligible charter schools using the same processes as traditional schools.
- Include charter schools in Title I, Part A funded programming to the same extent as traditional schools
- Process payroll, expenditures, reimbursements, and registrations
- Monitor program implementation
- Monitor inventory management and equipment maintenance
- On-going communication for guidance and support

**Type of Service:** Title I, Part A Eligibility Requirements

**District Contacts:** Ms. Shaun Thompson, Director, Title I | (678) 676-0452 | [shaun\\_o\\_thompson@dekalbschoolsga.org](mailto:shaun_o_thompson@dekalbschoolsga.org)

Dr. Myisha Warren, Executive Director, Federal Programs | [myisha\\_warren@dekalbschoolsga.org](mailto:myisha_warren@dekalbschoolsga.org)

**Cost:** Each qualified charter school receives a budget allocation based on Title I, Part A eligibility requirements.

**Payment Process:** Not Applicable

## TITLE II, PART A

**Division:** Office of Continuous Improvement

**Description of Service:**

**Consultation**

- Review needs assessments
- Monitor implementation of professional learning
- Monitor implementation and effectiveness of the Title II Program with the same schedule and rigor as in traditional schools.

**Collecting & Analyzing Documentation**

- Provide the necessary forms and processes to allow the charter school to access Title II, Part A allocation
- Provide the necessary related documentation to charter schools in the event of audits
- Documentation review

**Program Implementation**

- Title II, Part A funds are not distributed directly to schools.
- Process stipends, expenditures, and registrations.
- Monitor program implementation.
- On-going communication for guidance and support.

**Type of Service:** Title II, Part A Eligibility Requirements

**District Contacts:**

Dr. Myisha Warren, Executive Director, Federal Programs | [myisha\\_warren@dekalbschoolsga.org](mailto:myisha_warren@dekalbschoolsga.org)

**Cost:** Each charter school receives a budget allocation based on the total enrollment of the school on October 3<sup>rd</sup> of the previous year.

**Payment Process:**

- Payment is made directly to the eligible charter school instructional and support staff and not to the charter school.
- DCSD Finance registers eligible staff as approved vendors to receive Title II, Part A sourced stipend after submitting required documentation.
- Required documentation is needed prior to payment: presenter's PowerPoint, handouts, sign in/out sheet, and session artifacts.
- Title II, Part A funds are not distributed directly to schools.
- DCSD is the fiscal agent; therefore, all expenditures will be processed by DCSD.
- There is no reimbursement for purchases made by the charter schools.

## RESEARCH/DATA/EVALUATION

**Division:** Office of Continuous Improvement

**Description of Service:**

- Provides data, analysis, and reports to School Innovation Department, Superintendent, Cabinet, and DBOE to inform decision-making and to external stakeholders, upon request
- Provides data, analysis, and reports to the GaDOE District Effectiveness Team for any charter schools identified on a State Improvement List (CSI, TSI, ATSI)
- Develops district-wide surveys and prepares data and reports for School Innovation Department, Superintendent, Cabinet, and DBOE to inform decision-making, upon request
- Develops various district-wide data dashboards for internal stakeholder use
- Supports the School Innovation Department in developing, compiling, and publishing an annual report
- Provides data required for the performance evaluation and renewal of existing charter schools

**Type of Service:** In-Kind Service

**Service Commitment:** Charter schools will ensure that all data required for performance evaluation are complete, accurate, and submitted in a timely manner.

**Availability:** Immediately

**District Contact:** Rebecca Braaten, Director, Research/Data/Evaluation | (678) 676-0472 | [rebecca\\_braaten@dekalbschoolsga.org](mailto:rebecca_braaten@dekalbschoolsga.org)

**Research, Data, Evaluation Support Staff:**

Michael Shaw, Coordinator II, Research/Data/Evaluation | (678) 676-0325 |

[michael\\_j\\_shaw@dekalbschoolsga.org](mailto:michael_j_shaw@dekalbschoolsga.org)

Carol Thurman, Coordinator II, Research/Data/Evaluation | (678) 676-0677 |

[carol\\_thurman@dekalbschoolsga.org](mailto:carol_thurman@dekalbschoolsga.org)

Melisha Harris, Coordinator II, Research/Data/Evaluation | (678) 676-1093 |

[melisha\\_harris@dekalbschoolsga.org](mailto:melisha_harris@dekalbschoolsga.org)

Joseph Benford, Data Analyst III, Research/Data/Evaluation | (678) 676-0673 |

[joseph\\_benford@dekalbschoolsga.org](mailto:joseph_benford@dekalbschoolsga.org)

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable



## ASSESSMENT ADMINISTRATION

**Division:** Office of Continuous Improvement

**Description of Service:** Charter Schools may contract with DCSD's Assessment Administration Department for district and state formative and summative assessments, assessment platforms, and relative professional development.

### Buy-Back

- Illuminate (DnA, Inspect Plus, Achievement Dashboard, eduCLIMBER) - \$13.78 per student license
- Advanced Placement (testing beyond what the State pays) – The DeKalb County School District will pay for one exam for every DCSD student (pending annual DBOE approval). The cost per student (not-qualifying for free and reduced lunch) is \$97. The cost per student who qualifies for free or reduced lunch is \$63. (Cost are subject to change based on GaDOE)
- CogAT \$15.75 per student for the online assessment (students in grades 1-12); \$31 per test coordinator for required training.
- PSAT 8/9 (for 8<sup>th</sup> grade students) - \$14.00 per student

### In-Kind

- MAP administration (applicable to charter schools under the District's MAP license)
- MAP professional development (applicable to charter schools under the District's MAP license)
- Assessment Administration training for state mandated assessments
- Georgia Milestones
- ACCESS/Alternate ACCESS

**Availability:** Annual subscriptions begin at the start of the fiscal year (July 1).

**District Contact:** Allison Scott, Director, Assessment Administration | (678) 676-0231 | [allison\\_q\\_scott@dekalbschoolsga.org](mailto:allison_q_scott@dekalbschoolsga.org)

**Cost:** The cost of each assessment varies and is listed in the description of services above. Costs are subject to change.

**Payment Process:** The District will invoice the charter school.

## PROFESSIONAL DEVELOPMENT

**Division:** Office of Continuous Improvement

**Description of Service:**

**Buy-Back Services**

- District-sponsored professional learning (including summer series) and any related materials provided with state and/or local funds – see Engage for funding source(s)

**In-Kind Services**

- Title, I supported professional learning (including summer series) and any related materials provided with federal funds
- Content learning walks and instructional rounds for academic monitoring and evaluation, as needed

**Conditions of Service:** During the Spring semester, charter schools complete a needs assessment to identify professional development needs.

**How to Access Service:** Participants must register for workshops through Frontline.

**Availability:** Immediately (if space is available)

**District Contact:** Dr. Myisha Warren, Executive Director, Federal Programs | (678) 676-0219 | [myisha\\_warren@dekalbschoolsga.org](mailto:myisha_warren@dekalbschoolsga.org)

Dr. Candace Alexander, Director, Professional Learning | (678) 676-0290 | [Candace\\_Alexander@dekalbschoolsga.org](mailto:Candace_Alexander@dekalbschoolsga.org)

**Cost:** The cost of participation in professional development provided with state and local funds varies by opportunity. Based on the scope of the workshop, hourly stipends of \$25/hour or \$35/hour may be provided for federally funded professional development (if applicable).

**Payment Process:** The District will invoice the charter school.

## DCSD TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (TAPP)

**Division:** Office of Continuous Improvement

### **Description of Service:**

DeKalb County Teacher Academy for Preparation and Pedagogy (TAPP) is a state-approved, two-year non-traditional route to teacher certification designed to meet the critical teaching needs of DeKalb County. The academy prepares teacher candidates with degrees and content area expertise in developing the knowledge, skills, dispositions, and competencies needed to be successful in DeKalb County School District's diverse classrooms. Interested candidates must commit to teaching at DeKalb County Schools for three years after receiving a professional standard certificate. Completion of the TAPP program may take up to three years.

### **Buy-Back Service**

- Fee for the TAPP program: \$2,800- \$3,900 (subject to change)
- Accepted teacher candidates will be enrolled upon job offer and initial payment of \$700; subsequent
- payments will be invoiced at the end of transition points 2, 3 and 4
- Candidates may be required to pay to retake a failed class depending on years remaining on certificate
- Candidates are required to create a Taskstream account. The cost of the account is \$137.00 (subject to change by Taskstream)

### **Mentors for TAPP Candidates**

Mentors for enrolled candidates are selected from the charter school where the candidate is working. To be compensated as a charter school TAPP mentor in the form of stipends, a vendor setup form should be completed and submitted to the Title II office for processing. Mentors must submit required documents at the end of each transition point (1, 2, 3, 4) in order to receive stipends (a total of \$2000.00). DCSD TAPP charter school mentor will create a Taskstream account and submit all required documents. Candidates who are trained in providing effective feedback to peers are also required to follow this procedure. Candidates are trained on providing effective feedback on presentations and coaching skills for potential candidates. Such professional learning builds transferable skills for TAPP completers. The process to pay out stipends from Title II Part A funds to charter employees for approved professional development sponsored by a DCSD department is explained below.

### **Steps:**

1. DCSD TAPP charter school mentor (charter employee) agrees to serve as a DCSD TAPP charter mentor for the charter candidate.
2. Mentor submits vendor registration verification form together with his/her W-9 to Karen Lewis in DCSD Finance. | karen\_l\_lewis@dekalbschoolsga.org
3. DCSD Finance registers the mentor as an approved vendor to receive Title II Part A sourced stipend.
4. DCSD TAPP charter school-based mentor creates a Taskstream account.
5. DCSD TAPP charter school-based mentor participates in monthly TAPP seminars and submits required documents in Taskstream.
6. DCSD TAPP submits supporting documents to DCSD Title II department.
7. Title II submits a requisition and Finance processes the stipend within approximately 45 days.

**In-Kind Service**

- DCSD TAPP charter school completers are welcome to participate in post-academy activities such as PL and the Academy conference.
- **Note:** The charter school completer is responsible for paying for substitute teachers.

**District Contacts:****For Questions Related to Title II, Part A Stipends:**

Dr. Myisha Warren, Executive Director, Federal Programs | (678) 676-0219 | [myisha\\_warren@dekalbschoolsga.org](mailto:myisha_warren@dekalbschoolsga.org)

**For Questions Related to TAPP:**

Dr. Michelle Thompson, TAPP Coordinator | (678) 875-0102 | [michelle\\_o\\_thompson@dekalbschoolsga.org](mailto:michelle_o_thompson@dekalbschoolsga.org)

**TAPP Support Staff:**

Monica Vestal-Mashburn, Professional Learning Coordinator- Frontline

Kirsten King-Fulton, PLF

Dr. Tiffany Norwood, PLF

**Conditions of Service:** In addition to seeking active employment, potential candidate must meet the following requirements:

- A bachelor's degree or higher from a GaPSC accredited institution
- Minimum 2.70 undergraduate GPA
- GACE - Program Admissions Assessment (PAA) or qualifying exemption
- GACE - Content Assessment(s) at professional level, 250 or higher preferred
- GACE - Code of Ethics Entry
- Submit application on Taskstream - \$50.00 application fee (subject to change by Taskstream)
- Academy interview
- Once accepted, HR is required to submit employment verification to GaPSC
- School administrator must sign Academy Partnership Agreement
- School administrator assigns a mentor to the teacher candidate

**How to Access Service:** All program requirements are completed through Taskstream.

**Availability:** Potential candidates may apply annually (February) via Taskstream.

# OPERATIONS

## TRANSPORTATION – FLEET SERVICES

**Division:** Operations

**Description of Service:** Charter schools may contract with the DCSD Transportation Department for District-provided home-to-school bus service. Supplemental bus service for special events, GHSA-sanctioned sporting events, and/or field trips may also be purchased based on resource availability. Schools may request supplemental bus service via TripTracker, a web-based trip management system accessible from most browsers.

**Type of Service:** Buy-Back Service

**How to Access Service:** A contract between the charter school and District is required.

**Availability:** If Available

**District Contact:** **Bernando Brown**, Director of Student Transportation | (678) 875.0090 | [cedric\\_burse@dekalbschoolsga.org](mailto:cedric_burse@dekalbschoolsga.org)

**Operations Support Staff:**

Erick Hofstetter, Chief Operating Officer

Jaqueline Woodfin, Payroll Manager

Mona Gerren, Administrative Assistant

Monica Law, Administrative Assistant, Design & Construction

**Cost:** \$4.87 per mile plus driver's hourly pay; Special Needs Monitor Hourly Cost: monitor's hourly pay.

**Payment Process:** The District will invoice the charter school.

## FACILITIES USE AGREEMENT

**Division:** Operations

**Description of Service:** The primary purpose of DCSD school facilities is to provide a suitable setting in which to educate the students of DeKalb County School District (DCSD). Charter schools may rent school facilities when such use is consistent with the Board's policies and administrative regulations and does not interfere with the activities of schools or school-related support groups.

**Type of Service:** Buy-Back Service

**How to Access Service:** Complete the registration process at <https://dekalb.schoolspace.us/home>. Requirements (including liability insurance) are published on the SchoolSpace website.

**Availability:** Terms of usage can be found on the SchoolSpace website. Office hours are 8:00am–5:00pm.

**District Contact:** Cedric Burse Interim Director, Business Services | (678) 676.1345 | [cedric\\_burse@dekalbschoolsga.org](mailto:cedric_burse@dekalbschoolsga.org)

**Cost:** Fees are published on the SchoolSpace website: <https://dekalb.schoolspace.us/home>.

**Payment Process:** Payment will be drafted via credit card or ACH 7 days prior to the event.

## PROCUREMENT PROCESS

**Division:** Operations

**Description of Service:** Maintenance/Improvements of DCSD Facilities

**Procurement Procedure, Rule, or Code:** If applicable, Tenant agrees to follow the rules for meeting Public Works Construction bidding requirements as set forth in Georgia code and/or State Board Rules pursuant to the Georgia Local Government Public Works Construction Law to any capital improvement projects as defined therein (O.C.G.A. § 36-91-1, et seq.)

**DCSD Approval Required:** Capital improvements and facility repairs are subject to review and approval by DCSD to ensure compliance with Georgia code and/or State Board Rules pursuant to the Georgia Local Government Public Works Construction Law.

**Type of Service:** In-Kind Service

**District Contact:** Bobby Moncrief, Director of Facilities, | (678) 676.1478 | [bobby\\_moncrief@dekalbschoolsga.org](mailto:bobby_moncrief@dekalbschoolsga.org) (Maintenance)

Richard Boyd, Director of Design and Construction | (678) 676.1483 | [richard\\_boyd@dekalbschoolsga.org](mailto:richard_boyd@dekalbschoolsga.org) (Renovations, Additions, etc.)

	Operations – Regional Facilities Manager
Region I	Demetrice Mott
Region II	Arthur Kinder
Region III	Steve Houston
Region IV	Lester Rollins
Region V	John Jewett
Region VI	Kelvin Dennis
Region VII	Eddetric Morton

**Cost:** The Tenant is responsible for all costs associated with capital improvements and facility repairs.

## LAWN MAINTENANCE SERVICES

**Division:** Operations

**Description of Service:** Lawn maintenance services are available to charter schools through an independent contractor. Yellowstone Landscape is the District's approved vendor for commercial landscaping services.

Landscaping Services (estimates based on 2022-2023 prices – subject to change):

- Removal of debris - \$35.00/hour
- Turf Maintenance - \$45.00/acre
- Edging and Trimming - \$45.00/acre
- Litter Removal - \$45.00/acre
- Crack Weed - \$45.00/acre
- Installation of safe rubber mulch inside of playground equipment borders to a minimum of 6" of rubber mulch or 9" of playground wood mulch - \$1.75.00/acre
- Furnish and install pine straw - \$5.50/Bale
- Installation of wood mulch - \$1.75/per cubic ft.
- Rubber Mulch - \$460.00/Per 2500 lbs. super stack
- Wood Mulch- \$47.25/Per square yard
- Irrigation repairs - \$45.00/hour
- Initial cleanup retention ponds - \$35.00/hour

**Type of Service:** Buy-Back Service

**Provider Contact:** Yellowstone Landscape | 4806 Wright Dr SE, Smyrna, GA 30082 | (386) 437-6211

**Availability:** Immediately | Office Hours: Monday through Friday (8:00 am–5:00pm)

**District Contact:** Cedric Burse Interim Director, Business Services | (678) 676.1345 | [cedric\\_burse@dekalbschoolsga.org](mailto:cedric_burse@dekalbschoolsga.org)

**Cost:** Prices are determined by the vendor and vary by service. Estimated costs are listed above.

**Payment Process:** The charter school should engage the vendor directly to determine service needs and payment arrangements.



## OBSOLETE FURNITURE AUCTION

**Division:** Operations

**Description of Service:** Charter schools may purchase obsolete furniture through the online auction platform.

**Type of Service:** Buy-Back Service

**How to Access Service:**

- Register to bid at <https://www.govdeals.com/register/>
- Bid at <https://www.govdeals.com/DeKalbCountySchoolDistrictBusinessAffairs>

**Availability:** Immediately | Office Hours: Monday–Friday (8:00am–5:00pm)

**District Contact:** Cedric Burse, Interim Director, Business Services | (678) 676.1384 | [cedric\\_burse@dekalbschoolsga.org](mailto:cedric_burse@dekalbschoolsga.org)

Monica Ryan, Business Services Project Specialist | (678) 676.1566 | [monica\\_ryan@dekalbschoolsga.org](mailto:monica_ryan@dekalbschoolsga.org)

**Cost:** Prices vary by item.

**Payment Process:** The District will invoice the charter school. Payment must be made through the online auction process

## SCHOOL NUTRITION

**Division:** Operations

**Description of Service:**

1. Provide mandatory annual Free & Reduced professional learning credit and updates. (Learning Codes: 3100, 3120, 3200, 3220)

Free & Reduced School Start-Up Training (4 hours) consists of:

- Distribution of current school year manual/paper Free & Reduced Meal Application
- Distribution of Free & Reduced Meal Application Flyer
- Distribution of Charter School Standard Operating Procedure (SOP)
- Distribution of current-year State Income Guideline for Free & Reduced Meals
- Training on current-year online Free & Reduced Meal Application along with updates
- Training on current-year manual/paper Free and Reduced Meal Application with instructions on key items that must be completed before sending application over to Free & Reduced scanning office
- PrimeroEdge training on printing Free & Reduced documents (student eligibility rosters and meal application).
- Introduction of any other pertinent information and regulatory updates
- Verification Process Overview; **Note:** Each Charter School is responsible for completing their own annual State Verification.

**Rate:** \$220 per school annually (invoiced in September)

2. Provide Free & Reduced documentation for federal/state audits and administrative review as requested by GADOE.

**Rate:** Hourly rate times number of hours needed to provide federal/state documentation

3. Process Free & Reduced Online and Manual Meal Application. This service requires 30 minutes or more to process each application.

**Rate:** \$5.50 per application (invoiced quarterly)

- Step 1: Verify application has the accurate information
- Step 2: Second verification for accurate information
- Step 3: Scan application or enter application manually if information is not legible.

4. Charter schools are given access to print meal applications and student eligibility roster(s), as needed, using the SNS Software Package at no additional charge.

5. Distribute student eligibility notification letter to parent(s) via email or send to school for student(s) to take home to parent at no additional charge.

6. Collect and maintain Free & Reduced report(s) needed to complete the verification process. Verification is conducted beginning October 1<sup>st</sup> through November 15<sup>th</sup> each school year. The following documents are provided:
- Error Prone Application Report
  - Number of free applications based on SNAP/TANF, Case Numbers or Foster Child
  - Number of free applications based on Income
  - Number of reduced applications
  - Total number of applications process
  - Total number of students enrolled as of October 31<sup>st</sup>

**Rate:** \$11 per verification document provided (invoiced quarterly)

**Type of Service:** Buy-Back Service

**Service Commitment:** The charter school shall submit Free & Reduced Meal Applications and required documentation to DCSD's School Nutrition Department per District established deadlines and other times upon request by School Nutrition personnel.

**Availability:** Immediately | Office Hours: Monday–Friday (8:00am–5:00pm)

**District Contacts:** Connie Walker, Executive Director, School Nutrition Services | (678) 676.1780 | [connie\\_walker@dekalbschoolsga.org](mailto:connie_walker@dekalbschoolsga.org)

Geraldine Thomas, Supervisor II, Free/Reduced Lunch |(678) 76.1777| [geraldine\\_thomas@dekalbschoolsga.org](mailto:geraldine_thomas@dekalbschoolsga.org)

EarlVon Corbin, SNS Business Manager, III | 678-676-1773  
[Email: EarlVon\\_Corbin@dekalbschoolsga.org](mailto:EarlVon_Corbin@dekalbschoolsga.org)

Geraldine Thomas, Supervisor II, Free/Reduced Lunch | 678- 676-1777  
Email: [Geraldine\\_Thomas@dekalbschoolsga.org](mailto:Geraldine_Thomas@dekalbschoolsga.org)

**Cost: The** cost of annual training, administrative audits, meal application processing, verification of documents are provided above.

**Payment Process: The** School Nutrition Department will invoice each charter school annually on June 1<sup>st</sup>.

## FINANCE

### BUDGET

**Division:** Finance

**Description of Service:**

- Process charter school allocations, grant reimbursements, and ACH payments; complete required financial reporting, maintain account/activities setup, budget transactions, and purchase orders (if applicable)
- Oversee the reconciliation of charter school invoices for DCSD services, review discrepancies, and verify transactions
- Review and provide analysis on budgets and narratives submitted in all start-up and renewal charter applications
- Manage compliance for charter school participation in mandatory state and district financial reporting

**Type of Service:** In-Kind Service

**Service Commitment:** The Charter School shall submit all required data to the DCSD's Finance Division per District established deadlines and other times upon request by Finance personnel.

**Availability:** Immediately | Office Hours: Monday–Friday (8:00am–5:00pm)

**District Contacts:**

Bryron Schueneman, Chief Financial Officer

Lance McConkey, Comptroller | lance\_mcconkey@dekalbschoolsga.org

James Dawson, Director of Financial Reporting | james\_dawson@dekalbschoolsga.org

Regina Bagley, Manager III, Budget | regina\_frazier-thomas@dekalbschoolsga.org

Chanda Browning, Manager III, Accounting | chanda\_browning@dekalbschoolsga.org

Dan Copeland, Senior Systems Engineer (Finance) | dan\_copeland@dekalbschoolsga.org

**Finance Support Staff:**

Carla Smith, Vendor Services Executive Director

Belinda Quillet, Procurement Manager III

Stephen Mayer, Captial Assets Manager

Felecia Heath, Grants Analyst

Su Jin Hwang, Accountant III

Teresa Williams, Accountant III

Karen Lewis, Specialist I

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

## HUMAN RESOURCES

**Division:** Human Resources

**Description of Service:** The Human Resources Division provides resources and support to ensure charter schools meet mandated CPI reporting requirements, minimum qualifications for employees under ESSA, comparability under Title I, and other federal requirements.

**Type of Service:** In-Kind Service

**Service Commitment:** The charter school shall submit the Certified Personnel Index (CPI) data to the DCSD's Human Resources Division per District established deadlines and other times upon request by Human Resources personnel.

**How to Access Service:** Email the Human Resources Division and copy the School Innovation Department.

**Availability:** Immediately

**District Contact:** Janitrea Sebree-Kelly, Manager, Information Systems | (678) 676-0795 | [janitrea\\_r\\_sebree-kelly@dekalbschoolsga.org](mailto:janitrea_r_sebree-kelly@dekalbschoolsga.org)

**Human Resource Office Support Staff:**

Tekshia Ward-smith, Interim Chief Human Resource Officer

Won Allen, Data Specialist II

Andre Milhouse, Analyst II

Anwar Thomas, Manager II

Marcus Williams, Records Clerk II

Carol O'Meally, Records Clerk II

Melissa Santos, Staffing Assistant

Sonyae Starks, Records Clerk II

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

# SUPERINTENDENT'S OFFICE

## REGIONAL SUPERINTENDENTS

**Division:** Superintendent's Office

**Description of Service:**

- Provide resources and materials on District initiatives and processes related to charter compliance in collaboration with School Innovation Department
- Provide guidance to charter school staff in the event of emergency communications
- Include charter school employees in all appropriate District training programs and meetings
- Include charter school information in District reports and informational notifications to the public
- Include charter schools in District notifications to the community
- Communicate with charter school personnel using DCSD protocols

**Type of Service:** In-Kind Service

**Service Commitment:**

- Ensure compliance with federal law and safety or health standards/regulations for students and staff in a timely manner
- Inform the Regional Superintendent's Office of any concern related to safety and health
- Require school personnel to use related resources in a responsible manner and in alignment with DCSD expectations
- Follow the emergency notification protocols and communications (media interaction) protocols. Include the District in community notifications as appropriate.
- Attend mandatory District trainings, as required
- Inform the Regional Superintendent of complaints from community members and provide updates on school responsiveness

**How to Access Service:** Email or phone call to the Regional Office

**Availability:** Immediately

**District Contacts (Regional Superintendent):**

Melanie Pearch | Region I | [melanie\\_l\\_pearch@dekalbschoolsga.org](mailto:melanie_l_pearch@dekalbschoolsga.org) | (678) 676-1099

Trenton Arnold | Region II | [trenton\\_arnold@dekalbschoolsga.org](mailto:trenton_arnold@dekalbschoolsga.org) | (678) 676-0671

Sean Tartt | Region III | [sean\\_r\\_tartt@dekalbschoolsga.org](mailto:sean_r_tartt@dekalbschoolsga.org) | (678) 676-9234

Norman Sauce III | Region IV | [antonette\\_campbell@dekalbschoolsga.org](mailto:antonette_campbell@dekalbschoolsga.org) | (678) 676-1079

Triscilla Weaver | Region V | [triscilla\\_r\\_weaver@dekalbschoolsga.org](mailto:triscilla_r_weaver@dekalbschoolsga.org) | (678) 676-2845

Jacqueline Taylor | Region VI | [candace\\_alexander@dekalbschoolsga.org](mailto:candace_alexander@dekalbschoolsga.org) | (678) 676-2850

Ateshia Lester | Region VII | [ateshia\\_lester@dekalbschoolsga.org](mailto:ateshia_lester@dekalbschoolsga.org) | (678) 676-2826

**Regional Superintendent Office Support Staff:**

Beth Kyle, Region I Coordinator III

Torry Ivey, Region I Coordinator II

Joyce Johnson-Fulton, Region I Executive Assistant

Vanessa Bines-Truitt, Region II Coordinator III  
Makeba West, Region II Coordinator II  
Terri Brown, Region III Coordinator III  
Dr. Tuqwan Taylor, Region III Coordinator II  
Christopher Brunson, Region III Executive Assistant  
Raifa Russ, Region IV Coordinator II  
Elicia Moore, Region IV Executive Assistant  
Lisa McGhee, Region V Coordinator III  
Sonia Solomon, Region V Coordinator II  
Ms. Bridgette Allen, Region VI Coordinator III  
Dr. Linda Crowley, Region VI Coordinator II  
Chalis Cammon, Region VI Executive Assistant  
Dawn Price-Williams, Region VII Coordinator II  
April Caldwell, Region VII Executive Assistant

**Superintendent's Office Support Staff:**

Dr. Devon Horton, Superintendent  
Maria Marquez, Executive Assistant to Superintendent  
Sandra Cloud, Administrative Assistant to Superintendent

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not applicable

## INTERNAL AUDITS & COMPLIANCE

**Division:** Superintendent's Office

**Description of Service:** The Internal Audits & Compliance Department monitors charter schools' financial health, including reviewing audited financial statements and other financial reports from schools. The Charter School is subject to periodic audits by DCSD's Internal Audits & Compliance Department. Internal Audits & Compliance also manages the Fraud, Waste, and Abuse EthicsPoint hotline which includes reporting for District charter schools. Complaints fielded through the hotline are forwarded to the charter school's governing board through the School Innovation/Governance Department.

**Type of Service:** In-Kind Service

**Service Commitment:** The Charter School will be responsible for providing monthly financial reports to the DCSD Internal Audits & Compliance Department, DCSD School Innovation Department, and DeKalb Board of Education by the end of the month following the financial period (Ex. May 2023 statements are due on June 30, 2023). The reports include but are not limited to the following: Cash Flow Statement, Balance Sheet, Statement of Expenditures vs. Budget, Statement of Revenue vs. Expenditures, Quarterly Statements, and audited End-of-Year Statements. Copies of the reports or links to an online location are acceptable.

**How to Access Service:** Email the Internal Audits & Compliance Department and copy the School Innovation Department.

**Availability:** Immediately

**District Contact:**

Alexis Walton, Senior Auditor, Charter Schools | (678) 935-2394 | [alexis\\_walton@dekalbschoolsga.org](mailto:alexis_walton@dekalbschoolsga.org)

Joel Thibodeaux, Director, Internal Audits & Compliance | (678) 676-0740 | [joel\\_b\\_thibodeaux@dekalbschoolsga.org](mailto:joel_b_thibodeaux@dekalbschoolsga.org)

**Internal Audit Support Staff**

Katherine Williams, Internal Auditor II

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable



## PUBLIC SAFETY

**Division:** Superintendent's Office

**Description of Service:** The Department of Public Safety responds to emergency and non-emergency law enforcement-related calls for service.

**Type of Service:** In-Kind Service

**Service Commitment:**

- Per DeKalb Board of Education policy IBB-R(2), charter schools experiencing on campus or school problems with unauthorized persons, students, and other individuals which require police intervention should call the DCSD Department of Public Safety at (678) 676-1810. The following procedures shall be observed:
  - Each school administrator, along with the governing board, shall write a letter to the DCSD Department of Public Safety with a copy to the School Innovation Department declaring the governing board's intention to call the DCSD Department of Public Safety to respond to any intruder/suspicious person(s), student disruption, bomb threat, drug issue, violence, or other acts that threaten the safety of students, staff, and authorized visitors at the charter school. See the required letter on next page.
  - Resource documents for guidance regarding such requests are found in the Emergency Response Procedures and Protocols, Code of Student Conduct, and School Safety Plan.

**Conditions of Service:** The service is available to all DCSD-authorized charter schools.

**How to Access Service:** **Contact** 911 or DCSD Department of Public Safety's non-emergency phone number.

**Availability:** Immediately

**District Contact:** Chief Bradley Gober, Executive Director of Public Safety | (678) 676-1810 | [bradley\\_gober@dekalbschoolsga.org](mailto:bradley_gober@dekalbschoolsga.org)

**Public Safety Support Staff:**

Kelvin McNair, Special Field Assistant to Superintendent

Mary Parks, Lieutenant

Larry Wright, Lieutenant

Waine Pinckney, Major

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable

**Instructions:** *No later than July 1 of each year, the charter school shall submit to the district the following letter on letterhead signed by the school leader and Governing Board Chair.*

**To:** DeKalb County School District (DCSD) Department of Public Safety

**CC:** DCSD School Innovation Department

**RE:** DeKalb Board of Education Policy IBB-R(2)

In accordance with DeKalb Board of Education Policy IBB-R(2), this letter serves as notification of the (Insert school's name here) school administration's and Governing Board's intention to contact the DeKalb County School District Department of Public Safety to respond to any intruder/suspicious person(s), student disruption, bomb threat, drug issue, violence or other acts that threaten the safety of students, staff, and authorized visitors at the charter school.

## COMMUNICATIONS

**Division:** Community Empowerment, Innovation, & Partnerships

**Description of Service:**

- Provide communications resources, as needed, to ensure charter schools understand media relations and communications protocols
- Include charter school employees in any related District media training programs
- Provide guidance to charter staff in the event of emergency communications
- Communicate to charter school personnel using DCSD protocols

**Type of Service:** In-Kind Service

**Service Commitment:**

- Hire/assign appropriate personnel in the area of communications
- Require school personnel to use related resources in a responsible manner and in alignment with DCSD expectations
- Follow media relations protocols including emergency communications protocols
- Include the District in community notifications as appropriate
- Inform the Communications Department of the desire to exercise flexibility related to typical communications processes in writing and well in advance of implementation

**How to Access Service:** Email or call the Communications Department.

**Availability:** Immediately

**District Contacts:**

Portia Kirkland, Communications Director | 678-676-0409 | [Portia\\_kirkland@dekalbschoolsga.org](mailto:Portia_kirkland@dekalbschoolsga.org) (Strategic Marketing/Promotion, Video, Creative Services)

**Communications Support Staff:**

Dr. Donald Porter, Press Secretary | 678-481-4110 | [Donald\\_porter@dekalbschoolsga.org](mailto:Donald_porter@dekalbschoolsga.org) (Media, Issues Crisis Management)

Ms. Carla Parker, Communications Specialist | 404-734-1717 | [Carla\\_parker@dekalbschoolsga.org](mailto:Carla_parker@dekalbschoolsga.org) (Media, Communications support)

Mr. John Kegler, DeKalb Schools TV/Video Production Manager | 678-458-2572 | [John\\_kegler@dekalbschoolsga.org](mailto:John_kegler@dekalbschoolsga.org)

Mr. Richard Stephens, Online Content/Social Media Specialist | 404-759-6909 | [Richard\\_stephens@dekalbschoolsga.org](mailto:Richard_stephens@dekalbschoolsga.org)

Mr. Hector Mancia, Graphic Designer | [Hector\\_mancia@dekalbschoolsga.org](mailto:Hector_mancia@dekalbschoolsga.org) |

Jamelia Potter, Communications Specialist | [jamelia\\_s\\_potter@dekalbschoolsga.org](mailto:jamelia_s_potter@dekalbschoolsga.org) | 678-676-2831

**Cost:** Direct Allocation of Personnel

**Payment Process:** Not Applicable



## APPENDICES

### APPENDIX A

#### DISPUTE RESOLUTION PROCEDURE

The purpose of the dispute resolution procedure is to allow the charter school to directly address the dispute with DCSD to ensure continued services to students. The District through its School Innovation Department will work to facilitate a cooperative environment that fosters results-driven resolutions for the benefit of students. Each outlined level below must be followed prior to initiating any civil action.

##### **LEVEL I**

The Charter School directly contacts the department(s) involved in the issue/concern and attempts to resolve the dispute as soon as practical. The communication may include a phone call and/or e-mail detailing the dispute. The respective DCSD department(s) and charter school will work in good faith to resolve the dispute.

##### **LEVEL II**

If the dispute cannot be resolved at the Level I stage, the charter school may request an in-person meeting with the party/parties involved with the dispute. The charter school must submit its request in writing in a reasonable time to DCSD's School Innovation Department stating the following:

- i. The name, address, and telephone number of the charter school;
- ii. The name of the individual(s) requesting the meeting;
- iii. Identification of issue/concern that is the subject of the grievance/dispute;
- iv. A statement of the factual grounds (i.e., identifying the particular service from this Guide that is at issue) supporting the position of the charter school;
- v. Any and all documentation the charter school wishes to submit in support of its position;
- vi. A statement of the relief requested.

##### **LEVEL III**

In the event the charter school is unsatisfied with the outcome at the Level II stage, the charter school may pursue legal action in the form of mediation with DCSD. Either DCSD or the charter school may exercise the right to submit the matter for mediation by providing the other party with a written demand for mediation setting forth the subject of the dispute within 14 days from the date of the in-person meeting. The parties will cooperate with one another in selecting a mediator and in scheduling the mediation proceedings. Venue for the mediation will be in DeKalb County, Georgia. The parties covenant that they will participate in the mediation in good faith and that they will share equally in its costs; provided, however, that the cost to DCSD shall not exceed two thousand five hundred dollars (\$2,500.00).

## APPENDIX B

### VENDOR SELF-SERVICE FORM

Click the link below to complete the electronic form.

<https://dekalb.munisselfservice.com/default.aspx>

## APPENDIX C

### HHB EXTRA ACTIVITY/STIPEND FORM

Click [here](#) to access the HHB Extra Activity/Stipend Form.