

CHARTER SCHOOL RENEWAL APPLICATION COVER PAGES

Check One: Start-up Renewal Conversion Renewal

When was the original charter term start date? July 1, 2012

How many charter terms has the school been in existence? 2

Name of Charter School: Dekalb Preparatory Academy

Name of the Georgia nonprofit corporation that currently holds the charter: Dekalb Preparatory Academy, Inc.

Local school system in which charter school is physically located: Dekalb County School District

Contact Information for the Governing Board Chair

Contact Person: Suzette Arnold Governing Board Chair
Name Title

Contact Address: 1402 Austin Drive, Decatur, GA 30032

Telephone Number: 770-855-6307

Fax Number: 404-937-2020

E-mail Address: sarnold793@gmail.com

Contact Information for the Person Filling out this Application

Contact Person: Carla Pettis Principal
Name Title

Contact Address: 1402 Austin Drive, Decatur, GA 30032

Telephone Number: 404-937-2000

Fax Number: 404-937-2020

E-mail Address: cpettis@dekalbprepacademy.org

Charter School Renewal Application

Executive Summary

Name of Charter School: DeKalb Preparatory Academy

Proposed Charter Term Length: 5 years

Current Grade Range: K-8 Grade range at the end of the charter term: K-8

Expected enrollment at the end of the charter term: 585

This application was approved by _____ Local Board of Education on _____, 201__

For each year of the NEW charter term, indicate the number of students the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	60	60	60	60	60	60	60	60	60					564
Year 2	60	60	60	60	60	60	60	60	60					564
Year 3	60	60	60	60	60	60	65	65	65					565
Year 4	62	62	62	62	62	65	65	65	65					565
Year 5	63	63	63	64	64	67	69	67	65					565

1. State the charter school’s mission and describe why this initiative is important to the community it serves. Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and how they will continue participating. (350 words or less)

The mission at Dekalb Preparatory Academy (DPA) is to empower students to cultivate knowledge, think critically, act collaboratively and compassionately. DPA accomplishes this by offering a rigorous academic, creative, culturally responsive, and engaging student experience for students in grades Kindergarten through eighth grade. In addition to these characteristics, DPA students use Project-based Learning (PBS) to solve real-world problems. PBL is a student-centered approach that promotes the synthesis of information, which refines critical thinking skills. Organized problem solving is a fundamental skill needed in 21st century careers.

DPA's approach to teaching and learning presents a unique opportunity for students in Dekalb County. Statistically, the school serves a higher percentage of low-income, African American students when compared to the District as a whole. More than 500 families choose DPA each year over other options, including their zoned schools. DPA stakeholders firmly believe that a student's zip code should not determine the trajectory of their educational experience, and, most especially, their future career options.

In addition to the PBL approach, DPA has other defining characteristics. The infusion of Audio Video Communications (AVC) modalities provides a unique approach that is rarely provided for students younger than high school age. To meet the needs of all students, DPA provides more instructional time, small learning communities, and individualized student support. Teachers and support staff regularly review student data to assign gap-closing support opportunities.

Various stakeholders were involved in the petition development process. Board members, administrators, teachers, and families played key roles in brainstorming, planning, analyzing, and reviewing petition content. Stakeholder feedback was collected as part of the strategic planning process as well as satisfaction surveys. DPA maintains a Parent Advisory Group. Members of this group also provided great insight and data that informed the content development of the petition.

Once the charter is renewed, the board is chiefly responsible for monitoring progress and attainment of contractual goals and obligations. The monitoring of goals will be divided among board committees and checkpoints will be established throughout the school year to ensure a timely review of progress as well as the development of corrective actions, if needed.

(WORD COUNT 349 / 350)

- 2. Describe the charter school’s academic program, specifically focusing on why it is innovative in your school district(s). Include mention of any waivers of state law and SBOE rules that are needed to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature or features which enhance educational opportunities. (350 words or less)**

DPA’s academic program is based on Project-Based Learning (PBL), which brings the Georgia Standards of Excellence (GSE) to life through the hands-on application and synthesis of concepts. In a PBL classroom, students are at the center of their own learning. This method emphasizes both the process and the end result, which are both key to sustained learning. DPA has also implemented an Audio Video Communications & Technology (AVC) program, where students experience all aspects of audio/video production. Film and video-related careers have experienced an upward trend in recent years in Georgia and the early exposure to such skills gives DPA students a strong foundation in technology, communications, self-awareness, and high expectations for their own educational experience.

The technology aspect of the program not only includes equipment used for video production, but also a 1:1 instructional device is assigned to each student. DPA students in grades K-5 also take coding, which would not be possible without a 1:1 ratio. Previously, the technology ratio was 10:1, ten devices to one student, which did not allow for the level of desired rigor, frequency or retention of academic concepts.

Given the flexibility afforded to charter schools, DPA is able to provide more extensive offerings than a traditional public school. The use of the K-8 model is a fundamental way that DPA has positioned itself for increased organizational performance. Teachers in grades K-3 teach all core subjects to their assigned students, whereas, in grades 4-8, instruction is departmentalized. These are examples of structural innovations that require broad flexibility.

DPA also exercises broad flexibility by providing additional instructional time in terms of the length of the day as well as the calendar year. Educational research supports that more time on task will

likely lead to increased student outcomes. The additional time allotted allows for more in-depth execution of projects, acceleration of content for advanced students as well as remediation when concepts are not mastered.

Beyond the flexibility used to implement the structural elements of the academic program, DPA also leverages broad flexibility in other ways such as; teacher certification, localized governance, timely decisions, and resource allocation and oversight that is tailored to the needs of the school community.

(WORD COUNT 337 / 350)

3. Describe the charter school’s organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) if any, DCSD and GADOE, and the school’s community interest and need. (350 words or less)

DPA does not contract with an educational service provider (ESP). The day-to-day management of the school is the responsibility of the top executive charged with those duties. Oversight of contractual obligations, budget performance, and fiduciary duty are the responsibility of the governing board. The board is also responsible for policy development, general compliance, and long-range strategic planning. The board is also responsible for hiring, supporting, evaluating and managing the top executive of the organization. The top executive of the school has a team of administrators who focus on various aspects of school operations. Unlike traditional public schools that must adhere to strict staffing allocations from the district, charter schools must work within their budget, but have a great deal of flexibility in the staffing model. The flexibility in terms of resource allocation is perhaps one of the more meaningful ways that DPA can leverage the broad flexibility waiver.

The leadership team at DPA consists of the top executive or Head of School, Principal, Assistant Principal, and Director of Finance and Operations (DFO). Staff with non-instructional duties, such as the business manager, custodian, and nutrition director report to the DFO, while teachers and support staff report to either the Principal or Assistant Principal.

DPA maintains a collaborative relationship with the Dekalb County School District (DCSD) as well as the Georgia Department of Education (GADOE). DPA staff members are responsive to training offered by the district, particularly at the leadership level and with regard to federally mandated services, such as Special Education, and ESOL. DCSD's Office of Accountability staff provide support and advocacy as needed to support the work of DPA.

DPA has experienced substantial support from the community and consistent interest from families, resulting in a during the first three years of the charter term of 291, 185, and 3, respectively. During the current year of the contract term, the waitlist decreased due to enrollment fluctuations caused by the COVID-19 pandemic. DPA expects increased community engagement and support through partnerships related to the PBL and AVC programs.

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(WORD COUNT 347/ 350)

Deleted: 36



DEKALB PREPARATORY ACADEMY
Charter Renewal Application
Submitted to Dekalb County School District
on
August 11, 2021

Past Performance

1. Complete and attach as Exhibit 5 the Accountability Report available on the GaDOE's Charter Schools Division website to show the school's performance during each year of your current charter term and include with your charter school renewal application. This Accountability Report will be presented to the State Board of Education with your charter petition, so please ensure it is accurate.
2. **Page 11** Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:
 - Address the school's performance in each year of your current charter term.
 - You are urged to include any supporting charts, tables, or graphs that provide quantitative data.
 - If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.
3. **Page 37** Describe the school's current financial situation. In your description:
 - Include an explanation of financial results.
 - Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.
 - Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.
4. **Page 40** Provide a brief overview of the school's current governance structure. In your description, you must include:
 - Specific examples of decisions the governing board has made on behalf of the school;
 - Specific examples of decisions the school leader has made on behalf of the school;
 - How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and
 - The governing board's training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board's Governance Training Plan.
5. **Page 48** Describe how the school provides state- and federally-mandated services to **students with disabilities**. Reciting the requirements of law and rule is insufficient. Your description must include the school's practices and procedures to:
 - Evaluate and identify students with disabilities;
 - Develop, review, and revise Individualized Education Programs (IEPs);
 - Integrate special education into the general education program;
 - Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;
 - Address student discipline;
 - Handle programming disputes involving parents;
 - Ensure confidentiality of special education records;
 - Purchase services from special education vendors or to contract with your local district to provide a continuum of special education services and how this arrangement will work; and
 - Secure technical assistance and training.

6. **Page 58** Describe how the charter school provides state- and federally-mandated services for English Learners (ELs). Reciting the requirements of law and rule is insufficient. Your description must include the diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.
7. **Page 61** Provide the number and percentage of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions during the current charter term (e.g., the past 5 years). How does this discipline and dismissal data compare to the Office of Civil Rights data?

	In-School Suspensions	Out-of-School Suspensions	Expulsions
Ethnicity/Race	Number & Percentage of Total Population		
Latino Hispanic	%	%	%
American Indian	%	%	%
Asian / Pacific Islander	%	%	%
Black / African American	%	%	%
White	%	%	%
Two or More Races	%	%	%
Total Population			

8. **Page 65** Describe in detail how the charter school’s students, governing board, faculty, and staff reflect the sociodemographic diversity of the community served by the charter school. If the charter school does not reflect the community’s diversity in one or more areas of the areas listed above, provide a comprehensive plan to address this need for diversity. Included in such a plan could be, for example, the use of targeted recruitment or the use of a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).
9. **Page 65** Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also explain how the school plans to avoid these difficulties during the upcoming charter renewal term.

Proposed Changes

10. If the answers given above to questions 1 - 9 reflect a change to any of the following, please provide the rationale for the change:

A. **Page 68 ACADEMIC CHANGES:**

- The academic program and curriculum.
- The use of waivers/innovations.
- School programs – this includes Students with Disabilities, Gifted and Talented, English Learners, etc.
- Any assessments being used.
- Any administrative positions.

B. Page N/A GOVERNANCE CHANGES:

- The school's governance structure.
- The school's governing board composition, including its diversity.
- The school's relationship with an Educational Service Provider or other Charter Partner.
- The relationship with the local district.

C. Page N/A FINANCIAL CHANGES:

- The school's financial structure.
- The school's CFO.
- The school's relationship with any major creditors (e.g., landlords, investors etc.)

D. Page N/A OPERATIONAL CHANGES:

- The school's facilities – this should include any proposed expansion or renovations
- The school's attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2-2066(a)(1)).
- Whether the school's students, faculty, and staff reflect the diversity of its attendance zone.
- Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).
- Any services provided to students such as transportation, food service, etc.
- The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.

Looking to the Future

11. **Page 68** Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.

PAST PERFORMANCE

1. Complete and attach as Exhibit 5 the Accountability Report available on the GADOE's Charter Schools Division website to show the school's performance during each year of your current charter term and include with your charter school renewal application. This Accountability Report will be presented to the State Board of Education with your charter petition, so please ensure it is accurate.

DPA's academic and organizational performance can be found in **Exhibit 5**.

2. Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:
 - a. Address the school's performance in each year of your current charter term.
 - b. You are urged to include any supporting charts, tables, or graphs that provide quantitative data.
 - c. If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.

Academic Performance Standards

The following organizational performance results are measured against the contractual performance metrics located in the charter contract, Appendix A, *Accountability and Consequences*. Metrics and results are listed in the order they appear in the contract.

Goal 1: During the first year of its charter contract term, the Charter School shall achieve at least two of the following academic performance standards:

- a. Match or exceed the CCRPI Content Mastery score of its authorizing school district(s) in each grade band served (elementary, middle, and/or high school). AND/OR
- b. Match or exceed the overall CCRPI score of its authorizing school district(s) in each grade band served (elementary, middle, and/or high school). AND/OR
- c. Increase its overall CCRPI score by at least 4% of the gap between 100 and the school's previous year overall CCRPI score for each grade band served (elementary, middle, and/or high school). AND/OR
- d. Increase its CCRPI Content Mastery score by at least 10% of the gap between 100 and its previous year CCRPI Content Mastery score in each grade band served (elementary, middle, and/or high school). AND/OR

- e. Increase its CCRPI Progress Score by at least 10% of the gap between 100 and its previous year CCRPI Progress Score in each grade band served (elementary, middle, and/or high school). AND/OR
- f. Achieve an overall positive Value-Added Impact Score in each grade band served (Elementary, middle, and/or high school). AND/OR
- g. Beat the Odds (school-wide measure).

As noted in the figure below, there were no CCRPI scores calculated in years one and two of DPA's charter contract. In year one, the Georgia Department of Education received a waiver on all mandated assessments and accountability metrics, including the CCRPI score. In year two, the mandated assessments were not waived; however, the State waived the CCRPI calculation.

Figure 1: CCRPI FOR 2020 & 2021

School Year	Elementary School	Middle School	Climate Star Rating	Final School Score	District ES Only	Total District	State ES Only	Total State
2020	No CCRPI Score in 2020							
2021	No CCRPI Score in 2021							
2022	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Source: ccrpi.gadoe.org

Goal 2: During the first year of its charter contract term, the Charter School shall achieve at least two of the following academic performance standards:

- a. Increase its overall CCRPI score by at least 4% of the gap between 100 and its previous year overall CCRPI score in each grade band served (elementary, middle, and/or high school). AND
- b. Achieve at least one of the following two performance standards: Increase its CCRPI Content Mastery score by at least 10% of the gap between 100 and its previous year CCRPI Content Mastery score in each grade band served (elementary, middle, and/or high school). or Increase its CCRPI Progress Score by at least 10% of the gap between 100 and its previous year CCRPI Progress Score in each grade band served (elementary, middle, and/or high school). AND

- c. Achieve at least one of the following two performance standards: Achieve an overall positive Value-Added Impact Score in each grade band served (elementary, middle, and/or high school). or Beat the Odds (school-wide measure). AND
- d. Not be on the Turnaround Eligible Schools List published annually by the Governor’s Office of Student Achievement or on the list of Tier II or Tier III schools published annually by GADOE.

Similar to Goal one in this section, there is no CCRPI calculation in years one and two of the charter term, due to the COVID-19 pandemic and its impact on teaching and learning.

School Climate Performance Standards

Goal 3: During the first year of its charter contract term, the Charter School shall achieve a School Climate Star Rating of 3 or more stars.

Goal 4: During the second year of its charter contract term, the Charter School shall achieve a School Climate Star Rating of 4 or more stars.

CCRPI was not calculated for years one and two of the current charter contract term. Therefore, Climate Star ratings were not assigned for those years due to the fact that this rating is a component of CCRPI.

Figure 2: DPA Climate Score Data

School Year	Target 4 Stars or Above	Actual Star Rating
2021-2022	4	TBD
2020-2021	N/A	N/A
2019-2020	N/A	N/A

Financial Performance Standards

[Financial performance is addressed in Question 3 below, which specifically calls for a summary of results.](#)

Governance Performance Standards

Goal 6: During each year of its charter contract term, the Charter School shall achieve all six of the following governance performance standards.

- a. All governing board members complied with all applicable open governance requirements, including policies relating to the Georgia Open Meetings Act and open records requirements. AND
- b. All governing board members attended all required training, including all training required for any new governing board members, AND
- c. The Board met a minimum of seven (7) times. AND
- d. Successful implementation of the Teacher and Leader Keys Effectiveness System as verified by GADOE, AND
- e. All governing board members acted in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board as sworn to in the Legal Compliance Affidavit included in the Annual Report, and as evidenced by a lack of any evidence to the contrary received by GADOE and the authorizing district(s), AND
- f. The Board reflects the sociodemographic diversity of the community it serves.

In years one and two of the current charter term, the governing board met all performance standards. In year one (2019-2020), the TKES / LKES could not be fully implemented due the school shifting to remote learning at the onset of the COVID-19 pandemic.

Figure 3: 2019-2020 and 2020-2021, DPA Governance Performance Results

Metric per Charter Contract Section IV. Governance Performance Standards. <i>Goal 6: During each year of its charter contract term, the Charter School shall achieve all six of the following governance performance standards.</i>	2019-2020	2020-2021
a. GA Open Meetings Compliance, AND	MET	MET
b. All governing board members attended all required training, including all training required for any new governing board members, AND	MET	MET
c. The Board met a minimum of seven (7) times, AND	MET	MET
d. Successful implementation of the Teacher and Leader Keys Effectiveness System as verified by GADOE, AND	N/A	MET

e. All governing board members acted in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board as sworn to in the Legal Compliance Affidavit included in the Annual Report, and as evidenced by a lack of any evidence to the contrary received by GADOE and the authorizing district(s), AND	MET	MET
f. The Board reflects the sociodemographic diversity of the community it serves.	MET	MET

Essential and Innovative Features

Goal 7: By the last year of its charter contract term, the Charter School shall implement all Essential and Innovative Features, as defined in Section 5 of the charter contract, in all material respects.

All innovative features were implemented in year one of the current charter contract. The table below outlines the specific features that were included in the charter contract. These features are integral to the DPA program and unique within the DCSD system. The Audio/Video Communication Technology aspect of the program was designed to address the growing need to build capacity in those areas from an economic perspective. According to the Atlanta Business Chronicle, this last decade has seen tremendous growth as the film industry had a \$9.5 billion dollar impact on the state. Georgia provides tax incentives to film production teams who want to film in the state, which offers a variety of desirable locations. The aforementioned financial impact is up from \$67.7 million in direct spending in FY2007, as compared to \$2.7 billion in direct spending in 2017. This growth has placed Georgia on the global map as the number one filming location in the world.¹ In FY19, there were a total of 399 film productions in Georgia.

Figure 4: DPA Essential and Innovative Feature Implementation

Innovative Feature	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
Project-based learning with an emphasis on Audio Video Communication Technology	MET	MET	Expected to meet. TBD
The Charter School shall implement Pearson EnVision Math across all grade levels	MET	MET	Expected to meet. TBD

¹ <https://www.bizjournals.com/atlanta/news/2020/03/27/georgia-s-film-industry-has-9-5-billion-impact-in.html>

Reading Street Implementation	MET	MET	Expected to meet. TBD
Summer Bridge Program	MET	MET	Expected to meet. TBD

The additional innovative features create the quality curriculum and support infrastructure that is needed to close achievement gaps at all levels. While the curricular programs mentioned in the innovative feature section of the contract will continue to be utilized at the school. For example, programs such as EnVision Math, will be provided to support increased math proficiency, but will not be considered an innovative feature.

Legal Compliance Performance Standards

Goal 8: During each year of its charter contract term the Charter School shall implement all legal requirements included in its federal and state law, rules and regulations and in its charter in all material respects.

Goal 9: The Charter School shall not do anything which results in GADOE and the authorizing district(s) placing it on probation more than two times in a single school year (July 1 to June 30).

Goal 10: The Charter School shall not do anything which results in GADOE and the authorizing district(s) placing it on probation more than three times during its charter contract term.

DPA met all legal requirements during the current charter term. The school was not placed on probation during the current term and all legal requirements for locally-authorized charter schools were met.

Figure 5: DPA Legal Compliance

Innovative Feature	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
Goal 8: During each year of its charter contract term, the Charter School shall implement all legal requirements included in its federal and state law, rules and regulations and in its charter in all material respects.	MET	MET	Expected to meet. TBD
Goal 9: The Charter School shall not do anything which results in GADOE and the authorizing district(s) placing it on probation more than two times in a single school year (July 1 to June 30).	MET	MET	Expected to meet. TBD
Goal 10: The Charter School shall not do anything which results in GADOE and the authorizing district(s) placing it on probation more than three times during its charter contract term.	MET	MET	Expected to meet. TBD

Measuring Academic Achievement During the Pandemic

DPA is currently operating on a three-year charter contract. One of the stipulations of the short-term contract is that the school submits an updated analysis and achievement plan for every eighteen-week period during the three-year charter term. The goal of this process is to ensure that the proper level of data analysis is occurring at the school level and that action plans are based on student performance, organizational capacity and budgetary priorities. These accountability updates also incorporate a review of the DPA's core innovation, which is project-based learning infused with an emphasis on audio-video communications (AVC) and technology. DPA's use of project-based learning promotes critical thinking, problem solving, and the synthesis of information. DPA students are also expected to take a more active role in the learning process.

Student-centered learning has become increasingly popular in the public education setting, but this approach to teaching and learning is firmly rooted in the works of early educators and educational philosophers such as John Dewey and Maria Montessori. Stanford University, arguably the nation's leader in educational research, has studied this model extensively. A study was conducted by Stanford² to determine if project-based learning can close the opportunity gap for students of color, English language learners, and low-income students. The student looked extensively at four schools with different variations on student-centered, project-based learning. Not only did students exposed to these models demonstrate achievement that exceeded that of the same student groups in traditional learning environments, "the schools in the study provide the types of learning experiences that prepare students for college and meaningful careers as well as graduating students of color, English language learners, and low-income students at rates that exceed similar students in their districts and California." The study further demonstrated that the schools analyzed have environments that promote a supportive relationship between teachers and students. The schools also have environments that are, "challenging, relevant, collaborative, student-directed, and connected to real-life situations." Students in these

² Student-Centered Schools: Closing the Opportunity Gap <https://edpolicy.stanford.edu/projects/633>

schools are assessed on their mastery of content knowledge. This approach also yields increased knowledge retention over time.

CCRPI Projections for 2020 & 2021

A large portion of the on-going accountability planning at DPA is based on CCRPI targets. The projections are based on 2019 GMAS assessment results, and set prior to the COVID-19 pandemic.

Figure 6: DPA 2019 GMAS Performance and Targets

Academic Achievement	Core Content	2019	2020	2021	DPA Targets
	ELA	73.5	N/A	76.8	- By June 2019, 74% of students in grades 3-8 will be able to score proficient or above on the GMAS in ELA -By June 2021, 77% of students in grades 3-8 will be able to score proficient or above on the GMAS in ELA
Academic Achievement	Math	75.8	N/A	78.8	- By June 2019, 76% of students in grades 3-8 will be able to score proficient or above on the GMAS in Math -By June 2021, 79% of students in grades 3-8 will be able to score proficient or above on the GMAS in Math
Academic Achievement	Science	71.8	N/A	75.4	- By June 2019, 72% of students in grades 3-8 will be able to score proficient or above on the GMAS in Science - By June 2021 76% of students in grades 3-8 will be able to score proficient or above on the GMAS in Science
	Social Studies	73.3	N/A	NA	- By June 2019, 74% of students in grades 3-8 will be able to score proficient or above on the GMAS in Social Studies

Accountability standards for charters in Georgia require that they outperform the local district and the state on a consistent basis throughout the charter term. The underlying premise is that by exercising the flexibility afforded to a charter school, superior results can and will be achieved. These results are also expected to happen within the first few years of a charter school’s first contract. The general treatment of goal attainment and charter renewal, in Georgia, has been that if the majority of measures are met within a charter term, the school will be renewed for a five-year term. In recent years, shorter-term charters have been granted to allow schools additional time to demonstrate consistent achievement in meeting and exceeding district and state targets. This can only be

achieved if the school is working, from the beginning, with a viable curriculum and the supports and systems in place that drive achievement. It is worthy of noting that, in the first charter term, DPA had to reinvent their model after their ESP (education support organization) had to liquidate their assets and release the school from their management agreement.³ In a briefing prepared by the federally appointed receiver, GGG Partners, Inc, stated that, “After several years of supporting unprofitable schools and investing in international ventures Mosaica found itself unable to meet its debt service obligations to its principal secured creditor and was seriously delinquent in paying withholding tax obligations to federal, state and local governments.” While moving away from Mosaica, Education, Inc. allowed DPA to reinvent its educational model, this transition occurred while the school was in its fourth year of operation in the first charter term.

Figure 7: DPA 2019 GMAS Performance by Grade Level

	English/ Language Arts			Mathematics			Science			Social Studies		
	DPA	DCSD	STATE	DPA	DCSD	STATE	DPA	DCSD	STATE	DPA	DCSD	STATE
3 rd	77%	61%	71%	86%	72%	82%	n/a	n/a	n/a	n/a	n/a	n/a
4 th	49%	65%	75%	61%	70%	82%	n/a	n/a	n/a	n/a	n/a	n/a
5 th	72%	68%	76%	60%	64%	76%	53%	60%	70%	54 %	66%	78%
6 th	72%	63%	74%	67%	63%	78%	n/a	n/a	n/a	n/a	n/a	n/a
7 th	70%	59%	72%	74%	64%	78%	n/a	n/a	n/a	n/a	n/a	n/a
8 th	80%	73%	80%	62%	63%	73%	57%	54%	62%	60 %	76%	78%
AVG	70%	n/a	n/a	68%	n/a	n/a	55%	n/a	n/a	57 %	n/a	n/a

The cells with numbers in bold text in the above table indicate where DPA outperformed the local system in the 2019 testing administration. DPA also outperformed the State in 3rd grade ELA and math and performed at

³ <https://gggpartners.com/mosaica-education-inc/>

the same level as the State in 8th grade ELA. These gains in 2019 are the result of the program redesign, staff development and fully aligning the curriculum with the Georgia Standards of Excellence (GSE). These results demonstrate that DPA can produce results that benefit students and prepare them for secondary and post-secondary success. Further, this data shows that, prior to the COVID-19 pandemic, DPA was making steady progress in terms of meeting with the expectation that charter schools consistently outperform their local and State counterparts.

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While DPA is outperforming both the DCSD and the State in 3rd grade ELA and math, and performing better than DCSD and as well as the State in 8th grade ELA, the *conclusion* that DPA is making *steady progress* toward outperforming **both** DCSD and the State on all measures is based on the fact that DPA performed better than DCSD in 3rd, 5th, 6th, 7th, and 8th grade ELA and 3rd, 6th, 7th math and 8th grade science. The comparative performance between DPA and DCSD demonstrates that DPA's model can produce results superior to the district in five out of six tested grades (3-8) in ELA and three out of six tested grades in math.

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Some of the specific efforts made that resulted in improved performance in 2019 included; 1) the re-imagining of the academic program (post separation from the former ESP), which resulted in the Audio Video Communication Program, 2) a commitment to data-driven, targeted professional development for teachers in the areas of A/VC and project-based learning (PBL), 3) the establishment of professional learning communities (PLCs), 3) curricular materials, selected in the two years prior to the current term, were carefully vetted for alignment with the Georgia Standards of Excellence (GSE), as is required for all charter schools operating in Georgia. In the next charter term the Board seeks to codify the Audio Video Communication Program as well as PBL.

In addition to CCRPI, the Georgia Department of Education also uses the Beating the Odds Analysis (BTO) to determine if schools are outperforming based on characteristics such as percentage of economically disadvantaged students, percentage of English language learners, percentage of students with disabilities, percentage of students in each race/ethnicity subgroup, percentage of female students and school size. In 2018,

the BTO calculator was updated and instead of two performance categories (beat the odds, did not beat the odds) the categories of “below expected range”, “within expected range” and “beat the odds” were established to better determine performance in this framework, which is considered a “second look” if CCRPI metrics are not met. DPA’s BTO performance level was “within expected range”. In order to move that performance level to “beating the odds” DPA will have to continue to increase student performance on state-mandated assessments.

Georgia Milestones Assessment System –2021 Results

The Georgia Milestones Assessment System (GMAS) is used as the state-mandated assessment system by which content mastery is measured. Charter schools in Georgia are required to use the Georgia Standards of Excellence (GSE) as the framework for classroom instruction. DPA combines innovative practices with the GSE to increase student engagement and academic achievement. Historically, DPA’s results on state-mandated assessments demonstrate that, while the school outperforms the majority of comparison schools in all subjects, the school has additional improvement work ahead in the next charter term. Specifically, DPA’s administration is immediately prioritizing academic supports that are designed to address learning loss and skill gaps exacerbated by the negative impacts of the COVID-19 pandemic. The majority of DPA students have experienced prolonged periods of remote learning, isolation from peers as well as support systems offered when students attend school in person.

In a recent report published by the U.S. Department of Education, Office for Civil Rights, a close look at the impact of COVID-19 on African American and Latino students demonstrates that achievement gaps have widened as a result of this impact. The report references the analysis of results from the i-Ready Diagnostic assessment, which

“Reported starker disparities across groups. According to McKinsey’s analysis of that data, students in the fall 2020 sample “learned only 67 percent of the math and 87 percent of the reading that grade-level peers would typically have learned.” That translated into a three-month loss in learning in math, and one-and-a-half months in reading. Those losses were “especially acute,” however, in schools predominantly serving students of color. And extrapolating from

that data, McKinsey estimated that “students of color may have lost three to five months of learning in mathematics” by the fall, “while white students lost just one to three months.”⁴

The report also suggests that the negative impact of the pandemic did not conclude when school resumed in August 2021, and will continue to widen throughout the fall of 2021. A total of seventy (73) students participated in GMAS in spring 2021, out of 564 students enrolled for the 2021-2022 school year. Consistent with assessment data from the Office for Civil Rights report, the gap in math achievement gap deepened at a more rapid pace than English Language Arts. Though the achievement of the 73 students tested may not be representative of the entire DPA student body, there is an important hypothesis that may be gleaned from the data in Figure 8. Students in middle grades generally performed better on the 2021 GMAS assessments, than students in grades three through five. For example, the only distinguished scores were earned by eighth grade students. Similar to many K-8 charter school models, DPA’s data in 2021 represents a baseline of performance that improves as students matriculate through the program starting in elementary school. In the next charter term, these trends will be critical components of the ongoing analysis that DPA’s board and leadership will engage in to ensure that the program is codified and can produce consistent high-quality results.

Figure 8: 2021 GMAS Results, Grades 3-8

3 rd Grade									
Number of Students Tested: 9	English Language Arts					Mathematics			
	1	2	3	4		1	2	3	4
Proficiency Level	1	2	3	4		1	2	3	4
Number of Students/Achievement Level	3	3	3	0		4	4	1	0
4 th Grade									
Number of Students Tested: 8	English Language Arts					Mathematics			
	1	2	3	4		1	2	3	4
Proficiency Level	1	2	3	4		1	2	3	4
Number of Students/Achievement Level	0	6	2	0		4	3	1	0
5 th Grade									
Number of Students Tested: 19	English Language Arts					Mathematics			
	1	2	3	4		1	2	3	4
Proficiency Level	1	2	3	4		1	2	3	4
Number of Students/Achievement Level	10	4	5	0		12	3	2	0
Social Studies					Science (10 students tested)				
Proficiency Level	1	2	3		4	1	2	3	4
Number of Students/Achievement Level	N/A					9	7	1	0
6 th Grade									
Number of Students Tested: 15	English Language Arts					Mathematics			
	1	2	3	4		1	2	3	4
Proficiency Level	1	2	3	4		1	2	3	4

⁴ <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>

Number of Students/Achievement Level	6	6	3	0	7	7	1	0
7 th Grade								
Number of Students Tested: 13	English Language Arts				Mathematics			
Proficiency Level	1	2	3	4	1	2	3	4
Number of Students/Achievement Level	7	5	1	0	7	6	0	0
8 th Grade								
Number of Students Tested: 9	English Language Arts				Mathematics			
Proficiency Level	1	2	3	4	1	2	3	4
Number of Students/Achievement Level	2	1	3	3	4	1	3	1
Social Studies								
Proficiency Level	1	2	3	4	1	2	3	4
Number of Students/Achievement Level	4	2	3	1	4	1	0	4

Figure 9: 2021 GMAS Results, Grade Level Reading Performance (by % of students tested per grade, per subject)

Reading Performance Level	Below Grade Level	Grade Level or Above
<i>Grade Level / Number Tested</i>		
3 rd / 9	33	66
4 th / 8	50	50
5 th / 19	53	47
6 th / 15	53	47
7 th / 13	77	23
8 th / 9	33	66
Total Number of Students Below Grade Level	38	
Total Number of Students Grade Level or Above	35	
Total % of Students Below Grade Level	52%	
Total % of Students Above Grade Level	48%	

The 2021 GMAS results also gage grade level performance through assessing the mastery of reading standards and skills. Among the 73 students who participated in the assessment, nearly an equal number of students are performing below and equal to or above grade level. While the number of students performing at or above grade level must dramatically increase over the next charter term, DPA continues to be a preferred educational choice for families in the Dekalb County School System.

NWEA MAP Assessments

During each year of the charter term, and in partnership with DCSD, DPA administers the [NWEA MAP](#) assessment three times a year to determine if adequate student growth is attained. MAP is an adaptive assessment that is also used to predict performance on GMAS. The following charters demonstrate growth *pre* and *post* pandemic. MAP targets were set for overall growth target attainment. For Spring 2020, there was no target since

the MAP assessments were not administered neither at the school nor district levels. The 2021 goal was that 75% of growth targets would be achieved in all grades.

Figure 10: DPA MAP 2019-2020 - ELA Language Performance

MAP TARGETS (% Proficient)		
Spring '20	Spring '21	Spring '22
NA	75%	78%

Figure 11: DPA 2019 & 2020 Fall MAP Comparison

	Reading		+/-	Mathematics		+/-	Language Usage		+/-	Science		+/-
	Fall '19-20 Mean RIT	Fall '20-'21 Mean RIT		Fall '19-20 Mean RIT	Fall '20-'21 Mean RIT		Fall '19-20 Mean RIT	Fall '20-'21 Mean RIT		Fall '19-'20 Mean RIT	Fall '20-'21 Mean RIT	
Kinder.	138.7	170.9	+32.2	134.4	173.3	+38.9						
1 st	154.4	173.1	+18.7	155.0	180.5	+25.5						
2 nd	170.9	186.0	+15.1	170.7	181.1	+10.4	169.9	175.7	+5.8			
3 rd	187.4	189.2	+1.8	186.4	188.0	+1.6	188.3	186.0	-2.3	185.1	186.9	+1.8
4 th	193.2	194.5	+1.3	198.2	196.9	-1.3	195.5	198	+2.5	189.6	190.9	+1.3
5 th	197.3	197.7	+0.4	200.1	202.2	+2.1	197.7	196.2	-1.5	195.2	194.9	-0.3
6 th	202.3	202.3	+0	205.0	204.6	-0.4	205.3	201.2	-4.1	198.9	198.0	-0.9
7 th	211.5	206.4	-5.1	215.9	212.3	-3.6	214.0	206.0	-0.8	206.3	200.0	-6.3
8 th	213.2	216.1	+2.9	219.2	221.0	+1.8	213.6	214.4	+0.8	210.2	208.5	-1.7

The above chart shows comparative performance in each grade level between the Fall 2019 (pre-pandemic) and Fall 2020 (pandemic) assessments. The 2019 MAP administration was conducted in the regular school setting with typical testing conditions, which included technology, student groupings, accommodations (as needed), and faculty monitoring. The 2020 Fall administration differed greatly from the previous year in that students took the assessment in the remote learning environment, which was mandatory for all district schools at that time due to rising cases of COVID-19.

The Fall 2020 Kindergarten and first grade performance shows a much higher starting point in both reading and math, with up to a 32-point higher RIT score at the beginning of 2020, as compared to the 2019 fall performance. There is less of an increase at the upper grades with a narrow gap between starting and ending results for the 2020-2021 school year.

Beginning of year scores for language usage and science, which are only administered in grades two through eight (language usage) and grades three through eight (science), did not differ significantly from the Fall 2019 administration.

Prior to the fall 2020 semester, a summer bridge program was implemented to address the academic needs of DPA students that stemmed from the remote learning period in spring 2020. For students who engaged consistently in the summer program, growth of 75-80% was attained. There were students who had minimal growth and, overall, engagement was low due to the pandemic, which required remote delivery of summer instruction.

In terms of 2020-2021 academic performance, a deeper dive into the 2020-2021 MAP data demonstrates that, across the four tested areas, students in grades five through eight met growth targets at consistently higher rates than students in lower grades. While students in grades five through eight did not meet 100% of the growth targets, with the exception of science, students showed modest or no observed growth. For the reading assessment, for example, there was zero “0” observed growth in grades six and eight. Students in those grades met growth targets at a rate of 28 and 42 percent, respectively.

Figure 12: 2020-2021 DPA - MAP Growth Summary - Reading

Grade Spring 2021	Growth Count	Comparison Periods			Growth Evaluated Against		
		Fall 2020	Spring 2021	Growth	Grade Level Norms	Student Norms	
		Mean RIT	Mean RIT	Observed Growth	Projected Growth	Met Projection #	Met Projection %
K	53	171.2	159.3	-12	12.9	7	13

1	59	175.8	171.9	-4	17.3	9	15
2	57	186.6	183.4	-3	13.6	17	30
3	59	189.9	188.5	-1	10.4	14	24
4	53	194.9	193.7	-1	8.3	11	21
5	63	198.0	199.8	2	6.8	25	40
6	60	203.4	203.7	0	5.6	17	28
7	60	206.3	210.6	4	4.5	26	43
8	55	216.7	217.0	0	3.7	23	42

The MAP Math assessment shows modest growth in grades two through eight, with the eighth grade achieving the closest to the projected growth target. Conversely, grades Kindergarten and first demonstrate a decline in RIT scores between the Fall 2020 and Spring 2021 testing administrations. This is largely due to the variation in testing conditions compounded by the lack of testing experience for students in grades Kindergarten and first.

The fall 2020 MAP was administered remotely with minimal security controls, whereas the Spring 2021 administration was conducted in-person (some students remained in remote learning) with heightened security measures embedded in the technology.

Figure 13: 2020-2021 DPA - MAP Growth Summary - Math

Grade Spring 2021	Growth Count	Comparison Periods			Growth Evaluated Against			
		Fall 2020	Spring 2021	Growth	Grade Level Norms	Student Norms		
		Mean RIT	Mean RIT	Observed Growth		Projected Growth	Met Projection #	Met Projection %
K	53	173.8	160.3	-13	12.5	9	17	
1	62	180.4	176.3	-4	15.8	8	13	
2	59	180.6	181.6	1	14.4	16	27	

3	61	188.4	190.1	2	12.6	10	16
4	53	196.9	198.7	2	10.8	9	17
5	62	202.7	206.2	3	9.0	11	18
6	63	204.8	207.7	3	7.6	19	30
7	61	212.9	214.5	2	6.2	21	34
8	56	221.4	223.4	2	5.3	21	38

The MAP Language Usage test assesses writing and grammar skills. Like all MAP tests, the Language Usage test is an untimed, computer adaptive assessment. Students begin taking this assessment in second grade and continue to take this test each year to track progress.

Between the fall 2020 and spring 2021 tests, students demonstrated modest growth in second, third, fifth, seventh and eighth grades. There was a decline of -3 in fourth grade and a growth rate of zero (0) in grade six. In terms of the percentage of students that met projections for Language Usage, grade five had the highest rate of growth and a rate of 43% of students meeting targets. Fifth grade also performed closest to the projected growth of 6.4, with an observed growth rate of 6. Eighth grade students met their projected growth at the highest rate of all grade levels tested in this area, with a rate of 45% of students meeting projections for this test.

DPA faculty and staff will place a tremendous emphasis on literacy and language usage skills in the third year of the charter term as students return from over a year of learning under the unexpected circumstances of the COVID-19 pandemic.

Figure 14: 2020-2021 DPA - MAP Growth Summary - Language Arts: Language Usage

Grade Spring 2021	Growth Count	Comparison Periods			Growth Evaluated Against		
		Fall 2020	Spring 2021	Growth	Grade Level Norms	Student Norms	
		Mean RIT	Mean RIT	Observed Growth	Projected Growth	Met Projection #	Met Projection %
K							
1							
2	55	182.9	184.0	1	14.4	14	25
3	59	186.0	187.5	2	10.7	9	15
4	54	197.7	194.8	-3	7.6	8	15
5	61	196.3	201.9	6	6.4	26	43
6	62	201.8	201.6	0	4.9	23	37
7	59	206.0	208.6	3	4.1	24	41
8	56	214.7	216.7	2	3.2	25	45

DPA students demonstrated low to modest growth on the MAP Science test. The MAP Science test is administered in grades three through eight. Unlike the Math, Language Arts, and Language Usage tests, DPA students performed better in the primary grades than in grades six through eight. Students in fifth grade had an observed growth rate of 4, which was the closest any grade achieved in comparison to its projection of 6. Both sixth and eighth graders showed a small decline of -1 on this test. Grades five and seven had students meet their projected growth at a rate of 45%.

Figure 15: 2020-2021 DPA - MAP Growth Summary - Science

Grade Spring 2021	Growth Count	Comparison Periods			Growth Evaluated Against		
		Fall 2020	Spring 2021	Growth	Grade Level Norms	Student Norms	
		Mean RIT	Mean RIT	Observed Growth	Projected Growth	Met Projection #	Met Projection %
K							
1							
2							
3	59	187.3	190.2	3	8.1	16	27
4	53	190.6	193.2	3	6.7	18	34
5	62	195.3	199.5	4	6.0	28	45
6	60	198.7	197.7	-1	4.8	19	32
7	58	199.7	202.9	3	4.3	26	45
8	56	209.0	208.3	-1	3.8	19	34

Throughout the 2020-2021 school year the instructional staff remained focused on providing quality instruction in the remote learning format, until the spring when classes resumed in person. Teachers continued to emphasize project-based learning, the audio video communication program, and provide remediation and support as needed.

In order to address the academic needs of DPA students, which have been compounded by the impact of prolonged remote learning, teachers will use differentiation, flexible grouping, instructional planning, varied teaching strategies, as well as focus on student-centered activities. Beyond the researched-based practices used in DPA classrooms, additional academic support and intervention will be needed to ensure that the negative impacts of the COVID-19 pandemic are fully addressed.

DPA has developed two academic recovery programs called *Power 10 Recovery* and *Power Hour*. These programs were implemented in the 2020-2021 school year. The “POWER 10 Recovery Program”, consisting of a

ten-day prerequisite skill review. During this time, instructional coaches provide remediation and acceleration that includes priority standards that were not mastered. During these first 10 days of the program, the teachers administer a beginning of the year (BOY) assessment that includes standards that are expected to be mastered in the prior school year. Data from these assessments are analyzed to focus the teaching and learning process on the mastery of targeted skills during Power Hour.

“Power Hour” represents a daily period that is blocked-out at the beginning of the school day for a sustained approach to year-long support, remediation, and acceleration for students to meet and exceed their grade level standards. All instructional support staff are engaged in supporting students in small groups during *Power Hour*, while classroom teachers use this time to target specific skills utilizing flexible grouping. Students working with support staff will use [i-Ready](#) to provide targeted skill support. i-Ready uses technology to differentiate instruction and provides educators with comprehensive data that is used to further individualize the learning experience. Research has shown that students engaged in this program achieve greater growth in language arts and mathematics. State-specific assessment analysis also indicates that i-Ready is a valid predictive tool for the Georgia Milestones Assessment System.⁵

Teaching and learning at DPA is driven by a monthly instructional calendar created by the academic coaches in collaboration with grade level teams. All instructional staff will place a new and sustained emphasis on rigor, which is observed and evaluated across all grade levels. Through rigorous academics and increased support for students at all grade levels, DPA students are provided with a unique and meaningful learning experience.

Additionally, vertical alignment methods are used by teachers to assist students scoring below proficient on the MAP while enriching and enhancing the learning for those students scoring in the average to high range. The DPA data team supports these efforts by utilizing data to determine the instructional plan needed to obtain MAP growth targets, which also serve as reliable predictors of achievement on the Georgia Milestone Assessments. Vertical alignment also reinforces successful articulation from one grade level to another.

⁵ i-Ready Diagnostic: Linking Study with Georgia Milestones Assessment System <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/i-ready-diagnostic-assessments-linking-study-overview-georgia-2020.pdf>

With two predictive tools in place, DPA has increased the ability of educators to predict student performance on state-mandated assessments. Predictive data allows the school to maximize its flexibility as a charter school and make real-time decisions, should course-corrective measures be warranted.

Students also receive additional support and enrichment in all content areas through a rigorous AVC/PBL instructional model. In addition to the support and remediation programs mentioned above, DPA added the positions of reading and mathematics interventionists to place an even greater focus on increasing student growth. The reading and mathematics interventionists will provide targeted after-school tutoring, Saturday school, and a summer bridge program. Students will be assigned to support programs based on their MAP and i-Ready performance.

Increasing the achievement of students with Individualized Education Plans (IEPs) and Limited English Proficiency (LEPs) is essential in meeting the projections of 76.8% in reading, 78.8% in mathematics and 75.4% in science, on the GMAS assessments.

Goal Attainment in the Next Charter Term

The current charter term was intended to focus on stabilizing leadership, the academic program, and demonstrating consistency in the attainment of results. These areas of focus were critical due to the fact that DPA underwent significant restructuring in the latter part of the first charter term as a result of the school severing ties with its former ESP (education service provider). In doing so, the school had to establish a new curriculum, instructional approach, organizational structure, core innovations, and operational infrastructure including the financial aspect of the organization.

Another critical goal during the current term was to stabilize leadership and increase staff retention. The board determined that in order to increase DPA's effectiveness as an organization, with a laser focus on student achievement, a leadership transition would be needed between the 2020-2021 and 2021-2022 school years. The DPA board selected an experienced school leader, who will begin in the last year of the current charter term, which will provide continuity between terms. The transition also provides the school with data-driven leadership the school needs to maximize the educational opportunity for DPA students, staff, and the community.

The pandemic was an unexpected focus of years one and two of the current term. Instead of stabilizing leadership and achieving consistent results, DPA, along with schools across the State and country, was thrust into a remote learning environment that was new for many stakeholders. Now that in-person instruction is once again possible, the final year of the current term and the next term can focus anew on stabilizing leadership and increasing consistency in terms of student achievement results, as well as minimizing staff attrition.

In essence, the third charter term gives DPA the opportunity for a new “strong” start with increased organizational capacity and leadership that is prepared to meet and exceed the needs of students and the community.

A study commissioned by the State Charter Schools Commission (SCSC) and conducted by Peabody College at Vanderbilt University, determined that there are eleven key components that lead to a successful charter school launch.⁶

During the first and second charter terms, DPA demonstrated some of these components, but not others. The board and leadership will ensure that all of these components are in place throughout the next charter term.

Figure 16: *Starting Strong* - Key Elements of a Strong Start

1. Focusing on the Mission
2. Establishing Effective Governance
3. Establishing Effective Leadership and Culture
4. Developing the Academic Program
5. Managing External Relations
6. Managing Business Operations
7. Acquiring and Allocating Resources
8. Acquiring Facilities
9. Managing Talent
10. Performance Monitoring and Accountability
11. Recruiting Students

⁶ Starting Strong: Best Practices in Starting a Charter School. Cannata, Melissa, Grant, Thomas, and Zia Thrombin. <https://drive.google.com/drive/search?q=starting%20strong>

During the prior and current terms, DPA has demonstrated strength in the areas of ; focusing on the mission, acquiring facilities, acquiring and allocating resources, managing business operations, developing the academic program, establishing effective governance, and recruiting students.

In order to reinvent itself as a beneficial option for students in Dekalb County, DPA demonstrated its ability to establish a viable mission statement, strong governance and successfully manage business operations. The original board was selected by the ESP, which is not ideal in terms of establishing strong community connections and effective governance practices. During the first term, the board evolved, strengthened in terms of composition, and underwent extensive training to establish best practices for charter school governance. As the board transitioned from the first to second terms, additional focus was placed on data analysis and improved oversight of leadership and academic accountability measures. To ensure consistency in these practices, during the current charter term, DPA has been required to provide periodic (18-week) progress reports to ensure that adequate progress is made toward goal attainment. The governing board was also required to receive targeted training in data analysis and oversight of the academic program. As demonstrated by board meeting agendas and minutes, the board regularly requests both academic and financial updates to ensure that they are fully informed of the position of the organization and able to make data-driven decisions in all areas.

DPA is fortunate to have access to a district-owned facility, which allows the school to allocate the vast majority of resources to instruction, which includes instructional staff salaries. Facilities for new charter schools in the Metro Atlanta area are difficult to locate and are often cost-prohibitive for a school to remodel and operate. The facility is a significant building block that DPA will continue to leverage, which allows for the ongoing economic focus on student growth and academic success.

The board and leadership developed a new and innovative academic program after their ESP departed along with their copyrighted curriculum. The DPA team was tasked with developing a viable and relevant academic program that would create the necessary demand for the school as well as consistent academic results. Based on stakeholder feedback the school established a project-based learning model with audio-visual

programming embedded in the curriculum, across all grade levels. During the current charter term, these innovations were implemented, even during the remote learning period. Given that remote learning was used for a large portion of the 2020-2021 school year and the last quarter of the 2019-2020 school year, the full impact of the educational model will be determined in the final year of the current term and the next charter term, when DPA will increase student achievement and organizational effectiveness by exposing students to rigorous, project-based learning, in a supportive environment. Across all subjects, AVC programming will provide students with real-life applications of their learning in an area with a growing career market in Georgia.

Similar to the establishment of an updated academic program, DPA also had to create and staff an accounting system that would model industry best practices and provide the board with accurate accounting and financial data. Based on financial metrics in the current charter contract, the school has successfully implemented the accounting system and will continue to build capacity in this area. An efficient accounting system along with processes, policies, and an updated strategic plan has allowed the board to acquire and allocate resources in a manner that prioritizes student achievement and organizational effectiveness.

DPA has successfully recruited students throughout the charter term and is currently at the capacity allowed in the charter contract. Furthermore, there are waitlists in the following areas as demonstrated in Figure 17. Meeting enrollment targets is not only an element in the *Starting Strong* study, it is part of the overarching financial sustainability metrics that the school uses to gage short- and long-term fiscal health. The waitlist at the beginning of the charter term was more robust with total waitlist numbers of 291 and 185, respectively. The current year shows a more modest waitlist due to enrollment fluctuations in the wake of the COVID-19 pandemic.

Figure 17: DPA Waitlist Data

DPA Waitlist Numbers	2019-2020	2020-2021	2021-2022
K	30	54	0
1	27	52	2
2	59	0	0
3	29	27	0

4	0	0	0
5	31	12	0
6	87	34	1
7	28	5	0
8	0	1	0

As noted above, DPA has established strong practices in seven out of the eleven areas noted in the *Starting Strong* study. Growth is in progress in the areas of establishing effective leadership and culture, managing external relations, performance monitoring and accountability, and managing talent.

A leadership transition was made between the 2020-2021 and 2021-2022 school years to ensure that DPA has a leader with a track record of academic success. Now that the new head of school is in place, the focus will be on supporting, building capacity, and succession planning for the future to ensure organizational continuity. Great strides have been made in terms of establishing a strong culture at the school, but this continues to be an area of growth and development.

Given the internal transitions and challenges inherent in the start-up charter school environment, DPA also experienced high levels of staff attrition in the 2018-2019 and 2019-2020 school years. In the 2018-2019 school year 23.7% (12 of 59) instructional staff members resigned from their positions. That number decreased slightly in 2019-2020, with a total of 20% (12 of 60) departures. During the 2020-2021 school year, the rate increased to 29%, or 18 out of 62 staff members. The board and leadership are working collaboratively to ensure that staff attrition is minimal in the next charter term, which is why this continues to be an area of both strategic and operational focus.

In terms of managing external relations, the board and leadership team consistently work in collaboration with DCSD as well as the Charter Division of the Georgia Department of Education. Up to this point, the focus has been on establishing and maintaining positive relationships with the local and State authorizers. DPA has also

established external partnerships; however, this is an area of growth to increase external relationships that enhance the educational experience.

When the charter was renewed in 2019, the focus of DPA was on implementing the new model and managing the myriad of changes that occurred upon severing the relationship with the ESP. Performance monitoring and accountability were areas of noted weakness at both the school and board levels. DPA was required to undergo data training to ensure that effective processes were being implemented to analyze data at the school level and provide effective oversight at the governance level. During the current charter term, data protocols have been established and will continue to be refined and codified. There are ample board records from the current charter term that demonstrate the attention to using data to drive decision making. Both the governing board and leadership are committed to the ongoing analysis of student achievement as well as establishing a strong culture of accountability and data-driven decision making.

The schools highlighted in the *Starting Strong* study were launched with a solid foundation that consisted of the eleven building blocks upon which great charter schools are constructed. The fact that DPA was launched with an underperforming ESP put the school at a disadvantage from the start. The board and staff have taken the necessary steps to ensure that the school meets accountability expectations; however, those initiatives could only be partially realized due to the unforeseen circumstances related to the COVID-19 pandemic. Beginning in the 2021-2022 school year, DPA will continue building until all eleven key elements are firmly established.

Explanation of Financial Results

3. Describe the school's current financial situation. In your description:
 1. Include an explanation of financial results.
 2. Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.
 3. Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.

Goal 5: During each year of its charter contract term, the Charter School shall achieve all six of the following financial performance standards.

- a. Not be in default of loan or bond covenant(s) and/or is not delinquent with debt services payments.
- b. Achieve a Current Ratio (Working Capital Ratio) that is greater than 1.0 or greater and one-year trend is positive, AND
- c. Possess a Debt to Asset Ratio that is less than 95 percent, AND
- d. Unrestricted Days Cash (Total Expenses/365) is greater than 45 days and the one- year trend is positive, AND
- e. Financial Efficiency Rating is 4 Stars or above, AND
- f. The Charter School received and submitted to GADOE by November 1, an annual independent audit with an opinion of the auditor as regards the accuracy of the Charter School's accounting records, financial position, change in financial position, compliance with rules of various governing entities, including GAGA (Generally Accepted Government Auditing Standards (the "Yellow Book") or, for those schools not yet converted to GAGAS, compliance with GAAP (Generally Accepted Accounting Principles) that includes:
 - An unmodified audit opinion;
 - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses;
 - An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph; and
 - No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight.

DPA has experienced strong financial results during the current charter term. The school does not have any loans or bonds currently, and is therefore debt free. DPA currently occupies a district-owned facility, which, by law, is made available to them free of rent. Though the school is responsible for maintenance and repairs, facility spending is, on average, around 6% of the total allocation. Fifteen percent is considered the threshold for facilities spending, when determining the financial viability of the school.

DPA's current ratio has been greater than 1.0 in years one and two of the charter term with a one-year positive trend of 1.28%. The current ratio measures whether or not DPA has enough resources to meet short-term financial obligations. This metric is determined by dividing the school's current assets by its liabilities.

The debt to asset ratio has been less than 95% in FY20 and FY21, and is currently at 76%. The debt to total assets ratio is an indicator of DPA'S financial leverage.

DPA exceeded the metric of unrestricted days cash with a total of 170 days of operating expenses in reserves. The contract requires 45 days. DPA has a healthy reserve fund due to careful financial oversight and strategic allocation of resources.

Due to the State's waiver of CCRPI in the first two years of the charter term, the Financial Efficient Rating will not be assigned for years one and two of DPA's charter term. This is an area where the school will focus in the next charter term to ensure that academic results are increased relative to per pupil funding, which is the mechanism that drives this rating.

DPA received an unmodified audit opinion in FY20, and expects an on-time, unmodified FY21 audit to be submitted on or before the deadline of November 1, 2021. The FY20 audit contained no findings, material weaknesses, internal control issues, or areas of non-compliance. The independent audit metric was fully met in FY20.

Figure 18: 2019-2020 and 2020-2021, Dekalb Preparatory - Financial Results

Metric per Charter Contract Section III. Financial Performance Standards. <i>Goal 5: During each year of its charter contract term, the Charter School shall achieve all six of the following financial performance standards.</i>	2019-2020	2020-2021
g. Not be in default of loan or bond covenant(s) and/or not delinquent with debt services payments. AND	MET	MET
h. Achieve a Current Ratio (Working Capital Ratio) that is greater than 1.0 or greater and a one-year positive trend. AND	1.27	1.28
i. Possess a Debt to Asset Ratio that is less than 95 percent.	76%	76%
j. Unrestricted Days Cash (Total Expenses / 365) is greater than 45 days and the one-year trend is positive.	220	170 days

k. Financial Efficiency Rating is 4 stars or above.	No rating due to state accountability waiver	No rating due to state accountability waiver
l. Annual independent audit: <ul style="list-style-type: none"> i. is submitted on-time, by November 1st each year ii. results in an unmodified audit opinion; iii. is devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses iv. does not include a going concern disclosure in the notes or an explanatory paragraph, and v. has no other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight. 	All FY20 Audit Metrics were Met	TBD - FY21 Audit due 11/1/2021

Financial Successes and Struggles

During this charter term, the DPA was able to increase its salary scale in order to become more competitive and reduce teacher turnover. This increase will have a direct impact on student achievement as the school will be able to retain and develop talented educators. In terms of financial struggles, the school did experience austerity cuts of 26% in FY21.

Addressing Financial Issues, Outstanding Debt, and Surplus Funds

DPA has experienced significant budget cuts in FY20 and FY21. In FY21, the budget was cut by 26%. A total of 1.4M has been cut from the FY20 and FY21 budgets combined. During this charter term, the school has used surplus funds to maintain staffing levels. Surplus funds have also been allocated to facility repairs and maintenance, which have been excessive due to the age of the facility.

Governance Structure

- 4. Provide a brief overview of the school’s current governance structure. In your description, you must include:
 - a. Specific examples of decisions the governing board has made on behalf of the school;
 - b. Specific examples of decisions the school leader has made on behalf of the school;
 - c. How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and

- d. The governing board’s training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board’s Governance Training Plan.

Charter schools were founded on the premise that increased flexibility in exchange for more accountability leads to better student outcomes. Accountability begins with the governing board and permeates the organization. In order to set the tone for accountability, the board must have an effective structure upon which they build strategy, set policy and oversee the organization to ensure continuous academic improvement and organizational effectiveness.

In terms of board size, the DPA bylaws allow for a range of five (5) to eleven (11) members. Currently there are seven (7) members serving. In addition to board size, a range of skill sets and experience are also needed in order to have the capacity needed to provide effective oversight. The most fundamental areas are legal, finance, and academics. Board composition can be bolstered with human resources, risk management, facilities, and higher education to name a few. The DPA board has maintained a range of needed skill sets throughout the current charter term as evidenced by the below list of current members and their related experience.

Figure 19: Current Board Composition

Board Member Name (Alpha Order)	Years of Service	Professional Experience	Officer/Committee Role	Other Skills
1. Arnold, Suzette	5	Public finance and grant management	Board Chair, Finance & Governance Committee Member	Certified Facilitator/Certified TKES/LKES
2. McKay, Wanda	3	Retired AT&T Administrator	At-large parent, Development Committee Member	Administrative
3. Shabazz, Karen	3	Education, real estate, construction/project management	Board Secretary, Academic Committee Member	
4. Syed, Tamseel	2	Engineer (STEM)	At-large, Governance Committee Chair	Management (MBA), IEEE ATL. Com Soc and YP Chair
5. Vassel, Marcus	2	Senior Mgr. Customer Experience at Ingram Micro	At-large, Development Committee Chair	
6. Walker, Roberta	4	Retired Educator	Vice Chair, Academic Committee Chair,	Certified TKES/LKES

			Governance Committee Member	
7. Wilhite, Janelle	5	Public finance, policy analysis	Interim Treasurer, At-large, Governance Committee	Leadership/Management

In addition to recruiting members of the community to serve, the board actively recruits to ensure that at least one seat is designated for an elected parent representative from the Parent Teacher Student Organization (PTSO) in order to increase collaboration and communication between the board and DPA families.

The board’s ability to maximize the broad flexibility granted in the charter contract is directly linked to the quality of the board’s oversight and decision-making processes. Board work is led by officers who are elected annually. The DPA board maintains the following officer positions; chair, vice chair, secretary and treasurer, as outlined in the DPA bylaws, which are attached as Exhibit 2. In addition to the officer structure, the board has standing committees that are designed to provide more in-depth analysis of results and assist the board with the due diligence required to vet issues for future action.

Committees

Standing committees are named in the bylaws and are expected to meet regularly in accordance with accountability measures in the charter contract as well as the board’s set strategy. The five standing committees are; 1) executive committee, 2) academic excellence committee, 3) governance committee, 4) finance committee, and 5) development committee. All standing committees are required to follow all requirements of O.C.G.A. § 50-14-1, the Georgia Open Meetings Law.

1. *Executive Committee:* Evaluates the Head of School and recommends strategic decisions to the full board for consideration.
2. *Academic Excellence Committee:* Oversees the collection and evaluation of student performance data. The committee is also engaged in monitoring the data dashboard, review of budget projections

in response to academic needs and trends, and analysis of academic trends to inform goal setting and training for the school leader.

3. *Governance Committee*: Charged with board recruitment, organizing and planning the board retreat, planning for training activities for the board, periodically updating the bylaws, overseeing policy development, and maintaining a board succession plan for members and school leadership.
4. *Finance Committee*: Develops and adheres to rigorous financial controls and ensures fiscal viability of the organization. This committee initiates and oversees the annual audit, and works closely with the Director of Finance and Operations (DFO) to ensure compliance with all fiscal policies. The finance committee reviews financial reports on a monthly basis and reports to the board on the fiscal health of the school.
5. *Development Committee*: Builds external partnerships, sets fundraising expectations and goals, and tracks progress toward those goals to supplement DPA's local, state, and federal funding.

The development, finance, governance, and executive committees are chaired by a board member and may include other board members, appropriate staff members, and/or parent and community volunteers who are not on the board. Board committees provide a means to vet potential board members and build succession for the board as a whole.

Recruitment and Onboarding

The board is actively engaged in recruiting high-capacity board members with diverse skill sets to lead the school to academic excellence and organizational effectiveness. The board prioritizes recruiting both community members and parents to fill any current and future vacancies of board seats. The bylaws allow for up to eleven (11) members and the DPA board averages between 7-9 members at any given time. As demonstrated in Figure 17 above, the current board composition includes members with backgrounds in law, compliance, education, grant management, and finance. It is fundamental that board members not only possess the requisite

skill sets, but that they also are aligned with the DPA mission and they believe that every student can be successful when presented with high expectations and a quality education.

Board member recruitment does not end when seats are filled. The board, led by the governance committee, continues to recruit board members in order to build a bench of qualified candidates who can either serve on a committee or stay engaged as supporters of DPA to be called upon as vacancies occur.

Vetting and Onboarding

When candidates are deemed a good fit for the board, they are strongly encouraged to participate on a committee until a vacancy arises. Once a candidate is selected to fill a vacancy, they will meet with the HOS and board chair and complete a background check. Candidates are required to attend a minimum of one board meeting before being voted on. At the introductory board meeting, the candidate introduces him/herself to the board and community describing why they are a good fit for the board as well as their reasons for serving. The board member will be seated at the subsequent board meeting. New board members receive an onboarding manual, which includes basic information about the school, school statistics, bylaws, the charter, policies passed by the board, minutes, agendas, and the strategic plan. New members must complete fifteen (15) hours of training within the first year of service. This training includes a financial governance component, which is provided by the Georgia Department of Education.

Terms and Limits

Board members can serve two consecutive, three-year terms with an option to renew for an additional term based on the vote of the Executive committee. Term limits are staggered to prevent excessive turnover during any given fiscal year. A director may be removed by a two-thirds (2/3) majority vote of the currently elected directors at any special meeting of the board called for that purpose for reasons as outlined in the bylaws. Any director may resign at any time by delivering written notice of his or her resignation to the chair of the board. Such resignation shall become effective upon receipt thereof. No board member may be paid staff, consultants or immediate relatives of staff or consultants of the organization. Any director who misses two consecutive meetings without written communication to the chair may be withdrawn from service on the board.

Board Decisions

The board is responsible for compliance with the charter contract, which entails oversight of the school’s performance metrics, stewardship and advocacy of the school to the community and authorizers. As fiscal and organizational stewards, board members are expected to leverage his/her professional and personal networks in order to further the DPA mission and vision. General patterns of decision-making are outlined in Exhibit 7, in the Roles and Responsibilities Chart.

Figure 19 below includes actual examples, in various categories, of board decisions made during the current charter term.

Figure 19: Board and Executive Director Decision Examples

Decision Category	Board	Head of School
<i>Finance</i>	The board oversees the audit process and selects the auditor. The board approves the final operating budget each fiscal year and ensures that the budget hearing law is adhered to.	The HOS works closely with the board to develop a budget that allows him to implement the program with fidelity while increasing organizational effectiveness. The HOS makes budget recommendations to the board via the Business and Operations Committee.
<i>Resource Allocation</i>	Aug. 2019 - the board ratified a recommendation to purchase interactive flat panel boards for primary grade classrooms. June 2020 - the board moved funds from the general budget to the contingency fund to increase reserves.	The HOS and Interim HOS made budgetary recommendations during the budget planning process.
<i>Governance</i>	Professional Development – Hired EducateD and GCSA for training School Assessment – Hired services of Cross & Dot Engaged in Strategic Plan updates Ensured Board members meet training requirements	N/A
<i>Personnel</i>	June 2020 - the board approved the promotion of an existing employee to the kindergarten classroom position. June 2020 - the board approved the hire of an IT specialist	The HOS made recommendations for teacher contract renewals. The Interim HOS made recommendations for academic support staff to close educational gaps resulting from the COVID-19 pandemic.

	Jan. 2021 - the board accepted the resignation of the Head of School	
<i>Curriculum</i>	Aug. 2019 - the board voted on establishing an annual Innovation Award for educators at DPA	
<i>School Improvement</i>	Aug 2019 - the board contracted with KMG Teacher Development to provide targeted PD throughout the 2019-2020 school year. Jan 2021 - the board approved expenses related to the Saturday remediation program.	The HOS made recommendations for a PD contractor. The Interim HOS made recommendations for a Saturday program budget. The interim HOS made recommendations for academic support during the COVID-19 pandemic.
<i>School Operations</i>	Aug. 2019 - the board approved costs associated with the repair of the ADA compliant ramp in the rear play field. June 2020 - the board approved a contract for Williams Professional Cleaning Services	The HOS recommended the annual calendar for adoption

Head of School Decisions

The relationship between DPA’s Governing Board and Head of School is vital to the success of the organization. The school’s leadership team handles daily operations and policy implementation while ensuring school operations and the instructional delivery models are consistent with the charter goals. The HOS is empowered to recommend personnel actions, curricular materials, and adjustments to policies, school improvement plans, and financial plans.

Please refer to the above Figure 18 for specific examples of actual decisions made by the HOS during the current charter term.

Accountability

To maintain a culture of continuous improvement, the DPA Board holds the HOS accountable for school climate, instructional leadership, data-driven decision making, student growth, meeting accountability targets, organizational management, human resource management, ~~community relations, and the attainment of operational~~ and financial goals, by conducting an annual evaluation utilizing the Leader Keys Effectiveness System (LKES) as required by law. There are currently two board members who are designated to maintain LKES credentials in order to evaluate the top executive of the school. At the beginning of each school year, the HOS completes a self-evaluation that identifies specific quantitative and qualitative goals for the year. Goals may be set that are over

Deleted: and

and above the LKES goals and standards due to the unique nature of charter school leadership and associated responsibilities. There is a mid-year review conducted to review progress against set goals as well as the LKES standards as a whole. At the end of the school year, the HOS debriefs with the Chair of the Academic Excellence Committee to discuss accomplishments, adjustments since the mid-year review, progress toward each goal, opportunities for growth, professional development, and strategies for continued board support. At both the mid and end-of-year review points, the HOS's progress is shared with the full board.

The HOS provides oversight to the CFO and is expected to be an excellent steward of public funds. The HOS is expected to stay within budget and follow the proper procedures as it relates to requests for allocations, or re-allocations of funds. The HOS is expected to attend finance committee meetings wherein the board can assess the quality of day-to-day budgetary oversight as well as recommendations as appropriate.

Operational goals are monitored through HOS reports to the board, which include items for information and action, as well as progress toward goal attainment.

The evaluation is used to help the board determine the HOS's effectiveness as the school leader, to determine compensation, to inform decisions regarding the type and amount of support the HOS may need, to inform policies that affect the leader's performance, and ultimately to determine the direction of the school regarding leadership. Ultimately, as was the case during the current charter term, the board is responsible for ensuring that a leadership transition occurs if the HOS is found to not meet expectations through accountability frameworks used by the governing board.

Vendor contracts are also evaluated annually by the Finance Committee to ensure the provider services still meet the needs of the school. Three competing proposals are required for all vendor agreements. DPA engages in the competitive procurement processes by soliciting on the Georgia Department Administrative Services Procurement Registry for bid solicitation or by searching three (3) vendors on the DeKalb County School District's procurement website. If three (3) vendors are not available on the DCSD procurement website, for the work being solicited, DPA may request quotes from other local vendors in the community. Quotes are

reviewed to determine the most qualified bidder and best price. The reviewers make a recommendation to the finance committee and a recommendation is made to the board for final approval.

Once the vendor is selected, the HOS provides oversight of the work, training or products delivered to DPA. Should there be a need to enter into a contractual agreement with a vendor, for a period of no longer than the current fiscal year, deliverables will be monitored and evaluated based on the timeliness and quality of the services being provided.

Training Program

All DPA board members participate in annual training in compliance with SBOE 160-4-9-.06. Each year, the board identifies specific learning outcomes and develops a comprehensive, targeted training plan based on that aligns those needs with the *State Standards for Effective Charter School Governance*. New members are required to earn fifteen (15) training credits in year one (1) of service, while existing board members are required to earn nine (9) credits per year. The training plans for the current and subsequent charter terms are located in **Exhibit 6**.

Training is conducted by the Georgia Charter Schools Association ([GCSA](#)) via webinar and/or face-to-face formats as required. The board has also implemented annual summer retreats to review the prior year's outcomes, complete a self-evaluation, determine goals for the following year, and participate in applicable training. During the current charter term, the board received training related to transparency, governance best practices, board recruitment, onboarding, and evaluation, the effective use of committees, academic monitoring, charter renewal, financial oversight, and strategic planning. [Training is differentiated for new and existed board members and the SBOE rule \(enter training rule\) is used as a regulatory framework for training requirements. GCSA also provides guidance on the differentiation of training based on board member tenure and needs. They offer a Digital Governance Series that includes a range of topics aligned with State Standards that address various governance topics. For example, if the board were struggling with academic oversight, GCSA will specifically prescribe training on measuring metrics and the function of the academic committee of the board. Based on](#)

feedback during the prior renewal process, the board also added training on data analysis to better understand the school's actual and projected academic performance.

Overall governance effectiveness is measured annually, by using an instrument provided by GCSA, and based on national best practices as well as the State Standards for Effective Charter School Governance. A sample of the self-evaluation is located in Exhibit 30. The self-evaluation, by design, solicits feedback on the effectiveness of training and requests examples of how the training has impacted the DPA Governing Board's quality of practice. Some of the specific improvements made during the current charter term are; 1) record keeping and governance document organization and storage, 2) oversight, 3) committee work, and 4) understanding and overseeing performance metrics.

DCSD Board Observations

DCSD periodically observes and provides feedback on board meeting compliance and best practices.

DPA did not receive written feedback on board meeting observations.

Special Education Services Overview

5. Describe how the school provides state- and federally-mandated services to **students with disabilities**. Reciting the requirements of law and rule is insufficient. Your description must include the school's practices and procedures to:
 - a. Evaluate and identify students with disabilities;
 - b. Develop, review, and revise Individualized Education Programs (IEPs);
 - c. Integrate special education into the general education program;
 - d. Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;
 - e. Address student discipline;
 - f. Handle programming disputes involving parents;
 - g. Ensure confidentiality of special education records;
 - h. Purchase services from special education vendors or to contract with your local district to provide a continuum of special education services and how this arrangement will work; and
 - i. Secure technical assistance and training.

The Individuals with Disabilities Education Act (IDEA) mandates that students with disabilities enrolled in public schools are entitled to a Free Appropriate Public Education (FAPE). IDEA regulations include several substantive and procedural requirements regarding the provision of FAPE. Among these requirements is that a student with a disability must receive appropriate regular or special education and related support and services.

The guidelines are designed so that the individual educational needs of the disabled student are met as adequately as the needs of non-disabled students. DPA is an inclusive school that provides comprehensive support to all students with disabilities. The term inclusion means the DPA will provide instruction for students with special needs in the general education class whenever possible, supported by special education (SPED) teachers who provide support and accommodations within the general education classroom. DPA provides these services in accordance with the Least Restrictive Environment (LRE) requirements of IDEA. Ideally, the LRE for students with IEPs is in the general education classroom; however, should a student's IEP require services that are outside of the general education classroom, DPA certified special education staff would provide the services as prescribed by the IEP, which may include pull-out, small group instruction, and/or 1:1 instruction.

a. Evaluation and Identification

DPA special education staff uses the Child Find process to appropriately identify students whose academic needs are not fully met with Tiers 1-3 interventions. The process used to identify entering and exiting students with disabilities (SWD) is designed to be systematic and responsive, and is based on all applicable laws, regulations, and guidance pertaining to students with special needs (IDEA; GA SBOE 160-4-7-.03).

As new students enroll at DPA, parents/guardians are advised in writing that any child who has an existing IEP or may be suspected of having a disability is entitled to receive services. The letter includes: Records Release Form to authorize the school to obtain the student's prior school records and a request for a copy of the IEP. Within two weeks of receiving the IEP, the HOS, Principal, and Special Education Lead Teacher arranges an IEP meeting. Services at DPA are provided based on the existing IEP. For students who do not have an existing IEP upon entering, but demonstrate academic need, DPA implements the Multi-Tiered Support Services (MTSS)

protocols, which is monitored by the Student Support Team (SST). Both educators and parents may make referrals for students to receive tiered support.

DPA's special education teachers work closely with DeKalb County Schools' Lead Teacher of Special Education (LTSE) to provide services that support the appropriate accommodations each individual student may need. However, DPA recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free appropriate public education can be made available to all eligible students.

MTSS is a multi-tiered approach to the early identification and support of students with both academic and behavioral needs. All DPA students receive Tier one (1) support within the classroom, as these are research-based strategies that are effective for nearly all students. For each student in Tier two of the process, the SST creates an action plan that identifies (1) specific academic/ behavioral areas of concern, (2) strategies and interventions to be used, (3) the staff member responsible for implementing the intervention and how frequently the intervention will be used, and (4) the date of the next follow-up meeting (typically six weeks). At that meeting, DPA staff members evaluate the student's performance along with the action plan to determine if there has been a positive response to the interventions provided. If the student does not make adequate gains or demonstrate growth, he/she receives more intensive (Tier three) support. These supports are implemented and monitored for a period of 4-6 weeks. If the SST coordinator determines that the intervention is not supporting the student in making adequate progress, the student will be referred for a comprehensive psycho-educational evaluation (Tier 4). In order to provide this level of evaluation, the school must first be in receipt of parental/guardian consent for evaluation. DPA students are evaluated by DeKalb County School District school psychologist. Alternatively, formal evaluation is considered within ten days of a parent's formal written request for testing.

b. Development, Review and Revisions to Individualized Education Programs (IEPs)

Once a student qualifies for special education services, an Individual Education Program (IEP) meeting is held according to notification procedures, and the initial IEP is developed to ensure the student receives

appropriate accommodations and services in the least restrictive environment (LRE). General and special educators work collaboratively to monitor the progress of students with IEPs. The special education team conducts annual IEP meetings to review each student's IEP goals and progress. In order to monitor the performance of the students with IEPs, the special education teachers use multiple sources of available data (e.g., NWEA MAP assessments, GA Milestone results, student growth percentiles, writing samples, running records, anecdotal behavior records, and classroom observations) to determine and measure whether a student is progressing towards their IEP goals. Classroom teachers and special education teachers track each student's IEP implementation, progress toward IEP goals, and regularly participate in collaborative meetings to support the needs of SWD. Parents/guardians are kept apprised of their child's progress through mid-term progress reports and the nine-week report cards. Though educators may frequently collaborate to best assist a student with an IEP, placement discussions and decisions are only allowable during a legally noticed and held IEP meeting.

Students with IEPs must be re-evaluated at least every three years to determine continued eligibility. At any time, parents may request an IEP meeting and the special education team may reconvene before the annual meeting if the IEP needs to be amended. If a student is demonstrating adequate growth and may no longer require special education services, DPA initiates an evaluation and conducts an IEP meeting to determine if the student remains eligible for special education services.

DPA's special education teachers are assigned grade levels for which they are responsible for updating and managing the case files of students with Individualized Education Programs. Approximately, 8% of DPA students have IEPs. There are six (6) full-time, certified special education teachers, each of whom is responsible for a caseload of between 5-8 students. DPA also has four (4) para-professionals on staff to provide assistance to classroom teachers and meet the instructional needs of exceptional students in the general classroom setting. Staff ensures that services rendered are properly aligned to district and state requirements through collaboration with DCSD's Lead Teacher for Special Education (LTSE) assigned to DPA. Parental/guardian consent is obtained prior to the evaluation, initial placement in special education, or change in placement is made, and at every IEP meeting.

The primary objective of the special education program is to make sure that each and every student has the greatest opportunity to identify and reach his or her maximum potential for personal intellectual and emotional growth. This objective cannot be achieved if the student's emotional and social growth are not also supported. To assist with social emotional growth, DPA has a counseling department that provides Individual Counseling, Group Counseling, and a Meditation Area.

c. Integration into General Education

DPA utilizes the inclusion model and provides the appropriate accommodations/modifications in the general classroom setting through the co-teaching and/or push-in approach to providing special education services. DPA had an average 95% inclusion rate during the current charter term. Co-teaching includes a general and special educator who teaches the general education curriculum to all students as well as implement Individual Education Programs (IEPs) for students with disabilities. The classroom methods and techniques for SWD's in the co-taught classroom include: student-centered stations, parallel teaching, resource instruction (pull out), and alternative teaching models. Accommodations within the general classroom setting and a modified curriculum (when appropriate) will provide the foundation for students identified with disabilities to achieve academic success.

Special education teachers and regular education teachers meet weekly during specified grade level common planning times to monitor the students' progress as well as plan lessons to ensure that students are gaining the skill mastery needed to improve academic performance. Additionally, co-teaching is monitored during observations/ evaluations by the administrative team as well as the Lead Teacher of Special Education (LTSE) from the District office.

d. Facility Compliance

DPA's school facility is compliant with ADA and IDEA requirements. There are clearly labeled handicapped parking spaces in the parking lot. Additionally, there are ramps that lead to the middle school and to the field. There is also a ramp at the front entrance of the building. Kindergarten, located on the lower level of the school building, can be accessed by stairs or directly from outside at the street level. ADA compliance is

reviewed on an annual basis by the leadership team who makes recommendations to the board should facility upgrades be needed to maintain compliance with laws and regulations pertaining to the accessibility of the facility.

e. Student Discipline and Students with IEPs

DPA follows District and State guidelines when it comes to the student code of conduct. This includes how students with disabilities are treated in disciplinary matters. While students with disabilities may receive consequences for disciplinary infractions there is a point at which the IEP team is required to be involved to determine if the behavior is a manifestation of the student's disability. DPA ensures that due process is provided for all students. In order to allow due process for students with disabilities, prior to suspending a student with a disability for more than 10 cumulative days in a school year, the IEP team must conduct a *Manifestation Determination Hearing (MDH)*. The MDH is used to determine if the student's behavior is a result of his/her disability. If it is determined that the infraction is related to the student's exceptionality, then the IEP will likely revisit the modifications and supports provided in the IEP and may consider additional modifications to mitigate behavior issues. The student in this case would return back to school if placed on suspension.

Should it be determined that the behavior is not related to the student's exceptionality, then the student would proceed to a tribunal hearing and face the consequences determined by the hearing committee or officer. Such proceedings are always in collaboration with the District and the assigned LTSE. DPA's code of conduct is located in Exhibit 12.

f. Programming Disputes

DPA values parent/guardian participation throughout the special education process. Both teachers and parents/guardians are uniquely positioned to provide the school team with insights into each student's behavior and experience while receiving services under the provisions of an IEP. DPA makes every attempt to resolve disputes regarding special education services.

At the beginning of each school year, parents are notified of their right to file a formal complaint or request a due process hearing through the *Procedural Safeguards Notice*. When programming disputes arise,

parents are advised to schedule a meeting with their child's special education teacher to resolve the issue. The special education teacher can convene an IEP meeting, if necessary, to review assessment and classroom performance data with the family to resolve the conflict. Parents/guardians can also request an IEP meeting. Placement decisions cannot be discussed outside of an IEP meeting.

If a satisfactory resolution cannot be reached with the special education teacher, a school administrator (Principal or Assistant Principal) will mediate. Special education teachers provide Specially Designed Instruction (SDI) and accommodations for students, which are reflected in the student's IEP goals and objectives. DPA involves the LTSE throughout the resolution process to ensure that all procedural safeguards are followed and that the appropriate actions are taken on behalf of the student receiving services.

g. Confidentiality of Special Education Records

DPA's electronic special education records are housed in IEP online, a password protected portal, that can only be accessed by the special education staff. All teachers participate in annual confidentiality training at the beginning of each school year and sign confidentiality agreements. Hard copy files of all student records are kept in a locked, fireproof cabinet that can only be accessed by the special education teachers.

h. Contracted Services

DPA offers a full continuum of services by using an array of supports, which include consultative services, direct and indirect instruction, co-teaching and small group instruction for students with disabilities that are implemented, monitored, and assessed according to federal, state, and district guidelines. DCSD provides DPA with the support of a licensed Social Worker to help identify potential learning, behavioral, and/or social barriers that may impede a student's ability to be successful. DCSD also provides a Speech Pathologist to provide speech, language, and communication evaluations and support services. The LTSE serves as the district liaison and works collaboratively with parents and school staff to provide differentiated instruction, intervention strategies and techniques, and other related services to maximize student growth. DPA does not contract with any other special education vendors.

i. Technical Assistance and Training

DPA's educational practices for SWDs include increased capacity building of teachers by providing intense differentiated instructional training. All staff members participate in workshops, in-service and/or DPA led training related to the effective evaluation of accommodations, inclusion, implementation of innovative strategies, behavioral management, reward systems, and best practices to ensure modifications are developed based on specific student needs, with the intention of achieving the most rigorous outcome possible for the student. The training is conducted by the special education team to assist with implementing behavior management systems, progress monitoring, and differentiated instruction. Additionally, all DPA administrators and teachers receive research-based interventions and co-teaching strategies a minimum of once per quarter. DPA classes begin prior to the DCSD special education training; therefore, DPA staff members participate in training/workshops offered by the school, district and Metro RESA on Reading, Mathematics, Depth of Knowledge, Unpacking Standards, and Classroom Management. During the current charter term, DPA special education staff have attended the following training; progress monitoring, IEP development, best practices, 504 refresher training, RTI training, and co-teaching.

Services Provided by DCSD

DCSD provides DPA with the following wrap-around services when/if they are provided for in a student's IEP:

- Transportation
- Audiological services
- Psychological services
- Speech language pathology
- Occupational therapy
- Physical therapy
- Social work services
- Counseling services
- Vision specialists
- Orientation and mobility services
- Interpretation services

Staffing

Although charter schools are allowed to waive teacher certification as part of the broad flexibility waiver, special education (as well as other federally mandated services) is an exception where staff are required to be fully certified. The current special education department consists of six special education teachers and one paraprofessional. DPA also has a fully certified Special Education Lead Teacher that provides oversight for the program by monitoring the identification/evaluation process, IEP implementation, legal compliance, testing accommodations, training for general education staff, and differentiated instructional strategies.

Multi-tiered Support System (such as RTI), Gifted and Talented Education Services

The early and accurate identification of students not meeting grade-level expectations and “at risk” of academic underperformance remains a priority for DPA’s faculty/staff/administrators/Board. At the beginning of each year, teachers review MAP scores, the previous year’s Milestone data, when available, work samples, and informal/formal assessments to identify students that may need additional academic support. DPA began using MAP prior to the current charter term and administers the assessment three times per year (fall, winter, spring). MAP serves as the universal screener to identify and/or predict which students may need academic interventions. Students scoring below the 35% baseline on the MAP assessment in reading and/or math and have not yet demonstrated content mastery are targeted for supplemental instruction. Within ten days after each MAP assessment, teachers utilize MAP’s Learning Continuum Report or the Student Profile Report to identify specific skill deficits as it relates to the standards that are covered during that instructional time frame. Bi-weekly assessments determine the level of content mastery students have gained. Teachers adjust individual instructional needs based on performance data.

DPA’s instructional staff design personalized learning plans for every student utilizing MAP’s Student Growth Worksheet. These plans become the basis for monitoring individual student achievement. As students grow and master skills, the learning plans are modified to reflect increasing levels of challenge or emphasize areas of weakness that require intensive focus. These plans allow the leadership, teachers, parents, and the students to collaborate on setting learning targets as well as document and reflect on learning accomplishments on an ongoing basis. Once students are assessed to determine their current academic levels, they are then placed in

flexible groups designed to accelerate academic functioning to grade level (if below grade level) and beyond (for students at and above grade level).

By adapting school curricula and instructional strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. The MTSS Framework allows teachers to personalize learning by providing a multi-tiered approach to the early identification and support of students with both learning and behavioral deficits. Student progress is monitored closely at each level of intervention to determine the effectiveness of the strategies/supports (i.e. small group instruction, tutoring, behavioral management plan) by both the RTI team and Student Support Team (SST). The Student Support Team is composed of the guidance counselor, teachers, parent, student, and administrator. DPA's RTI process is as follows:

Tier 1: Differentiated, evidence-based core instruction to meet the needs of most students in the general education setting.

Tier 2: Evidence-based, individualized, targeted intervention(s) of moderate intensity that addresses learning or behavioral challenges of identified students. Students in Tier 2 receive an additional 45 minutes of instruction each day.

Tier 3: Individualized intervention(s) of increased intensity for students who show minimal response to Tiers 1-2. Students are referred for special education evaluation at this level. Students in Tier 3 receive an additional 60 minutes of instruction per day.

DPA's Intervention Specialists provide remedial services for students in the RTI process through the co-teaching and pull-out model. The Intervention Specialist attends grade level common planning meetings to analyze student data, identify skill deficits, set individual student goals, and monitor student growth. Student progress is monitored weekly for a period of 60 days at each RTI level. The interventions will be adjusted, intensified or reduced based on how that student is responding to the support. Parents are kept apprised of their child's progress through mid-term progress reports and the nine-week report cards.

DPA's daily schedule has been modified to support instructional differentiation through the addition of a "Power Hour" during the school day to provide additional time for acceleration/remediation. Additional instruction provides students with needed time to master content. For students requiring additional assistance, DPA also offers substantive, additional instruction in reading/math during the day. Students' progression on content growth is measured with bi-weekly assessments, teacher observations (classroom performance), and growth between MAP testing sessions.

To collect data for PBL units, teachers ensure that all GSEs are taught as delineated by the curriculum maps. Students are grouped for small group instruction, individualized instruction or independent contract work based on an analysis of the Fall, Winter and Spring Map administrations. Data is collected utilizing bi-weekly assessments, quizzes and performance-based products. Teachers differentiate the tasks for the students based on the content, process or product. Students who are in the RTI process still experience PBL and receive their interventions during the small group or individualized instruction periods by the teacher or the math interventionists. Students in RTI are monitored using results from Study Island, i-Ready and IXL based on the prescriptions set in the RTI meetings.

Talented and Gifted Services

The DPA T.A.G. (Talented and Gifted) program is a standards-based program designed to enrich and extend the learning experience for eligible students. To meet the academic needs of more of our top students, the DPA gifted program was expanded during the 2017-18 school year to include talented students. There are currently 45 students participating in the T.A.G. program. The DPA T.A.G. program is a pullout model, which emphasizes academic rigor and deeper learning through the use DOK (Depth of Knowledge) strategies, Web 2.0 digital learning tools, PBL (Project Based Learning), and the integrated study of classical literature and history.

Services for English Language Learners

6. Describe how the charter school provides state- and federally-mandated services for English Learners (ELs). Reciting the requirements of law and rule is insufficient. Your description must include the

diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.

DPA provides state and federally mandated services for English Language Learners (ELL). DPA will continue to adhere to all state and federal guidelines related to services for ELL/LEP (Limited English Proficiency) students and families, including but not limited to, provision of communications in their primary language, working with parents to determine what support they need to be highly involved in their child's education, providing access to needed supplemental services, and reporting to state and federal agencies as required. DPA currently serves 11 ELL students.

Identification and Assessment

In order to correctly identify potential ELL students, all parents and guardians are required to complete a home language questionnaire at the time of enrollment. This questionnaire is designed to determine whether the dominant language at home is a language other than English and whether the child is bilingual. A licensed ESOL teacher conducts evaluations using either the WIDA Model (Kindergarten) or WIDA Screener (Gr. 1-8) Proficiency Test to identify and plan for LEP students. Currently, approximately 1.0% of DPA students receive language support services.

Students are identified as English Learners (ELs) and possibly needing English Language Learner's (ELL) services are adopted from the DCSD policies in the following ways: providing a Home Language Survey; reviewing records from previous school districts on prior receipt of Bilingual or ELL services; and/or accepting referrals from previous school's administration regarding pending language proficiency concerns. The student does not need to have been born outside the USA to be able to receive ELL services. A student who is an American citizen can receive services if their first language was other than English, or if English is not the primary language spoken in the student's home. Once a student has been identified by any of the above-mentioned methods, which can occur at any time during the school year, he/she is assessed to determine English language proficiency. Students in grades K-12 are given the WIDA-ACCESS Placement Test (WAPT). The

results of the WAPT are used to determine if the tested student should be identified as an ELL student. If so, then he/she is enrolled in the DPA's ELL program.

Instructional Program

DPA uses an inclusive approach that incorporates elements of immersion and sheltered content. Teachers that serve ELLs generally push-in to the general education classroom (DPA has 2 ESOL endorsed teachers). Teachers utilize Pearson's envision K-8 math program which provides an ELL toolkit containing professional learning materials for use with ELL students. Daily ELL instruction is provided in the teacher's edition used with a specific part of the lesson such as problem-based learning solve and share, visual learning bridge, Leveled instruction includes suggestions for students at Beginning, Intermediate, and Advanced levels of English Language Proficiency.

In Reading Street, the ELL handbook provides explicit, scaffolded instruction and specialized support in phonics, academic vocabulary, word and sentence structure, and grammar for English language learners. ELL students will develop English listening, speaking, reading, and writing abilities at their individual language proficiency levels. The handbook also supplies teachers with professional development guidance and resources for teaching ELL students.

This approach challenges students to quickly acquire English-language skills and does so in a manner that keeps them closely involved in regular classroom life. For students with limited English abilities, full participation with their English-speaking peers encourages English skill development, provides a forum for cultural sharing, and develops overall positive student relationships. Small-group instruction allows for trust to be developed and eliminates limited response to help raise the comfort level for ELLs, encouraging them to begin to participate in spoken English.

Teachers at DPA are expected to tailor the content and vocabulary they use within their given classes to a level appropriate for the students they are teaching. Methods for doing so, and for including/involving ELL students in classroom exchanges, are important components of DPA's teacher professional development. An annual staff development training is provided by a certified ELL instructor and the Executive Director of

Curriculum and Assessments (EDCA) and Principals. DPA's Principal, in collaboration with the EDCA, oversees and monitors the implementation of services, protocols, and procedures for English-language learners by providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning.

Evaluation and Program Exit

ACCESS for ELLs is administered annually to all English language learners. ACCESS for ELLs is used to determine the English language proficiency levels and progress of ELLs in the domains of speaking, listening, reading, and writing. Students attaining proficiency (Level 5) on ACCESS for ELLs are exited from services. Students exited from the ELL program are monitored for a minimum of 2 years. Analysis of classroom performance through coursework, teacher observations through the Sheltered Instruction Observation Protocol (SIOP), and standards-based assessments (Milestones and MAP) are conducted by the ELL teacher to ensure students are demonstrating standard mastery and proficiency level growth. The Sheltered Instruction Observation Protocol (SIOP) is an instructional model that has proven effective components in addressing the academic needs of English learners. Dekalb Preparatory Academy (DPA) uses an inclusive approach that incorporates elements of SIOP.

To exit from the program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. DeKalb Preparatory Academy follows state guidelines for determining when to exit an English Language Learners (ELL) student from the program. Students must meet the required exit criteria listed below. In addition, students must meet one of the two additional exit criteria provided below to exit from the English language instructional program:

Ongoing Monitoring

Students who exit from the ELL program are placed on monitor status for a period of at least two years. The ELL teacher is responsible for formally monitoring the student and oversees the student's progress through the following measures: grades, teacher observations, and standardized test performance. The ELL teacher serves

as a resource to the content area teacher(s) during this monitoring process, and the classroom teacher and school counselor immediately inform the ELL teacher should any difficulties arise. Intervention, in such cases, includes adaptations and modifications to regular classroom instruction and assessment, and additional academic support.

Student Discipline

7. Provide the number and percentage of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions during the current charter term (e.g., the past 5 years). How does this discipline and dismissal data compare to the [Office of Civil Rights data](#)?

DPA ensures that due process rights of students are upheld at all times in disciplinary actions. Charter schools are bound by both state and federal due process requirements. As a DCSD charter school, DPA follows Dekalb County School District’s [Student Code of Conduct](#), which provides a framework for managing student discipline from a due process perspective.

DPA has a very low occurrence of disciplinary infractions that result in either out-of-school (OSS), or in-school suspension (ISS). The school uses social-emotional support and the Positive Behaviors in Schools (PBIS) approach to set expectations as well as provide behavioral support for students. DPA uses an incentive program called “Bulldog B.A.R.K.” The acronym (B-be responsible, A-attitude, R-respect, and K-keep working hard). helps remind students of behavioral expectations. Students are able to accrue “Bulldog Bucks”, which can be used at the DPA school store. Due to consistently applied expectations and incentives, DPA’s discipline practices result in minimal infractions and consequences. DPA had zero expulsions in the current charter term. Discipline data is broken down below by school year and ethnicity/race.

Figure 20: 2019-2020 Dekalb Preparatory Academy Discipline Data

	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	Number & Percentage of Total Population					
Latino Hispanic	0	%	0	%	0	%
American Indian	0	%	0	%	0	%
Asian / Pacific Islander	0	%	0	%	0	%

Black / African American	4	%	29	6%	0	%
White	0	%	0	%	0	%
Two or More Races	0	%	0	%	0	%
Total Population	4	.7%	29	6%	0	

One hundred percent (100% of DPA students are African American). During year 1 of the current charter term, there were significantly more students receiving OSS than ISS. That said, the OSS number of 29 students, or 6% of the total student population, is a comparatively low number. DPA plans to increase social-emotional support for students to further decrease disciplinary infractions, thereby increasing time-on-task for students in the classroom.

Figure 21: 2020-2021 Dekalb Preparatory Academy Discipline Data

	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	Number & Percentage of Total Population					
Latino Hispanic	0	0%	0	0%	0	0%
American Indian	0	0%	0	0%	0	0%
Asian / Pacific Islander	0	0%	0	0%	0	0%
Black / African American	0	0%	1	.2%	0	0%
White	0	0%	0	0%	0	0%
Two or More Races	0	0%	0	0%	0	0%
Total Population	0		1	.2	0	

In year 2 of the current charter term, DPA students experienced remote learning for the majority of the school year, due to the COVID-19 pandemic. Having students learning independently at home left little

opportunity for discipline infractions and consequences. Only one student received OSS in year 2 of the charter contract. DPA did not have any expulsions in the current charter term.

Ethnic and racial disparities in student discipline have plagued students and schools in Georgia and across the country. Discipline gaps, or disparities, often lead to academic gaps, particularly with educationally marginalized students. Research suggests that African American male students receive harsher consequences for behavior than their female or Caucasian peers. In an article by Dr. Pedro Noguera, a foremost researcher on this topic, stated that, “discipline patterns often reveal where conditions within our schools need to be changed. Many schools find themselves disciplining (often through out-of-school suspensions) the same students repeatedly. Often these are the kids with the greatest academic, social and emotional needs.”⁷ The Office of Civil Rights (OCR) houses discipline data for schools to allow for the external review and analysis of disciplinary data. The most recent year for which this data is available is 2017.

When reviewing the OCR data for 2017, DPA has significantly fewer discipline infractions than the district.

Figure 22: 2017 DPA and DCSD Discipline Results

Category	DPA	DCSD
Total Student Population	555	106,601
Percentage of African American Students	94.8%	61.9%
Out-of-School-Suspension # of Occurrences	2	13,844
Out-of-School-Suspension % of African American Students	100%	86.3%
In-School-Suspension # of Occurrences	0	5961
In-School-Suspension % of African American Students	0	78.5%
Expulsions - # of Occurrences	0	17
Expulsions % of African American Students	0	100%

⁷ Noguera, Pedro. July 8, 2019. *Equity isn't just a slogan. It should transform the way we educate kids.* <https://holdsworthcenter.org/blog/equity-isnt-just-a-slogan/>

In 2017, DPA had 555 students enrolled, according to the [Office of Civil Rights](#) database. Of the students enrolled, 94.8% were African American, compared to the same group making up 61.9% of students district-wide. DPA had only two incidents of OSS in 2017. Of the two students who received OSS, 100% of them were African American. The DPA data does not demonstrate any disparities and 2 incidents do not represent a statistically significant number. Conversely, DCSD has a relatively high rate of > 13,000 OSS incidents, and 86.4% of the 13,844 students were African American, or 11,961 out of 13,844 students. If the rate of incidents were more aligned with the % of the total population (61.9%), that number of incidents would be closer to 8,594. The percentage of district-level expulsions of African American students was 100% in 2017.

Sociodemographic Diversity in the DPA School Community

8. Describe in detail how the charter school’s students, governing board, faculty, and staff reflect the sociodemographic diversity of the community served by the charter school. If the charter school does not reflect the community’s diversity in one or more areas of the areas listed above, provide a comprehensive plan to address this need for diversity. Included in such a plan could be, for example, the use of targeted recruitment or the use of a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).

DPA’s socio demographic data shows that there is no notable disparity between the three main stakeholder groups at the school. Figure 22 below, demonstrates that there is only a 4% difference between the student group and either the staff or board groups, in terms of the percentage African American stakeholders in each respective group. At this time, DPA does not need to utilize a weighted lottery in order to eliminate any socio demographic disparities.

Figure 23: 2019-2020 Socio Demographic Diversity

Stakeholder Group	African American	Asian	Hispanic	White	Native American	Multi
Dekalb County School District	60%	7%	19%	12%	0%	2%
DPA Students	96%	1%	3%	0%	0%	1%
DPA Staff	99%	0%	0%	1%	0%	0%

DPA Board	99%	1%	0%	0%	0%	0%
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Data Source: 2019-2020 goa.georgia.gov

Difficulties Faced During the Current Charter Term

- Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also explain how the school plans to avoid these difficulties during the upcoming charter renewal term.

COVID-19 Pandemic

The greatest and most unexpected challenge DPA faced in the current charter term is the public health crisis that began in spring of 2020. In mid-March of 2020, students were sent home, schools were closed, and the general public was put on a stay-at-home order that lasted until the end of the school year. DPA, like all public schools around the state, had to quickly shift into a remote learning model. DPA provided all faculty by Heather Robinson, of Cross & Dot, who is a seasoned virtual learning expert who has a strong track record of results in the virtual learning environment. To prepare for the 2020-2021 school year, DPA followed DCSD’s lead in terms of strategies and best practices, as well as considerations for testing, re-opening, and the wide-range of other educational challenges brought on by the pandemic.

For the first two of the three-year charter term, the State will not be providing a CCRPI score. This presents a significant challenge in the charter space due to the nature of the performance contract itself. Should there be another pandemic, prolonged impact of the current COVID-19 pandemic or a comparable circumstance beyond the school’s control, DPA has developed a robust remote learning model that can be activated quickly should the school need to shutdown day-to-day operations for extreme weather conditions and/or other factors that may prompt a state of emergency.

Teacher Retention

Teacher retention at DPA has been an ongoing challenge. This is due to several factors; 1) teacher salaries are not sufficiently competitive, 2) teachers leave after they obtain certification, and 3) burnout from the

extended day and year model. To increase teacher retention, DPA has increased the salary scale to include a 3% global increase. Although this has been an issue, there was a significant decrease in teacher attrition between year one and two of the current charter term. In the 2018-2019 school year 23.7% (14 of 59) instructional staff members resigned from their positions. That number decreased slightly in 2019-2020, with a total of 20% (12 of 60) departures. The rate increased in the 2020-2021 school-year with a total of 29% attrition, or 18 out of 62 staff members. The DPA board and HOS plan to maintain a minimal attrition rate in the next charter term by ensuring that the school is competitive in terms of salary, staff development, work environment and benefits.

PROPOSED CHANGES

8. If the answers given above to questions 1 - 9 reflect a change to any of the following, please provide the rationale for the change:

A. ACADEMIC CHANGES:

- The academic program and curriculum.
- The use of waivers/innovations.
- School programs – this includes Students with Disabilities, Gifted and Talented, English Learners, etc.
- Any assessments being used.
- **Any administrative positions - HOS Change**

B. GOVERNANCE CHANGES: No changes

- The school's governance structure.
- The school's governing board composition, including its diversity.
- The school's relationship with an Educational Service Provider or other Charter Partner.
- The relationship with the local district.

C. FINANCIAL CHANGES: No changes

- The school's financial structure.
- The school's CFO.
- The school's relationship with any major creditors (e.g., landlords, investors etc.)

D. OPERATIONAL CHANGES: No changes

- The school's facilities – this should include any proposed expansion or renovations.
- The school's attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2-2066(a)(1)).

- Whether the school’s students, faculty, and staff reflect the diversity of its attendance zone.
- Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).
- Any services provided to students such as transportation, food service, etc.
- The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.

Academic Changes

DPA experienced a leadership transition in the second year of the current charter term. The HOS resigned and the Principal, Carla Pettis assumed the position of Interim HOS. Ms. Pettis brings decades of academic experience to the HOS position, where she has been actively mitigating the various challenges brought on by the COVID-19 pandemic as the Interim HOS for the majority of the 2020-2021 school-year. During the 2021-2022 school year, the board will engage in a national search for a permanent HOS as Ms. Pettis will be retiring at the beginning of the next charter term.

In order to address HOS turnover the DPA governing board will conduct a statewide search led by a search firm with experience in K-12 placements. The search criteria for this position have been modified to include; 1) knowledge of charter schools and Georgia K-12 standards and performance targets, 3) evidence of proven results, 4) a more stringent vetting process, and 5) a rigorous performance task. The governing board has identified as root causes of HOS turnover (from the most recent HOS search), two key issues: 1) the most recent HOS selected was an out of state candidate, who lacked the requisite knowledge to effectively lead a charter school in Georgia, and 2) the candidate did have prior charter experience (out of state), but that experience was in a school managed by an Education Service Provider (ESP), which includes a much higher level of administrative support than found at DPA.

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Looking to the Future

9. Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.

Opportunity and Achievement in Charter Term 3

The DPA board and leadership were strategic in their approach to the charter renewal in terms of making minimal changes in the next charter term. For this reason, the HOS transition was executed before the last year of the current term. This will allow for consistency in leadership between the two terms. The Interim HOS, who has served DPA in the principal position brings the experience and compassion to DPA, when students need it most, after an unprecedented year of challenges due to COVID-19.

Though the academic road ahead will likely be challenging due to extended period of remote learning, DPA students are expected to thrive both academically, emotionally, and socially in the next charter term as the faculty and staff emphasize academic rigor and mastery of the standards in an innovative project-based learning environment. Project-based learning is DPA'S core instructional model. The AVC program is another element key to the DPA student experience. The research on the effectiveness of teaching AVC to students is centered around how those methods can enhance instruction and increase effectiveness along with learning the fundamentals of AVC.

DPA's incorporation of audio video communication is designed to increase student achievement by providing hands-on experiences that build and reinforce skills and competencies. All core content areas integrate audio video modalities of instruction in order to build capacity for critical thinking, use of technology, and communication skills. The AVC proficiencies have been backward-mapped from the AVC Technology and Film Pathway so all students who choose to pursue that pathway in high school will have the foundational training and experience to facilitate that pursuit. Students use digital media tools for synchronous and asynchronous

collaboration with peers and industry experts to plan, design, and publish content-specific work products as part of the summative assessment measure for each semester.

For example, students in the 7th grade learning about Genetics and Heredity in Science and about Africa's significance in human evolution in Social Studies are encouraged to develop an on-air interview broadcast tying their family or other African American community members' DNA to the ancestral origins of humans in Africa. A student in 2nd grade will blog about changes in the environment and climate (Science) and the economic impact these changes have on the modern farming industry in Georgia (Social Studies) by the end of the first semester. The AVC approach aligns with the PBL instructional framework by providing grade specific AVC outcomes to drive performance and explorations of a given topic. As students matriculate through DPA, they will leave the eighth grade with a full audio-video production (script, videography, editing, producing, etc.) as their final capstone project. The AVC teachers serve as in-house facilitators to help core content teachers with methodologies/instructional practices to help with interdisciplinary lesson plans that translate into daily classroom instruction and/or project-based learning implementation. Teachers have also learned how to design hands-on, learning experiences that are integrated across classrooms and align with the Georgia Standards of Excellence.

As DPA continues to strengthen the AVC program, critical partnerships designed to enhance the academic experience will be secured.

During the current charter term, well over 500 students have engaged in the DPA student experience each year, which demonstrates continued interest and demand for the program. As educators work diligently to ensure that students make significant progress and master required skills, families continue to entrust their children's education to the faculty and staff at DPA, as their choice in public education.

DPA Comparison Schools – Academic Analysis

Prior to the current charter term, DPA was granted a two-year extension to their original contract. The purpose of the extension was to allow additional time to implement the organizational changes initiated upon severing the ESP agreement in term one. While the additional two years expanded the implementation period for

the new instructional model, organizational structure, and financial management system, all of the key school improvement elements were not in place at that time. According to the Center on School Turnaround at [WestEd](#), there are four key elements to either restarting or turning around a charter school when it is not meeting all of the performance metrics outlined in the school’s contract. Turnaround leadership, talent development, instructional transformation, and a culture shift must all be present in order for the new iteration of the charter school to meet and achieve performance requirements.⁸

In Georgia, charter schools have a “flexibility bargain”, wherein charter boards are granted “broad flexibility” in exchange for superior academic performance. Essentially, charter schools are expected to outperform the local system as well as the State. Charter schools also have to be responsive to the market in terms of finding their niche within the local system’s portfolio, attracting talented staff and families who are committed to the mission. During the extended contract period, DPA continued to experience higher than acceptable staff turn-over. There were also changes at the leadership level and the majority of board members were new going into the two-year contract extension. Organizational shifts of this magnitude do not allow for the rapid improvement the school needed to demonstrate during the two-year window. Upon renewal, the school entered its current, three-year term, during which an unprecedented pandemic began in year one and continued into years two and three of the charter term.

Since comparable CCRPI data is not available for 2020 and 2021, further analysis is required to better understand the actual performance of DPA students. In order to compare DPA’s performance with similar DCSD schools, DPA reviews data from a set of schools that represent the schools that DPA students would otherwise attend. Specifically, the zip codes in the figure below represent the district middle and elementary schools DPA students would otherwise attend. Due to the high degree of comparability between the 2018 and 2019 CCRPI scores, those data sets and specific components of CCRPI will be reviewed to demonstrate DPA’s continued growth and academic viability in the local landscape.

Figure 24: DPA Number of Students Zoned for Comparison Group Schools (listed in

⁸ <https://www.wested.org/wp-content/uploads/2019/08/resource-considering-turnaround-for-low-performing-charter-schools.pdf>

order of clusters with highest # of DPA students in zip code)

Zip Code	Comparison School Cluster	Number of DPA Students Zoned for Corresponding DCSD Clusters
30032	Peachcrest Elementary Columbia Elementary Toney Elementary Columbia Middle McNair Middle	145 Elementary 53 Middle
30035	Canby Lane Elementary Snapfinger Elementary Mary McLeod Bethune Middle	103 Elementary 20 Middle
30034	Rainbow Elementary Cedar Grove Middle Chapel Hill Middle	40 Elementary 27 Middle
30083	Stoneview Elementary Lithonia Middle Salem Middle	30 Elementary 26 Middle
30058	Princeton Elementary Rock Chapel Elementary Shadow Rock Elementary Lithonia Middle	18 Elementary 35 Middle
30038	Browns Mill Elementary Murphy Candler Elementary Flat Rock Elementary Salem Middle	17 Elementary 22 Middle

When looking at DPA students compared to similar DCSD students, in 2018 and 2019, DPA outperformed the majority of comparison schools on CCRPI. The data highlighted in green indicate that DPA outperformed its traditional DCSD counterpart. Of the thirteen comparison schools, DPA outperformed eight of the schools in 2019 and all thirteen of the schools in 2018. DPA has continued improvement strategies to implement in year three of the current charter term and the next charter term to ensure that the charter school outperforms the local system, as a whole, as well as the State.

Figure 25: 2018 & 2019 Elementary and Middle School CCRPI Comparison – DPA, State, District and Comparison Group (school performance highlighted in green indicates that DPA outperformed its comparison school)

Elementary School Comparison

CCRPI	State	DCS D	DPA (ES)	Peachcrest	Columbia	Toney	Rainbow	Canby Lane
2019	79.9	79.0	67.0	65.2	62.5	58.1	73.1	71.5
2018	76.6	71.9	77.8	56.9	56.6	59.8	65.9	61.4
	Murphy Candler	Flat Rock	Princeton	Rock Chapel	Shadow Rock	Stoneview	Snapfinger	Browns Mill
2019	63.4	58.2	75.4	75.8	59.6	65.2	46.9	71.3
2018	51.7	53.0	73.0	53.6	62.5	46.3	42.5	67.9

Middle School Comparison

CCRPI	State	DCSD	DPA (MS)	Columbia	McNair	Cedar Grove	Chapel Hill	Bethune	Salem	Lithonia
2019	78.8	73.2	73.9	70.4	78.8	66.0	69.8	60.8	63.4	68.3
2018	76.2	67.2	76.6	69.6	62.8	68.3	53.1	53.6	58.1	61.8

At the middle school level, DPA outperformed six out of seven comparison schools in 2019, and all seven comparison schools in 2018. This pre-pandemic data demonstrates DPA’s consistent ability to outperform the local system. The school did not outperform the state in 2019, but did outperform both the district and state in 2018, when DPA achieved a CCRPI score of 76.6, which was .4 higher than the State and 9.4 higher than the local district.

To further understand DPA’s comparative performance on various components of the CCRPI analysis, the following information provides additional information on *Content Mastery* and *Readiness*. The *Content Mastery* element of CCRPI assess whether students are achieving at the level necessary for successful matriculation to the next grade level. This component includes achievement data from English language arts, mathematics, science and social studies. The *readiness* score measures the extent to which students are ready for advancement to the next level, college or career. Indicators for elementary and middle school students include literacy, student attendance, and “beyond the core”. “Beyond the core” includes exposure to courses such as fine arts, world languages, physical education, health, and career exploration.

In 2019 and 2018, DPA did not outperform DCSD or the State on the *Content Mastery* component of CCRPI. When comparing the charter school’s elementary level performance to the district schools that DPA students would otherwise attend, the data demonstrates that DPA continues to be a viable option for families living within the DCSD attendance zone. In some cases, DPA performs over 20% better than comparison schools. While the DPA board and leadership are not satisfied with its performance in this area, the school’s renewed focus on instructional quality, teacher development, rigor, and the shift in leadership to a Head of School with a demonstrated track record of achievement, is expected to yield improvement in *Content Mastery*. Similar to the *Content Mastery* analysis, the *Readiness* component, when compared to DPA student’s zoned elementary

schools, also demonstrates that DPA consistently outperforms this set of schools. While the DPA *Readiness* scores, at the elementary level, do not demonstrate superior performance when compared to the district and the state, the gap in performance narrowed between 2018 and 2019. In 2019, DPA outperformed all comparison school except for Princeton Elementary and Browns Mill Elementary. In 2018, DPA outperformed all but one comparison school in terms of *Readiness*.

Figure 26: Elementary and middle school *Content Mastery and Readiness* – DPA, State, District and Comparison Group

Elementary School Comparison- *Content Mastery*

Content Mastery	State	DCSD	DPA (ES)	Peachcrest	Columbia	Toney	Rainbow	Canby Lane
2019	68.7	58.5	47.0	35.4	39.6	33.4	52.7	42.1
2018	65.7	53.5	46.8	28.8	38.3	32.9	44.7	35.3
	Murphy Candler	Flat Rock	Princeton	Rock Chapel	Shadow Rock	Stoneview	Snapfinger	Browns Mill
2019	35.6	36.1	55.8	51.7	38.1	31.1	24.9	44.9
2018	29.6	35.2	47.5	44.6	37.9	22.4	33.2	40.6

Elementary School Comparison- *Readiness*

Readiness	State	DCSD	DPA (ES)	Peachcrest	Columbia	Toney	Rainbow	Canby Lane
2019	81.0	77.4	77.0	64.4	68.8	70.1	74.2	71.1
2018	79.1	76.2	74.1	64.5	66.1	69.6	71.3	66.8
	Murphy Candler	Flat Rock	Princeton	Rock Chapel	Shadow Rock	Stoneview	Snapfinger	Browns Mill
2019	70.9	68.3	77.0	74.1	71.5	68.0	60.7	77.3
2018	70.8	69.4	75.0	72.6	69.2	65.5	64.7	74.5

Middle School Comparison- *Content Mastery*

Content Mastery	State	DCSD	DPA (MS)	Columbia	McNair	Cedar Grove	Chapel Hill	Bethune	Salem	Lithonia
2019	67.6	54.4	48.8	40.9	29.7	39.7	50.1	33.0	39.1	37.5
2018	65.1	51.1	44.8	36.0	26.7	37.6	45.7	32.2	35.7	32.6

Middle School Comparison- *Readiness*

Readiness	State	DCSD	DPA (MS)	Columbia	McNair	Cedar Grove	Chapel Hill	Bethune	Salem	Lithonia
2019	82.9	79.2	82.4	69.3	74.3	73.0	79.8	76.1	72.6	74.3
2018	82.4	77.7	79.1	65.6	66.2	72.7	77.0	69.4	74.1	71.4

In reviewing DPA middle school performance, the *Content Mastery* and *Readiness* scores consistently outperform almost all comparison schools in both 2018 and 2019. In 2018 and 2019, the DPA *Readiness* scores also outperform the district's score in that category. In the *Content Mastery* category, DPA performed better than all comparison schools, except for Chapel Hill Middle School, which scored marginally higher than DPA.

Term Three – Anchoring DPA in the Community

In the final year of the current term (2021-2022) the DPA instructional team is diligent about closing educational gaps created and/or exacerbated by the COVID-19 pandemic. In tandem with recovery efforts, the DPA team will focus on increasing academic rigor across the school in a manner that will meet students where they are and accelerate their learning. To accomplish this, the board and administration must increase staff retention and development, as well as provide the necessary supports for students throughout their K-8 experience. DPA has the organizational capacity and board oversight to provide an innovative and high-quality student experience in the next charter term. DPA has become part of the Dekalb County educational ecosystem and the school community looks forward to serving students for another charter term.

Exhibit 18 - DCSD Assurances and Required Statements

Georgia law, State Board of Education Rule, and DeKalb County School District (hereinafter "DCSD") policy require your school to provide assurances that it will meet specific requirements and comply with applicable laws. This assurances form enumerates these requirements and, when you submit the signed signature sheet with this assurances form as part of your charter school application package, you are providing the legal assurance that your charter school understands and will comply with these requirements. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter school located in DeKalb County is true to the best of my knowledge and belief.

The Charter School agrees to comply with and adhere to the Georgia Department of Education's Assurances as well as DCSD's Assurances as follows:

Governance

1. The Charter School shall be subject to the control and management of the DeKalb Board of Education, as provided in the charter and in a manner consistent with the Constitution.
2. Charter School Board members (hereinafter the "Board") will not constitute a voting majority on any other public or private school board. Board member services shall be voluntary and each board member shall be fully insured with appropriate and approved Directors & Officers Liability Coverage. The Charter School acknowledges that the potential exists for Board members to be sued in their official and/or personal capacity, which means that the financial protection for liability payments and/or defense costs will only be through the Directors & Officers Liability Coverage unless the Charter School also opts to purchase a bond for its Board members. The District recommends that the Charter School also purchase a bond in addition to providing Directors & Officers Liability Coverage to ensure that all Board Members are fully protected from financial hardship and liability and to prevent any potential gap in coverage.
3. No member of the Board shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a Charter School or other public school in DCSD. Nor will the Board members receive payment for services as Board members.
4. The recruitment of students is the responsibility of the Charter School. During the recruitment process, the Charter School will provide parents of potential students with accurate information about the programs, services and amenities available at the school. The Charter School shall make an electronic copy of the complete Charter School petition and contract available on its website.
5. The Charter School agrees to sign an updated version of this Letter of Assurances, if needed during the charter term, to ensure compliance with federal or state law or rule and/or DCSD policy, regulations, and/or guidelines.

Financial

1. DCSD shall fund the charter school pursuant to the funding formula provided by O.C.G.A. § 20-2-2068.1 and applicable State Board rules.

2. According to State Board Rule 160-4-9-.05, the per-pupil funding amounts listed in § 15(c) of the Charter represent DCSD's good-faith estimate of the base per-pupil amount at which it will fund the Charter School as long as the school system receives the state and local revenues upon which the approved school budget is based. The actual amount of per-pupil funding DCSD will provide to the charter school is subject to change in a given fiscal year based on fluctuations in enrollment and state and local revenues, and shall be derived from the funding formula provided by O.C.G.A. § 20-2- 2068.1.
3. The Charter School agrees to maintain enrollment less than or equal to the maximum enrollment identified in the charter contract. Only upon annual approval from the DeKalb Board of Education and the Georgia Department of Education by April 1st of the preceding year may the Charter School exceed its maximum enrollment levels by no more than 15% of the enrollment identified in the charter contract.
4. The Charter School is subject to periodic audits by DCSD's Internal Audits Department.
5. The Charter School will be responsible for providing various financial reports to the DCSD Internal Audits Department, DCSD School Innovation Department, and DeKalb Board of Education. 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 End-of-Year Statements (showing encumbrances through June 30).
6. Any qualified audit findings, or non-conformity with generally accepted governmental accounting standards, may result in termination of the charter after review by the DCSD Finance Department.
7. Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Charter School. The Charter School shall not request any additional funds from the DCSD to cover any deficit created by the Charter School and the DCSD shall not allocate funds for the Charter School for the next fiscal year until the deficit has been resolved satisfactorily.
8. The Charter School is solely responsible for all debts incurred by the Charter School and its governing body, and the DCSD shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services, except as otherwise agreed in the charter contract.
9. If the Charter School wishes to enter into an agreement to borrow funds in which the repayment period exceeds the current fiscal year, the Charter School must notify DCSD one month prior to entering the agreement for review and consideration and provide an amended budget reflecting the loan and repayment period that has been previously approved by the Charter School governing board. To enter into a significant long-term debt, the Charter School must be in its second (or subsequent) charter term and be in good standing with DCSD and the GADOE.
10. The Charter School will provide evidence that it has obtained appropriate insurance of the governing board and administrators by August 1st of its first year of operation. In the event the Charter School ceases operation for any reason, the Charter School and its governing body shall be responsible for closing out the business affairs of the Charter School. The Charter School shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned. At the time a Charter School ceases operations any furniture and equipment purchased with state or local funds shall be delivered to DCSD.

11. If the Charter School plans to cease operation or is notified that the contract will not be renewed, the school will notify the DCSD Office of School Innovation within 48 hours with the name and contact information for the person responsible for the closing procedures.
12. Upon notification of termination or non-renewal of the Charter in accordance with Sections 24 or 26 of the Charter Contract, the Charter School shall allow DCSD to place a full-time DCSD employee at the Charter School to monitor all school operations and to monitor and access records of the Charter School's expenditures and proposed spending of remaining public funds. The District will designate a receivership under the DCSD's Internal Audits Department to ensure full transparency of closing procedures. Unless an emergency closure is necessary, the Charter School will ensure that a transition plan is developed, approved by DCSD, and the Charter School will close at the end of the fiscal year in which it is operating, per state law.
13. Within thirty (30) days after termination of the charter for a local Charter School, all public surplus shall be returned to DCSD. Upon termination of the charter for a local charter school, all assets of the terminated charter school purchased using state or federal grant funds, and all unencumbered state or federal grant funds awarded by the State Board of Education, shall revert to the local district and shall not be used by the school or its nonprofit governing board to satisfy liabilities.
14. The Charter School shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant within thirty (30) days of ceasing operations. This audit shall include a detailed inventory of all assets. Further, should the Charter School not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, DCSD shall not be responsible for any debts incurred or contracts signed by the Charter School.

Performance Evaluation

1. The Charter School will be evaluated using DCSD's performance framework. The three areas of performance covered by the framework—academic, financial, and organizational—correspond directly with the three key areas of responsibility outlined in state charter laws, charter school contracts, and are the three areas on which a charter school's performance will be evaluated.
2. The Charter School will ensure that all data required for evaluating performance is complete, accurate, and submitted in a timely manner.

Student Support Services

1. The Charter School will provide services to Students with Disabilities and English Language Learners in the same manner as traditional schools in DCSD. The Charter School shall follow DCSD's Exceptional Education Service Guidelines for DCSD Charter Schools (Including Special Education And Hospital Homebound). Additionally, the Charter School will provide supplemental education services and remediation in required cases in the same manner as traditional schools in DCSD. The Charter School will establish a Student Support Team (SST) in accordance with state guidelines and DCSD board policies manual and comply with Section 504 by providing appropriate accommodations.
2. The Charter School will notify the DCSD upon receipt of a formal complaint or due process hearing request made by a parent/guardian or student concerning the Individuals with

Disabilities in Education Act or 504 Plan, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

3. The Charter School will use DCSD forms for Section 504, special education, counseling services, psychological services, social services, SST, and health services.
4. The Charter School will hire or contract Special Education teacher(s), a licensed school counselor, a licensed certified school psychologist or a licensed clinical psychologist, a licensed school social worker, a school nurse, and special education paraprofessionals, to provide services to eligible students in accordance with State and federal guidelines.
5. The Charter School may choose to adopt the DCSD Student Code of Conduct, may modify the DCSD Code of Conduct, or use its own Code of Student Conduct but must still comply with federal and state due process procedures. An electronic copy of the Charter School's Student Code of Conduct will be published on the Charter School's website by August 1st of each school year. The Charter School will handle all discipline issues regarding students with disabilities in accordance with federal regulations, state guidelines, and DCSD policies.

Personnel

1. The Charter School is responsible for the hiring of all personnel required to implement the contract. The Charter School's hiring decisions may not cause the District to fail to meet federal comparability standards. The District will inform the Board no later than September 1 of each year if the Charter School's staffing practices need to be adjusted to meet federal comparability. Failure to follow District guidance may result in a federal fine.
2. No administrator will be directly responsible for the hiring, supervision or evaluation of a member of his/her immediate family.
3. The Charter School shall submit the Certified Personnel Index (CPI) data to the DCSD's Human Resources Department per District established deadlines and other times upon request by Human Resources personnel.
4. The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Employees will meet GAPSC requirements for working at Charter Schools.

Facilities

1. Prior to students occupying any facilities and/or the Charter School committing to any certificate of lease or ownership, the Charter School shall obtain proper approval for any sites and/or facilities from DCSD and the Georgia Department of Education's Facilities Services Division.
2. The Charter School will prepare a safety plan and submit that plan and its approval from the Georgia Emergency Management Agency to the District prior to the start of school annually.

School Nutrition & Transportation

1. If the Charter School elects to participate in the National School Breakfast and Lunch Program, the Charter School will submit its own application to the GADOE if required and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.
2. The Charter School agrees to provide DCSD with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year and adhere to DCSD's Transportation Standard Operating Procedures, if DCSD school buses are used.
3. The Charter School's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.
4. The Charter School will adhere to DCSD's Transportation Standard Operating Procedures, if DCSD school buses are used.

Public Safety

In accordance with DeKalb Board of Education Policy IBB-R(2), this letter of assurances serves as notification of the charter 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.

Administrative

1. The Charter School's leader will be provided a District email address, identify a business email and voicemail for correspondence with the DCSD, and make good faith efforts to respond to all DCSD inquiries within one business day. Representatives from the Charter School will attend any workshop, in-services, and/or training and other meeting(s) as required by DCSD. The Charter School shall complete annual reports and surveys, as mandated by DCSD.
2. The Charter School shall report daily attendance to DCSD using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12 prior to the start of the school year. All changes in the schedules shall be completed prior to the first FTE count date of the school year. Final grades for each course must be recorded after each semester. DCSD will provide the necessary software and training for the student information system application while the Charter School will provide hardware and the necessary internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications are to be produced.
3. The Charter School shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The Charter School shall maintain all student

records on behalf of the District during each student's enrollment in the Charter School. Upon a student's withdrawal or other matriculation from the Charter School, the student's educational records shall be returned within ten (10) business days to the District's student records center for retention.

4. The Charter School shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the Charter School without first obtaining prior written parental permission.
5. Subject to state and federal laws, DCSD and its agents shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School. The Charter School agrees to unannounced visits and announced instructional audits conducted by DCSD's School Innovation and/or the Internal Audits Departments, as needed; provided, however, that such visits shall not interfere with the operations of the Charter School. This access, however, shall not be unreasonably withheld if prior notice is provided by DCSD.

Assurances for Charter Schools with an Education Service Provider Agreement

If the Charter School did not envision relations with an Education Service Provider (ESP) during the petition process, but elects to enter into such a contract (hereinafter "ESP Agreement") during the charter term, the District and the state shall be notified. A charter amendment must be approved prior to execution of the ESP Agreement.

1. No provision of the ESP Agreement shall interfere with the Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Charter School. No provision of the ESP Agreement shall prohibit the Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act. The Board of the school will solely retain authority over the budget. Representatives of the ESP will not serve on the Board.
2. The Board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.
3. If the charter contract is terminated, the Charter School Board shall ensure that the management company turns over all student, personnel, fiscal, and other Charter School records to the Board within five business days.
4. Nothing in the ESP Agreement shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.
5. To the extent there are any conflicts between the terms of the Charter School's charter contract and the terms of the ESP Agreement, the terms of the charter contract will control.
6. If an ESP purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the ESP Agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The ESP shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as

the agent of the Charter School. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.

7. The Board will ensure that the ESP Agreement contains a section that will reasonably permit either party to terminate the ESP Agreement.
8. The ESP Agreement should include provisions dealing with ownership of physical and intellectual property developed by the ESP or by the Charter School's employees.

Insurance Generally

Charter School shall procure and maintain for the duration of its charter contract, at its sole cost and expense, such insurance as will fully protect it and the Indemnitees, from any and all claims as set forth in the Indemnification clause that may arise out of Charter School's operations under the charter agreement from incidents, accidents and claims for personal injury, bodily injury, and property damage which may arise from or in connection with the performance of this charter agreement and for the Charter School's professional liability under the charter agreement.

The following is the minimum insurance coverage and limits that the Charter School must maintain. If the Charter School maintains broader coverage or higher limits than the minimums shown below, DCSD requires and shall be entitled to all coverage and for higher limits maintained by the Charter School.

Minimum Scope and Limit of Insurance

1. Workers' Compensation & Employer's Liability Insurance - Workers' Compensation Insurance in compliance with the applicable Workers' Compensation Act(s) of the state(s) wherein the work is to be performed or where jurisdiction could apply in amounts required by statutes. Employer's Liability Insurance, with limits of liability of not less than \$1,000,000 per accident for bodily injury or disease.
2. Commercial General Liability Insurance, including contractual liability insurance, products and completed operations, personal injury, bodily injury, property damage and advertising injury, and any other type of liability for which the charter agreement or this Letter of Assurances applies with limits of liability of not less than \$1,000,000 each occurrence / \$2,000,000 policy aggregate for personal injury, bodily injury, and property damage. Commercial General Liability Insurance shall be written on an "occurrence" form.
3. Business Automobile Liability Insurance with limits of liability of not less than \$1,000,000 per accident for bodily injury and property damage. Insurance shall include all owned, non-owned and hired vehicle liability.
4. Umbrella Insurance with limits of liability excess of Employer's Liability Insurance, Commercial General Liability Insurance and Automobile Liability Insurance in the amount of not less than \$3,000,000.
5. Educators' Legal Liability Insurance with limits of not less than \$2,000,000 each claim \$2,000,000 in the annual aggregate for all claims. Coverage shall include insurance coverage for DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its

- directors and officers, trustees, agents, employees, volunteers and students while participating in internship programs. Coverage is to also cover Employment Practices Liability.
6. Property Insurance coverage shall be "all risks" and in sufficient amounts to cover the replacement cost of all structures and contents for property owned or leased by the Charter School. Insurance policy shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed \$100,000 per loss.
 7. Crime and Fidelity Bond in the sum of not less than \$1,000,000 per occurrence. Coverage shall include coverage for Employee Theft and Dishonesty, Forgery or Alteration, Theft of Money and Securities, Robbery and Burglary, Computer Fraud, Funds Transfer Fraud and Money Orders, Counterfeit Currency and Impersonation Fraud and shall cover liability to 3rd Parties.

Other Insurance Provisions

The aforementioned insurance policies shall contain or be endorsed to contain, the following provisions:

1. A provision that coverage afforded under such policies shall not expire, be canceled or altered without at least forty-five (45) days prior written notice to DCSD.
2. Workers' Compensation and Employer's Liability and Property insurance policies shall contain a waiver of subrogation in favor of DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its officers, agents, employees and volunteers.
3. Commercial Employer's Liability, General Liability, Automobile Liability and Umbrella Liability insurance policies shall include an appropriate endorsement making DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its directors and officers, trustees, agents, employees, volunteers and students while participating in internship programs, Additional Insureds under such policies.

A copy of these endorsements shall be provided to DCSD.

Claims-Made Policies

If any insurance policy is written on a claims-made coverage form:

1. The retroactive date must be shown, and this date must be before the execution date of charter contract.
2. Insurance must be maintained and evidence of insurance must be provided for at least three (3) years after completion of charter agreement.
3. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the charter agreement, charter school must purchase extended reporting period coverage for a minimum of three (3) years after completion of charter agreement.
4. A copy of the claims reporting requirements must be submitted to DCSD.

Verification of Insurance Coverage

1. Charter school shall furnish DCSD with Certificates of Insurance and certified copy of all insurance policies including Additional Insured, Waiver of Subrogation, and Endorsements. However, failure to obtain the required documents shall not waive the Charter School's obligation to provide them. The certificates, policies and endorsements shall contain the following information:
 - a. Name and address of agent/broker;
 - b. Name and address of insured;
 - c. Name of insurance company, underwriting syndicate, or other insuring entity;
 - d. Description of coverage in standard terminology;
 - e. Policy period;
 - f. Policy Number;
 - g. Limits of liability;
 - h. Name and address of certificate holder;
 - i. Acknowledgment to the DCSD of notice requirements of material adverse change;
 - j. Signature of authorized agent/broker;
 - k. Telephone number of authorized agent/broker; and
 - l. Details of policy exclusions applicable to these Assurances in comments section of Insurance Certificate.
2. In addition to the certificates of insurance, policies and endorsements, the Charter School's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by the Charter School. All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.
3. All Risk Property Insurance should be in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by the Charter School. Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear.
4. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions: Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to DCSD.

Self- Insured Retentions

Director of Risk Management may require the Charter School to purchase coverage with a lower retention or provide financial proof of its ability to pay losses and related investigations, claim administration, and defense expenses within the retention.

Non-Limitation on Charter School's Liability

The obligations for the Charter School to procure and maintain insurance shall not be construed to waive or restrict other obligations and it is understood that insurance in no way limits liability of Charter School whether or not same is covered by insurance.

Insurance Ratings

All of the insurance policies specified shall be written on a form acceptable to DCSD and all companies providing insurance required by charter agreement must meet the minimum financial security requirements of Best's Rating not less than A and Best's Financial Size Category not less than Class X.

Special Risks or Circumstances

DCSD reserves the right to modify these requirements, including limits, based on the nature of the risk, prior experience, insurer, coverage, or other circumstances.

Charter School's Property Insurance

The Charter School assumes sole responsibility for loss or damage to its property.

Other Obligations

1. **Entire Agreement.** These Assurances constitute the entire agreement between the Charter School, DeKalb Board of Education, and District, with respect to the matters set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the parties regarding such matters, but does not supersede the charter contract, which sets forth the entire agreement between the Charter School, DeKalb Board of Education, and State Board of Education. A scanned or photocopy of these Assurances will be deemed an original.
2. **Waiver.** No failure or delay by the DeKalb Board of Education, or district designee, in exercising any right or remedy herein shall operate as a waiver thereof. The rights and remedies of the District under these Assurances are cumulative and are not exclusive of any rights or remedies which it would otherwise have herein.
3. **No Violation.** The Charter School represents and warrants that the execution of, and performance under, these Assurances will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject, including the charter contract.
4. **Headings/Interpretation of MOU.** The headings contained in these Assurances are for convenience only and shall not affect in any way the meaning or interpretation of this document.
5. **Severability.** In the event that any term or provision of these Assurances is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of these Assurances.
6. **Governing Law.** These Assurances shall be governed by and construed and enforced in accordance with the laws of the State of Georgia.
7. **Notices.** Unless otherwise provided in the charter contract, or these Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P.S. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be

deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service or (c) three days after deposit in the United States mail with adequate postage affixed if sent certified or by regular mail.

Enforcement. The Charter School acknowledges that if, in the judgment of DCSD, the Charter School is in material breach of one or more provisions of the charter and if such material breach is not fully cured within thirty (30) days after the receipt of written notice to the Charter School identifying the breach and what must be done to cure it, DCSD shall be authorized to initiate termination procedures set forth in O.C.G.A. 20-2-2068 and the accompanying State Board Rule.

Notices shall be addressed as follows:

To the District:

Attn: Superintendent
DeKalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

With a copy to:

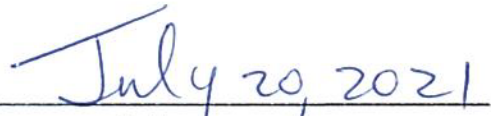
Director
School Innovation Department
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

Agreed to and accepted by the Charter School:

As the Chair of the Governing Board for the Charter School, I provide legal assurance that the Charter School understands and will adhere to the requirements contained in this Letter of Assurances.



Governing Board Chair



Date

ASSURANCES FORM AND SIGNATURE SHEET

Georgia law and State Board of Education Rule requires your school to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for D.P.A. (name of school) located in DeKalb County is true to the best of my knowledge and belief; I also certify that if awarded a charter, the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the U.S. and Georgia Constitutions;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;
11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;

12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Language Learners, as applicable;
14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
15. Shall notify the state of any intent to contract with a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in this state;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);

- 31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
- 32. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
- 33. Shall ensure that 90% of QBE funds earned for out-of-system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and
- 34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 11th day of Aug, 2021.

S. Arnold, DeKalb Prep. Academy
 Governing Board Chair, Charter School

Aug. 11th 2021
 Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the _____ day of _____, 201_.

 Chair, Local Board of Education

 Date

 Superintendent, Local Board of Education

Date _____

If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

S. Arnold, DeKalb Prep. Academy
 Governing Board Chair, Charter School

Aug. 11th 2021
 Date

 Chair, Local Board of Education

 Date

 Superintendent, Local Board of Education

Date _____



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract from the State Board of Education, as referenced in O.C.G.A. § 50-36-1, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

- 1) I am a United States citizen.
- 2) I am a legal permanent resident of the United States.
- 3) I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is: _____

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

Driver's License

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Atlanta (city), Georgia (state).

S. Arnold
Signature of Governing Board Chair

Suzette Arnold
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE

~~4th~~ DAY OF August, 2021

Angela D Rodgers

NOTARY PUBLIC

My Commission Expires: July 22, 2023





STATE OF GEORGIA

Secretary of State
Corporations Division
313 West Tower
2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

RECEIPT

Transaction Details

Product Description	Business Name	Control No.	Shipped	Order Date	Item Cost	Expedite Fee	Service Charge	Total
Annual Registration	DEKALB PREPARATORY ACADEMY, INC.	08073628	Online	02/18/2021	30.00	0.00	0.00	30.00

Invoice Total: \$30.00

Payment Details

Payment Type	Check/Reference No.	Amount
Credit Card - VISA	#####2165	30.00

Payment Total: \$30.00

Mailing Address: Georgia Secretary of State, Corporations Division, 2 MLK Jr. Dr. SE, Suite 313 Floyd West Tower, Atlanta, Georgia 30334-1530

Phone: (404) 656-2817 | Website: <http://www.sos.ga.gov/>

**FIRST AMENDED AND RESTATED
BYLAWS OF
DEKALB PREPARATORY ACADEMY, INC.
(A Non-Profit Georgia Corporation)**

**ARTICLE I
NAME AND OFFICE**

Section 1. Name. The name of this nonprofit corporation shall be “DeKalb Preparatory Academy (the “Corporation”). The complete name of the school shall be the Corporation, shall be used in all transactions of official business.

Section 2. Registered Office and Agent. The registered office of the Corporation shall be located in the State of Georgia and the Corporation shall at all times maintain a registered agent at the address of the registered office and a registered agent whose office is identical with such registered office, as required by the Georgia Non-Profit Corporation Act.

**ARTICLE II
ORGANIZATION**

Section 1. Mission Statement. The Corporation shall empower students to cultivate knowledge, think critically, and act collaboratively and compassionately.

Section 2. Purpose. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Georgia Non-Profit Corporation Act, to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 3. Objectives. The objectives of the Governing Board are as follows:

A. To model, protect, and ensure that the Mission Statement is adhered to in all activities and decisions of the Board and the daily activities of the staff, students, parents and school advisory committees as they relate to the school’s operations.

B. To serve as final authority in matters affecting executive staffing, budget, curriculum, calendar decisions, marketing, ideological focus, and school concerns, and to ensure that these are consistent with and promote the educational goals of the Mission Statement.

C. To encourage faculty, parents and students to be responsive to the needs and concerns of the school as a whole, and of the unique learning styles, challenges and talents of individual students.

D. To act as the official voice of the Corporation with regard to public information, media contacts and public relations.

Section 4. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors (“Board”) shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any

future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the corporation shall be managed by its Board of Directors. Directors need not be residents of the State of Georgia.

Section 2. Duties of the Board of Directors. The Board shall be charged with the management of the affairs of the Corporation, and shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation, these Bylaws, and any written charter entered into by the Board. The Board shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of the Nonprofit Corporation Law. By way of elucidation, and not in limitation, the Board shall be responsible to carry out the following duties and obligations:

- a. The Board shall uphold the school's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the school's short-term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans;
- b. The Board shall either directly or through a personnel committee provide for the annual appraisal of the performance of the Head of School;
- c. The Board ensure the financial stability of the Corporation through regular monthly review of financial statements and reports, an annual independent financial review, and direct oversight of major financial commitments and decisions;
- d. The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board members.

To the extent permitted by law, the Board may, by general resolution, delegate to officers of the Corporation or to committees of the Board such powers as it deems necessary or appropriate to carry out its duties and obligations.

Section 3. Election, Number, and Tenure. Any vacancy occurring in the Board and any position to be filled by reason of an increase in the number of Board members may be filled, upon recommendation of a qualified candidate by the Governance Committee, by the affirmative vote of the majority of the seated Board members. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The Board of Directors shall be empowered to determine the size of the Board, provided that the Board of Directors shall consist

of not less than five (5) nor more than eleven (11) directors or voting members. Each director shall hold office for a period of one to three years until the next annual meeting of the Board and until his or her successor shall have been qualified and elected.

Board members shall serve a term of three (3) years from the date of their appointments or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. Directors shall take office at the first board meeting following the annual meeting at which their appointment is announced. Fulfilling an incomplete term is not considered part of the term limit. When possible, Directors shall serve staggered terms to balance continuity with new perspective. A Director may serve up to two (2) consecutive terms. An individual who has served up to two (2) consecutive terms as Director may not be eligible for another term until two (2) years have passed following the last day of the individual's preceding term as Director, unless the Executive Committee votes unanimously to waive this term limitation.

Section 4 Vacancy. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by the affirmative vote of the majority of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 5. Resignation. A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 6. Removal. The Board may remove any Director with cause by two-thirds (2/3) vote of the entire Board at any regular or special meeting of the Board, provided that a notice including a statement of the reason or reasons shall have been mailed by certified mail to the Director proposed for removal at least thirty (30) days before any final action is taken by the Board. The notice shall specify the time when and the place where the Board is to take action on the removal. The Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice. The Board may remove any Director:

1. If the Director has been declared of unsound mind by a final order of court;
2. If the Director has been convicted of a felony, or a misdemeanor involving moral turpitude;
3. If the Director has been found by a final order or judgment of any court to have breached any duty imposed by Georgia Law; or
4. For such other good causes as the Board may determine.

Section 7. Annual Meeting. An annual meeting of the Board of Directors shall be held in the month of May in each year for the purpose of electing Directors and for the transaction of such other business as may come before the meeting. If the election of Directors shall not be held on the day designated herein for any annual meeting, or at any adjournment thereof, the Board of

Directors shall cause the election to be held at a special meeting of the Board as soon thereafter as conveniently may be.

Section 8. Regular Meetings. The Board of Directors shall meet at least eight (8) times per fiscal year. The Board of Directors may provide by resolution the time and place, within the State of Georgia, for the holding of additional regular meetings of the Board. There shall be a notice posted in a public place, at least a 24-hour period prior to the meeting.

Section 9. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair or any two Directors.

Section 10. Notice. Notice of any special meeting of the Board of Directors shall be given at least twenty four hours previously thereto by written notice delivered personally or by phone, or sent by mail to each Director at his address as shown by the records of the corporation, and by posting a public notice twenty four hours prior to the meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these bylaws.

Section 11. Quorum. A majority of all the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

A two-thirds majority vote of the Directors shall be necessary for all actions by the Board relating to the following:

1. Appointment of the School Principal
2. Approval of the school budget
3. Financing of the school facility
4. Removal of a Director
5. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;
6. Adoption of an amendment to the Articles of Incorporation or the Bylaws;
7. Organization of a subsidiary or affiliate by the Corporation; and
8. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 12. Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present in person shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these bylaws. In the event of a tie vote, the item voted on shall be tabled until the next meeting of the Board of Directors.

Section 13. Vacancies. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office. If the board members remaining in office constitute less than a quorum, they shall fill the vacancy by the affirmative vote of a majority of all the board members remaining in the office.

Section 14. Compensation. Directors as such shall not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board.

Section 15. Informal Action by Directors. Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

ARTICLE IV: RESPONSIBILITIES

Section 1. Board Responsibilities. The following set forth the general duties and responsibilities of the Board as a whole and its individual members.

A. The Board shall set and enforce policy and assure that the School is run in a manner consistent with the Mission Statement and in compliance with all applicable laws and the Charter.

B. The Board shall develop and approve an annual budget and audit and operate within that budget.

C. The Board shall appoint members to standing and special committees. Those elected to the Board will be expected to serve on a minimum of one standing committee.

D. The Board shall establish and publish the school calendar, including any changes made during the school year.

E. The Board shall be responsible for the maintenance of any records required by law or provided for by the Charter Contract.

F. The Board shall negotiate and approve any changes to or renewals of the Facilities lease, its use and maintenance, and shall establish policy for facilities use.

G. The Board shall convene at least eight (8) regular monthly meetings during the school year and will provide an opportunity for public input. In addition, the Board may convene work sessions as it deems appropriate.

H. The Board shall adopt and administer a grievance policy and procedure.

I. The Board shall approve an admissions policy and ensure compliance with all aspects of such policy.

J. The Board shall approve or disapprove hiring and termination of Head of School employment contracts and approve by.

K. The Board shall enforce all contract issues, including employment, leases, and charter agreements with the State of Georgia.

L. The Board shall be responsible for the implementation and monitoring of a code of conduct and discipline policy, consistent with applicable law and the Charter Contract.

M. The Board shall perform such other duties as appropriate and necessary to the safe and effective operation of the school and which promote the school's commitment to educational excellence.

ARTICLE V OFFICERS

Section 1. Officers. The officers of the corporation shall be a Vice Chair, a Secretary, a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Section 2. Election and Term of Office. The officers of the corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be established. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

Section 3. Removal. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby. Any board member who misses two consecutive meetings with no prior written notice will also be removed.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. Chair. The Chair shall be the principal executive officer of the corporation and shall in general supervise and control all of the business and affairs of the corporation. He or she shall preside at all meetings of the members and of the Board of Directors. The Chair may sign, with the Secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these bylaws or by statute to some other officer or agent of the corporation; and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice Chair. In the absence of the Chair or in event of the Chair's inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 7. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for moneys due and payable to the corporation from any source whatsoever, and deposit all such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions in Article VII of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. Secretary. The Secretary shall keep the minutes of the meetings of the members and of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post-office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Chair or by the Board of Directors.

Section 9. Assistant Treasurers and Assistant Secretaries. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant

Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chair or the Board of Directors.

ARTICLE VI COMMITTEES

Section 1. Committees of Directors. The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more special committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the corporation, except that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the bylaws; electing, appointing or removing any member of any such committee or any Director or officer of the corporation; amending the Articles of Incorporation, restating Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the corporation; authorizing the voluntary dissolution of the corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him by law. Notice shall also be provided to the public in accordance with any applicable provisions of Georgia's Open and Public Meetings Law, O.C.G.A. §§ 50-14-1 et seq.

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided for in the case of original appointments. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the members of the committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee. Committees shall include at a minimum: governance, finance, academic, executive, and development.

Section 2. Governance Committee. There shall be a Governance Committee which shall be appointed and operate as follows:

- a. **Chair.** The Chair of the Board of Directors shall appoint a chair of the Governance Committee to serve a two-year term. Upon the expiration of the committee chair's term or upon a vacancy in the position, the Board Chair shall appoint a successor to a new two-year term.
- b. **Members.** The Board Chair shall appoint one or two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial one-year term, and the other shall serve an initial two-year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed. Upon any vacancy in either of the

member's positions, the Board Chair shall appoint a new member to fill the unexpired term.

- c. **Duties.** The Governance Committee shall be charged with reviewing all applications and interviewing all applicants for member on the Board of Directors. Any person nominated or wishing to be considered for a position on the Board shall submit an application together with all supplemental information which shall be prescribed by the Governance Committee by the deadline set by the Governance Committee, except in cases where through death, resignation or otherwise a vacancy on the Board must be filled more quickly, in which case the Governance Committee, acting unanimously, may prescribe a different submission schedule. No person may be placed in nomination for a position on the Board without having first been screened by the Governance Committee in accordance with the procedures set forth in this paragraph c. The committee is also charged with board training and organizing the annual board retreat.

Section 3. Finance Committee. There shall be a Finance Committee which shall be appointed and operate as follows:

- a. **Chair.** The Treasurer of the Board of Directors shall serve as the chair of the Finance Committee.
- b. **Members.** The Board Chair shall appoint one or two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial one-year term, and the other shall serve an initial two-year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed. Upon any vacancy in either of the member's positions, the Board Chair shall appoint a new member to fill the unexpired term.
- c. **Duties.** The Finance Committee shall be charged with: recommending a budget aligned with the strategic priorities of the school; overseeing the school's financial resources; ensuring compliance with financial policies; recommending selection of the auditor; facilitation board training on financial topics as needed; and ensuring financial goals are met.

Section 4. Academic Excellence Committee. There shall be an Academic Excellence Committee which shall be appointed and operate as follows:

- a. **Chair.** The Chair of the Board of Directors shall appoint a chair of the Academic Excellence Committee to serve a two-year term. Upon the expiration of the chair's term or upon a vacancy in the position, the Board Chair shall appoint a successor to a new two-year term.
- b. **Members.** The Board Chair shall appoint one or two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial one-year term, and the other shall serve an

initial two-year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed. Upon any vacancy in either of the member's positions, the Board Chair shall appoint a new member to fill the unexpired term.

- c. **Duties.** The Academic Excellence Committee shall be charged with partnering with the school leader to set and reach rigorous academic goals to: define excellent school performance based on the charter school's mission and vision; support school leader in developing annual academic performance goals for the school, and recommend these academic goals to the board for approval; verify that school administrators are using student performance data to constructively inform decisions; monitor the school leader's efforts to improve areas of deficient student performance; and upon request, serve as an ongoing resource to administrators for academic issues and programming.

Section 5. Executive Committee. There shall be an Executive Committee which shall be appointed and operate as follows:

- a. **Chair.** The Chair of the Board of Directors shall serve as the Chair of the Executive Committee.
- b. **Members.** Members of the Executive Committee shall be the Board Chair, Vice Chair, Treasurer, and Secretary, any ex-officio members, and Head of School along with any invited guest. Each member of this committee will serve based on the expected period established as a board members.
- c. **Duties.** The Executive Committee shall be charged with serve as the committee that evaluates the Head of School and makes strategic decisions for the school. For transparency, the Executive Committee must inform the entire Board of decisions to keep the board informed. In the event there is discussion affecting the Head of School such as compensation, evaluation or grievance, the committee must move to Executive Session where the Head of School is excluded from those discussions. The committee will model best practices for the board and will collaborate consistently with the Head of School to support his or her role as school leader.

Section 6. Development Committee. There shall be a Development Committee which shall be appointed and operate as follows:

- a. **Chair.** The Chair of the Board of Directors shall appoint a Chair of the Development Committee to serve a two-year term. Upon the expiration of the Chair's term or upon a vacancy in the position, the Chair shall appoint a successor to a new two-year term.
- b. **Members.** The Chair shall appoint one or two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial one-year term, and the other shall serve an initial two-year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed. Upon any vacancy in either of the members' positions, the Chair shall appoint a new member to fill the unexpired term.

- c. **Duties.** The Development Committee shall be charged with setting fundraising goals, establishing policies pertaining to gift solicitation; provide leadership in gift cultivation; and monitoring progress towards fundraising goals.

Section 7. Special Committees. Other committees not having and exercising the authority of the Board of Directors in the management of the corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, all such committees shall include at least one Board member, and the Board Chair of the corporation shall appoint the members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the corporation shall be served by such removal.

Section 8. Advisory Board. The Board may appoint members of the community to serve on an advisory board, the purpose of which shall be to advise, assist and support and advocate for the Corporation as requested by the Board. Members shall represent a cross-section of community leaders and stakeholders of the Corporation and hold specific knowledge and/or skill sets that can benefit the mission and vision of the Corporation.

Section 9. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of the corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 10. Chair. One member of each committee shall be appointed Chair by the person or persons authorized to appoint the members thereof.

Section 11. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 12. Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting, or participating in the meeting telephonically, at which a quorum is present in person shall be the act of the committee.

Section 13. Rules. Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Board of Directors.

ARTICLE VII INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including

attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE VIII CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the Chair or a Vice Chair of the corporation.

Section 3. Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. Gifts. The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the corporation.

**ARTICLE IX
BOOKS AND RECORDS**

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

**ARTICLE X
FISCAL YEAR**

The fiscal year of the corporation shall begin on the first day of July and end on the last day of June in each year.

**ARTICLE XI
WAIVER OF NOTICE**

Whenever any notice is required to be given under the provisions of the Georgia Non-Profit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

**ARTICLE XII
AMENDMENTS TO BYLAWS**

These bylaws may be altered, amended or repealed and new bylaws may be adopted by a two-thirds majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new bylaws at such meeting.

**ARTICLE XIII
MISCELLANEOUS**

Section 1. Inspection of Bylaws. The Corporation shall keep in its principal office, the original or a copy of these Bylaws, as amended or otherwise altered to date, certified by the Vice-Chair, which shall be open to inspection by the Board of Directors at all reasonable times during office hours.

Section 2. Policies and Procedures. Any action by the Board establishing policy or methods of procedure – administrative, business, academic or otherwise – not contained in these Bylaws shall be known as “Policies and Procedures of the Board.”

Policies and Procedures of the Board may be adopted by the Board or may be amended or repealed, in whole or in part, at any meeting of the Board in accordance with the laws of the State of Georgia.

Section 3. Conflicts of Interest

3.1 Conflict of Interest Policy. Each Board Member will sign a conflict of interest policy at the beginning of each school year affirming his or her un-conflicted loyalty to the interest of Corporation.

3.2 Inquiry into Self-Dealing Transactions. If the Board or its committees is made aware that a proposed action could constitute a Self-Dealing Transaction, it shall first conduct appropriate inquiry before entering into such action. "Self-Dealing Transaction" means any transaction having the School as one party and one or more of the following among the other proposed parties to the transaction:

- (1) Directors, Officers, or employees of the Corporation or school management company, or blood or marital relations of any of them;
- (2) An entity in which a Director, Officer or employee of the Corporation or school management company, or blood or marital relation of any of them, holds a significant ownership or investment interest;
- (3) An entity which employs or otherwise compensates a Director, Officer or employee of the Corporation or school management company, or employs or compensates a blood or marital relation; and/or
- (4) Any entity which has, as a member of its board of directors or trustees, a Director, Officer or employee of the Corporation or school management company, or a blood or marital relation of any of them.

3.3 Approval of Self-Dealing Transactions. A Self-Dealing Transaction, as defined above, shall be voidable at the sole election of the Corporation unless the following provisions are satisfied:

- (1) The Board shall hold one or more meeting(s) to discuss and vote on the transaction or arrangement resulting in the conflict of interest. An Interested Person may make a presentation to the Board, but after such presentation, shall leave the meeting(s) during the discussion of, and the vote on the conflict of interest transaction.
- (2) The Chair shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (3) After exercising due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the school with reasonable efforts, the Board of Directors concludes that it is in the Corporation's best interests and is fair and reasonable to authorize the Self-Dealing Transaction
- (4) The Board of Directors authorizes, approves, or ratifies the transaction by the affirmative vote of a majority of the disinterested Directors, and with

disclosure or knowledge of the material facts concerning the Self-Dealing Transaction.

Interested Directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors (or a committee thereof) that authorizes, approves, or ratifies such contract or transaction.

ADOPTED this _____ day of _____, 2016, I certify that the foregoing First Amended and Restated Bylaws of DeKalb Preparatory Academy, Inc. were approved and adopted by and on behalf of the Corporation by its Board of Directors on _____, 2016, and are currently in effect.

Dated:

By: _____

Board Member Conflict of Interest

Purpose

This policy outlines the Conflict of Interest statements for Governing Board members.

Duration

This policy is permanent.

Policy

Pursuant to the Charter governing the DeKalb Preparatory Academy (DPA) no member of the Board shall knowingly:

1. Engage in any business or transaction with, or have a financial or other personal interest, direct or indirect, in the affairs of DPA that would result in a financial benefit, except for a financial benefit of a nominal or incidental amount, to the official, appointed officer, employee, or relative of such person, or which would tend to impair his/her independence of judgment or action in the performance of official duties.
2. Engage in or accept private employment or render services for private interests when such employment or service is incompatible with the proper discharge of his/her official duties or would tend to impair his/her independence of judgment or action in the performance of his/her official duties.
3. Disclose information or use information, including information obtained at meetings that are closed pursuant to Title 50, Chapter L4, of the O.C.G.A. concerning the property, government, or affairs of DPA or any office, department, or agency thereof, not available to members of the general public and gained by reason of his/her official position for his/her personal gain or benefit, or to advance his/her financial interests or that of any other person or business entity.
4. Represent private interests in any action or proceeding against DPA or any office, department, or agency thereof.
5. Vote or otherwise participate in the negotiation or the making of any contract with any business or entity in which he/she, or his/her relative, has a financial interest.
6. Solicit, accept, or agree to accept gifts, loans, gratuities, discounts, payment, or services from any employee, person, firm, or corporation that to his/her knowledge is interested directly or indirectly in any manner whatsoever in business dealings with DPA or any office, department, or agency thereof;

provided, however, that an elected official or a candidate for public office may accept campaign contributions and services in connection with any campaign.

7. Vote or otherwise participate in an appointment, employment, or promotion decision related to anyone he/she knows or should know would create a direct or indirect monetary benefit or economic opportunity for himself/herself.
8. Have a personal interest, directly or indirectly, in school real estate, school textbooks, or school materials and supplies of any kind whatsoever.
9. Sell, solicit, or offer for sale, to the Board or to any official or employee of the Board, directly or indirectly, any kind of school real estate, textbooks, or school materials and supplies, nor receive any salary, bonus, or commission on any such sales.

The Board of DPA may not:

1. Employ one of its members for any position at DPA.
2. Do business with a partnership or corporation partially owned by a Board member.
3. Do business with a bank or financial institution where a Board member is an employee, stockholder, director, or officer when such member owns 30 percent or more stock in that institution.

In addition, no Board member may employ or promote any person who is an immediate family member of any Board member unless a public, recorded vote is taken on such employment or promotion as a separate matter from any other personnel matter. Any Board member whose immediate family member is being considered for employment shall not vote on such employment. Board member must disclose such relationship and sign Board Disclosure Form acknowledging the relationship.

DeKalb County School District Charter School Petitioner GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Suzette Arnold, Chair person
 Proposed Charter School: DeKalb Preparatory Academy
 Telephone: (770) 855-6307
 Street Address: 793 Prestige Point, Atlanta City,
 State, Postal Code: Georgia 30319
 Email Address: sarnold793@gmail.com

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Y No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you or your spouse currently serve as a public official, elected or appointed, or sit on any other boards? Yes No
- 11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? Yes No
- 12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? Yes No
- 13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes No

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.


- 1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
- 2) _____ I am currently charged with one or more crimes.
- 3) I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably

believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.


Signature

Date 7/20/21

**DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT**

I have received and carefully read the Conflict of Interest Policy of DeKalb Preparatory Academy (the "Organization"). By signing this Annual Affirmation and Disclosure Statement, I hereby affirm that I understand and agree to comply with the Conflict of Interest Policy. I further understand that the Organization is a nonprofit organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes without personal gain (other than salary) by board members or staff. Except as otherwise indicated below, I hereby state that I do not have any financial interests as described in the Conflict of Interest Policy. If any situation should arise in the future that I think may involve me in a conflict of interest, I will promptly and fully disclose in writing the circumstances to the Secretary of the Board of Directors of the Organization. Name (Please print) _____ Signature _____ Date _____ Please explain potential conflict(s) below:

Name (Please print):

Suzette Arnold

Signature:

S. Arnold

Date:

7/20/21

Please list below all personal and professional affiliations:

This form has been reviewed by Tamseel Syed of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: Tamseel Syed Date: 07/21/2021

DeKalb County Schools
BOARD MEMBERS

Name & Title: Roberta R. Walker
Proposed Charter School: DeKalb Preparatory Academy
Telephone: 770-808-0604
Street Address: 5600 Hunters Valley City,
State, Postal Code: Stonecrest, GA 30038
Email Address: rowalker2003@yahoo.com

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school?
Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you or your spouse currently serve as a public official, elected or appointed, or sit on any other boards? Yes No
- 11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? Yes No
- 12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? Yes No
- 13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes No

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

- 1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
- 2) _____ I am currently charged with one or more crimes.
- 3) RRW I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably

believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Robert Walker
Signature

7/16/2021
Date

**DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT**

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Name (Please print):

Roberta R. Walker

Signature:

Roberta R. Walker

Date:

7/16/2021

Please list below all personal and professional affiliations:

This form has been reviewed by Tamseel Syed of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature:

Tamseel Syed

Date:

07/16/2021

DeKalb County School District Charter School Petitioner GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Janelle Wilhite
Proposed Charter School: DeKalb Prep Charter
Telephone: 678.612.2030
Street Address: 1402 Austin Dr
City, State, Postal Code: Decatur, GA 30032
Email Address: wilhitej@gmail.com

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you or your spouse currently serve as a public official, elected or appointed, or sit on any other boards? Yes No
- 11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? Yes No
- 12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? Yes No
- 13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes No

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. **Traffic violations do not need to be included.**

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- 2) ___ I am currently charged with one or more crimes.
- 3) x I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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is true based upon my representations.

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Signature

7/16/21

Date

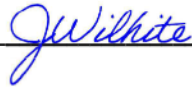
**DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT**

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Name (Please print):

____ Janelle Wilhite _____

Signature:

____  _____

Date:

____ 7/19/21 _____

Please list below all personal and professional affiliations:

This form has been reviewed by Tamseel Syed of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature:

____  _____

Date: 07/19/2021

DeKalb County School District Charter School Petitioner GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Karen Shabazz, secretary
 Proposed Charter School: DeKalb Preparatory Academy
 Telephone: 678 975-6484
 Street Address: 112 Puckett Ct. City,
 State, Postal Code: Atlanta, GA 30115
 Email Address: shabazzk@outlook.com

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you or your spouse currently serve as a public official, elected or appointed, or sit on any other boards? Yes No
- 11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? Yes No
- 12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? Yes
- 13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes No

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

- 1) ___ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
- 2) ___ I am currently charged with one or more crimes.
- 3) I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably

believes is true based up on my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Karen Shebazz
Signature

7/20/21
Date

**DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT**

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Name (Please print):

Karen Shabara

Signature:

Karen Shabara

Date:

7/20/2021

Please list below all personal and professional affiliations:

This form has been reviewed by Tamseel Syed of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature:

Tamseel Syed

Date:

07/20/2021

DeKalb County School District Charter School Petitioner GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Wanda McRay DeKalb Preparatory Academy

Name & Title: _____ Proposed Charter School: _____ Telephone: _____

Street Address: 1402 Austin Drive City, State, Postal Code: Decatur, GA 30032 Email Address: _____

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
10) Do you or your spouse currently serve as a public official, elected or appointed, or sit on any other boards? Yes No
11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? Yes No
12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? Yes No
13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes No

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

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2) I am currently charged with one or more crimes.
3) I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

no to all

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Wanda R. McKay

Signature Date 07-20-2021

**DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT**

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Name (Please print):

Wanda A. McKay

Signature:

Wanda A McKay Date: 07-20-2021

Please list below all personal and professional affiliations:

This form has been reviewed by Tamseel Syed of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Tamseel Syed 07/21/2021

DeKalb County School District Charter School Petitioner GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Wendell Marcus Vassell Board Member
Proposed Charter School: Dekalb Preparatory Academy
Telephone: _____
Street Address: _____ **City,**
State, Postal Code: Decatur Ga
Email Address: _____

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school?
 Yes
 No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7?
 Yes
 No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you or your spouse currently serve as a public official, elected or appointed, or sit on any other boards? Yes No
- 11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? Yes No
- 12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? Yes
- 13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes No

Criminal Background History

Instructions: Complete this section by placing your **initials** in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. **Traffic violations do not need to be included.**

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- 2) _____ I am currently charged with one or more crimes.
- 3) _____ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Wendell Krell

Signature

7/22/2021

Date

**DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
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Name (Please print):
Wendell Vassell

Signature: Wendell Vassell

Date:

7-22-2021

Please list below all personal and professional affiliations:

Hands On Atlanta – Civic Leader

This form has been reviewed by Tamseel Syed of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: Tamseel Syed

Date: 07/22/2021

DeKalb County School District Charter School Petitioner GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: TAMSEEL SYED (Board Member and Governance Committee Chair)
Proposed Charter School: Dekalb Preparatory Academy
Telephone: (678)-687-7411
Street Address: —
City, State, Postal Code: _____
Email Address: syed.tamseel@gmail.com

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school?
 Yes
 No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
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- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
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- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
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- 11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? Yes No
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- 13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes No

Criminal Background History

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- 2) I am currently charged with one or more crimes.
- 3) TS I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

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Signature

07/17/2021

Date

**DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT**

I have received and carefully read the Conflict of Interest Policy of DeKalb Preparatory Academy (the "Organization"). By signing this Annual Affirmation and Disclosure Statement, I hereby affirm that I understand and agree to comply with the Conflict of Interest Policy. I further understand that the Organization is a nonprofit organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes without personal gain (other than salary) by board members or staff. Except as otherwise indicated below, I hereby state that I do not have any financial interests as described in the Conflict of Interest Policy. If any situation should arise in the future that I think may involve me in a conflict of interest, I will promptly and fully disclose in writing the circumstances to the Secretary of the Board of Directors of the Organization. Name (Please print) Signature Date Please explain potential conflict(s) below:

Name (Please print):

TAMSEEL SYED

Signature:



Date:

07/17/2021

Please list below all personal and professional affiliations:

Senior Member of IEEE
Active volunteer of IEEE Atlanta Section
Active volunteer of IEEE Region 3
Life Member of NSLS

This form has been reviewed by Suzette Arnold of the Executive committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature:



Date:

07/17/2021

Please complete the Accountability Report below. Tab 2 contains a partial example of what your Accountability Report should look like.

School/System Name: Dekalb Preparatory Academy

Contract Terms and Performance Goals	Assessment	Year (2019-2020)
Essential or Innovative Features (Indicate whether each essential or innovative feature was implemented. Use the legend below to indicate the implementation status.)		
Project-based Learning with an emphasis on Audio Video Communications Technology	N/A	MET
The Charter School shall implement Pearson EnVision Math across all grade levels	N/A	MET
Reading Street	N/A	MET
Summer Bridge Program to provide early education and middle school readiness to students over the summer.	N/A	MET
		Target
Achievement of Academic and Organizational Goals (Indicate the assessment used for each measure. Provide the target and actual performance for each measure. Add additional lines for each measure as needed.)		
Academic Goal 1: During the first year of its charter contract term, the Charter School shall achieve <i>at least two</i> of the following academic performance standards:		
Measure a: Match or exceed the CCRPI Content Mastery score of its authorizing school district(s) in each grade band served (elementary, middle, and/or high school).	GMAS	N/A
Measure b: Match or exceed the overall CCRPI score of its authorizing school district(s) in each grade band served (elementary, middle, and/or high school).	GMAS	N/A
Measure c: Increase its overall CCRPI score by at least 4% of the gap between 100 and the school's previous year overall CCRPI score for each grade band served (elementary, middle, and/or high school).	GMAS	N/A
Measure d: Increase its CCRPI Content Mastery score by at least 10% of the gap between 100 and its previous year CCRPI Content Mastery score in each grade band served (elementary, middle, and/or high school).	GMAS	N/A
Measure e: Increase its CCRPI Progress Score by at least 10% of the gap between 100 and its previous year CCRPI Progress Score in each grade band served (elementary, middle, and/or high school).	GMAS	N/A
Measure f: Achieve an overall positive Value-Added Impact Score in each grade band served (elementary, middle, and/or high school).		N/A
Measure g: Beat the Odds (school-wide measure).		N/A
Academic Goal 2: During the second year of its charter contract term, the Charter School shall:		
Measure a: Increase its overall CCRPI score by at least 4% of the gap between 100 and its previous year overall CCRPI score in each grade band served (elementary, middle, and/or high school).	GMAS	N/A

Measure b: Achieve at least one of the following two performance standards: Increase its CCRPI Content Mastery score by at least 10% of the gap between 100 and its previous year CCRPI Content Mastery score in each grade band served (elementary, middle, and/or high school).. OR	GMAS	N/A
Measure b: Increase its CCRPI Progress Score by at least 10% of the gap between 100 and its previous year CCRPI Progress Score in each grade band served (elementary, middle, and/or high school). (and - Measure C)	GMAS	N/A
Measure c: Achieve at least one of the following two performance standards: Achieve an overall positive Value-Added Impact Score in each grade band served (elementary, middle, and/or high school)., OR		N/A
Measure c: Beat the Odds (school-wide measure).		N/A
Measure d: Not be on the Turnaround Eligible Schools List published annually by the Governor's Office of Student Achievement or on the list of Tier II or Tier III schools published annually by GaDOE.		N/A
School Climate Performance Standards:		
Goal 4: During the first year of its charter contract term, the Charter School shall achieve a School Climate Star Rating of 3 or more stars.		N/A
Goal 3: During the second year of its charter contract term, the Charter School shall achieve a School Climate Star Rating of 4 or more stars.		N/A
Financial Performance Standards. Goal 5: During each year of its charter contract term, the Charter School shall achieve all six of the following fin		
Measure a: Not be in default of loan or bond covenant(s) and/or is not delinquent with debt services payments.		No default
Measure b: Achieve a Current Ratio (Working Capital Ratio) that is greater than 1.0 or greater and one-year trend is positive.		(= / >) 1.0, 3 yr + TREND
Measure c: Possess a Debt to Asset Ratio that is less than 95 percent.		<95%
Measure d: Unrestricted Days Cash (Total Expenses/365) is greater than 45 days and the one-year trend is positive.		>45 days
Measure e. Financial Efficiency Rating is 4 Stars or above.		4 stars
Measure f: Audit Compliance		Compliant audit
Governance Performance Standards. Goal 6: During each year of its charter contract term, the Charter School shall achieve all six of the following		
Measure a: All governing board members complied with all applicable open governance requirements, including policies relating to the Georgia Open Meetings Act and open records requirements.		GA Open Mtgs Act Compliance
Measure b: All governing board members attended all required training, including all training required for any new governing board members. AND		Training req. met
Measure c: c. The Board met a minimum of seven (7) times.		Min 7 mtgs
Measure d: Successful implementation of the Teacher and Leader Keys Effectiveness System as verified by GaDOE.		TKES/LKES Implemented
Measure e. All governing board members acted in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board as sworn to in the Legal Compliance Affidavit included in the Annual Report, and as evidenced by a lack of any evidence to the contrary received by GaDOE and the authorizing		Legal Compliance

Measure f: The Board reflects the sociodemographic diversity of the community it serves.		Sociodemographic Diversity
Governance Performance Standards. Goal 7: By the last year of its charter contract term, the Charter School shall implement all Essential or Innovative Features		
Goal 7: By the last year of its charter contract term, the Charter School shall implement all Essential or Innovative Features as defined in Section 5 of the charter in all material respects.		N/A
Legal Compliance Performance Standards		
Goal 8: During each year of its charter contract term, the Charter School shall implement all legal requirements included in its federal and state law, rules and regulations and in its charter in all material respects		All legal req's implemented
Goal 9: The Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than two times in a single school year (July 1 to June 30).		Not on probationary status
Goal 10: The Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than three times during its charter contract term.		Not on probationary status more than

KEY: Met Progress Made

Charter Term: 2019 - 2022				
1 020)	Year 2 (2020-2021)	Year 3 (2021- 2022)		
ion of each feature.)				
	MET			
	MET			
	MET			
	MET			
Actual	Target	Actual	Target	Actual
sure. Use the legend below to color code each "Actual" performance cell. You may				
ndards:				
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		

N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		
financial performance standards.				
MET	No default	MET	No default	Expected to meet/TBD
MET	(=/>) 1.0, 3 yr + TREND	MET	(=/>) 1.0, 3 yr + TREND	Expected to meet/TBD
MET	<95%	MET	<95%	Expected to meet/TBD
MET	>45 days	MET	>45 days	Expected to meet/TBD
MET	4 stars	MET	4 stars	Expected to meet/TBD
MET	Compliant audit	MET	Compliant audit	Expected to meet/TBD
governance performance standards.				
MET	GA Open Mtgs Act Compliance	MET	GA Open Mtgs Act Compliance	Expected to meet/TBD
MET	Training req. met	MET	Training req. met	Expected to meet/TBD
MET	Min 7 mtgs	MET	Min 7 mtgs	Expected to meet/TBD
MET	TKES/LKES Implemented	MET	TKES/LKES Implemented	Expected to meet/TBD
MET	Legal Compliance	MET	Legal Compliance	Expected to meet/TBD

MET	Sociodemographic Diversity	MET	Sociodemographic Diversity	Expected to meet/TBD
ative Features as defined in Section 5 of the charter in all material respects.				
N/A	N/A	N/A	Full Implementation of all Innovative	Expected to meet. All features are in
MET	All legal req's implemented	MET	All legal req's implemented	Expected to meet/TBD
MET	Not on probationary status	MET	Not on probationary status	Expected to meet/TBD
MET	Not on probationary status more	MET	Not on probationary status more than	Expected to meet/TBD

Not Met

1 **Introduction:** Locally-approved charter school non-profit governing boards must have decision-making authority in all areas, including personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals, and school operations. The columns in the chart below describe the authority that must be exercised by a charter school's governing board, management, and school district respectively. There are also columns provided for other common charter school partners (if applicable).

2 **Instructions:** Applicants must submit a proposed version of this chart that shows how roles and responsibilities are and/or will be shared for their particular charter school. If any checkmarks are deleted or added, applicants must highlight in yellow those cells where a checkmark was deleted or added.

3 **Locally-Approved Charter School Partners Roles and Responsibilities Chart**

4	Personnel Decisions	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
5	Select, retain, transfer, promote, demote, and/or terminate the principal or school leader	X					
6	Evaluate the principal or school leader (LKES)	X					
7	Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff	X	X				
8	Evaluate the teachers (TKES) and all other staff		X				
9	Determine whether teacher certification will be required	X	X				
10	Plan professional development for staff		X				
11	Financial Decisions and Resource Allocation	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
12	Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	X	X				
13	Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated) for all employees	X					
14	Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	X	X				
15	Ensure school receives all per pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	X	X	X			
16	Raise additional funds through fundraising efforts	X					
17	Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds	X	X				
18	Final school budget approval	X					
19	Establish financial policies and standard operating procedures	X	X				
20	Maintain a reserve fund	X					
21	Determine facility uses	X	X				
22	Ensure sound fiscal management and monitor budget implementation	X	X				
23	Curriculum and Instruction	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
24	Recommend/Adopt instructional delivery model	X	X				
25	Recommend/Adopt curriculum, including any changes in curriculum as needed to improve student achievement	X	X				
26	Recommend/Adopt courses and programs to offer		X				
27	Recommend/Adopt textbooks, technology, and instructional materials		X				
28	Recommend/Establish additional graduation requirements	X	X				
29	Recommend/Adopt course and credit requirements, including technology and physical education skill requirements	N/A	N/A				
30	Recommend/Adopt seat time requirements	X	X				
31	Recommend/Adopt opportunities for student acceleration/remediation	X	X				
32	Create or modify Career Pathway curricula	N/A	N/A				
33	Choose dual enrollment options	N/A	N/A				
34	Choose credit recovery options	N/A	N/A				
35	Utilize online learning platforms (e.g., Georgia Virtual School)	X	X				
36	Establish additional mastery level requirements for performance		X				
37	Select additional formative and/or summative assessments to determine student levels of mastery and growth		X				
38	Curriculum and Instruction (continued)	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
39	Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), and other students		X				
40	Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		X				
41	Establish lesson plan requirements for teachers		X				
42	Establish placement and promotion criteria	X	X				
43	Set grading and reporting policies, plans, process, schedules, and formats	X	X				
44	Establishing and Monitoring the Achievement of School Improvement Goals	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
45	Complete self-assessment based on Georgia School Performance Standards		X				
46	Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		X				
47	Set a timeline for implementing school improvement timeline		X				
48	Set a budget for implementing school improvement timeline	X	X				
49	Recommend/Approve school improvement plan and provide oversight of its implementation		X				
50	Hold principal or school leader accountable for school improvement plan implementation and timeline	X					
51	Hold faculty and staff accountable for school improvement plan implementation and timeline		X				
52	Evaluate success of school improvement plan and recommend/make revisions as needed		X				

53	Regularly communicate student and school performance data to all stakeholders		X			
54	School Operations	Charter School Nonprofit	Charter School	Local School	Post-Secondary	Business Partner(s)
55	Provide input into school operations that are consistent with school improvement and charter goals, including establishing		X			
56	Establish work schedules of faculty and staff (e.g., hours per day, days per year, calendars)	X	X			
57	Establish experience, training, and other matters related to substitute teachers		X			
58	Recommend/Set school daily, weekly, and annual school calendar and class schedules, including length of school year,	X	X			
59	Recommend/Approve professional development vendors and resources		X			
60	Manage day-to-day human resources		X			
61	HR processing, including employment contracts and benefits administration		X			
62	Recommend/Select co-curricular and extracurricular activities		X			
63	Establish after-school and Saturday programs as needed		X			
64	Set enrichment and/or advisory periods as needed		X			
65	Establish field trips, including locations and date		X			
66	Set class size and student-teacher ratios		X			
67	Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials, transitions)		X			
68	Establish school partnerships for school growth	X	X			
69	Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support		X			
70	Select/Approve vendors aligned with school needs		X			
71	Manage transportation decisions, including authority to contract for transportation service	X	X			
72	Select information systems (e.g., Student Information System, financial information systems)	X	X			
73	Manage the facility or facilities that are owned and operated by the school system for use by the charter school		X			
74	Approve/manage the food service agreement with a vendor or the school system	X	X			
75	Establish school size	X	X			
76	Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12)	X	X			
77	Establish attendance policies	X	X			
78	Establish student code of conduct and behavior policies, plans, processes, and formats	X	X			
79	Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	X	X			
80	Ensure access to support to address the physical, social, financial, and emotional needs of students in the school		X			

*The LBOE retains its constitutional authority



- Home
- Our System
- Faculty
- Parents**
- Contact

[Applicants List](#)

Registration

[Login](#)

Enter your information below to create an account. If you already have an account, click 'Login' on the left.

Note, this is your information and not your child's information.

First Name:

Last Name:

No Address: Family has no permanent address.

Address1:

Address2:

City:

State:

Zip Code (5-digit):

Phone (xxx-xxx-xxxx):

Email:

Email Verification (enter email again):

Password (don't forget this):

password):

Password Verification (enter

password again):

[Home](#)[Our System](#)[Faculty](#)[Parents](#)[Support](#)[Applicants
List](#)

Your account has been created!

Enter your child's information below to add them to your account.

[Account
Info](#)

You will be able to enter additional children if necessary.

[Add
Child](#)

First Name:

Middle Initial:

[Logout](#)

Last Name:

Suffix:

Date of Birth (mm/dd/yyyy):



- Home
- Our System
- Faculty
- Parents**
- Support

Applicants
List

Account
Info

jody

Add
Sibling

Logout

You have added jody to your account!

Use this form to select a school that you want to apply to. If you want to apply to multiple schools, after completing this application, select the option to enter into another lottery and pick another school.

School

Dekalb Preparatory Academy ▼

Name:

Submit



Select Language ▼

Dekalb Preparatory Academy

- Home
- Our System
- Faculty
- Parents
- Support

Applicants List

Account Info

jody

Add Sibling

Logout

Select a Lottery to enter jody and click 'Submit'.

Lottery Name:

2nd Grade 2021-22 ▼

Submit



- Home
- Our System
- Faculty
- Parents**
- Support

Applicants List

Account Info

jody

Add Sibling

Logout

You have entered jody into the Lottery: 2nd Grade 2021-22.

Important! If you do not receive a confirmation email from "Dekalb_Preparatory_Academy@lotterease.com" in the next 24 hours, check your SPAM or JUNK folder and set your computer to allow email from the school.

jody is currently in the preference group: Single Applicant.

If you believe that a preference group(s) below applies to you, inform the school using the Support link on the top right of your screen. Note, all preference groups may not be available, depending on the school's policies.

Application Preference Group	Description
Enrolled Sibling	Applicant with a sibling enrolled in the current or next school year.



- Home
- Our System
- Faculty
- Parents**
- Support

Applicants
List

Enter your child's information below to add them to your account.

You will be able to enter additional children if necessary.

Account
Info

First Name:

jody

Middle Initial:

Add
Sibling

Last Name:

Logout

Suffix:

Date of Birth (mm/dd/yyyy):

Submit



- Home
- Our System
- Faculty
- Parents**
- Support

Applicants List

Account Info

jody

jean

Add Sibling

Logout

You have added jean to your account!

Use this form to select a school that you want to apply to. If you want to apply to multiple schools, after completing this application, select the option to enter into another lottery and pick another school.

School

Dekalb Preparatory Academy ▼

Name:

Submit



- Home
- Our System
- Faculty
- Parents
- Support

- Applicants List
- Account Info
- jody
- jean
- Add Sibling
- Logout

Select a Lottery to enter jean and click 'Submit'.

Lottery Name:

2nd Grade 2021-22 ▼

Submit



2021-2022

Family/Student

Handbook

1402 Austin Drive Decatur, GA 30032
Phone: (404) 937-2000 Fax: (404) 937-2020
www.dekalbprepacademy.org

DEKALB PREPARATORY ACADEMY
ORGANIZATIONAL LEADERSHIP

Governing Board Members

Suzette Arnold, Chair

Committees: Finance/Governance

Email: board@dekalbprepacademy.org

Roberta Walker, Vice-Chair

Committees: Academic/ Governance

Email: board@dekalbprepacademy.org

Karen Shabazz, Secretary

Committee: Academic

Email: board@dekalbprepacademy.org

Janelle Wilhite, Interim Treasurer At Large

Committee: Finance

Email: board@dekalbprepacademy.org

Wanda McKay, Parent

Committees: Development

Email: board@dekalbprepacademy.org

Tamseed Syed

Committee: Development

Email: board@dekalbprepacademy.org

Marcus Vassel

Committee: Development

Email: board@dekalbprepacademy.org

Board Details: The Board meets on the fourth Tuesday of every month unless a change becomes necessary. Meetings typically last for one hour and begins at 6:00 p.m.

Board meetings are held in the media center at DPA located at 1402 Austin Drive, Decatur, GA 30032. All meetings are open to the public. Parent attendance and participation is encouraged.

LEADERSHIP

Dr. Jasmine Foster

Head of School

Email: jfoster@dekalbprepacademy.org

Ms. Carla Pettis

Principal

Email: cpettis@dekalbprepacademy.org

Ms. Angela Rodgers

Administrative Assistant to Head of School

Email: arodgers@dekalbprepacademy.org

Dr. Viola Blackshear

Assistant Principal, K-8 (Interim)

Email: vblackshear@dekalbprepacademy.org

Ms. Susan Wright

Director of Finance and Operations

Email: swright1@dekalbprepacademy.org

Ms. Tanya Watkins

Director of Development

Email: twatkins@dekalbprepacademy.org

Ms. Mattie Reid

Registrar

Email: mreid@dekalbprepacademy.org

Ms. Bernadette Baker

School Secretary

Email: bbaker@dekalbprepacademy.org

Ms. Kimberly Sims

Counselor

Email: ksims@dekalbprepacademy.org

TBD

Parent Liaison

Email: @dekalbprepacademy.org

ADMISSIONS

Dekalb Preparatory Academy is a charter school open to any student (K-8) that resides within Dekalb County School District. There are no primary and secondary zones. Charter schools, as well as public schools, must comply with state and federal regulations, and admissions are open to students in accordance with the school's charter agreement.

Annually, most grades have a wait list. However, the length of the waiting list varies depending on the grade. Dekalb Preparatory Academy does not maintain a waiting list from previous school years. Parents must re-submit an application for the following school year during that year's application period.

Admissions Policy:

Returning students and new applicants will be enrolled subject to the following priorities:

- Students who attended Dekalb Preparatory Academy during the previous school year
- Siblings of students who attended Dekalb Preparatory Academy during the previous school year
- The children of teachers, staff and board members at Dekalb Preparatory Academy not falling under the first two criteria above, including children of teachers and staff who live outside of Dekalb County
- Students who reside in the Dekalb county School District service area

When demand for enrollment exceeds available capacity for prospective students from the criteria above, Dekalb Preparatory Academy will create a waiting list by grade. Dekalb Preparatory Academy will use a lottery to make selections according to the stipulated priorities in the school charter.

New Student Application Requirements:

Open enrollment applications are made available on the website through the Lotterease online application system. The application is posted in the month of January for all prospective families. All applicants must enter their information into the application for the lottery that is conducted the last week in February, prior to the March 1st deadline. You will receive an email confirmation once the registration is complete and will automatically be notified of the lottery results once the lottery has been verified. If you have any questions regarding the lottery or registration process, please contact the school registrar at 404-937-2000.

The school will notify you according to your desired form of notification (email, phone...) designated when you first registered. Should contact information change it is your responsibility to notify Mattie Reid at mreid@dekalbprepacademy.org of that change.

Parents/guardians will have ten (10) business days from the date of notification to turn in a completed enrollment packet. If enrollment packets are not received by 3:00 PM on the tenth day, the parents/guardians will forfeit their slot to the next wait listed student.

Re-Enrollment:

To secure your child's place at DPA for the next school year, you must officially complete the re-enrollment process and complete $\frac{1}{2}$ of the allotted hours of your volunteer requirement (10 hours).

Withdrawal

Parents needing to withdraw their child should come by the front office to request a withdrawal form. A Withdrawal Form is necessary when a family removes a student from the school during the school year. The withdrawal must be signed. We must ensure that all school property and textbooks have been turned in by the child and all Lunch balances have been cleared before he or she leaves the school. Please give the office 48 hours to process your request once the completed form is received.

Discipline Plan

The DeKalb Preparatory Academy Discipline Plan consists of the DeKalb County Student Code of Conduct policies, rules and state laws to assist parents, students, teachers and administrators in establishing a positive and productive learning environment. The plan is reviewed and published each year. A copy of the plan is sent home with every student and all parents and children who are 5 years and older must sign that they have received the information.

CONDUCT

The Board of Directors of DeKalb Preparatory Academy believes that student conduct influences educational opportunities for youth and the promotion of learning. To assure this aim, the people of the state have empowered local boards of education to regulate student conduct.

“The governing board of any school district shall prescribe rules not inconsistent with law or with rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction.”

“All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools.”

Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied. This discipline policy applies while on school grounds and while going to or coming from school. You have the right to review the school rules regarding student discipline.

DPA PROGRESSIVE DISCIPLINE PLAN

The staff at DeKalb Preparatory Academy believes that every student should have the opportunity to learn skills and values that are necessary for personal development and social order in a free society. In order to achieve this goal, it is necessary for students to behave in a safe orderly way for an effective learning environment.

Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.

Outlined below is DeKalb Preparatory Academy Progressive Discipline Plan that stipulates behaviors that will not be allowed at school. Also, outlined are the possible consequences of engaging in such behaviors. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the consequences.

Please read and discuss these with your children. With your assistance, the school will strive to provide the best possible learning environment for all children. All students who are referred to the office for discipline reasons will make phone contact with parent during each visit.

Disciplinary Procedures

The basic intent of the Code of Student Conduct is embodied in the principle that the appropriate reaction to a disciplinary problem or incident is one that reasonably holds promise of resolving the problem. The concept of discipline is to cause a positive behavioral change by the application of consequences for negative behavior. In this way, the correction of misconduct becomes part of the learning experience.

DeKalb Preparatory Academy students range from ages 5 to 13, and consequences for unacceptable behavior vary dramatically according to the age and the developmental level of the student involved.

A. Conferencing

Minor and/or first infractions of the school rules usually result in an effort to solve the situation by discussing the misconduct with the student. Often the product of such a conference is an oral agreement or possibly a written contract.

Examples of Type A Behaviors:

- In-authorized area or no hall pass
- Calling out in Class
- Inappropriate Noise
- Chewing Gum
- Tapping Pencils
- Writing on Self
- Disrespect to fellow students
- Inappropriate items (Cellphones during instructional time, Uno cards etc.)
- Failure to keep hands and feet to yourself
- Writing on desk
- Sidebar Conversations
- Off -tasks behaviors
- Tardy to class
- Drawing instead of working
- Wearing a hat in school
- Whining
- Not in seat
- Not prepared for class
- Criticizing teacher one on one
- Giving “attitude”, rolling eyes, heavy sighs, sucking teeth

- Eating food when not allowed

Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations.

Disciplinary Options may include: Time out in a room; Time out in a buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and Redirect behavior. Exceptional education student procedures must apply.

B. Detention

The Head of School or Principal may choose to assign after-school detention to students who are guilty of persistent minor disciplinary infractions. Parents must be made aware of the assignment of detention prior to its being held.

Examples of Type B Behaviors:

- Repeated violations of Type A Behaviors
- Lying, Cheating
- Touching, Poking
- Standing on furniture
- Frequent tardies
- Chronic disruption of class
- Out of seat and interfering with others learning
- Inappropriate chair manners
- Consistently not following directions
- Running away and leaving the classroom
- Unacceptable language
- Throwing items in classroom
- Disrespectful language to adult (i.e. I hate you, you suck, this sucks, I'm Done!)
- Yelling at teacher
- Display of gang, writings, symbols, etc.
- Excessive physical contact
- Dress code violations
- Moving or kicking furniture in an angry way/tantrum
- Gambling
- Continually unprepared for class

Strategies for Managing Behaviors: Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices; Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate.

Disciplinary Options may include: Time out in a room; Time out in a buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and Redirect behavior; Behavior Contract; In-School Suspension; Restorative justice; and problem solving with your grade level team. Corrective Strategies should be used to manage additional behaviors with the involvement of the student, parent, teacher, or other internal supports. Exceptional education student procedures must apply.

C. Removal from class

A teacher may temporarily remove a student from class for conduct that constitutes disobedience. Such behavior is defined as that which substantially or materially disrupts the educational process and includes willful disrespect or defiance of the teacher. In order to maintain effective learning conditions, the school administrator may remove a student from class for a longer period of time or permanently for chronic or more serious misconduct.

Examples of Type C Behaviors:

- Repeated violations of Type A or B Behaviors
- Cause or threaten to cause bodily injury to another (fight)
- Possession of a dangerous items (explosive, lighter, etc.)
- Possession of tobacco or smoking
- Lying, Cheating, or Forgery
- Bullying, Harassment, Hazing
- Banging on windows
- Vandalizing school property
- Profanity, obscene language or gestures toward students or staff
- Lew, indecent, offensive conduct/sexual harassment
- Stealing/Possession of Stolen Property
- Leaving room without permission

Strategies for Managing Behaviors: Behavior Contract; Detention; In-School Intervention; Mediation; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse and Violence Education.

Disciplinary Options may include: In-School Suspension with Instructional Module and/or Out of School Suspension, without an instructional model, for 1-3 days. Exceptional education student procedures must apply.

D. Refocus

The classroom teacher will have the option of sending a student to another teacher's classroom to refocus. These would be students who may become a distraction or disruption to the instructional process due to behavior or emotional concerns. During this refocus time that student will have the opportunity to:

- Identify and refocus their negative actions into positive actions.
- Speak with appropriate personnel that can provide that student with minor counseling and redirection.
- Make the necessary changes in order to return to the mainstream classroom setting.
- There is a three-visit limit a student can be assigned to refocus in a grading period, and students who exceed this number for behavioral concerns will be suspended out of school. This will prevent students from trying to go to re-focus to simply get out of class.

Examples of Type D Behaviors:

- Repeated violations of Type A, B, or C Behaviors
- Talking back to adults
- Throwing items in classroom at others
- School disturbance
- Under the influence of a controlled substance
- Possession/furnish of any controlled substance or alcohol
- Chronic defiance not modified by previous progressive discipline
- Dress Code Violation
- Unsafe Action

Disciplinary Options may include: Targeted Behavioral Contract. Consequences: Out-of-School Suspension for 1-5 days. Exceptional education student procedures must apply

E. In-school suspension

The student is required to complete class work while supervised in a separate area away from the regular classrooms. The Head of School and/or Principal assign in-school suspension. The student's parents are informed of the infraction and of the in-school suspension by the school administration.

F. Short-term suspension (out-of-school)

In more serious cases of misconduct or if the misbehavior persists, the Head of School may suspend a student from school for a period of up to 10 days. While serving an out-of-school suspension, the student may not be on school property or participate in any school activity. The

suspension is normally terminated by the school administration at the conclusion of a successful conference with the student and the student's parents.

G. Long-term suspension (out-of-school)

In cases involving cases of chronic misconduct that the efforts of the school and parents have not been able to change, a Formal Evidentiary hearing is then scheduled. This is consistent with state law and Board of Education.

Grounds for Suspension or Expulsion

A student may not be suspended from the academy or recommended for expulsion, unless the Head of School determines that the pupil has committed an act as defined pursuant to any of the Education Code subdivisions.

Fighting/Assault/ Battery

In all cases of fighting, there will be an immediate suspension of all parties. Any fighting incident may result in the transfer of involved students to their assigned neighborhood school.

FIGHTING WILL NOT BE TOLERATED AT DEKALB PREPARATORY ACADEMY

Code of Conduct

All Georgia public school districts must have student standards of behavior /codes of conduct that apply to behavior on and off campus. The student discipline code of conduct requires mandated parent input and a student support process. The discipline process must be progressive (proportion to the severity of the behavior) and age appropriate.

Teacher Authority

Teachers have the opportunity to remove a student from class who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn or when the student's behavior is in violation of the Student Code of Conduct.

The teacher must file a disciplinary referral with the principal or assistant principal pursuant to the removal of a student. Removal of a student can also occur if the teacher determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher.

Dekalb Preparatory Academy | 2021-2022 CALENDAR
Approved by the Governing Board on May 24, 2021

4 Independence Day
26-30 Pre-Planning Days

JULY '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

0 – Instructional days
 5 – Contract days

JANUARY '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 Post/Pre-Planning Day
4 First Day of 2nd Semester
17 Dr. M.L. King Jr. Day

19 – Instructional Days
 20 – Contract Days

2 First Day Back for Kids
11 Half Day Planning
25 Half Day Planning

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

22 – Instructional Days
 22 – Contract Days

FEBRUARY '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

17-18 Half Day Planning
21 Presidents' Day
21 Inclement Weather Day 1

19 – Instructional Days
 19 – Contract Days

6 Labor Day
23 Half Day Planning
24 Teachers Planning Day (School Closed)

SEPTEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 – Instructional Days
 21 – Contract Days

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 Half Day/ Parent Conf.
18 Half Day/ Parent Conf.

23 – Instructional Days
 23 – Contract Days

7 Half Day Planning
7 Inclement Weather Day 1
8 Fall Break
8 Inclement Weather Day 2
11 Columbus Day
11 Inclement Weather Day 3
28 Half Day/ Parent Conf.
29 Half Day/ Parent Conf.

OCTOBER '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 – Instructional Days
 19 – Contract Days

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4-8 Spring Break

16 – Instructional Days
 16 – Contract Days

22-26 Thanksgiving Break
22 Inclement Weather Day 4

NOVEMBER '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 – Instructional Days
 17 – Contract Days

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

30 Memorial's Day
31 Inclement Weather Day 2

21 – Instructional Days
 21 – Contract Days

17 Last Day of 1st Semester (Half Day)
20-31 Winter Break

DECEMBER '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 – Instructional Days
 13 – Contract Days

(91 Total Instructional Days)
 (97 Total Contract Days)

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 Last Day of School (Half Day)
6-8 Post planning

First/Last Day of Semester Holiday/Break (School Closed)
 Half Day Planning/Parent Conferences (Students dismissed at 11:30 am)

Inclement Weather Day
 Early Release Day (11:30 am)

3 – Instructional Days
 6 – Contract Days
 (101 Total Instructional Days)
 (105 Contract Days)



Master Schedule K-2

2021- 2022

Time	Kindergarten	First Grade	Second Grade
7:45 AM - 8:00 AM	BREAKFAST	BREAKFAST	BREAKFAST
8:00AM- 9:00AM	Power Hour	Power Hour	Power Hour
9:03AM. - 10:13AM	Reading/ELA	Reading/ELA	Reading/ELA
10:16AM - 11: 15AM	LUNCH 10:18- 10:48	LUNCH 10:30- 11:00	LUNCH 10 :45 - 11:15
11:19AM – 11:34AM	BREAK 10:51 – 11:06	BREAK 11:03– 11:18	BREAK 11:16 – 11:34
11:37AM - 12:17PM	AVC / Spanish / Math & Reading Lab	Physical Education/ Art Music	Science
12:20PM - 1:20PM	Mathematics	Mathematics	Mathematics
1:25 PM - 2: 05PM	Physical Education/ Art Music	AVC / Spanish / Math & Reading Lab	Social Studies
2:10PM - 2:40PM	Science	Science	AVC / Spanish / Math & Reading Lab
2:50PM - 3:30 PM	Social Studies	Social Studies	Physical Education/ Art Music
3:30 PM	DISMISSAL	DISMISSAL	DISMISSAL



Master Schedule 4th Grade

2021- 2022

Time	4 th Grade Reading & Social Studies Group 1	4 th Grade Mathematics & Social Studies Group 2	4 th Grade Science & Social Studies Group 3
7:45 AM - 8:00 AM	BREAKFAST	BREAKFAST	BREAKFAST
8:00AM - 9:00AM	POWER HOUR	POWER HOUR	POWER HOUR
9:03AM - 9:43AM	Physical Education/ Music/ Art	Physical Education/ Music/ Art	Physical Education/ Music/ Art
9:46AM - 10: 56AM	READING Group 1	Mathematics Group 2	Science Group 3
10:59AM – 12:09 PM	READING Group 3	MATHEMATICS GROUP 1	Science Group 2
12: 12PM - 12:42PM	LUNCH	LUNCH	LUNCH
12: 45 PM - 12:55 PM	BREAK	BREAK	BREAK
1:00 PM - 2: 10PM	READING Group 2	Mathematics Group 3	Science Group 1
2:13 PM - 2:43 PM	Social Studies TBA	Social Studies Mr. Brooks	Science Mr. Vassall
2: 46 PM - 3:30 PM	AVC// SPANISH// MATH & READING LAB	AVC// SPANISH// MATH & READING LAB	AVC// SPANISH// MATH & READING LAB
3:30 PM	DISMISSAL	DISMISSAL	DISMISSAL



Master Schedule 3rd Grade 2021- 2022

Time	3 rd Grade Reading & Social Studies – Group 1	3 rd Grade Mathematics & Social Studies Group 2	3 rd Grade Science & Social Studies Group 3
7:45 AM - 8:00 AM	BREAKFAST	BREAKFAST	BREAKFAST
8:00AM - 9:00AM	Power Hour	Power Hour	Power Hour
9:03AM - 10:13AM	Reading/ELA Group 1	Mathematics Group 2	Science Group 3
10:16AM - 10: 56AM	AVC Spanish/ Math/ Reading Lab	AVC Spanish/ Math/ Reading Lab	AVC Spanish/ Math/ Reading Lab
10:59AM - 12: 09AM	Reading/ELA Group 2	Mathematics Group 3	Science Group 1
12:12AM - 12:42PM	LUNCH	LUNCH	LUNCH
12:45 PM - 12:55PM	BREAK	BREAK	BREAK
12:37 PM - 1:17PM	Physical Education/ Art Music	Physical Education/ Art Music	Physical Education/ Art Music
1:20 PM - 2:30 PM	Reading/ELA Group 3	Mathematics Group 1	Science Group 2
2:33 PM - 3:30 PM	Social Studies	Social Studies	Social Studies
3:30 PM	DISMISSAL	DISMISSAL	DISMISSAL



Master Schedule 5th Grade 2021- 2022

Time	5 th Grade Reading & Social Studies -Group 1	5 th Grade Math & Social Studies- Group 2	5 th Grade Science & Social Studies Group 3
7:45 AM - 8:00 AM	BREAKFAST	BREAKFAST	BREAKFAST
8:00AM - 9:00AM	POWER HOUR	POWER HOUR	POWER HOUR
9:03AM - 9:43AM	AVC// SPANISH/ / MATH & READING LAB	AVC// SPANISH/ / MATH & READING LAB	AVC// SPANISH/ / MATH & READING LAB
9:46AM - 10:56AM	READING Group 1	Mathematics Group 2	Science Group 3
10:59 AM - 11:32 AM	Physical Education/ Music/ Art	Physical Education/ Music/ Art	Physical Education/ Music/ Art
11: 35AM - 12:13PM	LUNCH	LUNCH	LUNCH
12:16 PM - 12:26PM	BREAK	BREAK	BREAK
12:30 PM - 1:40PM	READING Group 2	Mathematics Group 3	Science Group 1
1: 43 PM - 2:53 PM	READING Group 3	Mathematics Group 1	Science Group 2
2:56 PM - 3 :30 PM	Social Studies	Social Studies	Social Studies
3:30 PM	DISMISSAL	DISMISSAL	DISMISSAL



Master Schedule Middle School

Grade 6

Time	6 th Grade Reading & Social Studies	6 th Grade Mathematics & Social Studies	6 th Grade Science & Social Studies
7:45 AM - 8:00 AM	BREAKFAST	BREAKFAST	BREAKFAST
8:00AM - 9:00AM	POWER HOUR	POWER HOUR	POWER HOUR
9:03AM - 10:39AM	SPECIALS AVC/ SPANISH/ PE	SPECIALS AVC/ SPANISH/ PE	SPECIALS AVC/ SPANISH/ PE
10:42 AM - 11:49AM	Reading Group 1	Mathematics Group 2	Science Group 3
11:52AM - 12:59PM	Reading Group 2	Mathematics Group 3	Science Group 1
1:00PM - 1:30PM	LUNCH	LUNCH	LUNCH
1:33PM - 2:40PM	Reading Group 3	Mathematics Group 1	Science Group 2
2:43PM - 3:30PM	Social Studies Group 1	Social Studies Group 2	Social Studies Group 3
3:30PM	Dismissal	Dismissal	Dismissal



Master Schedule Middle School

Time	7th Grade Reading & Social Studies	7th Grade Mathematics Social Studies	7th Grade Science & Social Studies
7:45 AM - 8:00 AM	BREAKFAST	BREAKFAST	BREAKFAST
8:00AM - 9:00AM	POWER HOUR	POWER HOUR	POWER HOUR
9:03AM - 10:10AM	Reading Group 1	Mathematics Group 2	Science Group 3
10:13 AM - 11:20AM	Reading Group 2	Mathematics Group 3	Science Group 1
11:23AM - 12:59PM	SPECIALS AVC/ SPANISH/ PE	SPECIALS AVC/ SPANISH/ PE	SPECIALS AVC/ SPANISH/ PE
1:03PM - 1:33 PM	LUNCH	LUNCH	LUNCH
1:36PM - 2 : 42PM	Reading Group 3	Mathematics Group 1	Science Group 2
2:45PM - 3:30PM	Social Studies Group 1	Social Studies Group 2	Social Studies Group 3
3:30PM	Dismissal	Dismissal	Dismissal



Master Schedule Middle School

Grade 8

Time	8 th Grade Reading & Social Studies	8 th Grade Mathematica & Social Studies	8 th Grade Science & Social Studies
7:45 AM - 8:00 AM	BREAKFAST	BREAKFAST	BREAKFAST
8:00AM - 8:50AM	POWER HOUR	POWER HOUR	POWER HOUR
8:53 AM - 10:00AM	Reading Group 1	Mathematics Group 2	Science Group 3
10:02AM - 11:09AM	Reading Group 2	Mathematics Group 3	Science Group 1
11:11AM - 12:18PM	Reading Group 3	Mathematics Group 1	Science Group 2
12: 21PM - 1:57PM	Social Studies Group 1	Social Studies Group 2	Social Studies Group 3
1:03PM - 1:33 PM	LUNCH	LUNCH	UNCH
2:00 PM - 3:30PM	SPECIALS AVC/ SPANISH/ PE	SPECIALS AVC/ SPANISH/ PE	SPECIALS AVC/ SPANISH/ PE
3:30PM	Dismissal	Dismissal	Dismissal

Project Based Learning/Audio Video Communication
Unit
Essential Questions What can I do to avoid or reduce health risks? How can I make good decisions and stay healthy? How can I promote accurate health information and behavior for myself and others? How can assertive communication skills help me to develop a healthy lifestyle?

Standards

Core materials

Culturally responsive practices/procedures

Audio-Video-Communications

Application

Assessment

Wholes Numbers, Rounding 10 and 100, Addition & Subtraction to 1,000

- How does our base ten number system work?
 - How does understanding the base ten number system help us add and subtract?
 - What are the properties of addition? ●
- How does the value of a digit change if its location is changed in a large number?
- What determines the value of a digit?
 - How does estimation help us understand large numbers?
 - How are large numbers estimated?
 - What conclusions can I make about the places within our base ten number system?
 - What happens to a digit when it is multiplied and divided by 10?
 - What effect does the location of a digit have on the value of the digit?
 - How can we compare large numbers?
 - What determines the value of a number?
 - Why is it important for me to be able to compare numbers?
 - What is a sensible answer to a real problem?
 - What information is needed in order to round a whole number to any place?
 - How can I ensure my answer is reasonable?
 - How can rounding help me compute numbers?
 - What strategies can I use to help me make sense of a written algorithm?

MGSE3.NBT.1
MGSE3.NBT.2
MGSE3.MD.3
MGSE3.MD.4

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

Teaching in a culturally responsive manner demands a shift in what is known of culture and language for each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring how learners construct knowledge, (2) learning about students' lives, (3) being socioculturally conscious students. Culturally responsive teachers are also able to make connections with students by making the data, contribute to the subject and manner in which they want to learn and learn respect for themselves :

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcasting and mixing techniques for multiple audio sources during production. 2.3 Produce broadcast quality program

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

AAVTC-PCA-5

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking to be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources to solve problems in another.

Weekly Assessments (Chapter Review/Practice Test) via Real Math Level 4, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade Math

Quarter 1

Science / "Fit"-ting In (Healthy Living)

Multiplication with Multiples of 10, Multiplication & Division Strategies, Problem Solving, Finding the Unknown

- How are multiplication and division related?
- How do we use multiplication and division to solve problems?
- What are the properties of multiplication?
- What strategies can we use to memorize facts?
- What strategies can we use to multiply?
- What strategies can we use to divide?
 - What is UPS Check and how does it help us to solve problems?
- What strategies can you use to find a missing number in an equation?

MGSE3.OA.1
MGSE3.OA.2
MGSE3.OA.3
MGSE3.OA.4
MGSE3.OA.5
MGSE3.OA.6
MGSE3.OA.7
MGSE3.OA.8
MGSE3.OA.9
MGSE3.NBT.3

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

earning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first g and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understand, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for m feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance as well as other cultures.

d video production in various workplace settings. 2.1 Identify and apply complex camera operations. 2.2 Exhibit effective editing with a Non-Linear Editor (Workstation)

wledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high level of complexity, and depth. Typically, there is one right answer that involves one mental step. Students should be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct responses. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one

Weekly Assessments (Chapter Review/Practice Test) via Real Math Level 4,AVC Project Based Learning Products
Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade

Quarte

Interdependence /"Fit"-tin

Patterns in Addition and Multiplication, Multi Step Problem Solving, UPS Check

- What questions can be answered using multiplication and division?
- What computation tools are best suited to which circumstances?
- Where are patterns in nature, architecture, music, words, and numbers?
- What is the repeating and/or increasing unit in the pattern?
- What strategies can be used to continue a sequence?
- How does finding patterns help in counting and/or computation?
- How do key words help us to know which operation to use in a word problem?

MGSE3.OA.8
MGSE3.OA.9
MGSE3.OA.3

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

The next phase in addressing the standards in a culturally responsive manner is to: (1) developing the learning community, (3) use questions to help students develop the language and concepts of mathematics using questions to help students develop the language and concepts of mathematics. This approach differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative and proactive.

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in video production and apply complex camera operations. 2.2 Exhibit effective mixing techniques for multi-camera programming with a Non-Linear Editor (Workstation)

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

To create and increase rigorous learning environments, teachers will apply the following student learns, is supported and demonstrates high levels of learning (note: DOK level)

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no thinking that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students generally one answer that involves two or more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use choices with textual evidence. More than one correct response may be indicative of this level.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from a period of time and/or knowledge is transferred from one subject to solve problems in a new context.

Weekly Assessments (Chapter Review/Practice Test) via Real Math Level 4,AVC
Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly
Pre and Post Assessments

Math

Grade 2

Math in (Healthy Living)

Perimeter/Area of a Rectangle and Irregular Shapes, Data & Graphs

- What tools and units are used to measure the attributes of an object?
 - How are the units of measure within a standard system related?
 - What is perimeter and how is it measured?
 - How do you decide which unit of measurement to use?
 - If you could redecorate your house any way you wanted, how much carpeting, linoleum, paint, or wallpaper would you need to buy? How much would these materials cost? When solving multi-step word problems using charts, tables, and graphs, how can you tell if the information is sufficient?
 - How do you collect data?
 - How can you collect, organize, and display data?
 - How do you interpret the data you have collected?
 - What information does a chart or table give?
- How do charts, tables, and graphs help you interpret data?
- How does the type of data influence the choice of graph?
 - What kinds of questions can be answered using different data displays?
 - Why are graphs helpful?
 - How does the type of data influence the choice of graph?

MGSE3.MD.3
MGSE3.MD.4
MGSE3.MD.5
MGSE3.MD.6
MGSE3.MD.7
MGSE3.MD.8

Go Math! , Triumph Learning Practice Assessments, Triumph Learning Performance Coach, Common Core Support Coach

) relate mathematics to real-life experiences, (2) use mathematics as a tool for language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction is collaborative, and community-oriented. Students become self-confident, self-directed,

in broadcasting and video production in various workplace settings. 2.1 Identify multiple audio sources during production. 2.3 Produce broadcast quality

ing Depth of Knowledge (DOK) levels to classroom instruction in which each
vels are not sequential):

no comprehension, complexity, and depth. Typically, there is on right answer

ts are expected to be able to explain, infer, and make decisions. There is

e abstract thinking processes such as supporting solutions or justifying anwer
is task.

from multiple sources. This complex cognitive effort occurs over an extended
another.

Weekly Assessments (Chapter Review/Practice Test) via Real Math Level
4,AVC Project Based Learning Products, Benchmarks via Study Island,
Triumph Yearly Pre and Post Assessments

Geometry and Intro to Fractions

- Where in the real world can I find shapes?
- Where would you find symmetry?
- How can objects be represented and compared using geometric attributes?
- How can I identify and describe solid figures by describing the faces, edges, and sides?
- In what ways can I match solid geometric figures to real-life objects?
- How can I put shapes together and take them apart to form other shapes?
- How can I use fractions in real life?
- How can models be used to compute fractions with like and unlike denominators?
- How do I identify and record the fraction of a whole or group?
- How do I identify the whole?
- How do I use concrete materials and drawings to understand and show understanding of fractions?

MGSE.3.G.1
MGSE.3.G.2
MGSE3.MD.7
MGSE3.MD.8
MGSE3.NF.1
MGSE3.NF.2
MGSE3.NF.3
MGSE3.MD.3
MGSE3.MD.4

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

Although these traits will be carried across all units, DPA teachers will exhibit the following: (intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching standards and the impact it has on students' knowledge of self as well as commitment to teach ur

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcast operations. 2.2 Exhibit effective mixing techniques for multiple audio sources during production

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels. A student who demonstrates high levels of learning (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to perform more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thought. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. Skills are transferred from one subject to solve problems in another.

Weekly Assessments (Chapter Review/Practice Test) via Real Math Level 4, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Grade Math

Quarter 3

ting In (Healthy Living)

Equivalent, Whole Number, and Comparing Fractions, Problem Solving with Fractions

- How many ways can we use models to determine and compare equivalent fractions?
- How are models used to show how fractional parts are combined or separated?
- How do I explain the meaning of a fraction and its numerator and denominator, and use my understanding to represent and compare fractions?
- How do I explain how changing the size of the whole affects the size or amount of a fraction?
- How can fractions be modeled, compared, and ordered?

MGSE3.NF.1
MGSE3.NF.2
MGSE3.NF.3
MGSE3.MD.3
MGSE3.MD.4
MGSE3.G.2

Go Math! , Triumph Learning Practice Assessments, Triumph Learning Performance Coach, Common Core Support Coach

1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of biased truth while adhering to skills necessary to master content standards.

ting and video production in various workplace settings. 2.1 Identify and apply complex camera
. 2.3 Produce broadcast quality programming with a Non-Linear Editor (Workstation)

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ple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is

Weekly Assessments (Chapter Review/Practice Test) via Real Math Level 4, AVC Project Based
Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade Math

Quarter 4

Change/"Fit"-ting In (Healthy Living)

Elapsed Time, Money Review, Measurement, Line Plots

- What is the difference between a point, ray, line, line segment?
- How are points, lines, line segments, rays, and angles related?
- How do you use weight and measurement in your life?
- How do you decide which unit of measurement to use?
- How can I measure length, mass and capacity by using non-standard units?
- How do I measure accurately* to the nearest inch? Nearest centimeter?
- How do I choose the appropriate tool and unit when measuring?
- How do I estimate and measure?
- What benchmarks do I use to estimate the weight of common objects?
- When should you estimate amounts of money?
- What is the difference between length of time and time of day?
- What tools and units are used to measure the attributes of time?
- Why is it important to understand the values of coins?
- Why is telling time important?
- How do the different units of time (minutes, day, weeks) relate to each other?
- How do I use a clock to tell time to the nearest quarter hour?
- How can I tell time using both digital and analog clock faces?
- How can I model and solve problems by representing, adding and subtracting amounts of money?
- How many different ways can I make a specific amount of money using various denominations of coins and bills?
- How can I create efficient ways for combining coins and making change?
- How do I determine the duration of time intervals in hours?
- How can I tell time to the nearest quarter hour?
- How do I determine how much time has passed between events?
- How do I make an estimate for the length of time of a determined event and know if the estimate is reasonable?

MGSE3.MD.1
MGSE3.MD.2
MGSE3.MD.3
MGSE3.MD.4

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronous with students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) seek content that relates to the students', families', and community's needs.

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcasting and video production settings. 2.1 Identify and apply complex camera operations. 2.2 Exhibit effective mixing techniques for multiple camera production. 2.3 Produce broadcast quality programming with a Non-Linear Editor (Workstation)

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complex is on right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to decisions. There is generally one answer that involves two or more mental steps.

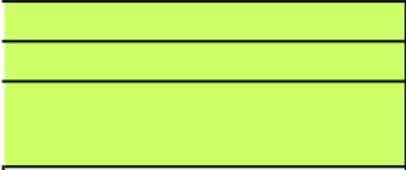
Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

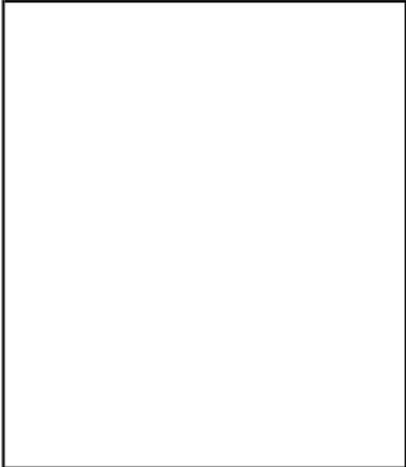
Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in an

Weekly Assessments (Chapter Review/Practice Test) via Real Math Level 4,AVC Project Based Learning Product Island, Triumph Yearly Pre and Post Assessments



Show what you know

Study Island Home Review -
Individualized based on Post
Assessment Data; Triumph
Workbook Unit Review -
Class



and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

ied and promoted with the assumptions about the students nized with the culture of the ind (5) make a concerted effort

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explain, infer, and make

such as supporting solutions

complex cognitive effort
ther.

icts, Benchmarks via Study

Project Based Learning & Audio Video
Communication

Unit

Essential Questions	What
can I do to avoid or reduce health risks?	
How can I make good decisions and stay healthy?	
How can I promote accurate health information and behavior for myself and others?	
How can assertive communication skills help me to develop a healthy lifestyle?	

Standards

Core materials

Culturally responsive practices/procedures

Audio-Video-Communications

Application

Assessment

Unit 1

What is the difference between Non Fiction and Fiction?

What is a genre?

What key elements help us distinguish the genre of a story?

What are story elements and how do they add to the story?

What are thin and thick questions and how do they help us to comprehend what we read?

How does asking questions before and after reading help us comprehend?

What is the purpose of applying grammar and mechanics skills?

What is a compound word and how can we use it to help use figure out the meaning of a word?

What patterns can we look at to determine the syllables in a word?

How can breaking a word into its syllables help us determine the meaning?

What strategies or questions can we ask ourselves to help us determine the part of speech of a word?

What is the difference between a common or abstract noun and how can you tell?

ELAGSE3RL1 and RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words

c. Decode multi-syllable words

ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

c. Use Abstract Nouns.

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding students. Culturally responsive teachers are also able to make connections with students by making them feel as a v: other cultures.

3rd Grade 1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcasting and video production. Linear Editor (Workstation)

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

AAVTC-PCA-5

Develop an understanding of the history of animation and the evolution of 2-D to 3-D animation. 5.1 Identify and describe

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This occurs

Differentiated Assessments based on Individual Learning Targets using Accelerated Reader, Weekly Assessments via Triumph, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade Language Arts

Quarter 1

Interdependence / "Fit"-ting In (Healthy Living)

Unit 2

What is the purpose of retelling fables, folktales and myths?

Why is it important to figure out the author's message, lesson or moral?

How do the key details help us to understand the author's message?

What is the difference between an irregular and simple verb?

How can we recognize an irregular verb?

How does a synonym compare to an antonym?

How can we use shades of meaning to give variety to our writing?

How do the prefixes pre, re, and un change the meaning of a root word?

ELAGSE3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Form and use regular and irregular verbs

ELAGSE3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and suffixes.

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first ng how learners construct knowledge, (2) learning about students' lives, (3) being socioculturally consc aluable asset in their own education. Students will be responsible for keeping up with their academic pe

duction in various workplace settings. 2.1 Identify and apply complex camera operations. 2.2 Exhibit eff

istinguish concepts of animation history. 5.2 Interpret an understanding of the transition from using dra

, and depth. Typically, there is on right answer that involves one mental step.

plain, infer, and make decisions. There is generally one answer that involves two or more mental steps.

uch as supporting solutions or justifying anwer choices with textual evidence. More than one correct res

omplex cognitive effort occurs over an extended period of time and/or knowledge is transfered from one

Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments via Triumph,AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Unit 3

Why do we write?

What is the purpose of a narrative?

How is your style of writing influenced by purpose?

How do we approach writing?

How does each step in the process impact your writing?

What is the purpose of applying grammar and mechanics skills?

How do you determine a regular from irregular plural noun?

Why is it important to have subject-verb agreement?

What is an antecedent and what is its importance?

Why do we need to have pronoun-antecedent agreement?

What are the various reasons we capitalize?

Why do we edit and revise our writing?

What symbols can we use to edit our work?

ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the reactions of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use regular and irregular plural nouns.
- f. Ensure subject-verb and pronoun-antecedent agreement.*

ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring for all students, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for high performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as


ective mixing techniques for multiple audio sources during production. 2.3 Produce broadcast quality programming

wings to digital media. 5.3 Formulate an understanding of flip books, pegs, and light table and how they apply to an

response may be indicative of this task.

subject to solve problems in another.

Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments
Triumph,AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Ass



Unit 4

How can we organize our thoughts while we read?

How can graphic organizers help us to understand or comprehend text?

What is a context clue and how can it help me to determine the meaning of an unknown word?

What are the various forms of non-literal text?

How does using non-literal passages improve the variety in your writing and your reading?

How do prefixes and suffixes change the meaning of words?

ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used

ELAGSE3RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words (e.g., create mood, emphasize aspects of a character or setting).

ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to derive understanding of the text (e.g., where, when, why, and how key events occur).

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and meaning of the most common prefixes and suffixes.

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

The next phase in addressing the standards in a culturally responsive manner is to: (1) relate Language Arts to real- and (4) explicitly teach the vocabulary of language and using questions to help students develop the language and collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcasting and video production. Produce broadcast quality programming with a Non-Linear Editor (Workstation)

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

AAVTC-PCA-5

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK)

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complexity

Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments, Triumph, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade Language Arts

Quarter 2

dependence /"Fit"-ting In (Healthy Living)

Unit 5

How do you determine the main idea of a passage?

What is evidence?

How can you use evidence to support your main idea?

What are reference materials and why do we use them?

What is the difference between an index, glossary and thesaurus?

Why do we use a dictionary?

What is the procedure when looking up a word in the dictionary?

What are guide words and how do they help us to find a word in the dictionary?

ELAGSE3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELAGSE3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and suffixes.

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

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Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments via Triumph, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Unit 6

Why do we write?

What is the purpose of persuasive or opinion writing?

How is your style of writing influenced by purpose?

How do we approach writing?

How does each step in the process impact your writing?

What is the purpose of applying grammar and mechanics skills?

What is the importance of using a comma?

Why do we use quotation marks?

How do we write using quotation marks?

What is a possessive noun and when do we use it?

ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

Questions to help students develop the language and concepts of Language Arts, from the traditional teacher-centered instruction. Learning is cooperative,

Use effective mixing techniques for multiple audio sources during production. 2.3

Use different levels of learning (note: DOK levels are not sequential):

Steps.

Correct response may be indicative of this task.

Use one subject to solve problems in another.

Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments via Triumph, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Unit 7

How can using a venn diagram to compare/contrast texts or objects help me understand and comprehend information I am reading or discussing?

How do I use signal words to identify compare/contrast?

How can we use compare and contrast for elements of a poem?

How do we determine the tone or mood of a passage?

How does the tone or mood affect the reader?

Why do we use coordinating and subordinating conjunctions?

How do coordinating and subordinating conjunctions help us determine the difference between a simple, compound or complex sentence?

What are the components of a simple, compound and complex sentence?

ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

ELAGSE3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

h. Use coordinating and subordinating conjunctions.

i. Produce simple, compound, and complex sentences.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and suffixes.

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

Although these traits will be carried across all units, DPA teachers will exhibit t
(4) teaching strategies that promote meaningful participation, (5) avoid stereotyping standards.

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment use in production. 2.3 Produce broadcast quality programming with a Non-Linear Editor

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

AAVTC-PCA-5

To create and increase rigorous learning environments, teachers will apply the following

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information

Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments via Triumph, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade Language Arts

Quarter 3

Change /"Fit"-ting In (Healthy Living)

Unit 8

How does point of view affect the theme of a piece of writing?

How does the author's point of view and purpose shape and direct the text?

How are comparative and superlative adjectives and adverbs used to explain comparisons in a sentence?

ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters

ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and suffixes.

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

he following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the needs of all students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as

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r (Workstation)

phs

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Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader,
Weekly Assessments via Triumph,AVC Project Based Learning Products, Benchmarks via
Study Island, Triumph Yearly Pre and Post Assessments

Unit 9

How do authors use cause/effect to help readers understand information?

How do readers use signal words to identify cause/effect?

How can a graphic organizer be used to chart the causes and effects in text?

How do readers identify cause/effect relationships in a text and use them to connect ideas?

How are causes used to predict what may happen?

What is the significance of Black History Month?

What is valid research?

What are reliable online sources that can be used for researching?

How do we format a research paper?

What types of words do we capitalize?

How do we edit and revise our writing?

What editing symbols do we use?

What do we look for when revising our work?

ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELAGSE3W7: Conduct short research projects that build knowledge about a topic. **ELAGSE3W8:** Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Journeys, Scholastic Guided Reading, Culturally Responsive Literature, Triumph Learning Coach, online reference materials

t the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, s well as commitment to teach unbiased truth while adhering to skills necessary to master content

complex camera operations. 2.2 Exhibit effective mixing techniques for multiple audio sources during

is, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):

one mental step.

or that involves two or more mental steps.

textual evidence. More than one correct response may be indicative of this task.

and/or knowledge is transferred from one subject to solve problems in another.

Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments via Triumph,AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Unit 10

What words signal sequence of events relationships in text?

How do text features help me identify what is important?

How can I use text features and search tools to locate information about a topic efficiently?

How can I use features of non-fiction writing to answer questions about what I have read?

How does sequencing events in a story help a reader to summarize the story?

What is the purpose of informative writing?

How is your style of writing influenced by purpose?

How does each step in the process impact your writing?

What is the purpose of applying grammar and mechanics skills?

What types of words do we capitalize?

How do we edit and revise our writing?

ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are e and assumptions about the students served, (2) value the language of the students, (3) recognize that the cu consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcasting and video production. 2.3 Produce broadcast quality programming with a Non-Linear

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

AAVTC-PCA-5

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge levels (which are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, critical thinking, or problem solving.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to use skills and concepts in new situations.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes to solve problems and complete tasks.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources and apply it to a new situation.

Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments via Triumph, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Unit 11

What do you think friendship has to do with the story of Charlotte's Web?

How you would describe Chartlotte?

How would you describe Wilbur?

How would you describe Templeton?

Would you consider any of the characters your friends after reading the book? Who and why?

How do some of the experiences of the characters in Charlotte's Web relate to some of your own personal experiences?

What is the difference between the following types of speech: nouns, proper nouns, verbs, and adjectives?

How does knowing these different parts of speech influence the way we read and write?

How does cause and effect influence some of the events and outcomes in Charlotte's Web?

How does cause and effect influence the choices we make?

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- d. Read grade-appropriate irregularly spelled words.

ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELAGSE3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the culture of the students', families', and community's needs.

ideo production in various workplace settings. 2.1 Identify and apply complex camera operations. 2.2 Exhibit effective
Editor (Workstation)

edge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high level

complexity, and depth. Typically, there is one right answer that involves one mental step.

able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps.

processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response

s. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one student

Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments via Triumph, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments



Unit

Study Island Home Review -
Individualized based on Post
Assessment Data; Triumph
Workbook Unit Review -
Class

All

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ltural needs of such, (4)

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els of learning (note: DOK

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subject to solve problems in



Project Based Learning & Audio Video Communication
Unit
Essential Questions 1. What can I do to avoid or reduce health risks? How can I make good decisions and stay healthy? How can I promote accurate health information and behavior for myself and others? How can assertive communication skills help me to develop a healthy lifestyle?
Standards
Core materials

Culturally responsive practices/procedures

Audio-Video-Communications

Application

Assessment

Science Inquiry (Triumph Pre Assessment)

What is inquiry?

What is the scientific method?

Why is it important to use the Scientific Method when investigating a question?

What are scientific tools and what are they used for?

Why do we measure?

What is data?

Why do we record and analyze data during a scientific investigation?

What is a hypothesis and how does it relate to an experiment?

Why do we create models and how does it help us in Science?

What does it mean to observe?

What are the lab safety procedures for our class?

S3CS3

S3CS4

S3CS5

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

Teaching in a culturally responsive manner demands a shift in what is known of culture and language in each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring how learners construct knowledge, (2) learning about students' lives, (3) being socioculturally conscious students. Culturally responsive teachers are also able to make connections with students by making the data, contribute to the subject and manner in which they want to learn and learn respect for themselves

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcasting and mixing techniques for multiple audio sources during production. 2.3 Produce broadcast quality program

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

AAVTC-PCA-5

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge learning (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking to be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources to solve problems in another.

Weekly Assessments via Triumph Unit Assessments,AVC Project Based Learning Products,
Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade Science

Quarter 1

Science / "Fit"-ting In (Healthy Living)

Habitats of Georgia

What is a habitat?

What makes up a habitat?

How are the regions of Georgia different?

How do the characteristics of the habitat determine the organisms that live there?

How do an organism's characteristics allow it to live and thrive in a certain habitat?

How do changes in a habitat affect the organisms living there?

Why are the habitats important to us?

Why is it important to protect the habitats of plants and animals?

What are the effects of large energy changes on an organism's habitat?

What materials work best to create a comfortable living environment in a particular region of Georgia?

S3L1

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

earning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first g and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) unders us, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for m feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic per as well as other cutlures.

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Weekly Assessments via Triumph Unit Assessments,AVC Project Based Learning Products, Benchmarks via Stu
Triumph Yearly Pre and Post Assessments

Interdependence of Man - Pollution/Conservation

Why is it important to protect the habitats of plants and animals?

What are the effects of pollution on organisms and their habitats?

What is conservation and why is it important to conserve energy?

What are the various types of pollution and can you describe them?

What are the 3R's and how can we use them to reduce waste and decrease pollution?

S3L2

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

The next phase in addressing the standards in a culturally responsive manner is to: (1) the learning community, (3) use questions to help students develop the language and questions to help students develop the language and concepts of science (Torres-Vela teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented.

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in and apply complex camera operations. 2.2 Exhibit effective mixing techniques for multi-programming with a Non-Linear Editor (Workstation)

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

AATC-DCA-5

To create and increase rigorous learning environments, teachers will apply the following student learns, is supported and demonstrates high levels of learning (note: DOK level Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students generally one answer that involves two or more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use choices with textual evidence. More than one correct response may be indicative of the

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from a period of time and/or knowledge is transferred from one subject to solve problems in a

Weekly Assessments via Triumph Unit Assessments,AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Science

Grade 2

Living In (Healthy Living)

Rocks and Minerals

What are minerals?

What are rocks and what are they made of?

How are rocks and minerals alike and different?

How do scientists classify rocks?

What is a hardness test?

What is the rock cycle?

S3E1

Houghton Mifflin Fusion, Online Resources - Learning A-Z Reader, Interactive Notebook Pack

) relate science to real-life experiences, (2) use science as a tool for developing concepts of science, and (4) explicitly teach the vocabulary of science using Siquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered. Students become self-confident, self-directed, and proactive.

in broadcasting and video production in various workplace settings. 2.1 Identify multiple audio sources during production. 2.3 Produce broadcast quality

Using Depth of Knowledge (DOK) levels to classroom instruction in which each level is not sequential):

Level 1: Basic comprehension, complexity, and depth. Typically, there is one right answer

Level 2: Students are expected to be able to explain, infer, and make decisions. There is

Level 3: Requires abstract thinking processes such as supporting solutions or justifying answer to a task.

Level 4: Requires information from multiple sources. This complex cognitive effort occurs over an extended period of time.

Weekly Assessments via Triumph Unit Assessments,AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Soil Fossils and Weathering

How do scientists classify soils?

How can you differentiate between the different types of soil?

Why are some soils better to plant in than others?

How is soil formed?

How do wind and water change rocks and soil over time?

What is weathering and why does it happen?

What are characteristics of different fossil types?

What information about the original organism did you gain from observing the fossil?

Which organisms left these fossils?

Why might you find a fossil of an aquatic organism in a desert?

What knowledge about fossils did you gain from your research?

How are different fossil types formed?

S3E1

S3E2

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

Although these traits will be carried across all units, DPA teachers will exhibit the following: (intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching standards and the impact it has on students' knowledge of self as well as commitment to teach ur

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcast operations. 2.2 Exhibit effective mixing techniques for multiple audio sources during production

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

AAVTC-PCA-5

To create and increase rigorous learning environments, teachers will apply the following Depth of Learning (DOK) levels to demonstrate high levels of learning (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to complete more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thought. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources transferred from one subject to solve problems in another.

Weekly Assessments via Triumph Unit Assessments,AVC Project Based Learning Products,
Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Grade Science

Quarter 3

ting In (Healthy Living)

Heat Energy

How does temperature affect the states of matter?

What causes objects to change temperature?

What can we do to keep an object's temperature constant?

What's the difference between heat and temperature?

How is heat transferred?

How is heat energy produced?

Why is temperature important in our lives?

Why do scientists use thermometers?

Why do some materials conduct heat better than others?

Why is using insulation important when heating and cooling?

How do various materials affect the transfer of heat energy from the sun?

S3P1

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of unbiased truth while adhering to skills necessary to master content standards.

ting and video production in various workplace settings. 2.1 Identify and apply complex camera
. 2.3 Produce broadcast quality programming with a Non-Linear Editor (Workstation)

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Weekly Assessments via Triumph Unit Assessments,AVC Project Based Learning Products,
Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade Science

Quarter 4

Change /"Fit"-ting In (Healthy Living)

Magnets

What common objects are attracted to magnets?

What are characteristics of objects that are attracted to magnets?

How do magnets interact with one another?

Why do magnets attract and repel one another?

S3P2

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established with families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronous with students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) seek content that relates to the students', families', and community's needs.

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcasting and video production settings. 2.1 Identify and apply complex camera operations. 2.2 Exhibit effective mixing techniques for multiple camera production. 2.3 Produce broadcast quality programming with a Non-Linear Editor (Workstation)

I Can Statement/Learning Targets

1. I can utilize simple photography composition principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

AATC-DCA-5

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complex tasks are on right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to make decisions. There is generally one answer that involves two or more mental steps.

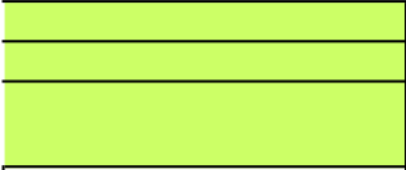
Level 3: Strategic Thinking (Complex Reasoning)

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Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another

Weekly Assessments via Triumph Unit Assessments,AVC Project Based Learning Products, Benchmarks via
Pre and Post Assessments



Year In Review

Study Island Home Review -
Individualized based on Post
Assessment Data; Triumph
Workbook Unit Review -
Class

All Standards

Savvas Textbooks (Reading
and Math), Culturally
Responsive Literature,
Gallopade, Gizmos and
Stemscopes

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Study Island, Triumph Yearly

Project Based Learning & Audio Video Communication
Unit
Essential Questions What can I do to avoid or reduce health risks? How can I make good decisions and stay healthy? How can I promote accurate health information and behavior for myself and others? How can assertive communication skills help me to develop a healthy lifestyle?
Standards
Core materials
Culturally responsive practices/procedures

Audio-Video-Communications

Application

Assessment

Unit 1 Using Connecting Themes in Third Grade Social Studies (Triumph Pre Assessment)

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

How can the decisions that you make affect the world around you?

What are some beliefs that are important to you and your family?

How do you decide if one belief is more important than another one?

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

What happens when you disagree with others?

How could having disagreements with your friends change your friendship?

Why do things have to change when you have disagreements with others?

How does solving a disagreement with your family differ from solving a disagreement with your friends?

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

What are some of your responsibilities as a member of your family?

How do your responsibilities as a son or daughter differ with those of your parent(s)?

What are your responsibilities as a citizen of your school?

How do your responsibilities as a student compare to being a principal of a school?

This unit is designed to teach the Enduring Understandings that will be used this year. There are no standards and elements for this introductory unit.

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

Teaching in a culturally responsive manner demands a shift in what is known of culture and language for each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring how learners construct knowledge, (2) learning about students' lives, (3) being socioculturally conscious students. Culturally responsive teachers are also able to make connections with students by making the data, contribute to the subject and manner in which they want to learn and learn respect for themselves

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

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2nd quarter Intro to animation/ stop motion animation.

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The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking to be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources to solve problems in another.

Weekly Assessments via Triumph Unit Assessments, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade Social Studies

Quarter 1

Science / "Fit"-ting In (Healthy Living)

Unit 2 Geographic Understandings

How does a compass rose help you when you are reading a map?

What is a map key?

What are the major rivers and mountains of the US?

What is the difference between a political map and a physical map?

What are lines of latitude and longitude and what do they tell us?

Can you explain how the Equator and Prime Meridian are related to lines of latitude and longitude?

What are the 7 continents and 5 oceans?

Can you label the continents, oceans, Prime Meridian, Equator, Greece and Compass Rose?

Can you label the major US rivers and Mountain Ranges on the map?

SS3G1

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

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Weekly Assessments via Triumph Unit Assessments, AVC Project Based Learning Products, Benchmarks via Stu
Triumph Yearly Pre and Post Assessments

Unit 3 Roots of our Democracy

How did ancient Greek architecture influence columns on American government buildings?

How does the present day Olympics compare to ancient Greek Olympics?

What is a representative government?

How does direct democracy differ from representative democracy?

What influence does ancient Greek democracy have on the modern democracy in the United States of America?

SS3H1

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

The next phase in addressing the standards in a culturally responsive manner is to: (1) developing the learning community, (3) use questions to help students develop the language and concepts of social studies using questions to help students develop the language and concepts of social studies. This approach differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and proactive.

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in and apply complex camera operations. 2.2 Exhibit effective mixing techniques for multi-programming with a Non-Linear Editor (Workstation)

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

To create and increase rigorous learning environments, teachers will apply the following: student learns, is supported and demonstrates high levels of learning (note: DOK level)
Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no thought that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students generally one answer that involves two or more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use choices with textual evidence. More than one correct response may be indicative of this level.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from a period of time and/or knowledge is transferred from one subject to solve problems in a new context.

Weekly Assessments via Triumph Unit Assessments, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

Social Studies

Grade 2

Learning In (Healthy Living)

Unit 4 Government & Civics

Why is there separation of powers among the levels of government?

What is the benefit of separation of powers among the levels of government?

How are powers of government shared where you live?

How does government affect you and your family?

SS3CG1

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

(1) relate social studies to real-life experiences, (2) use social studies as a tool for language and concepts of social studies, and (4) explicitly teach the vocabulary of social studies (Torres-Velasquez & Lobo, 2005). Student-centered instruction is collaborative, and community-oriented. Students become self-confident, self-directed,

n broadcasting and video production in various workplace settings. 2.1 Identify
multiple audio sources during production. 2.3 Produce broadcast quality

ing Depth of Knowledge (DOK) levels to classroom instruction in which each
evels are not sequential):

no comprehension, complexity, and depth. Typically, there is on right answer

ts are expected to be able to explain, infer, and make decisions. There is

e abstract thinking processes such as supporting solutions or justifying answer
is task.

from multiple sources. This complex cognitive effort occurs over an extended
another.

Weekly Assessments via Triumph Unit Assessments,AVC Project Based
Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post
Assessments

Change /"Fit"-

Unit 5 Historical Figures - Paul Revere, Susan B Anthony, Frederick Douglass, Mary Bethune

What things did Paul Revere, Susan B Anthony, Frederick Douglass, Mary Bethune do to help in the independence movement to bring about rights and freedoms in democracy?

What were some obstacles Paul Revere, Susan B Anthony, Frederick Douglass, Mary Bethune had to overcome living under British rules?

How did these obstacles influence Paul Revere, Susan B Anthony, Frederick Douglass, Mary Bethune?

What qualities did Paul Revere, Susan B Anthony, Frederick Douglass, Mary Bethune possess that made them heroes of democracy?

How did Susan B Anthony, Frederick Douglass, Mary Bethune, and Paul Revere's actions help others?

Where did Paul Revere, Susan B Anthony, Frederick Douglass, Mary Bethune live?

What opportunities did Paul Revere, Susan B Anthony, Frederick Douglass, Mary Bethune have because of where he lived?

SS3H2 SS3G2 SS3CG2

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

Although these traits will be carried across all units, DPA teachers will exhibit the following: (intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching standards and the impact it has on students' knowledge of self as well as commitment to teach ur

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcast operations. 2.2 Exhibit effective mixing techniques for multiple audio sources during production

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels. Level 4 demonstrates high levels of learning (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no complex thinking.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to use more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. Information is transferred from one subject to solve problems in another.

Weekly Assessments via Triumph Unit Assessments, AVC Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

de Social Studies

Quarter 3

ing In (Healthy Living)

Unit 6 Historical Figures - Franklin D Roosevelt, Eleanor Roosevelt, Lyndon Johnson, Thurgood Marshall, Cesar Chavez

What things did Franklin D Roosevelt, Eleanor Roosevelt, Lyndon Johnson, Thurgood Marshall, Cesar Chavez do to help in the independence movement to bring about rights and freedoms in democracy?

What were some obstacles Franklin D Roosevelt, Eleanor Roosevelt, Lyndon Johnson, Thurgood Marshall, Cesar Chavez had to overcome living under British rules?

How did these obstacles influence Franklin D Roosevelt, Eleanor Roosevelt, Lyndon Johnson, Thurgood Marshall, Cesar Chavez?

What qualities did Franklin D Roosevelt, Eleanor Roosevelt, Lyndon Johnson, Thurgood Marshall, Cesar Chavez possess that made them heroes of democracy?

How did PFranklin D Roosevelt, Eleanor Roosevelt, Lyndon Johnson, Thurgood Marshall, Cesar Chavez' actions help others?

Where did Franklin D Roosevelt, Eleanor Roosevelt, Lyndon Johnson, Thurgood Marshall, Cesar Chavez live?

What opportunities did Franklin D Roosevelt, Eleanor Roosevelt, Lyndon Johnson, Thurgood Marshall, Cesar Chavez have because of where he lived?

SS3H2 SS3G2 SS3CG2

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and ategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of biased truth while adhering to skills necessary to master content standards.

ting and video production in various workplace settings. 2.1 Identify and apply complex camera
. 2.3 Produce broadcast quality programming with a Non-Linear Editor (Workstation)

of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and
ension, complexity, and depth. Typically, there is one right answer that involves one mental step.
cted to be able to explain, infer, and make decisions. There is generally one answer that involves two or
inking processes such as supporting solutions or justifying answer choices with textual evidence. More
ple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is

Weekly Assessments via Triumph Unit Assessments, AVC Project Based Learning Products,
Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

3rd Grade Social Studies

Quarter 4

Change/"Fit"-ting In (Healthy Living)

Unit 7 Economics

What goods and services is the government able to provide?

How does the government provide goods and services for the community?

How does location affect products available to you?

What is currency?

How do people use currency to provide for their needs and wants?

SS3E2

SS3E3

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and

DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronous with students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) seek content that relates to the students', families', and community's needs.

3rd Grade

1st quarter Types of cameras and operations

AATC-BVPA-2

Students will demonstrate a mastery proficiency level of production equipment used in broadcasting and video production settings. 2.1 Identify and apply complex camera operations. 2.2 Exhibit effective mixing techniques for multiple camera production. 2.3 Produce broadcast quality programming with a Non-Linear Editor (Workstation)

I Can Statement/Learning Targets

1. I can utilize simple photography compositions principles when taking photographs
2. I can use a camera to take photos and use them to share ideas and information
3. I can demonstrate an understanding of basic digital camera functions

2nd quarter Intro to animation/ stop motion animation.

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complex is on right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to make decisions. There is generally one answer that involves two or more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.

Weekly Assessments via Triumph Unit Assessments, AVC Project Based Learning Products, Benchmarks via Pre and Post Assessments

Unit 8 Show what you know
(Triumph Post Assessment)

Study Island Home Review -
Individualized based on Post
Assessment Data; Triumph
Workbook Unit Review -
Class

All Standards

and Stemsscopes

ied and promoted with the
assumptions about the students
nized with the culture of the
nd (5) make a concerted effort

roduction in various workplace
udio sources during

OK) levels to classroom
s are not sequential):

ity, and depth. Typically, there

explain, infer, and make

such as supporting solutions

complex cognitive effort
ther.

Study Island, Triumph Yearly

Project Based Learning & Audio Video Communication
Unit
Essential questions 1.What is the relationship between healthy behaviors and personal health? 2.How can media and technology influence thoughts, feelings, and health behaviors? 3.What are valid hygiene products and services that can help promote a healthier individual? 4.What are effective verbal and nonverbal communication skills that will help enhance health? 5. What is the difference between actual and perceived peer pressure?
Standards
Core materials
Culturally responsive practices/procedures

Audio-Video-Communications

Applicaton

Assessment

5th Grade
Quarter
Interdependence/"Fit"-ting
Order of Operations and Whole Numbers
<p>Why is it important to follow an order of operations? How can I effectively critique the reasoning of others? How can I write an expression that demonstrates a situation or context? How can an expression be written given a set value? What is the difference between an equation and an expression? In what kinds of real world situations might we use equations and expressions? How can we evaluate expressions? How can an expression be written? How does multiplying a whole number by a power of ten affect the product? How can estimating help us when solving multiplication problems?</p>
<p>MGSE.5.OA.1 MGSE.5.OA.2 MGSE.5.NBT.1 MGSE.5.NBT.2 MGSE.5.NBT.5 MGSE.5.NBT.6</p>
<p>Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes</p>
<p>Teaching in a culturally responsive manner demands a shift in what that each teacher exhibits care for DPA students. This will be a core subject/grade level. To establish a culture of caring, the DPA way their students. The following six qualities of the aforementioned shift: (2) learning about students' lives, (3) being socioculturally conscious, (4) using appropriate instructional strategies, and (6) advocating for all students. Making connections with students by making them feel as a valuable asset and keeping up with their academic performance data, contribute to the respect for themselves as well as other cultures.</p>

5th Grade

1st quarter Creating a personal Brand

AAVTC-AVFTIII-3 Create portfolios to include resume, letter of highlighting of the students' skill sets.

AAVTC-AVTFI-9 Develop an understanding of audio video and and identify associated career opportunities.

AAVTC-AVTFIII-5 Describe and apply the principles of media l
To create and increase rigorous learning environments, teachers w
classroom instruction in which each student learns, is supported a
are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The tas
Typically, there is on right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of
and make decisions. There is generally one answer that involves to

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking
supporting solutions or justifying answer choices with textual evide
this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synt
cognitive effort occurs over an extended period of time and/or kno
another.

Differentiated assessments based on individual learning targets;
AVC based project learning: Milestone Annual Assessment;
MAP Universal Screener; Quarterly Assessments

Math

Unit 1

Math in (Healthy Living)

Adding and
Subtracting
with Decimals

What is the relationship between decimals and fractions?
How can we read, write, and represent decimal values?
How are decimal numbers placed on a number line?
How can rounding decimal numbers be helpful?
How do we compare decimals?
Why is place value important when adding whole numbers and decimal numbers?
How does the placement of a digit affect the value of a decimal number?
Why is place value important when subtracting whole numbers and decimal numbers?
What strategies can I use to add and subtract decimals?
How do you round decimals?

MGSE.5.NBT.1 MGSE.5.NBT.3 MGSE.5.NBT.4
MGSE.5.NBT.7

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

It is known of culture and language learning. The first shift is a consistent theme in the first quarter of each of each. It insists on teachers caring and understanding the needs of students. The four shifts are: (1) understanding how learners construct knowledge, (2) understanding students' cultural backgrounds, (3) understanding students' learning styles, (4) holding affirming views about diversity, (5) using students' strengths. Culturally responsive teachers are also able to make decisions in their own education. Students will be responsible for their own learning. They will be responsible for the subject and manner in which they want to learn and learn.

recommendations, references, list of skill sets, and demo reel

film careers, describe the principal fields of specializations,

aw

will apply the following Depth of Knowledge (DOK) levels to
and demonstrates high levels of learning (note: DOK levels

task requires little to no comprehension, complexity, and depth.

the content. Students are expected to be able to explain, infer,
two or more mental steps.

3. Students must use abstract thinking processes such as
inference. More than one correct response may be indicative of

synthesize information from multiple sources. This complex
knowledge is transferred from one subject to solve problems in

Differentiated assessments based on individual learning
targets; AVC based project learning: Milestone Annual
Assessment; MAP Universal Screener; Quarterly
Assessments

5th
C
Interdependence/"F
<p style="text-align: center;">Multiplying and Dividing with Decimals</p>
<p>How can we use exponents to represent powers of 10? How does multiplying or dividing by a power of ten affect the product? How can we use models to help us multiply and divide decimals? How do the rules of multiplying whole numbers relate to multiplying decimals? How are multiplication and division related? How are factors and multiples related to multiplication and division? What are some patterns that occur when multiplying and dividing by decimals? How can we efficiently solve multiplication and division problems with decimals?</p>
<p>MGSE.5.NBT.2 MGSE.5.NBT.7</p>
<p>Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes</p>
<p>The next phase in addressing the standards in a culturally experiences, (2) use mathematics as a tool for developing develop the language and concepts of mathematics, and (4 to help students develop the language and concepts of ma instruction differs from the traditional teacher-centered ins oriented. Students become self-confident, self-directed, ar</p>

5th Grade

1st quarter Creating a personal Brand

AAVTC-AVFTIII-3 Create portfolios to include resume, demo reel highlighting of the students' skill sets.

AAVTC-AVTFI-9 Develop an understanding of audio v specializations, and identify associated career opportunities

AAVTC-AVTFIII-5 Describe and apply the principles of
To create and increase rigorous learning environments, teachers use multiple levels to classroom instruction in which each student learns at their own level (DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application of skills. Typically, there is one right answer that involves no deep thought.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content, infer, and make decisions. There is generally one answer that is correct.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex problem solving, supporting solutions or justifying answer choices with text and evidence from the task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts from one area to another. Cognitive effort occurs over an extended period of time and often involves multiple steps or processes.

Differentiated assessments based on individual learning targets; AVC based project learning: Milestone Annual Assessment; MAP Universal Screener; Quarterly Assessments

Grade Math

Quarter 2

Unit 1: Adding and Subtracting Fractions (Healthy Living)

Adding,
Subtracting,
Multiplying
and Dividing
Fractions

How are equivalent fractions helpful when solving problems?
How can a fraction be greater than 1?
How can a fraction model help us make sense of a problem?
How can comparing factor size to 1 help us predict what will happen to the product?
How can decomposing fractions or mixed numbers help us model fraction multiplication?
How can decomposing fractions or mixed numbers help us multiply fractions?
How can fractions be used to describe fair shares?
How can fractions with different denominators be added together?
How can looking at patterns help us find equivalent fractions?

MGSE.5.NF.1 MGSE.5.NF.2 MGSE.5.NF.3 MGSE.5.NF.4
MGSE.5.NF.5 MGSE.5.NF.6 MGSE.5.NF.7
MGSE.5.MD.2

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

responsive manner is to: (1) relate mathematics to real-life the learning community, (3) use questions to help students t) explicitly teach the vocabulary of mathematics using questions thematics (Torres-Velasquez & Lobo, 2005). Student-centered struction. Learning is cooperative, collaborative, and community- and proactive.

letter of recommendations, references, list of skill sets, and

video and film careers, describe the principal fields of
arts.

of media law

Teachers will apply the following Depth of Knowledge (DOK)
levels, is supported and demonstrates high levels of learning (note:

1. The task requires little to no comprehension, complexity, and
one mental step.

Knowledge of the content. Students are expected to be able to explain,
that involves two or more mental steps.

Abstract thinking. Students must use abstract thinking processes such as
analyzing textual evidence. More than one correct response may be indicative

Students are expected to synthesize information from multiple sources. This complex
information and/or knowledge is transferred from one subject to solve problems

Differentiated assessments based on individual learning targets;
AVC based project learning; Milestone Annual Assessment;
MAP Universal Screener; Quarterly Assessments

5th Grade	
Quarter	
Change/"Fit"-ting	
2D Figures	
<p>How can plane figures be categorized and classified? What is a quadrilateral? What are the properties of quadrilaterals? How can you classify different types of quadrilaterals? How are quadrilaterals alike and different? How can angle and side measures help us to create and classify triangles? Where is geometry found in your everyday world? What careers involve the use of geometry? Why are some quadrilaterals classified as parallelograms? Why are kites not classified as parallelograms? Why is a square always a rectangle? What are ways to classify triangles?</p>	<p>What</p>
MGSE.5.G.3	MGSE.5.G.4
Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes	
<p>Although these traits will be carried across all units, DPA teachers will use (1) cultural congruence in instruction to meet the learning style and cultural traditions, (2) cultural congruence in instruction to meet the learning style and cultural traditions, (4) teaching strategies that promote meaningful p standards and the impact it has on students' knowledge of self as v necessary to master content standards.</p>	

5th Grade

1st quarter Creating a personal Brand

AAVTC-AVFTIII-3 Create portfolios to include resume, letter of highlighting of the students' skill sets.

AAVTC-AVTFI-9 Develop an understanding of audio video and identify associated career opportunities.

AAVTC-AVTFIII-5 Describe and apply the principles of media l
To create and increase rigorous learning environments, teachers w
classroom instruction in which each student learns, is supported a
sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The tas
Typically, there is on right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of t
make decisions. There is generally one answer that involves two o

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking
supporting solutions or justifying answer choices with textual evide
task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synth
effort occurs over an extended period of time and/or knowledge is

Differentiated assessments based on individual learning targets;
AVC based project learning: Milestone Annual Assessment;
MAP Universal Screener; Quarterly Assessments

de Math
ter 3
in (Healthy Living)
<p>Volume and Measurement</p>
<p>What strategies can you use to estimate measurements? What happens to a measurement when you change its unit of measure to a related unit? How is data collected and displayed on a line plot? What strategies help when solving problems with line plots? How do we measure volume? How are area and volume alike and different? How can you find the volume of cubes and rectangular prisms? What is the relationship between the volumes of geometric solids? Why are some tools better to use than others when measuring volume? Why is volume represented with cubic units and area represented with square units?</p>
<p>MGSE.5.MD.1 MGSE.5.MD.2 MGSE.5.MD.3 MGSE.5.MD.4 MGSE.5.MD.5</p>
<p>Triumph Learning Practice Assessments, Triumph Learning Performance Coach, Common Core Support Coach, Go Math!</p>
<p>s will exhibit the following: (1) high expectations for all students, (2) intelligence of each student, (3) knowledge and respect for all participation, (5) avoid stereotyping students, and (6) sensitivity of well as commitment to teach unbiased truth while adhering to skills</p>

recommendations, references, list of skill sets, and demo reel

film careers, describe the principal fields of specializations, and

aw

will apply the following Depth of Knowledge (DOK) levels to
and demonstrates high levels of learning (note: DOK levels are not

work requires little to no comprehension, complexity, and depth.

the content. Students are expected to be able to explain, infer, and
perform more mental steps.

. Students must use abstract thinking processes such as
reasoning. More than one correct response may be indicative of this

synthesize information from multiple sources. This complex cognitive
skill is transferred from one subject to solve problems in another.

Differentiated assessments based on individual learning targets;
AVC based project learning; Milestone Annual Assessment;
MAP Universal Screener; Quarterly Assessments

5th Grade Math	
Quarter 4	
Change/"Fit"-ting In (Healthy Living)	
Geometry and the Coordinate Plane	Show what you know
<p>How does the coordinate system work?</p> <p>How do coordinate grids help you organize information?</p> <p>What relationships can be determined by analyzing two sets of given rules?</p> <p>How might a coordinate grid help me understand a relationship between two numbers?</p> <p>How can we represent numerical patterns on a coordinate grid?</p> <p>How can a line graph help us determine relationships between two numerical patterns?</p> <p>How can the coordinate system help you better understand other map systems?</p>	<p>Show what you know - Project Based Instructional Learning, essential questions geared and created around the culminating task.</p>
MGSE.5.G.1 MGSE.5.G.2 MGSE.5.OA.3	All Standards
Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes	All
<p>DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.</p>	

5th Grade

1st quarter Creating a personal Brand

AAVTC-AVFTIII-3 Create portfolios to include resume, letter of recommendations, references, list of skill sets, and demo reel highlighting of the students' skill sets.

AAVTC-AVTFI-9 Develop an understanding of audio video and film careers, describe the principal fields of specializations, and identify associated career opportunities.

AAVTC-AVTFIII-5 Describe and apply the principles of media law

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is one right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is

Differentiated assessments based on individual learning targets; AVC based project learning:
Milestone Annual Assessment; MAP Universal Screener; Quarterly Assessments

Project Based Learning & Audio Video
Communication

Unit

Essential Questions

1. What is the relationship between healthy behaviors and personal health?
2. How can media and technology influence thoughts, feelings, and health behaviors?
3. What are valid hygiene products and services that can help promote a healthier individual?
4. What are effective verbal and nonverbal communication skills that will help enhance health?
5. What is the difference between actual and perceived peer pressure?

Standards

Core materials

Culturally responsive practices/procedures

Audio-Video-Communications

Applicaton

Assessment

5th Grade Language Arts

Quarter 1

Interdependence /"Fit"-ting In (Healthy Living)

Literary & Informational Text, Opinion and Narrative Writing

- What are the similarities and differences among the key elements in a story?
- How can specific details in a text be used to compare and contrast characters, settings and events?
- How does point of view impact the way events are described?
- How does the visual presentation of a text support the author's message?
- Why do authors vary their approach to similar themes and topics?
- What do good readers do, and what do they do when they do not understand?
- How do I determine interactions and/or relationships in informational text?
- How can I ensure my explanations are fully developed?
- Why is it important to read several accounts about the same topic or event?
- How does analyzing more than one text help the reader to interpret the author's intent and build knowledge?
- How can I determine which reasons an author uses to support his or her points?
- How does the use of evidence impact the author's claim?
- How does a logical argument help support a point of view?
- How can a writer engage his/her audience in a narrative?
- Why are figurative language, effective technique, and descriptive details so important to engage the audience?
- Why are thesis statements and topic sentences important in a piece of writing?
- Why should writers develop paragraphs within a piece of writing?
- Why is trying a new approach important to the recursive writing process?
- Why do we need technology to produce a published piece of writing?
- How does a writer become proficient in all genres?

Reading Literary (RL)

ELAGSE5RL1	ELAGSE5RL2	ELAGSE5RL3	ELAGSE5RL6	ELAGSE5RL7
ELAGSE5RL9	ELAGSE5RL10			

Reading Informational (RI)

ELAGSE5RI3	ELAGSE5RI6	ELAGSE5RI8	ELAGSE5RI10	
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Reading Foundational

ELAGSE5RF3	ELAGSE5RF4			
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Writing

ELAGSE5W1	ELAGSE5W3	ELAGSE5W4	ELAGSE5W5	ELAGSE5W6
ELAGSE5W10				

Language

ELAGSE5L1	ELAGSE5L2	ELAGSE5L3	ELAGSE5L4	ELAGSE5L5
ELAGSE5L6				

Speaking and Listening

ELAGSE5SL1	ELAGSE5SL2	ELAGSE5SL3	ELAGSE5SL4	ELAGSE5SL5
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Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being socioculturally conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures.

5th Grade

1st quarter Creating a personal Brand

AAVTC-AVFTIII-3 Create portfolios to include resume, letter of recommendations, references, list of skill sets, and demo reel highlighting of the students' skill sets.

AAVTC-AVTFI-9 Develop an understanding of audio video and film careers, describe the principal fields of specializations, and identify associated career opportunities.

AAVTC-AVTFIII-5 Describe and apply the principles of media law

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is one right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.

Differentiated Assessments based on Individual Learning Targets - using Accelerated Reader, Weekly Assessments via Triumph, Project Based Learning Products, Benchmarks via Study Island, Triumph Yearly Pre and Post Assessments

5th Grade Language Arts

Quarter 2

Interdependence/"Fit"-ting In (Healthy Living)

Informational Text, Narrative/Explanatory Writing

- Why do we compare and contrast characters, settings, or events in a story or drama?
- How does the structure of a story, poem, or play provide insight to the reader?
- What do good readers do, and what do they do when they do not understand?
- Why is using accurate quotes valuable when explaining the author's ideas or message.
- How can I determine main ideas and the supporting details within a text?
- How does connecting key details to the main ideas enable us to summarize accurately?
- In informational text or oral media, how are similar individuals, events, ideas, or concepts related?
- How can I figure out the meaning of new words and phrases?
- How can analyzing a text structure assist us in understanding the information in the text?
- What would happen if an author did not support his writing with relevant reasons?
- What might happen if a writer were to use just one source of information?
- How does the organization of informational text help writers communicate their ideas?
- Why is it important to use words and phrases that will link my ideas together?
- How can I determine my purpose for writing?
- How does the writing process make me a better writer?
- How can technology be used as a tool to write, publish, and/or collaborate?
- How does researching a topic help us develop our writing?
- What strategies do writers use to recall information for their research?
- Why is it wise to support your work with evidence from the text?
- Why is it useful to develop the stamina to write for short or long periods of time?

Reading Literary (RL)

ELAGSE5RL3	ELAGSE5RL5	ELAGSE5RL10		
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Reading Informational

ELAGSE5RI1	ELAGSE5RI2	ELAGSE5RI3	ELAGSE5RI4	ELAGSE5RI5
ELAGSE5RI8	ELAGSE5RI9	ELAGSE5RI10		

Reading Foundational

ELAGSE5RF3	ELAGSE5RF4			
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Writing

ELAGSE5W2	ELAGSE5W4	ELAGSE5W5	ELAGSE5W6	ELAGSE5W7
ELAGSE5W8	ELAGSE5W9	ELAGSE5W10		

Language

ELAGSE5L1	ELAGSE5L2	ELAGSE5L4	ELAGSE5L5	
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Speaking and Listening

ELAGSE5SL1	ELAGSE5SL2	ELAGSE5SL4	ELAGSE5SL5	
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Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

The next phase in addressing the standards in a culturally responsive manner is to: (1) relate Language Arts to real-life experiences, (2) use Language Arts as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of Language Arts, and (4) explicitly teach the vocabulary of language and using questions to help students develop the language and concepts of Language Arts (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.

5th Grade

1st quarter Creating a personal Brand

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5th Grade Language Arts

Quarter 3

Change/"Fit"-ting In (Healthy Living)

Literacy, Narrative/Informative Writing

- How does the use of figurative language help readers to determine the meaning of words and phrases?
- Why is text structure critical to the meaning of the text?
- How can explaining a text structure assist us in understanding the elements in the text?
- Why is it necessary to distinguish between different perspectives?
- How can illustrations help us understand the details in the text?
- Why is it useful to compare and contrast stories in similar genres?
- What do good readers do, and what do they do when they do not understand?
- How do I locate and cite evidence to improve my comprehension?
- How does connecting key details to the main ideas enable us to summarize accurately?
- Why is drawing information from sources essential to locating an answer?
- How does integrating information from several texts about the same topic influence the writer/reader's understanding?
- How does the organization of informational text help writers communicate their ideas?
- How can I determine my purpose for writing?
- How does the writing process make me a better writer?
- How can technology be used as a tool to write, publish, and/or collaborate?
- How does researching a topic help us develop our writing?
- What strategies do writers use to recall information for their research? Why is it wise to support your work with evidence from the text?
- Why is it useful to develop the stamina to write for short or long periods of time?

Reading Literacy (RL)

ELAGSE5RL4 ELAGSE5RL5 ELAGSE5RL6 ELAGSE5RL7 ELAGSE5RL9
ELAGSE5RL10

Reading Informational (RI)

ELAGSE5RI1 ELAGSE5RI2 ELAGSE5RI7 ELAGSE5RI9 ELAGSE5RI10

Reading Foundational

ELAGSE5RF3 ELAGSE5RF4

Writing

ELAGSE5W2 ELAGSE5W4 ELAGSE5W5 ELAGSE5W6 ELAGSE5W7
ELAGSE5W8 ELAGSE5W9 ELAGSE5W10

Language

ELAGSE5L1 ELAGSE5L3 ELAGSE5L4 ELAGSE5L5 ELAGSE5L6

Speaking and Listening

ELAGSE5SL1 ELAGSE5SL2

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.

5th Grade

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5th Grade Language Arts

Quarter 4

Change/"Fit"-ting In (Healthy Living)

Informational, Opinion/Narrative Writing

- How does quoting the author, in a literary text, help support your understanding of what you are reading?
- How do we use the challenges a character faces and the details from a literary piece of work to identify the theme?
- What can we learn from how characters interact?
- How do authors use language to add nuance to text?
- What do good readers do, and what do they do when they do not understand?
- How does an author develop relationships and interactions between ideas in informational text? How do these relationships and interactions help readers better understand the text?
- How can understanding content specific or general academic vocabulary words enhance the reader's experience?
- How can explaining a text structure assist us in understanding the elements in the text?
- How does recognizing a variety of perspectives help us?
- How can different media be used to enhance our understanding of elements of the text?
- How does gathering information from different sources help you understand the world and its problems?
- How can I determine what evidence I should give to support my opinion?
- How does the organization of my paper help to convey a clear message?
- Why is it important to provide a conclusion related to my opinion?
- How can I determine my purpose for writing?
- How does the writing process make me a better writer?
- How can technology be used as a tool to write, publish, and/or collaborate?
- How can I use relevant personal experiences to support my opinion?
- Why is it wise to support your work with evidence from the text?
- Why is it useful to develop the stamina to write for short or long periods of time?

Reading Literacy (RL)

ELAGSE5RL1 ELAGSE5RL2 ELAGSE5RL3 ELAGSE5RL4 ELAGSE5RL10

Reading Informational (RI)

ELAGSE5RI3 ELAGSE5RI4 ELAGSE5RI5 ELAGSE5RI6 ELAGSE5RI7
ELAGSE5RI10

Reading Foundational

ELAGSE5RF3 ELAGSE5RF4

Writing

ELAGSE5W1 ELAGSE5W4 ELAGSE5W5 ELAGSE5W6 ELAGSE5W8
ELAGSE5W9 ELAGSE5W10

Language

ELAGSE5L2 ELAGSE5L3 ELAGSE5L4 ELAGSE5L6

Speaking and Listening

ELAGSE5SL1 ELAGSE5SL2

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.

5th Grade

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Project Based Learning & Audio Video Communication
Unit
Essential Questions
1. What is the relationship between healthy behaviors and personal health?
2. How can media and technology influence thoughts, feelings, and health behaviors?
3. What are valid hygiene products and services that can help promote a healthier individual?
4. What are effective verbal and nonverbal communication skills that will help enhance health?
5. What is the difference between actual and perceived peer pressure?

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5. What is the difference between actual and perceived peer pressure?

Standards

Core materials

Culturally responsive practices/procedures

Audio-Video-Communications

Application

Assessment

Science and Engineering Practices

- 1) What does scientific inquiry mean?
- 2) What is the difference between researchable and testable questions?
- 3) How do scientists record and interpret data?
- 4) What tools do scientist use?
- 5) What inquiry skills do scientists use?
- 6) What is the scientific method?
- 7) What safety procedures should be followed when conducting science experiments?
- 8) What do we see when we take a closer look?
- 9) How are the structures of the animal cell and plant cell similar?
- 10) Why is it important to form a hypothesis before experiments are conducted?

S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

S5CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

S5CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters. S5CS5. Students will communicate scientific ideas and activities clearly.

S5CS6. Students will question scientific claims and arguments effectively.

S5CS7. Students will be familiar with the character of scientific knowledge and how it is evaluated. S5CS8. Students will understand important features of the process of scientific inquiry.

Houghton Mifflin Science Fusion; Full Option Science System (FOSS) Kits; Triumph Learning Coach Workbooks; Web Resources

Teaching in a culturally responsive manner demands a shift in v that each teacher exhibits care for DPA students. This will be a level. To establish a culture of caring, the DPA way insists on t following six qualities of the aforementioned shift are: (1) under students' lives, (3) being socioculturally conscious, (4) hol instructional strategies, and (6) advocating for all students. Cult students by making them feel as a valuable asset in their own e academic performance data, contribute to the subject and manne well as oth

5th Grade

1st quarter Creating a personal Brand

AAVTC-AVFTIII-3 Create portfolios to include resume, letter c highlighting of the students' skill sets.

To create and increase rigorous learning environments, teachers' classroom instruction in which each student learns, is supported (not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task is typically, there is one right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of concepts and make decisions. There is generally one answer that involves

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students are supporting solutions or justifying answer choices with textual evidence for the task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize. Significant cognitive effort occurs over an extended period of time and/or across multiple tasks or another.

Differentiated assessments based on individual learning targets; . . .
Assessment; MAP Universal Screener; Quarterly Formative and

e Science

Chapter 1

Living In (Healthy Living)

Cells and Microorganisms

- 1) What is the purpose of the nucleus?
- 2) How do mitochondria do work for the cell?
- 3) What is the function of the cell wall?
- 4) How are the structures of the animal cell and plant cell similar?
- 5) How can you differentiate a single-celled organism from a multi-celled organism?
- 6) If you can't see them, can they harm you?
- 7) How are microorganisms controlled?
- 8) Why aren't microorganisms in tap water?
- 9) Explain the importance of the nucleus, cytoplasm, chloroplast, cell membrane, cell wall, and mitochondrion within a typical cell.
- 10) Why don't animal cells have chloroplast or cell walls?
- 11) What are cells?
- 12) What parts do cells share?
- 13) How do cells divide/multiply?
- 14) How are cells organized?
- 15) Explain the cell theory.
- 16) How are Plant/animal cells similar?
- 17) How are plant/animal cells different?

S5L3. Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled).
S5L4. Students will relate how microorganisms benefit or harm larger organisms.

Houghton Mifflin Science Fusion; Full Option Science System (FOSS) Kits; Triumph Learning Coach Workbooks; Web Resources

what is known of culture and language learning. The first shift is consistent theme in the first quarter of each of each subject/grade teachers caring and understanding the needs of their students. The understanding how learners construct knowledge, (2) learning about finding affirming views about diversity, (5) using appropriate culturally responsive teachers are also able to make connections with education. Students will be responsible for keeping up with their in which they want to learn and learn respect for themselves as per cultures.

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synthesize information from multiple sources. This complex
knowledge is transferred from one subject to solve problems in

AVC interdisciplinary project based learning: Milestone Annual
l Summative Assessments

5th Grade

Quart

Interdependence/"Fit"-ti

Genetics

- 1) How are inherited traits different from learned behaviors?
What do genes do?
- 2) How are traits passed from parent to offspring?
- 3) How are inherited traits different from learned behaviors?
- 4) What do genes do?
- 5) How are traits passed from parent to offspring?
- 6) How are characteristics inherited?
- 7) Determine the role of chromosomes and genes in inherited traits?
- 8) What makes you different from everyone else?
- 9) Differentiate between learned behavior and inherited traits?
- 10) Where do your personality traits come from?
- 11) Explain how using Punnett Squares is similar to multiplication?
- 12) How does cell division affect growth?
- 13) What are traits?
- 14) How are characteristics inherited?
- 15) What are genes and what role do they play in heredity?

S5L2. Students will recognize that offspring can resemble parents in inherited traits and learned behaviors.

Houghton Mifflin Science Fusion; Full Option Science System (FOSS) Kits; Triumph Learning Coach Workbooks; Web Resources

The next phase in addressing the standards in a cultural experiences, (2) use science as a tool for developing the language and concepts of science, and (4) explicitly teach develop the language and concepts of science (Torres-Velasquez) from the traditional teacher-centered instruction. Learning is to become self-confident, self

5th Grade

1st quarter Creating a personal Brand

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To create and increase rigorous learning environments, teachers should differentiate classroom instruction in which each student learns, and DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The tasks are typically shallow in depth. Typically, there is one right answer that involves one method.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content, apply skills, infer, and make decisions. There is generally one answer that is correct.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students are required to support solutions or justifying answer choices with textual evidence. There may be multiple solutions or answers to this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to solve a problem. Significant cognitive effort occurs over an extended period of time and/or requires the student to apply skills or concepts from problems in another area.

Differentiated assessments based on individual learning target
Annual Assessment; MAP Universal Screener; Quarterly Formative

Science

er 2

ng In (Healthy Living)

Classification

- 1) How can matter be changed?
- 2) How are mass and weight different?
- 3) Why does the mass of an object remain constant regardless of its location?
- 4) How can I tell if matter has undergone a chemical change or a physical change?
- 5) How do different forms of water exist on Earth?
- 6) How can matter change by just looking at it?
- 7) What is matter composed of?
- 8) Differentiate between atoms, elements, compounds, and molecule.
- 9) Determine examples of elements and mixtures.
- 10) Differentiate between compounds and mixtures.
- 11) Explain why it is not necessary for a substance to boil to change from a liquid to a gas.
- 12) Does it have to be cold for matter to freeze?
- 13) Differentiate between a chemical and physical property.
- 14) Differentiate between a chemical and physical change.
- 15) Is the evaporation rate of all liquids the same?

S5L1. Students will classify organisms into groups and relate how they determined the groups

Houghton Mifflin Science Fusion; Full Option Science System (FOSS) Kits; Triumph Learning Coach Workbooks; Web Resources

by responsive manner is to: (1) relate science to real-life learning community, (3) use questions to help students develop the vocabulary of science using questions to help students (Suzek & Lobo, 2005). Student-centered instruction differs from cooperative, collaborative, and community-oriented. Students are self-directed, and proactive.

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knowledge is transferred from one subject to solve

s; AVC interdisciplinary project based learning: Milestone
mative and Summative Assessments

Chemical Changes and Physical Changes

- 1) How can matter be changed?
- 2) How are mass and weight different?
- 3) Why does the mass of an object remain constant regardless of its location?
- 4) How can I tell if matter has undergone a chemical change or a physical change?
- 5) How do different forms of water exist on Earth?
- 6) How can matter change by just looking at it?
- 7) What is matter composed of?
- 8) Differentiate between atoms, elements, compounds, and molecule.
- 9) Determine examples of elements and mixtures.
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- 11) Explain why it is not necessary for a substance to boil to change from a liquid to a gas.
- 12) Does it have to be cold for matter to freeze?
- 13) Differentiate between a chemical and physical property/change.
- 15) Is the evaporation rate of all liquids the same?
- 16) What is matter made of?
- 17) How atoms are different form elements and compounds?
- 18) What are physical properties of matter?
- 19) What chemical and physical changes take place in your everyday life.
- 20) What makes tearing paper and burning paper different?
- 21) Explain the biggest difference between molecules and compounds.
- 22) Describe two specific properties of matter.
- 23) Identify two things: one that is matter and one that is not matter. Why did you label each object matter or non-matter?
- 24) What is the reason that particles are further apart in the gaseous state?

S5P1. Students will verify that an object is the sum of its parts. S5P2. Students will explain the difference between a physical change and a chemical change.

Houghton Mifflin Science Fusion; Full Option Science System (FOSS) Kits; Triumph Learning Coach Workbooks; Web Resources

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5th Grade

1st quarter Creating a personal Brand

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AAVTC-AVTEI 0 Develop an understanding of audio, video, and film screens; describe the ne

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The strategic thinking level requires abstract and complex thinking. Students must use abstract evidence. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. Knowledge is transferred from one subject to solve problems in another.

Differentiated assessments based on individual learning targets; AVC interdisciplinary project and Summative Assessments

g In (Healthy Living)

Electricity and Magnetism

- 1) What is static electricity? Explain the cause of static electricity.
- 3) How does an electrical charge transfer between objects?
- 4) What makes a circuit? 5) How are series and parallel circuits similar and different?
- 6) What are conductors and insulators?
- 7) How can you test to see if different materials are conductors or insulators?
- 8) What makes an electromagnet?
- 9) How are electromagnets and bar magnets similar and different? 10) Why do things cling?
- 11) Why do magnets repel and attract? 12) How are electricity and magnetism connected?
- 13) How does a basic electric circuit work? 14) How are conductors and insulators different?
- 15) What are the uses of electricity and magnetism in everyday life?
- 16) Identify conductors and insulators
- 17) Differentiate between static and current electricity
- 18) Differentiate between attraction and repulsion
- 19) Differentiate between parallel and series circuit
- 20) Differentiate between electricity and magnetism
- 21) Determine advantages and disadvantages of series and parallel circuits
- 22) How does an electrical charge transfer between objects?
- 23) Can static electricity be beneficial?
- 24) Which particle is negatively charged?
- 25) Which of the following is a good conductor of electricity?
- 27) Which direction are magnetic field lines said to point?
- 28) What kind of charges attracts one another?
- 29) What is the buildup of charges on an object called?
- 30) What is an accurate description of an insulator?

S5P3. Students will investigate the electricity, magnetism, and their relationship.

Houghton Mifflin Science Fusion; Full Option Science System (FOSS) Kits; Triumph Learning Coach Workbooks; Web Resources

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comprehension, complexity, and depth. Typically, there is one right answer that involves one mental step.
Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves
higher-order thinking processes such as supporting solutions or justifying answer choices with textual
evidence from multiple sources. This complex cognitive effort occurs over an extended period of time and/or

assessment-based learning: Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative

5th Grade Science

Quarter 4

Change/"Fit"-ting In (Healthy Living)

Earth/Landforms of Georgia

- 1) What is the Ring of Fire?
- 2) Why do earthquakes and volcanoes show up where they do?
- 3) Will Stone Mountain always exist? Why or why not?
- 4) How can water break rocks apart?
- 5) Why are some people afraid to live in California?
- 6) Why do some places have more weathering and erosion than other places? 7) •
What are some of Georgia's landforms?
- 8) What causes erosion, deposition, and weathering?
- 9) What causes changes to landforms?
- 10) Do landforms always change slowly?
- 11) What makes landforms unique?
- 12) How do the movements of the crust change landforms?
- 13) How do humans change landforms?
- 14) Explain what is occurring beneath earth's surface.
- 15) Explain how scientists study earthquakes.
- 16) Explain how levees control floods.
- 17) What are some of Georgia's Landforms?
- 18) Differentiate between hills and sand dunes.
- 19) Explain how one particular landform in Georgia was created. 20) Explain
what landforms are unique to each of Georgia's geologic regions. 21) What role does time
play the change in landforms?
- 22) What are some factors that can rapidly affect the Earth's surface? 23) What is
the point directly above the point where the motion of an earthquake begins?
- 24) What do you call the sudden movement of Earth's crust? 25) What

S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes.

Houghton Mifflin Science Fusion; Full Option Science System (FOSS) Kits; Triumph Learning Coach Workbooks; Web Resources

DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.

5th Grade

1st quarter Creating a personal Brand

AAVTC-AVFTIII-3 Create portfolios to include resume, letter of recommendations, references, list of skill sets, and demo reel highlighting of the students' skill sets.

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is one right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

Project Based Learning & Audio Visual Communication
Unit
Essential Questions 1. Describe the energy transformations we see within our bodies when we exercise. 2. How can we use our understanding of energy and the chemical make-up of food to drive a healthy lifestyle? 3. How does the world around us impact our ability to exercise? (Think in terms of Newton's Laws of Motion) 4. Describe the forces that act on us when we exercise and how those forces affect our outcomes.
Standards
Core materials

Culturally responsive practices/procedures

Audio-Video-Communications

Application

Assessment

Unit 1

- How can the coordinate plane help me understand properties of reflections, translations, and rotations?
- What is the relationship between reflections, translations, and rotations?
- What is a dilation and how does this transformation affect a figure in the coordinate plane?
- How can I tell if two figures are similar?
- In what ways can I represent the relationships that exist between similar figures using the scale factors, length ratios, and area ratios?
- What strategies can I use to determine missing side lengths and areas of similar figures?
- Under what conditions are similar figures congruent?
- When I draw a transversal through parallel lines, what are the special angle and segment relationships that occur?
- Why do I always get a special angle relationship when any two lines intersect?
- How can I be certain whether lines are parallel, perpendicular, or skew lines?

MGSE8.G.1
MGSE8.G.2
MGSE8.G.3
MGSE8.G.4
MGSE8.G.5

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

Teaching in a culturally responsive manner demands a shift in what is exhibited care for DPA students. This will be a consistent theme in the caring, the DPA way insists on teachers caring and understanding the are: (1) understanding how learners construct knowledge, (2) learning affirming views about diversity, (5) using appropriate instructional strategies also able to make connections with students by making them feel as a up with their academic performance data, contribute to the subject and as other cultures.

8th Grade: Film Production

Quarter 1

Pre-Production

Standards:AAVTC-AVTFII-2

In an independent production setting, select and develop the direction

To create and increase rigorous learning environments, teachers will a instruction in which each student learns, is supported and demonstra

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task r on right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the There is generally one answer that involves two or more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. St justifying answer choices with textual evidence. More than one correct

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesi over an extended period of time and/or knowledge is transferred from

Differentiated assessments based on individual learning targets;
AVC interdisciplinary project based learning; Milestone Annual
Assessment; MAP Universal Screener; Quarterly Formative and
Summative Assessments

Grade Math
Quarter 1
Fit"-ting In (Healthy Living)
Unit 2
<ul style="list-style-type: none"> •How can I apply the properties of integer exponents to generate equivalent numerical expressions? • How can I represent very small and large numbers using integer exponents and scientific notation? • How can I perform operations with numbers expressed in scientific notation? • How can I interpret scientific notation that has been generated by technology? • What are some applications of scientific notation? • Why is it useful for me to know the square root of a number? • How do I simplify and evaluate numeric expressions involving integer exponents? • How can the properties of exponents and knowledge of working with scientific notation help me interpret information? • What is the difference between rational and irrational numbers? • Why do we approximate irrational numbers? • How do we locate approximate locations of irrational numbers on a number line and estimate the values of irrational numbers? • What strategies can I use to create and solve linear equations with one solution, infinitely many solutions, or no solutions?
MGSE8.EE1 MGSE8.EE.2 MGSE8.EE.3 MGSE8.EE.4 MGSE8.EE.7 MGSE8.EE.7a MGSE8.EE.7b MGSE8.NS.1 MGSE8.NS.2
Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

known of culture and language learning. The first shift is that each teacher first quarter of each of each subject/grade level. To establish a culture of needs of their students. The following six qualities of the aforementioned shift ; about students' lives, (3) being socioculturally conscious, (4) holding ategies, and (6) advocating for all students. Culturally responsive teachers are valuable asset in their own education. Students will be responsible for keeping manner in which they want to learn and learn respect for themselves as well

of specialization for news, film and graphics.

pply the following Depth of Knowledge (DOK) levels to classroom tes high levels of learning (note: DOK levels are not sequential):

equires little to no comprehension, complexity, and depth. Typically, there is

content. Students are expected to be able to explain, infer, and make decisions.

udents must use abstract thinking processes such as supporting solutions or response may be indicative of this task.

ze information from mulitiple sources. This complex cognitive effort occurs one subject to solve problems in another.

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

Unit 3

- What is the length of the side of a square of a certain area?
- What is the relationship among the lengths of the sides of a right triangle?
- How can the Pythagorean Theorem be used to solve problems?
- What is the relationship between the Pythagorean Theorem and the distance formula?
- How can I use the Pythagorean Theorem to find the length of the hypotenuse or leg of a right triangle?
- How do I know that I have a convincing argument to informally prove Pythagorean Theorem?
- What is Pythagorean Theorem and when does it apply?
- Where can I find examples of two and three-dimensional objects in the real-world?
- How does a change in any one of the dimensions of cylinder, cone, or sphere affect the volume of that cylinder, cone, or sphere?
- How does the volume of a cylinder, cone, and sphere with the same radius change if it is doubled?
- How do I simplify and evaluate algebraic equations involving integer exponents, square and cubed root?
- How do I know when an estimate, approximation, or exact answer is the desired solution?

MGSE8.G.6

MGSE8.G.7

MGSE8.G.8

MGSE8.G.9

MGSE8.EE.2

(equations)

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

The next phase in addressing the standards in a culturally responsive manner is to: (1) relate math developing the learning community, (3) use questions to help students develop the language and of mathematics using questions to help students develop the language and concepts of mathematics instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, confident, self-directed, and proactive.

·8th Grade: Film Production

Quarter 1

Pre-Production

Standards:AAVTC-AVTFII-2

In an independent production setting, select and develop the direction of specialization for news,

To create and increase rigorous learning environments, teachers will apply the following Depth of each student learns, is supported and demonstrates high levels of learning (note: DOK levels are

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected generally one answer that involves two or more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking answer choices with textual evidence. More than one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple extended period of time and/or knowledge is transferred from one subject to solve problems in an

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

Living)

Unit 4

- What is a function?
- What are the characteristics of a function?
- How do you determine if relations are functions?
- How is a function different from a relation?
- Why is it important to know which variable is the independent variable?
- How can a function be recognized in any form?
- What is the best way to represent a function?
- How do you represent relations and functions using tables, graphs, words, and algebraic equations?
- What strategies can I use to identify patterns?
- How does looking at patterns relate to functions?
- How are sets of numbers related to each other?
- How can you use functions to model real-world situations?
- How can graphs and equations of functions help us to interpret real-world problems?

MGSE8.F.1

MGSE8.F.2

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

ematics to real-life experiences, (2) use mathematics as a tool for concepts of mathematics, and (4) explicitly teach the vocabulary cs (Torres-Velasquez & Lobo, 2005). Student-centered orative, and community-oriented. Students become self-

film and graphics.

f Knowledge (DOK) levels to classroom instruction in which e not sequential):

ension, complexity, and depth. Typically, there is on right answer

ted to be able to explain, infer, and make decisions. There is

inking processes such as supporting solutions or justifying sk.

le sources. This complex cognitive effort occurs over an other.

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

Change/"Fit"-ting In

Unit 5

- How can patterns, relations, and functions be used as tools to best describe and help explain real-life relationships?
- How can the same mathematical idea be represented in a different way? Why would that be useful?
- What is the significance of the patterns that exist between the triangles created on the graph of a linear function?
- When two functions share the same rate of change, what might be different/the same about their each of their representations? W
- What does the slope of the function line tell me about the unit rate?
- What does the unit rate tell me about the slope of the function line?

MGSE8.EE.5
MGSE8.EE.6
MGSE8.F.3

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

Although these traits will be carried across all units, DPA teacher students, (2) cultural congruence in instruction to meet the learning needs of all students, (3) respect for all cultural traditions, (4) teaching strategies that promote student learning, (5) sensitivity of standards and the impact it has on students' knowledge and skills, and (6) truth while adhering to skills necessary to master content standards.

·8th Grade: Film Production

Quarter 1

Pre-Production

Standards:AAVTC-AVTFII-2

In an independent production setting, select and develop the direct

To create and increase rigorous learning environments, teachers will use differentiated classroom instruction in which each student learns, is supported and challenged (learning activities are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The tasks are typically straightforward. Typically, there is one right answer that involves one mental step.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content and make decisions. There is generally one answer that involves two or three mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking and problem solving. Supporting solutions or justifying answer choices with textual evidence is required for this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information. Significant cognitive effort occurs over an extended period of time and/or knowledge is transferred to another context.

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

(Healthy Living)

Unit 6

- What strategies can I use to help me understand and represent real situations involving linear relationships?
- How can the properties of lines help me to understand graphing linear functions?
- What can I infer from the data?
- How can functions be used to model real-world situations?
- How does a change in one variable affect the other variable in a given situation?
- Which tells me more about the relationship I am investigating – a table, a graph or an equation? Why?
- How can you construct and interpret two-way tables?
- How can I determine if there is an association between two given sets of data?
- How can I find the relative frequency using two-way tables?

MGSE8.F.4

MGSE8.F.5

MGSE8.SP.1

MGSE8.SP.2

MGSE8.SP.3

MGSE8.SP.4

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

s will exhibit the following: (1) high expectations for all
g style and intelligence of each student, (3) knowledge and
te meaningful participation, (5) avoid stereotyping students,
nowledge of self as well as commitment to teach unbiased
s.

ion of specialization for news, film and graphics.

ill apply the following Depth of Knowledge (DOK) levels to
and demonstrates high levels of learning (note: DOK levels

sk requires little to no comprehension, complexity, and depth.

the content. Students are expected to be able to explain, infer,
wo or more mental steps.

. Students must use abstract thinking processes such as
ence. More than one correct response may be indicative of

esize information from multiple sources. This complex
nowledge is transferred from one subject to solve problems in

Differentiated assessments based on individual learning
targets; AVC interdisciplinary project based learning;
Milestone Annual Assessment; MAP Universal Screener;
Quarterly Formative and Summative Assessments

8th Grade

Quarte

Change/"Fit"-ting

Unit 7

- What does the point of intersection mean?
- What is a system of equations?
- What does it mean to solve a system of linear equations?
- How do I decide which method would be easier to use to solve a particular system of equations?
- How can I translate a problem situation into a system of equations?
- What does the solution to a system tell me about the answer to a problem situation?
- How can I interpret the meaning of a “system of equations” algebraically and geometrically?
- What does the geometrical solution of a system mean?

MGSE8.EE.8
MGSE8.EE.8a
MGSE8.EE.8b
MGSE8.EE.8c

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes

DPA teachers and administrators will exhibit cultural responsiveness promoted with the families of DPA students as well as the common biases, and assumptions about the students served, (2) value of the school may/may not be synchronized with the culture or needs of such, (4) consider the importance of "code switching" relates to the students', families', and community's needs.

8th Grade: Film Production

Quarter 1

Pre-Production

Standards:AAVTC-AVTFII-2

In an independent production setting, select and develop the d

To create and increase rigorous learning environments, teachers levels to classroom instruction in which each student learns, (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The depth. Typically, there is one right answer that involves one me

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge explain, infer, and make decisions. There is generally one answer

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking as supporting solutions or justifying answer choices with textual indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to solve complex cognitive effort occurs over an extended period of time solve problems in another.

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

Math

er 4

In (Healthy Living)

Unit 8

Building upon the understanding of rational numbers developed in 6th grade, this unit moves to exploring and ultimately formalizing rules for operations (addition, subtraction, multiplication and division) with integers. Using both contextual and numerical problems, students explore what happens when negative numbers and positive numbers are combined. Repeated opportunities over time will allow students to compare the results of adding, subtracting, multiplying and dividing pairs of numbers, leading to the generalization of rules. Fractional rational numbers and whole numbers should be used in computations and explorations.

ALL
Plus High School
Prep Review

Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes

siveness by ensuring that strong bonds are established and community. DPA staff will: (1) consider their own attitudes, the language of the students, (3) recognize that the culture of the students' families and adjust to meet the cultural needs, and (5) make a concerted effort to seek content that

direction of specialization for news, film and graphics.

Students will apply the following Depth of Knowledge (DOK) level that is supported and demonstrates high levels of learning

The task requires little to no comprehension, complexity, and mental step.

Understanding of the content. Students are expected to be able to perform a task that involves two or more mental steps.

Application. Students must use abstract thinking processes such as problem-solving. More than one correct response may be possible.

Synthesis. Students must synthesize information from multiple sources. This involves transferring knowledge from one subject to another.

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

8th Grade Language Arts Quarter 1	
Project Based Learning & Audio Video Communication	Interdependence/Prioring in (Healthy Living) Unit 1
Essential Questions 1. Describe the energy transformations we see within our bodies when we exercise. 2. How can we use our understanding of energy to improve our health? 3. How does the world around us impact our ability to exercise? (Think in terms of your body's Law of Conservation of Energy.) 4. Describe the ways that our bodies when we exercise and how those forces affect our outcomes.	<ul style="list-style-type: none"> How can learning help us understand who we are, where we've been, and where we're going? How do the setting and plot in the story help me understand the characters and themes? How do the main characters, ideas, or events connect to each other and to the larger central idea of the text? How do I organize my writing so that readers can have a clear understanding of my topic? How do I develop my narrative to keep readers engaged? What is the purpose of my writing and who is my audience? What, then, is the appropriate way to structure my writing? How can I use the writing process to develop my writing? How do I use the writing process to develop my writing? How do I prepare for a class discussion? What questions can I ask to find out more about another point of view? How can I add my views to the discussion clearly and respectfully? How do I use the writing process to develop my writing? How can I best demonstrate effective use of punctuation in all forms of writing?
Standards	<p>Reading Literacy (RL) ELA:RS:RL.1</p> <p>Reading Informational Text (RI) ELA:RS:RI.1 ELA:RS:RI.3</p> <p>Writing ELA:RS:W.2 ELA:RS:W.3 ELA:RS:W.4 ELA:RS:W.5 ELA:RS:W.9</p> <p>Speaking and Listening ELA:RS:L.1 ELA:RS:L.5</p> <p>Language ELA:RS:L.2 ELA:RS:L.4 ELA:RS:L.6</p>
Core materials	Survey Textbooks (Reading and Math), Culturally Responsive Literature, Galapagos, Grimm and Snowscapes
Culturally responsive practices/procedures	<p>Teaching in a culturally responsive manner demands a shift in what I know of culture and language learning. The first shift is that each teacher exhibits care for PPLA students. This will be a consistent theme in all first grade of each of my subject grade level. To establish a culture of caring, the DPA way invites on teachers caring and understanding the needs of their students. The following list of questions to be asked in the classroom are: (1) understanding how the student's knowledge, (2) understanding the student's background, (3) understanding the student's culture, (4) understanding the student's diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic work in their own education. Students will be responsible for keeping up with their academic work in their own education. Students will be responsible for keeping up with their academic work in their own education.</p>
Audio-Video/Communications	8th Grade Film Production
Application	<p>Quarter 1</p> <p>Pre-Production</p> <p>Standards AA.VTC-V.PFH.2</p> <p>In an independent production setting, select and develop the direction of specialization for news, film and graphics.</p> <p>To create and increase rigorous learning environments, students will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):</p> <p>Level 1: Recall/Reproduction (Acquire, Reproduce)</p> <p>Students are required to recall or reproduce information. The task requires little to no comprehension, complexity, and depth. Typically, there is one right answer that involves one mental step.</p> <p>Level 2: Skills and Concepts (Apply)</p> <p>Students are required to apply or use knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is a generally one answer that involves two or three mental steps.</p> <p>Level 3: Strategic Thinking (Complex Reasoning)</p> <p>The strategic thinking level requires abstract and complex thinking. Students must use abstract reasoning to solve problems. There is more than one answer that involves several mental steps. More than one correct response may be indicative of this task.</p> <p>Level 4: Extended Thinking</p> <p>Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. Students are required to use information from multiple sources to solve a problem. The task is transferred from one subject to solve problems in another.</p>
Assessment	<p>How can learning help us understand who we are, where we've been, and where we're going?</p> <p>How do the setting and plot in the story help me understand the characters and themes?</p> <p>How do the main characters, ideas, or events connect to each other and to the larger central idea of the text?</p> <p>How do I organize my writing so that readers can have a clear understanding of my topic?</p> <p>How do I develop my narrative to keep readers engaged?</p> <p>What is the purpose of my writing and who is my audience? What, then, is the appropriate way to structure my writing?</p> <p>How can I use the writing process to develop my writing?</p> <p>How do I use the writing process to develop my writing?</p> <p>How do I prepare for a class discussion?</p> <p>What questions can I ask to find out more about another point of view?</p> <p>How can I add my views to the discussion clearly and respectfully?</p> <p>How do I use the writing process to develop my writing?</p> <p>How can I best demonstrate effective use of punctuation in all forms of writing?</p> <p>Standards AA.VTC-V.PFH.2</p> <p>In an independent production setting, select and develop the direction of specialization for news, film and graphics.</p> <p>To create and increase rigorous learning environments, students will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):</p> <p>Level 1: Recall/Reproduction (Acquire, Reproduce)</p> <p>Students are required to recall or reproduce information. The task requires little to no comprehension, complexity, and depth. Typically, there is one right answer that involves one mental step.</p> <p>Level 2: Skills and Concepts (Apply)</p> <p>Students are required to apply or use knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is a generally one answer that involves two or three mental steps.</p> <p>Level 3: Strategic Thinking (Complex Reasoning)</p> <p>The strategic thinking level requires abstract and complex thinking. Students must use abstract reasoning to solve problems. There is more than one answer that involves several mental steps. More than one correct response may be indicative of this task.</p> <p>Level 4: Extended Thinking</p> <p>Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. Students are required to use information from multiple sources to solve a problem. The task is transferred from one subject to solve problems in another.</p> <p>How can learning help us understand who we are, where we've been, and where we're going?</p> <p>How do the setting and plot in the story help me understand the characters and themes?</p> <p>How do the main characters, ideas, or events connect to each other and to the larger central idea of the text?</p> <p>How do I organize my writing so that readers can have a clear understanding of my topic?</p> <p>How do I develop my narrative to keep readers engaged?</p> <p>What is the purpose of my writing and who is my audience? What, then, is the appropriate way to structure my writing?</p> <p>How can I use the writing process to develop my writing?</p> <p>How do I use the writing process to develop my writing?</p> <p>How do I prepare for a class discussion?</p> <p>What questions can I ask to find out more about another point of view?</p> <p>How can I add my views to the discussion clearly and respectfully?</p> <p>How do I use the writing process to develop my writing?</p> <p>How can I best demonstrate effective use of punctuation in all forms of writing?</p> <p>Standards AA.VTC-V.PFH.2</p> <p>In an independent production setting, select and develop the direction of specialization for news, film and graphics.</p> <p>To create and increase rigorous learning environments, students will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):</p> <p>Level 1: Recall/Reproduction (Acquire, Reproduce)</p> <p>Students are required to recall or reproduce information. The task requires little to no comprehension, complexity, and depth. Typically, there is one right answer that involves one mental step.</p> <p>Level 2: Skills and Concepts (Apply)</p> <p>Students are required to apply or use knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is a generally one answer that involves two or three mental steps.</p> <p>Level 3: Strategic Thinking (Complex Reasoning)</p> <p>The strategic thinking level requires abstract and complex thinking. Students must use abstract reasoning to solve problems. There is more than one answer that involves several mental steps. More than one correct response may be indicative of this task.</p> <p>Level 4: Extended Thinking</p> <p>Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. Students are required to use information from multiple sources to solve a problem. The task is transferred from one subject to solve problems in another.</p>

8th Grade Language Arts Quarter 2	8th Grade Language Arts Quarter 3
<p>Interdependence "F" ring in (Healthy Living)</p> <p>Unit 1</p> <ul style="list-style-type: none"> How can I prove my argument using the various elements and forms of writing? Why did the author choose to use this particular word or phrase? How does it affect the meaning and tone of the text? What evidence should I include to support my claim? How do I use the author's purpose and how does it affect the way they write and the information they include? How do the specific aspects of the medium affect my experience? How does reading multiple texts help me understand a theme or topic? How do I compare my writing to that readers can have a clear understanding of my topic? How do I use technology to enhance my writing? How can I make my writing better? How do I use technology to enhance my writing? How do I deliver my presentation clearly and keep the audience engaged? 	<p>Change "F" ring in (Healthy Living)</p> <p>Unit 1</p> <ul style="list-style-type: none"> How can I use evidence to prove my argument? Why did the author structure the text this way? How do we come to understand the point of view of the narrator, speaker, character, and/or author? How do we come to understand the author's purpose and how does it affect the way they write and the information they include? How do the specific aspects of the medium affect my experience? How does reading multiple texts help me understand a theme or topic? How do I compare my writing to that readers can have a clear understanding of my topic? How do I use technology to enhance my writing? How can I tell if a source is credible? How do I avoid plagiarism? How do I use the data in this video/audio/data and to my understanding of the topic? How do I use technology to enhance my writing? How well does the evidence given support the speaker's argument? How can I use multimedia and visual displays to improve my presentation?
<p>Reading Literacy (RL) EAGSERB1 EAGSERB4</p> <p>Reading Informational Text (RI) EAGSERB1 EAGSERB2 EAGSERB4 EAGSERB5 EAGSERB6 EAGSERB8 EAGSERW10</p> <p>Writing EAGSERW1 EAGSERW2 EAGSERW4 EAGSERW5 EAGSERW6 EAGSERW10</p> <p>Speaking and Listening EAGSERB1</p> <p>Language EAGSERB1</p> <p>Stovos Textbooks (Reading and Math), Culturally Responsive Literature, Gullpops, Grimes and Sternsmaps</p> <p>This unit plan is addressing the standards in a culturally responsive manner in its (1) video Language Arts to make life experiences, (2) use Language Arts as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of Language Arts, and (4) explicitly teach the vocabulary of figurative and using questions to help students develop the language and concepts of Language Arts (Terry Vachopatz & Luba, 2006). Student content instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-entitled, self-directed, and proactive.</p>	<p>Reading Literacy (RL) EAGSERB1 EAGSERB4</p> <p>Reading Informational Text (RI) EAGSERB6 EAGSERB7 EAGSERB9</p> <p>Writing EAGSERW2 EAGSERW3 EAGSERW8 EAGSERW9 EAGSERW10</p> <p>Speaking and Listening EAGSERB2 EAGSERB3 EAGSERB5</p> <p>Language EAGSERB2 EAGSERB5</p> <p>Stovos Textbooks (Reading and Math), Culturally Responsive Literature, Gullpops, Grimes and Sternsmaps</p> <p>Although these texts will be read aloud with 8th graders, 9th graders will exhibit the following (1) high expectations for all students, (2) cultural competence in instruction to meet the learning style and intelligences of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unlearned truth skills relating to which necessary to ensure current students.</p>
<p>8th Grade Film Production</p> <p>Quarter 1</p> <p>Pre-Production</p> <p>Standards AA.VTC.VP11-2</p> <p>In an independent production setting, select and develop the direction of specialization for news, film and graphics.</p> <p>Understanding: The Direction is important to filmmakers. Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential).</p> <p>Level 1: Recall/Reproduction (Acquire, Reproduce)</p> <p>Typically, there is one right answer that involves one mental step.</p> <p>Level 2: Skill and Concepts (Apply)</p> <p>At this level, students are required to have a deeper knowledge of the content. Students are expected to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps.</p> <p>Level 3: Strategic Thinking (Complex Reasoning)</p> <p>The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.</p> <p>Level 4: Extended Thinking</p> <p>Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.</p>	<p>8th Grade Film Production</p> <p>Quarter 1</p> <p>Pre-Production</p> <p>Standards AA.VTC.VP11-2</p> <p>In an independent production setting, select and develop the direction of specialization for news, film and graphics.</p> <p>Understanding: The Direction is important to filmmakers. Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential).</p> <p>Level 1: Recall/Reproduction (Acquire, Reproduce)</p> <p>Typically, there is one right answer that involves one mental step.</p> <p>Level 2: Skill and Concepts (Apply)</p> <p>At this level, students are required to have a deeper knowledge of the content. Students are expected to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps.</p> <p>Level 3: Strategic Thinking (Complex Reasoning)</p> <p>The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.</p> <p>Level 4: Extended Thinking</p> <p>Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.</p>

Weekly writing portfolios will be collected on each week. Differentiated assessments based on individual learning needs will be used to assess student learning. Milestone Annual Assessment/MAP, Universal Screener, Quarterly Formative and Summative Assessments

8th Grade Language Arts	
Quarter 4	
Change "r" to "ing" in (Healthy Living)	
Unit 1	
<ul style="list-style-type: none"> How can research help inform my choices? How do the setting and plot in the story help me understand the characters and themes? How do the individuals, ideas, or events connect to each other and to the larger central idea of the text? How do the author's choices to use this particular word or phrase? How does it affect the meaning and tone of the text? How do the specific aspects of the medium affect my experience? How do I organize my writing so that readers can have a clear understanding of my topic? What is the purpose of my writing and who is my audience? What, then, is the appropriate way to write for that audience? How can I use the writing process to develop my writing? How can I make my writing better? How can I use technology to collaborate with others as I produce and publish my writing? How can I use technology to research my topic? How can I tell if a source is credible? How do I avoid plagiarism? 	
<p>Reading: <i>Jarvis</i> (BL)</p> <p>ELAGSE8L2 ELAGSE8L3 ELAGSE8L7 ELAGSE8L10</p> <p>Reading: <i>International Text</i> (BL)</p> <p>ELAGSE8L2 ELAGSE8L10</p> <p>History</p> <p>ELAGSE8W2 ELAGSE8W4 ELAGSE8W5 ELAGSE8W6 ELAGSE8W7</p> <p>ELAGSE8W8 ELAGSE8W9</p> <p>Speaking and Listening</p> <p>ELAGSE8SL1 ELAGSE8SL5</p> <p>Language</p> <p>ELAGSE8L4</p> <p>ELAGSE8L6</p>	
<p>8th Grade Film Production</p> <p>Quarter 1</p> <p>Pre-Production</p> <p>Standards AA.VTC.VTPE.2</p> <p>In an independent production setting, select and develop the direction of specialization for rows, film and graphics.</p> <p>To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):</p> <p>Level 1: Recall/Reproduction (Acquire, Reproduce)</p> <p>Students are required to remember information and skills. The task requires little to no comprehension, complexity, and depth. Typically, there is one right answer that involves one mental step.</p> <p>Level 2: Skills and Concepts (Apply)</p> <p>Students are required to use and apply their acquired knowledge of the concepts. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps.</p> <p>Level 3: Strategic Thinking (Complex Reasoning)</p> <p>This strategic thinking level requires abstract and complex thinking. Students must use abstract knowledge to solve problems. There is no one right answer and students will demand evidence. More than one correct response may be indicative of this task.</p> <p>Level 4: Extended Thinking</p> <p>Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This level requires extended and/or extended periods of time and/or knowledge is transferred from one subject to solve problems in another.</p> <p>Research paper Differentiated instruction Individual Learning Centers (ILC) Math/Science/History/Physical Education/Art/Foreign Language/World Language/Computer Science/Art/Physical Education/History/Science/Quarterly Formative and Summative Assessments</p>	

DPA teachers and administrators will address cultural responsiveness by ensuring that strong beliefs are established and promoted with the families of DPA students as well as the community. DPA staff will (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may not be predetermined with the cultural beliefs of the students, (4) plan and adjust to meet the cultural needs of each, (5) consider the needs of each student and adjust to meet the cultural needs of each, (6) consider the needs of the students, families, and community's needs.

Project Based Learning & Audio Video Communication
Units
Essential Questions 1. Describe the energy transformations we see within our bodies when we exercise. 2. How can we use our understanding of energy and the chemical make-up of food to drive a healthy lifestyle? 3. How does the world around us impact our ability to exercise? (Think in terms of Newton's Laws of Motion) 4. Describe the forces that act on us when we exercise and how those forces affect our outcomes.

Standards

Core materials

Culturally responsive practices/procedures

Audio-Video-Communications

Application

Assessment

Connecting Themes Used In Georgia Studies & Georgia Geography and The Prehistoric Period

Why is the power structure at your school set up the way it is?

How is power divided in your family?

How might rules, responsibilities, and expectations change when there is a change in your family (new sibling, divorce, grandparent moving in)?

How do rules change in sports from when you are young to professional sports?

How might the actions of a few students bring consequences for an entire class?

What decisions have you made in your life that have had intended or unintended consequences?

How do your activities change depending on where you go on vacation?

How do your activities changed depending on where you choose to spend your free time?

What are some differences between city (urban) and country (rural) areas? How does your class changed when a new student moves in?

What impact do you have on your community?

What are some of the products produced or manufactured in your area?

How are these products distributed to other areas?

What prevents teachers or police from abusing their power?

Why should you (or shouldn't you) have all laws and rules written down in an official document?

How has access to the internet both benefited and harmed school?

What technological innovations have impacted the way you are taught and the way you study?

How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian Period?

What impact did environment have on the development of the prehistoric Native American cultures?

Where is Georgia in terms of hemisphere, continent, nation, region and global position?

Which North American physiographic regions are found in Georgia and what are some distinguishing characteristics of each?

What is the relative location of these physiographic regions within the boundaries of the State?

What are the significant physical features of Georgia that have impacted its development?

How is the impact of these features manifested?

No standards for unit 1 – Connecting Themes Used In Georgia Studies

SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

SS8G1 The student will describe Georgia with regard to physical features and location.

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.
- b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
- c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
- d. Evaluate the impact of climate on Georgia's development.

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

[\(Savvas Textbooks \(Reading and Math\), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes](#)

Teaching in a culturally responsive manner demands a shift in what is known of culture and language theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DP qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally asset in their own education. Students will be responsible for keeping up with their academic performance themselves as well as other cultures.

8th Grade: Film Production

Quarter 1

Pre-Production

Standards:AAVTC-AVTFII-2

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge levels (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension.

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to perform more mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking. One correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources and transfered from one subject to solve problems in another.

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

Social Studies

Quarter 1

Unit 1 - Living In (Healthy Living)

Exploration and Colonization

- How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian Period?
- Where is Georgia in terms of hemisphere, continent, nation, region and global position?
- Which North American physiographic regions are found in Georgia and what are some distinguishing characteristics of each?
- What is the relative location of these physiographic regions within the boundaries of the State?
- What are the significant physical features of Georgia that have impacted its development?
- How has climate played a role in development?
- What impact did environment have on the development of the prehistoric Native American cultures?
- How did early European contact affect the culture of the Mississippian Indians?
- What were the purposes of the Spanish missions, and where were they located in Georgia?
- What caused the early prehistoric societies to be on the move, and once they stopped their nomadic existence, how did their society change?
- With what European countries and/or individuals did the Mississippian Culture come in contact?
- Which cultural groups and individuals impacted the Georgia Colony and what were their contributions?
- Which European countries competed for settlement in the Southeastern US? What prompted these countries to explore, claim and settle these new lands?
- What persons were instrumental in the establishment of the Georgia colony and why?
- How did Georgia become a Royal colony and what effect did this event have on the colonists?
- What goods/services did the early colony of Georgia attempt to produce?
- Why did the English King and the Georgia Trustees feel that the Georgia colony could provide certain goods and materials for England?
- Were they able to fulfill these expectations and why or why not?

SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto. c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

SS8H2 The student will analyze the colonial period of Georgia's history.

a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.

b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.

c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

SS8G1 The student will describe Georgia with regard to physical features and location.

d. Evaluate the impact of climate on Georgia's development.

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

[Savvas Textbooks \(Reading and Math\), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes](#)

ge learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent A way insists on teachers caring and understanding the needs of their students. The following six arning about students' lives, (3) being socioculturally conscious, (4) holding affirming views about y responsive teachers are also able to make connections with students by making them feel as a valuable mance data, contribute to the subject and manner in which they want to learn and learn respect for

Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and
tion, complexity, and depth. Typically, there is one right answer that involves one mental step.
to be able to explain, infer, and make decisions. There is generally one answer that involves two or
ing processes such as supporting solutions or justifying answer choices with textual evidence. More than
sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based
learning: Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and
Summative Assessments

Statehood

How did past experience of the patriots with England's monarchy influence their decisions regarding a new form of government?

What persons/groups/events were significant to the development of the new government and how?

How did the new government assure citizens that it would not impose the oppression of the past monarchy?

What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them?

What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed?

What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia's role?

What is the basic structure of Georgia's Constitution and how does it protect the separation of powers?

What are the rights of American citizens and what responsibilities accompany these basic rights of citizenship?

What are the qualifications to vote in Georgia?

How was Georgia's economy impacted before, during and after the Revolutionary War?

How did the invention of the Cotton Gin impact Georgia's economy and population?

How did the growth of railroads influence Georgia's growth?

What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia?

What role did the establishment of the University of Georgia, Louisville, the spread of Baptist and Methodist churches play in Georgia's growth?

What were the causes (immediate and long term) of the American Revolution against England?

What was the significance of Georgia and its colonists in this conflict?

What events and persons are significant to the Trail of Tears?

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

- a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.
- b. State the importance of key events of the Civil War; include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.
- c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

SS8E2 The student will explain the benefits of free trade.

- a. Describe how Georgians have engaged in trade in different historical time periods.

[Savvas Textbooks \(Reading and Math\), Culturally Responsive Literature, Gallopade, Gizmos and Stemsscopes \(Textbook\) Georgia-Its Heritage and Its Promise;](#)
[Triumph Learning Coach; Scholastic Guided Reading Series](#)

The next phase in addressing the standards in a culturally responsive manner is to: (1) relate social studies to real-life use questions to help students develop the language and concepts of social studies, and (4) explicitly teach the vocal concepts of social studies (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional oriented. Students become self-confident, self-directed, and proactive.

8th Grade: Film Production

Quarter 1

Pre-Production

Standards:AAVTC-AVTFII-2

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels. DOK demonstrates high levels of learning (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain mental steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as one correct response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This content is transferred from one subject to solve problems in another.

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

Living)

The Civil War

What key events contributed to deepening unrest and hostility in antebellum America?

What key events were significant to the Civil War?

How did the South's economy change following the Civil War?

How do sharecropping and tenant farming differ?

How did the Union strategies during the Civil War impact the economy of the South and its ability to obtain resources?

How did the Republicans and the Freedmen's Bureau affect African Americans?

How did resentment after the Civil War affect society?

How did the passage of the 13th, 14th, and 15th amendments to the Constitution affect all Americans, particularly African Americans?

How did Reconstruction efforts and policies impact Georgia and other southern states?

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.

b. State the importance of key events of the Civil War; include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

SS8E2 The student will explain the benefits of free trade.

a. Describe how Georgians have engaged in trade in different historical time periods

<http://www.gavirtualearning.org/Resources/MSSocialStudies8th.aspx>
(Textbook) Georgia-Its Heritage and Its Promise;
Triumph Learning Coach; Scholastic Guided Reading Series

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complex cognitive effort occurs over an extended period of time and/or knowledge is

Differentiated assessments based on individual learning targets; AVC
interdisciplinary project based learning; Milestone Annual Assessment; MAP
Universal Screener; Quarterly Formative and Summative Assessments

The New South and the 20th Century

- What key social issues were significant during the New South era?
- What key political issues affected the development of the state during the New South era?
- What were the causes and outbreaks of WWI? What was Georgia's role in WWI?
- What key economic developments occurred in Georgia during the years between the Civil War and WWI?
- Who were the civil right's activists of this period and how did their views differ?
- How did society and politics deny rights to certain individuals and groups during this era?
- What was the impact of the Bourbon Triumvirate on Georgia politics and economy?
- What were the beliefs of the Populists, and how did Populist Tom Watson change Georgia and the nation?
- What were the differences in political views and philosophy among the following:
Bourbon Triumvirate, Henry Grady, Tom Watson, Rebecca Latimer Felton?
- What do the 1906 Atlanta Race Riot and the Leo Frank case have in common?
- What is entrepreneurship and how would it impact a state?
- What key economic developments developed in Georgia which resulted in profound affects on the development of the state?
- How did Coca-Cola, Delta Airlines, Georgia Pacific, and Home depot develop and what impact did their development have on the state of Georgia?
- What was the Lend Lease policy and how did it help lead to American's involvment in WWII?
- What happened 12/7/41? How did the US involvement impact Georgia's economy and development?
- How did political figures during WWI impact the state?
- What specific economic problems in the south had Georgia in a negative economic situation even before the Great Depression?
- How did the governmental programs designed to ease the economic problems of the Great Depression impact Georgia?
- What economic factors led to the Great Depression?
- What political programs were developed to helped restore economic balance in the South/Nation by Roosevelt?
- How did the boll weevil and the drought affect the economy of Georgia?

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918 (a-d).

SSG2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports, and the railroads help drive the state's economy.

SS8E3 The student will evaluate the influence of Georgia's economic growth and development.

SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically

SSE1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

<http://www.gavirtualearning.org/Resources/MSSocialStudies8th.aspx>
(Textbook) [Georgia-Its Heritage and Its Promise](#)

Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content.

8th Grade: Film Production

Quarter 1

Pre-Production

Standards:AAVTC-AVTFII-2

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) learning (note: DOK levels are not sequential):

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Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning:
Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

Studies

Healthy Living)

Post WWII Georgia & Civil Rights

Who significantly contributed to the growth of Georgia during this time period and how did they impact the state?

How was agriculture transformed in Georgia following WWII and how did this impact the state as a whole?

What was the significance of the 1946 governor's race?

What events and groups impacted the outcome of the Civil Rights movement?

How did these events and groups impact Georgia and ultimately the United States?

Who were the significant figures of the Civil rights movement between 1940 and 1970?

How did these people impact Georgia and ultimately the United States?

What effect did the Supreme Court ruling Brown vs. Board of Education have on schools in Georgia?

What was the purpose of the Civil Rights Act of 1965?

How did politics within Atlanta bring about growth for Georgia?

What other Atlanta-based developments occurred during this period?

How did Georgia's economy change after WWII?

What developments in Atlanta helped to bring about these changes?

How do our major transportation systems impact Georgia?

What technological inventions influenced Georgia's economy, especially our transportation systems?

What was the significance of the 1946 governor's race?

What events and groups impacted the outcome of the Civil Rights movement?

How did these events and groups impact Georgia and ultimately the United States?

Who were the significant figures of the Civil rights movement between 1940 and 1970?

How did these people impact Georgia and ultimately the United States?

SS8H10, SS8G2, SS8E1, SS8H2, SS8H11

SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.

SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

<http://www.gavirtuallearning.org/Resources/MSSocialStudies8th.aspx>
(Textbook) [Georgia-Its Heritage and Its Promise](#);
Triumph Learning Coach; Scholastic Guided Reading Series

or all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each on, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' tandards.

levels to classroom instruction in which each student learns, is supported and demonstrates high levels of
and depth. Typically, there is one right answer that involves one mental step.
plan, infer, and make decisions. There is generally one answer that involves two or more mental steps.
as supporting solutions or justifying answer choices with textual evidence. More than one correct response
complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based
learning: Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative
Assessments

Modern Georgia & State and Local Government

What influential Georgian rose to the political ranks of the state and ultimately the nation to lead our country and what impact on the state and on the nation?

What international event was hosted by Atlanta in 1996 and how did this event affect the city and state?

What is the impact of immigration on our state?

What are the qualifications, duties, and terms of office for members of the Georgia General Assembly?

How is the Georgia General Assembly structured?

How does the legislative branch fulfill its role as the lawmaking body for the state of Georgia?

What are the differences in functions and purposes of city and county governments in Georgia?

How are the three major forms of Georgia's city governments alike and how are they different?

What are the functions of special purpose governments?

How do Georgia citizens financially support the state government?

How is state and local revenue distributed to the citizens of Georgia and how are the choices made before distributing revenues?

What are the roles or functions of each of the branches and levels of government?

What are the qualifications and duties of the legislative branch?

What is the structure of the legislative branch of government?

What are the qualifications, duties, and terms of office of the executive branch of Georgia government?

What is the structure of the executive branch of government?

What is the structure of the judicial branch of Georgia government?

What is the difference between a criminal law and a civil law?

Why has the population of Georgia increased at a more dramatic rate when compared to other states and regions?

SS8CG2: The student will analyze the role of the legislative branch in Georgia state government.
SS8CG3: The student will analyze the role of the executive branch in Georgia state government.
SS8CG4: The student will analyze the role of the judicial branch in Georgia state government.
SS8CG5: The student will analyze the role of local governments in the state of Georgia
SS8E4: The student will identify revenue sources and services provided by state and local governments
SS8H12: The student will explain the importance of significant social, economic, and political developments in Georgia 1970

[Savvas Textbooks \(Reading and Math\), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes](http://www.gavirtualllearning.org/Resources/MSSocialStudies8th.aspx)
[Thhttp://www.gavirtualllearning.org/Resources/MSSocialStudies8th.aspx](http://www.gavirtualllearning.org/Resources/MSSocialStudies8th.aspx)
[\(Textbook\) Georgia-Its Heritage and Its Promise;](#)
Triumph Learning Coach; Scholastic Guided Reading Series

DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and needs.

8th Grade: Film Production

Quarter 1

Pre-Production

Standards:AAVTC-AVTFII-2

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels of learning (note: DOK levels are not sequential):

Level 1: Recall/Reproduction (Acquire, Reproduce)

Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity

Level 2: Skills and Concepts (Apply)

At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain steps.

Level 3: Strategic Thinking (Complex Reasoning)

The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes so their response may be indicative of this task.

Level 4: Extended Thinking

Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This could be one subject to solve problems in another.

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Miles Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

Adult and Juvenile Justice & Personal Finance	
How does the juvenile process differ from the adult process? How do the rights of juveniles differ from those of adults? What are the seven offenses for which a juvenile may be tried as an adult? How might conflicts be peacefully resolved? What are some possible sources of income for teens? Why is it important to save money? Why is good credit important? What dangers are associated with credit? How might an individual increase their income potential?	

<p>SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.</p> <p>SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.</p> <p>c. Describe the history of the juvenile court.</p> <p>d. Compare the juvenile justice system to the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process. e. Describe the rights of juveniles when taken into custody.</p> <p>f. Describe ways to avoid trouble and settle disputes peacefully.</p> <p>SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.</p> <p>a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each.</p> <p>b. Describe the rights of juveniles when taken into custody.</p> <p>c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process.</p> <p>d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal justice process, how the decision to transfer to adult court is made, and the possible consequences.</p>	
<p>Savvas Textbooks (Reading and Math), Culturally Responsive Literature, Gallopade, Gizmos and Stemsopes (Textbook) Georgia-Its Heritage and Its Promise; Triumph Learning Coach; Scholastic Guided Reading Series</p>	
<p>l with the families of DPA students as well as the community. DPA staff will: (1) ize that the culure of the school may/may not be synchronized with the culture of the oncerted effort to seek content that relates to the students', families', and community's</p>	

classroom instruction in which each student learns, is supported and demonstrates high

Typically, there is one right answer that involves one mental step.

Students should be able to make decisions. There is generally one answer that involves two or more mental

steps, such as finding solutions or justifying answer choices with textual evidence. More than one correct

answer may be possible. Significant effort occurs over an extended period of time and/or knowledge is transferred from

Differentiated assessments based on individual learning targets; AVC interdisciplinary project based learning; Milestone Annual Assessment; MAP Universal Screener; Quarterly Formative and Summative Assessments

	8th
Project Based Learning & Audio Video Communication	Interdependence/"
Unit	The Nature of Science/Atom
Essential Questions 1. Describe the energy transformations we see within our bodies when we exercise. 2. How can we use our understanding of energy and the chemical make-up of food to drive a healthy lifestyle?	What is the process or scientific method? How are atoms arranged in the periodic table? What is the difference between elements and compounds?
Standards	S8P1. Students will examine the properties of matter. a. Distinguish between atoms and molecules. b. Describe the difference between elements (and compounds) and mixtures. c. Describe the movement of particles in the solid, liquid, and gas states. d. Distinguish between physical and chemical changes (i.e., density, melting point, boiling point, combustibility). e. Distinguish between changes in physical (change) or chemical (development of a gas, formation of a precipitate). f. Recognize that there are more similarities than differences between elements with similar properties as shown on the Periodic Table of Elements. g. Identify and demonstrate the conservation of mass in a chemical reaction. Supporting Standards: S8CS1, S8CS2, S8CS3, S8CS4, S8CS5, S8CS6, S8CS7, S8CS8, S8CS9, S8CS10
Core materials	Savvas Textbooks (Reading, Science, Literature, Gallop

<p>Culturally responsive practices/procedures</p>	<p>Teaching in a culturally responsive manner, demonstrating a deep knowledge of culture and language, and exhibiting care for DPA. The teacher establishes a culture of caring, respect, and understanding the needs and qualities of the aforementioned learners. Learners construct knowledge, being socioculturally conscious of diversity, (5) using appropriate advocacy for all students. Capable of making connections with their own education as a valuable asset in their own education, keeping up with their academic subject and manner in which they view themselves as well as other cultures.</p>
<p>Audio-Video-Communications</p>	<p>8th Grade: Film Production</p> <p>Quarter 1</p> <p>Pre-Production</p> <p>Standards:AAVTC-AVTFII-1</p> <p>In an independent production of specialization for news, film, or television.</p> <p>Understanding why Pre-Production is important</p> <p>Pitching</p> <p>Treatments</p>

<p>Application</p>	<p>To create and increase rigorous instruction in which each student demonstrates high levels of learning (sequential):</p> <p>Level 1: Recall/Reproduction Tasks at this level require recall and requires little to no comprehension. There is one right answer that is</p> <p>Level 2: Skills and Concepts At this level, students are required to apply content. Students are expected to make decisions. There is generally a sequential mental steps.</p> <p>Level 3: Strategic Thinking The strategic thinking level requires students to use abstract thinking. Students must use abstract thinking to find solutions or justifying answers. There is one correct response may be in</p> <p>Level 4: Extended Thinking Students are required to connect and synthesize information from multiple sources. Effort occurs over an extended period and is transferred from one subject to</p>
<p>Assessment</p>	<p>Differentiated assessments based on interdisciplinary project based Assessment; MAP Universal Summative Assessments</p>

Grade Science	
Quarter 1	
Fit"-ting In (Healthy Living)	Interdependence
Atoms and the Periodic Table/The Nature of Matter	Interactions of Matter
<p>Scientific inquiry? How does the periodic table change from one period and a group?</p>	<p>What happens during exothermic reactions? How does energy transfer occur? Energy? How is energy conserved?</p>
<p>The scientific view of the nature of matter and molecules. Differences between pure substances (elements and compounds) and mixtures. Particles in solids, liquids, gases, and plasmas. Physical and chemical properties of matter as a function of temperature (melting point) or chemical (i.e., reactivity, flammability). Changes in matter as physical (i.e., physical changes) and chemical (i.e., chemical changes). Formation of precipitate, and change in color). More than 100 elements and some have isotopes. Law of Conservation of Matter.</p> <p>S8CS4, S8CS5, S8CS6, S8CS7, S8CS8,</p>	<p>S8P1 Students will examine the relationship between matter and energy.</p> <p>a. Distinguish between atoms and molecules. b. Describe the difference between pure substances (elements and compounds) and mixtures. S8P2. Students will be familiar with the relationship between matter and energy.</p> <p>a. Explain energy transfer and transformation. b. Explain the relationship between energy and matter. c. Compare and contrast the physical and chemical properties of matter. d. Describe how heat can be transferred by conduction, convection, and radiation. e. Describe how heat can be transferred by collisions of atoms (condensation, evaporation, boiling, melting, freezing, sublimation, deposition). f. Describe how heat can be transferred by electrical currents. g. Identify and demonstrate the conservation of energy.</p> <p>Supporting Standards: S8CS1, S8CS2, S8CS3, S8CS4, S8CS5, S8CS6, S8CS7, S8CS8, S8CS9</p>
<p>Science and Math), Culturally Responsive Instruction, Gizmos and Stemsscopes</p>	<p>Savvas Textbooks (Reading, Science, Literature, Gallopade, Gizmos)</p>

<p>nsive manner demands a shift in what is e learning. The first shift is that each students. This will be a consistent ch of each subject/grade level. To ie DPA way insists on teachers caring of their students. The following six shift are: (1) understanding how (2) learning about students' lives, (3) is, (4) holding affirming views about e instructional strategies, and (6) ulturally responsive teachers are also students by making them feel as a acation. Students will be responsible for c performance data, contribute to the hey want to learn and learn respect for tures.</p>	<p>The next phase in address manner is to: (1) relate sci as a tool for developing th help students develop the explicitly teach the vocabu students develop the langi Velasquez & Lobo, 2005) the traditional teacher-cent collaborative, and commu confident, self-directed, an</p>
<p>2</p> <p>setting, select and develop the direction n and graphics.</p> <p>uction is important to filmmaking</p>	<p>8th Grade: Film Productio</p> <p>Quarter 1</p> <p>Pre-Production</p> <p>Standards:AAVTC-AVT</p> <p>In an independent produc of specialization for news</p> <p>Understanding why Pre-F</p> <p>Pitching</p> <p>Treatments</p>

<p>s learning environments, teachers will Knowledge (DOK) levels to classroom student learns, is supported and learning (note: DOK levels are not</p> <p>n (Acquire, Reproduce) ll of facts or rote application. The task ision, complexity, and depth. Typically, involves one mental step.</p> <p>s (Apply) ired to have a deeper knowledge of the l to be able to explain, infer, and make me answer that involves two or more</p> <p>(Complex Reasoning) quires abstract and complex thinking. nking processes such as supporting choices with textual evidence. More than ndicative of this task.</p> <p>;</p> <p>ect, relate ideas and concepts to multiple sources. This complex cognitive l period of time and/or knowledge is solve problems in another.</p>	<p>To create and increase rigi apply the following Depth instruction in which each demonstrates high levels (sequential):</p> <p>Level 1: Recall/Reprodu Tasks at this level require requires little to no compr there is on right answer th</p> <p>Level 2: Skills and Con At this level, students are content. Students are expe decisions. There is genera mental steps.</p> <p>Level 3: Strategic Think The strategic thinking leve Students must use abstrac solutions or justifying any one correct response may</p> <p>Level 4: Extended Thin Students are required to c synthesize information fro effort occurs over an exte transfered from one subje</p>
<p>sed on individual learning targets; AVC learning: Milestone Annual Screener; Quarterly Formative and</p>	<p>Differentiated assessment interdisciplinary project b: Assessment; MAP Unive Summative Assessments</p>

8th Grade Science	8th Gr
Quarter 2	Q
ice/"Fit"-ting In (Healthy Living)	Change/"Fit"-tin
Matter/Energy and Transformations	Force, Motion, and Newton's
<p>ansion of matter? orm in terms of the Law of Conservation of in a closed system?</p>	<p>What are the factors affecting spe What is Newton's Law and exam Discuss the exertion of gravitator Explain the facets that impact forc</p>
<p>ne the scientific view of the nature of matter. oms and molecules. between pure substances (elements and ; familiar with the forms and transformations of mation in terms of the Law of Conservation between potential and kinetic energy he different forms of energy and their be transferred through matter by the action) or through space (radiation). In a l facilitate the transfer of heat (convection). te the Law of Conservation of Matter.</p> <p>S8CS4, S8CS5, S8CS6, S8CS7, S8CS8,</p>	<p>S8P3. Students will investigate re the motion of objects. a. Determine the relationship betw b. Demonstrate the effect of balan object in terms of gravity, inertia, c. Demonstrate the effect of simpl pulley, wedge, screw, and wheel a</p> <p>S8P5. Students will recognize cha magnetism as major kinds of forc a. Recognize that every object exe object and the force exerted depen have and how far apart they are. b. Demonstrate the advantages an circuits and how they transfer energy. c. Investigate and explain that elec force on each other.</p> <p>Supporting Standards: S8CS1, S8CS2, S8CS3, S8CS4, S8CS9</p>
<p>ing and Math), Culturally Responsive mos and Stemsopes</p>	<p>Savvas Textbooks (Reading and Literature, Gallopade, Gizmos and</p>

<p>ing the standards in a culturally responsive ence to real-life experiences, (2) use science ie learning community, (3) use questions to language and concepts of science, and (4) ilary of science using questions to help age and concepts of science (Torres-). Student-centered instruction differs from tered instruction. Learning is cooperative, nity-oriented. Students become self- nd proactive.</p>	<p>Although these traits will be carried exhibit the following: (1) high ex congruence in instruction to meet each student, (3) knowledge and teaching strategies that promote m stereotyping students, and (6) sen has on students' knowledge of sel unbiased truth while adhering to s standards.</p>
<p>on</p> <p>FII-2</p> <p>tion setting, select and develop the direction , film and graphics.</p> <p>roduction is important to filmmaking</p>	<p>8th Grade: Film Production</p> <p>Quarter 1</p> <p>Pre-Production</p> <p>Standards:AAVTC-AVTFII-2</p> <p>In an independent production setti specialization for news, film and g</p> <p>Understanding why Pre-Productio</p> <p>Pitching</p> <p>Treatments</p>

<p>orous learning environments, teachers will 1 of Knowledge (DOK) levels to classroom student learns, is supported and of learning (note: DOK levels are not</p> <p>ction (Acquire, Reproduce) recall of facts or rote application. The task ehension, complexity, and depth. Typically, at involves one mental step.</p> <p>cepts (Apply) required to have a deeper knowledge of the ected to be able to explain, infer, and make lly one answer that involves two or more</p> <p>ing (Complex Reasoning) el requires abstract and complex thinking. t thinking processes such as supporting ver choices with textual evidence. More than be indicative of this task.</p> <p>king onnect, relate ideas and concepts to om multiple sources. This complex cognitive nded period of time and/or knowledge is ct to solve problems in another.</p>	<p>To create and increase rigorous le apply the following Depth of Kno instruction in which each student high levels of learning (note: DO Level 1: Recall/Reproduction (A Tasks at this level require recall of requires little to no comprehension there is on right answer that invol Level 2: Skills and Concepts (A At this level, students are required content. Students are expected to decisions. There is generally one mental steps.</p> <p>Level 3: Strategic Thinking (Co The strategic thinking level requir Students must use abstract thinkin solutions or justifying anwer choi one correct response may be indic Level 4: Extended Thinking Students are required to connect, r information from multiple source occurs over an extended period of from one subject to solve problem</p>
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Grade Science		8th
Quarter 3		
Living In (Healthy Living)	Change / "Fi	
Physics Laws/Electricity and Magnetism	Wave	
<p>How are sound and electronic waves related?</p> <p>How do Newton's laws of inertia?</p> <p>How do balanced and unbalanced forces affect motion?</p> <p>How do simple machines (lever, inclined plane, pulley, wheel and axle) on work.</p> <p>How do the characteristics of gravity, electricity, and magnetism act in nature.</p> <p>How do magnets exert gravitational force on every other magnet?</p> <p>How do circuits work and how much mass the objects have?</p> <p>What are the advantages and disadvantages of series and parallel circuits?</p> <p>How do electric currents and magnets can exert forces on each other?</p> <p>S8CS5, S8CS6, S8CS7, S8CS8,</p>	<p>How are sound and electronic waves related?</p> <p>Describe how light is observed and how it behaves.</p> <p>What impacts the behavior of waves?</p> <p>S8P4. Students will explore the properties of electromagnetic radiation.</p> <p>a. Identify the characteristics of electromagnetic radiation.</p> <p>b. Describe how the behavior of electromagnetic radiation is affected by reflection, refraction diffraction.</p> <p>c. Explain how the human eye and ear detect electromagnetic radiation.</p> <p>d. Describe how the behavior of electromagnetic radiation is affected by air, water, solids).</p> <p>e. Relate the properties of sound waves to electromagnetic radiation.</p> <p>f. Diagram the parts of the wave and describe how they are affected by changes in amplitude and frequency.</p> <p>Supporting Standards: S8P2, S8C1, S8CS2, S8CS3, S8CS9</p>	
Math), Culturally Responsive Instructional Stemsscopes	Savvas Textbooks (Reading Literature, Gallopade, Gizmo	

<p>ed across all units, DPA teachers will pectations for all students, (2) cultural the learning style and intelligence of respect for all cultural traditions, (4) eaninful participation, (5) avoid sitivity of standards and the impact it f as well as commitment to teach kills necessary to master content</p>	<p>DPA teachers and administra by ensuring that strong bonds families of DPA students as consider their own attitudes, served, (2) value the languag culture of the school may/may the students' families and adj consider the importance of "c effort to seek content that rela community's needs.</p>
<p>ing, select and develop the direction of graphics. on is important to filmmaking</p>	<p>8th Grade: Film Production Quarter 1 Pre-Production Standards:AAVTC-AVTFIL In an independent production specialization for news, film Understanding why Pre-Proc Pitching Treatments</p>

<p>learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction. Each student who learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):</p> <p>Level 1: Recall/Reproduction Tasks at this level require recall of facts or rote application. The task requires little to no comprehension. There is one right answer that involves one mental step.</p> <p>Level 2: Skills and Concepts At this level, students are required to have a deeper knowledge of the content. They are expected to be able to explain, infer, and make decisions. There is generally more than one right answer that involves two or more mental steps.</p> <p>Level 3: Strategic Thinking The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions with textual evidence. More than one correct response may be possible for this task.</p> <p>Level 4: Extended Thinking Students are required to connect information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems.</p>	<p>To create and increase rigor in instruction, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student who learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):</p> <p>Level 1: Recall/Reproduction Tasks at this level require recall of facts or rote application. The task requires little to no comprehension. There is one right answer that involves one mental step.</p> <p>Level 2: Skills and Concepts At this level, students are required to have a deeper knowledge of the content. They are expected to be able to explain, infer, and make decisions. There is generally more than one right answer that involves two or more mental steps.</p> <p>Level 3: Strategic Thinking The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions with textual evidence. More than one correct response may be possible for this task.</p> <p>Level 4: Extended Thinking Students are required to connect information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems.</p>
<p>on individual learning targets; AVC Learning: Milestone Annual Assessment; Quarterly Formative and Summative</p>	<p>Differentiated assessments based on individual learning targets; interdisciplinary project based learning; MAP Universal Screener; Quarterly Assessments</p>

8th Grade Science

Quarter 4

8-8-1: Tuning In (Healthy Living)

8-8-1: Sound, and Light

How is electromagnetic radiation characterized?

How is it used?

How is sound and waves?

Describe the wave nature of sound and

Describe the wave nature of electromagnetic and mechanical waves.

Describe how the frequency of light waves is manipulated causing

refraction, diffraction, and absorption.

Describe how the human eye sees objects and colors in terms of

Describe how the speed of waves is affected by medium (such as

air, water, and solids) and to everyday experiences.

Describe how the frequency of waves and explain how the parts are affected

pitch.

8-8-1, S8CS4, S8CS5, S8CS6, S8CS7, S8CS8,

and Math), Culturally Responsive

Practices and Stemsscopes

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arterly Formative and Summative



2021-2022

Family/Student

Handbook

1402 Austin Drive Decatur, GA 30032
Phone: (404) 937-2000 Fax: (404) 937-2020
www.dekalbprepacademy.org

**DEKALB PREPARATORY ACADEMY
ORGANIZATIONAL LEADERSHIP**

Governing Board Members

Suzette Arnold, Chair

Committees: Finance/Governance

Email: board@dekalbprepacademy.org

Roberta Walker, Vice-Chair

Committees: Academic/ Governance

Email: board@dekalbprepacademy.org

Karen Shabazz, Secretary

Committee: Academic

Email: board@dekalbprepacademy.org

Janelle Wilhite, Interim Treasurer At Large

Committee: Finance

Email: board@dekalbprepacademy.org

Wanda McKay, Parent

Committees: Development

Email: board@dekalbprepacademy.org

Tamseed Syed

Committee: Development

Email: board@dekalbprepacademy.org

Marcus Vassel

Committee: Development

Email: board@dekalbprepacademy.org

Board Details: The Board meets on the fourth Tuesday of every month unless a change becomes necessary. Meetings typically last for one hour and begins at 6:00 p.m.

Board meetings are held in the media center at DPA located at 1402 Austin Drive, Decatur, GA 30032. All meetings are open to the public. Parent attendance and participation is encouraged.

LEADERSHIP

Dr. Jasmine Foster

Head of School

Email: jfoster@dekalbprepacademy.org

Ms. Carla Pettis

Principal

Email: cpettis@dekalbprepacademy.org

Ms. Angela Rodgers

Administrative Assistant to Head of School

Email: arodgers@dekalbprepacademy.org

Dr. Viola Blackshear

Assistant Principal, K-8 (Interim)

Email: vblackshear@dekalbprepacademy.org

Ms. Susan Wright

Director of Finance and Operations

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Ms. Tanya Watkins

Director of Development

Email: twatkins@dekalbprepacademy.org

Ms. Mattie Reid

Registrar

Email: mreid@dekalbprepacademy.org

Ms. Bernadette Baker

School Secretary

Email: bbaker@dekalbprepacademy.org

Ms. Kimberly Sims

Counselor

Email: ksims@dekalbprepacademy.org

TBD

Parent Liaison

Email: @dekalbprepacademy.org

ADMISSIONS

Dekalb Preparatory Academy is a charter school open to any student (K-8) that resides within Dekalb County School District. There are no primary and secondary zones. Charter schools, as well as public schools, must comply with state and federal regulations, and admissions are open to students in accordance with the school's charter agreement.

Annually, most grades have a wait list. However, the length of the waiting list varies depending on the grade. Dekalb Preparatory Academy does not maintain a waiting list from previous school years. Parents must re-submit an application for the following school year during that year's application period.

Admissions Policy:

Returning students and new applicants will be enrolled subject to the following priorities:

- Students who attended Dekalb Preparatory Academy during the previous school year
- Siblings of students who attended Dekalb Preparatory Academy during the previous school year
- The children of teachers, staff and board members at Dekalb Preparatory Academy not falling under the first two criteria above, including children of teachers and staff who live outside of Dekalb County
- Students who reside in the Dekalb county School District service area

When demand for enrollment exceeds available capacity for prospective students from the criteria above, Dekalb Preparatory Academy will create a waiting list by grade. Dekalb Preparatory Academy will use a lottery to make selections according to the stipulated priorities in the school charter.

New Student Application Requirements:

Open enrollment applications are made available on the website through the Lottrease online application system. The application is posted in the month of January for all prospective families. All applicants must enter their information into the application for the lottery that is conducted the last week in February, prior to the March 1st deadline. You will receive an email confirmation once the registration is complete and will automatically be notified of the lottery results once the lottery has been verified. If you have any questions regarding the lottery or registration process, please contact the school registrar at 404-937-2000.

The school will notify you according to your desired form of notification (email, phone...) designated when you first registered. Should contact information change it is your responsibility to notify Mattie Reid at mreid@dekalbpreacademy.org of that change.

Parents/guardians will have ten (10) business days from the date of notification to turn in a completed enrollment packet. If enrollment packets are not received by 3:00 PM on the tenth day, the parents/guardians will forfeit their slot to the next wait listed student.

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Parents needing to withdraw their child should come by the front office to request a withdrawal form. A Withdrawal Form is necessary when a family removes a student from the school during the school year. The withdrawal must be signed. We must ensure that all school property and textbooks have been turned in by the child and all Lunch balances have been cleared before he or she leaves the school. Please give the office 48 hours to process your request once the completed form is received.

Discipline Plan

The DeKalb Preparatory Academy Discipline Plan consists of the DeKalb County Student Code of Conduct policies, rules and state laws to assist parents, students, teachers and administrators in establishing a positive and productive learning environment. The plan is reviewed and published each year. A copy of the plan is sent home with every student and all parents and children who are 5 years and older must sign that they have received the information.

CONDUCT

The Board of Directors of DeKalb Preparatory Academy believes that student conduct influences educational opportunities for youth and the promotion of learning. To assure this aim, the people of the state have empowered local boards of education to regulate student conduct.

“The governing board of any school district shall prescribe rules not inconsistent with law or with rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction.”

“All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools.”

Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied. This discipline policy applies while on school grounds and while going to or coming from school. You have the right to review the school rules regarding student discipline.

DPA PROGRESSIVE DISCIPLINE PLAN

The staff at DeKalb Preparatory Academy believes that every student should have the opportunity to learn skills and values that are necessary for personal development and social order in a free society. In order to achieve this goal, it is necessary for students to behave in a safe orderly way for an effective learning environment.

Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.

Outlined below is DeKalb Preparatory Academy Progressive Discipline Plan that stipulates behaviors that will not be allowed at school. Also, outlined are the possible consequences of engaging in such behaviors. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the consequences.

Please read and discuss these with your children. With your assistance, the school will strive to provide the best possible learning environment for all children. All students who are referred to the office for discipline reasons will make phone contact with parent during each visit.

Disciplinary Procedures

The basic intent of the Code of Student Conduct is embodied in the principle that the appropriate reaction to a disciplinary problem or incident is one that reasonably holds promise of resolving the problem. The concept of discipline is to cause a positive behavioral change by the application of consequences for negative behavior. In this way, the correction of misconduct becomes part of the learning experience.

DeKalb Preparatory Academy students range from ages 5 to 13, and consequences for unacceptable behavior vary dramatically according to the age and the developmental level of the student involved.

A. Conferencing

Minor and/or first infractions of the school rules usually result in an effort to solve the situation by discussing the misconduct with the student. Often the product of such a conference is an oral agreement or possibly a written contract.

Examples of Type A Behaviors:

- In-authorized area or no hall pass
- Calling out in Class
- Inappropriate Noise
- Chewing Gum
- Tapping Pencils
- Writing on Self
- Disrespect to fellow students
- Inappropriate items (Cellphones during instructional time, Uno cards etc.)
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- Whining
- Not in seat
- Not prepared for class
- Criticizing teacher one on one
- Giving “attitude”, rolling eyes, heavy sighs, sucking teeth

- Eating food when not allowed

Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations.

Disciplinary Options may include: Time out in a room; Time out in a buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and Redirect behavior. Exceptional education student procedures must apply.

B. Detention

The Head of School or Principal may choose to assign after-school detention to students who are guilty of persistent minor disciplinary infractions. Parents must be made aware of the assignment of detention prior to its being held.

Examples of Type B Behaviors:

- Repeated violations of Type A Behaviors
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- Standing on furniture
- Frequent tardies
- Chronic disruption of class
- Out of seat and interfering with others learning
- Inappropriate chair manners
- Consistently not following directions
- Running away and leaving the classroom
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- Throwing items in classroom
- Disrespectful language to adult (i.e. I hate you, you suck, this sucks, I'm Done!)
- Yelling at teacher
- Display of gang, writings, symbols, etc.
- Excessive physical contact
- Dress code violations
- Moving or kicking furniture in an angry way/tantrum
- Gambling
- Continually unprepared for class

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C. Removal from class

A teacher may temporarily remove a student from class for conduct that constitutes disobedience. Such behavior is defined as that which substantially or materially disrupts the educational process and includes willful disrespect or defiance of the teacher. In order to maintain effective learning conditions, the school administrator may remove a student from class for a longer period of time or permanently for chronic or more serious misconduct.

Examples of Type C Behaviors:

- Repeated violations of Type A or B Behaviors
- Cause or threaten to cause bodily injury to another (fight)
- Possession of a dangerous items (explosive, lighter, etc.)
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D. Refocus

The classroom teacher will have the option of sending a student to another teacher's classroom to refocus. These would be students who may become a distraction or disruption to the instructional process due to behavior or emotional concerns. During this refocus time that student will have the opportunity to:

- Identify and refocus their negative actions into positive actions.
- Speak with appropriate personnel that can provide that student with minor counseling and redirection.
- Make the necessary changes in order to return to the mainstream classroom setting.
- There is a three-visit limit a student can be assigned to refocus in a grading period, and students who exceed this number for behavioral concerns will be suspended out of school. This will prevent students from trying to go to re-focus to simply get out of class.

Examples of Type D Behaviors:

- Repeated violations of Type A, B, or C Behaviors
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- Throwing items in classroom at others
- School disturbance
- Under the influence of a controlled substance
- Possession/furnish of any controlled substance or alcohol
- Chronic defiance not modified by previous progressive discipline
- Dress Code Violation
- Unsafe Action

Disciplinary Options may include: Targeted Behavioral Contract. Consequences: Out-of-School Suspension for 1-5 days. Exceptional education student procedures must apply

E. In-school suspension

The student is required to complete class work while supervised in a separate area away from the regular classrooms. The Head of School and/or Principal assign in-school suspension. The student's parents are informed of the infraction and of the in-school suspension by the school administration.

F. Short-term suspension (out-of-school)

In more serious cases of misconduct or if the misbehavior persists, the Head of School may suspend a student from school for a period of up to 10 days. While serving an out-of-school suspension, the student may not be on school property or participate in any school activity. The

suspension is normally terminated by the school administration at the conclusion of a successful conference with the student and the student's parents.

G. Long-term suspension (out-of-school)

In cases involving cases of chronic misconduct that the efforts of the school and parents have not been able to change, a Formal Evidentiary hearing is then scheduled. This is consistent with state law and Board of Education.

Grounds for Suspension or Expulsion

A student may not be suspended from the academy or recommended for expulsion, unless the Head of School determines that the pupil has committed an act as defined pursuant to any of the Education Code subdivisions.

Fighting/Assault/ Battery

In all cases of fighting, there will be an immediate suspension of all parties. Any fighting incident may result in the transfer of involved students to their assigned neighborhood school.

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All Georgia public school districts must have student standards of behavior /codes of conduct that apply to behavior on and off campus. The student discipline code of conduct requires mandated parent input and a student support process. The discipline process must be progressive (proportion to the severity of the behavior) and age appropriate.

Teacher Authority

Teachers have the opportunity to remove a student from class who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn or when the student's behavior is in violation of the Student Code of Conduct.

The teacher must file a disciplinary referral with the principal or assistant principal pursuant to the removal of a student. Removal of a student can also occur if the teacher determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher.



2021-2022

Family/Student

Handbook

1402 Austin Drive Decatur, GA 30032
Phone: (404) 937-2000 Fax: (404) 937-2020
www.dekalbpreacademy.org

DEKALB PREPARATORY ACADEMY
ORGANIZATIONAL LEADERSHIP

Governing Board Members

Suzette Arnold, Chair

Committees: Finance/Governance

Email: board@dekalbprepacademy.org

Roberta Walker, Vice-Chair

Committees: Academic/ Governance

Email: board@dekalbprepacademy.org

Karen Shabazz, Secretary

Committee: Academic

Email: board@dekalbprepacademy.org

Janelle Wilhite, Interim Treasurer At Large

Committee: Finance

Email: board@dekalbprepacademy.org

Wanda McKay, Parent

Committees: Development

Email: board@dekalbprepacademy.org

Tamseed Syed

Committee: Development

Email: board@dekalbprepacademy.org

Marcus Vassel

Committee: Development

Email: board@dekalbprepacademy.org

Board Details: The Board meets on the fourth Tuesday of every month unless a change becomes necessary. Meetings typically last for one hour and begins at 6:00 p.m.

Board meetings are held in the media center at DPA located at 1402 Austin Drive, Decatur, GA 30032. All meetings are open to the public. Parent attendance and participation is encouraged.

LEADERSHIP

Dr. Jasmine Foster

Head of School

Email: jfoster@dekalbprepacademy.org

Ms. Carla Pettis

Principal

Email: cpettis@dekalbprepacademy.org

Ms. Angela Rodgers

Administrative Assistant to Head of School

Email: arodgers@dekalbprepacademy.org

Dr. Viola Blackshear

Assistant Principal, K-8 (Interim)

Email: vblackshear@dekalbprepacademy.org

Ms. Susan Wright

Director of Finance and Operations

Email: swright1@dekalbprepacademy.org

Ms. Tanya Watkins

Director of Development

Email: twatkins@dekalbprepacademy.org

Ms. Mattie Reid

Registrar

Email: mreid@dekalbprepacademy.org

Ms. Bernadette Baker

School Secretary

Email: bbaker@dekalbprepacademy.org

Ms. Kimberly Sims

Counselor

Email: ksims@dekalbprepacademy.org

TBD

Parent Liaison

Email: @dekalbprepacademy.org

ADMISSIONS

Dekalb Preparatory Academy is a charter school open to any student (K-8) that resides within Dekalb County School District. There are no primary and secondary zones. Charter schools, as well as public schools, must comply with state and federal regulations, and admissions are open to students in accordance with the school's charter agreement.

Annually, most grades have a wait list. However, the length of the waiting list varies depending on the grade. Dekalb Preparatory Academy does not maintain a waiting list from previous school years. Parents must re-submit an application for the following school year during that year's application period.

Admissions Policy:

Returning students and new applicants will be enrolled subject to the following priorities:

- Students who attended Dekalb Preparatory Academy during the previous school year
- Siblings of students who attended Dekalb Preparatory Academy during the previous school year
- The children of teachers, staff and board members at Dekalb Preparatory Academy not falling under the first two criteria above, including children of teachers and staff who live outside of Dekalb County
- Students who reside in the Dekalb county School District service area

When demand for enrollment exceeds available capacity for prospective students from the criteria above, Dekalb Preparatory Academy will create a waiting list by grade. Dekalb Preparatory Academy will use a lottery to make selections according to the stipulated priorities in the school charter.

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The teacher must file a disciplinary referral with the principal or assistant principal pursuant to the removal of a student. Removal of a student can also occur if the teacher determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher.

Grievance Policy

DPA promotes an "Open Door" approach and an atmosphere whereby all employees can talk freely with members of the administrative staff. The school is interested in the success of all of our employees. However, in situations where it is felt that a formal complaint is in order, employees should follow this Grievance Policy.

During the day-to-day operation of DPA, misunderstandings and problems that require attention may arise. Should an employee feel as though their problem has not been adequately addressed or resolved, the employee should use the following grievance procedure:

Step One: Informal Discussion

An employee having a problem, complaint, or dispute, either with a fellow employee or with a member of the administration, shall make every effort to resolve the matter through informal discussion with the person with whom s/he has the problem, complaint, or dispute, within five working days of the occurrence or cause of such matter.

Step Two: Administrative Review

If the matter cannot be resolved through informal discussion, the aggrieved employee may submit a written request for a face-to-face meeting with the Principal (or Director of Finance & Operations if they are an operations employee) and any other person or persons whose actions or decisions give rise to the matter.

The Principal or Director of Finance & Operations will schedule such meeting to occur within five business days of his/her receipt of the request. At such meeting, each party will have the opportunity to be heard and to request relief. Within twenty-four hours after such meeting, the Principal or Director of Finance & Operations will issue a written recommendation as to how the matter should be resolved. All parties present at the meeting shall receive copies of the written recommendation.

Step Three: Review by the Head of School

If the aggrieved employee remains unsatisfied after undergoing the administrative review process, s/he may, within ten business days after his/her receipt of the Principal's or manager's written recommendation, file a written grievance, either electronically or through the regular mail, with the DPA Head of School.

A formal written grievance must include the following:

- Clearly state the employee's intent to utilize these complaint procedures;
- The mailing or email address of the complainant to which all notices and other documents may be mailed;

- A reference or description of the law, policy or agreement that is alleged to have been violated;
- A brief statement of the facts on which the complaint is based that explains how the law, policy, or agreement has been violated;
- Names of witnesses and any evidence the employee wishes to be considered; and
- A clear statement of the relief desired.

The Head of School will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved employee, and notify the aggrieved employee of the time and place of an initial meeting with the Head of School to discuss the grievance. After the initial meeting and investigation, the Head of School, will make every effort to issue a written decision within ten (10) working days of receiving the initial complaint. If it will take longer than 10 working days to render a decision, the Head of School must update the employee and provide an estimate on when a decision can reasonably be rendered or the Head of School may automatically forward the complaint to the Board of Directors without rendering a decision.

Step Four: Review by the Board of Directors

If the aggrieved employee remains unsatisfied after undergoing the administrative review process s/he may, within ten (10) calendar days after receipt of the Head of School's written response, file a written grievance, either electronically or through the regular mail, with the Chair of the Board of Directors. The Chair will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved employee, and notify the aggrieved employee of the date and time for a Level IV hearing with the Board. This hearing will take place within 30 business days of the receipt of the appeal by the Board Chair. The aggrieved employee shall have the right to bring an attorney or other advocate to represent him/her, voice his/her complaints, and bring witnesses to support his/her position. After such meeting, within five business days, the Board will issue a written response to the grievance as to how the matter should be resolved. The Director of Finance & Operations, Head of School, and the aggrieved employee will receive a copy of the Board's written decision. The Board will have the ultimate and final decision in the grievance process and as such the Board's decision may not be appealed.

All employees are encouraged to take advantage of the formal grievance procedure for issues that cannot be resolved informally, without fear of reprisal as the result of exercising this option.

Anti-Retaliation

DPA strictly prohibits and does not tolerate unlawful retaliation against any employee by another employee.

All forms of unlawful retaliation are prohibited, including any form of discipline, reprisal, intimidation or other form of retaliation for participating in any activity protected by law. Examples of protected activities include, but are not limited to:

- Lodging a good faith internal complaint (written or oral) specifically opposing unlawful discrimination or harassment.

- Filing a good faith complaint of unlawful discrimination or harassment with the US Equal Employment Opportunity Commission (EEOC), the Georgia Commission on Equal Opportunity, or in court.
- Participating in DPA's internal investigation into allegations of sexual harassment.
- Supporting another employee's internal or administrative complaint of unlawful discrimination.
- Filing a good faith complaint with the US Department of Labor (DOL), Georgia Department of Labor, or in court about wage and hour violations or unfair pay practices, or participating in a wage and hour investigation or audit conducted by the DOL or state or local administrative agency.
- Requesting an accommodation under the Americans with Disabilities Act.
- Requesting or taking leave under the Family and Medical Leave Act.

The examples above are illustrative only, and not exhaustive. No form of retaliation for any protected activity will be tolerated.



DeKalb Preparatory Academy

"Where Every Student Has A Gift"

DeKalb Preparatory Academy 2021-2022 Employee Handbook



8th Grade Student Art



DeKalb Preparatory Academy

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Welcome to DeKalb Preparatory Academy

Thank you for joining the DeKalb Preparatory Academy (“DPA”) team. We are happy to have you join our team and appreciate your willingness to share your skills and talent as we educate children and help to shape a progressive and productive community. We are committed to and will continuously provide the support and resources that will provide empowerment and growth during your employment, that will be a professionally rewarding and a personally satisfying experience. We look forward to your contributions to the DPA team as we create opportunities for our students to become successful lifelong learners.

You have joined an organization with an established reputation for excellence in education. We value you and give kudos to Executive Administration for selecting the highest in qualified staff, offering superb instruction and service to deliver the results in education to the DeKalb community & stakeholders. We are excited, and ready to provide you with exceptional peer support and inclusion, enabling you to take pride in your contribution as an employee of DPA. As Chair, and on behalf of DPA’s Board of Directors, I extend to you my best wishes for a successful school year. Welcome aboard!

Sincerely,

Suzette Arnold
DPA Board Chair

Greetings DPA Team & Family!



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I am very humbled and honored to introduce myself as the new Head of School of Dekalb Preparatory Academy and to join this excellent community of educators, scholars, and families. As a native Chicagoan, and now proud Atlantan by way of Cleveland, I arrive at DPA as a seasoned education leader and advocate. Although I am an educator, I am also a wife and stepmother, and I am truly looking forward to introducing my family to the amazing people who consider DPA “home.” I can also assure you that I share in DPA’s sentiment that “every scholar has a gift”, and I am excited to join in on the critical work of caring for our scholars every day while providing them with a meaningful and equitable learning experience.

The 2021-2022 school year will mark my 10th year in education. Just prior to joining the DPA team and family, I served as the founding principal of a high-performing public charter school in Cleveland, Ohio from 2016 to 2021, and as a mentor and coach to emerging school leaders from 2019 to 2021. I also have been teaching ELA and Humanities since I began my teaching career with Chicago Public Schools almost a decade ago. Most recently, through my education consulting firm, I have had the extreme pleasure and honor in helping educators across our great nation become effective transformative leaders and create the change we so desperately need in our school buildings. Prior to becoming an educator, I endeavored within the finance and advertising industries. My educational background includes a dual Bachelor of Science degree in Finance and Advertising from the University of Illinois at Urbana-Champaign, a Master of Business Administration degree in Project Management from Saint Xavier University, a Master of Art degree in Elementary Education from National Louis University, and a Doctor of Education degree in Instructional Leadership from Concordia University. As a continuous learner, I’ve most recently received the Certificate of School Management and Leadership from Harvard Graduate School of Education.

I find extreme pride and solace in our belief at DPA that “every scholar has a gift”. As an advocate for providing all scholars with high-quality tier one instruction and equitable educational opportunities, I work hard to ensure that all children and educators within my locus of influence feel empowered and equipped to reach their fullest potential. In addition to that, I wholeheartedly believe in the power of *team and family*, and that our critical work cannot be done in silos or without the partnership of our community and families. I am committed to working alongside each of you and our critical stakeholders to bring our vision to fruition. I have no doubt that we will reach unprecedented heights at DPA through collaboration, perseverance, and passion in all things that we do. With my goal of advancing DPA’s culture of excellence, I am devoted to continually exploring new ideas to meet the needs of all scholars.

Last but certainly not least, please know that my door is always open. I sincerely welcome and encourage your conversation, feedback, and input this year. Let us always keep our scholars’ minds, hearts, and futures as the grounding reasons for this work of *he[art]*. I can’t wait to celebrate our successes during the 2021-2022 school year.



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About This Handbook

The DPA Employee Handbook ("Handbook") is written to serve as a guide for the employee/employer relationship. This Handbook applies to all teachers and staff at DPA. Additionally, contractors of DPA, who work on the school premises are also expected to comply with the applicable terms and conditions of this Handbook.

This Handbook contains general information and guidelines and is subject to revision. It is intended to be comprehensive and to address all possible applications of, or exceptions to, the general policies and procedures described herein. Therefore, the Executive Staff of DPA reserves the right to revise as needed.

Should you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice, you should address your specific questions to your immediate supervisor, the School Leader, or the Director of Finance & Operations. You are responsible for reading, understanding, and complying with the full provisions of this Handbook.

Our objective is to provide you with a work environment that is collaborative and engaging, culturally inclusive, and constructive to both professional and personal growth.

I am super excited about you joining our team and becoming an important part of our mission-driven organization. I look forward to a successful year of educating and nurturing our students here at DPA and to getting to know you as a person and educator.

Sincerely,

Carla Pettis, Principal



DeKalb Preparatory Academy

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DeKalb Preparatory Academy Statement of Diversity

DeKalb Preparatory Academy does not discriminate on the basis of race, color, sex, religion, or national and ethnic origin, disability, age, medical condition, marital status, political affiliation, sexual affiliation, veteran status, or any other characteristic protected by law, in its hiring and employment practices, educational programs, admissions, or other programs administered by the school.

Statement of Non-Discrimination

DeKalb Preparatory Academy does not discriminate on the basis of disability in admission to, access to, or operations of its programs, services, or activities.

DeKalb Preparatory Academy does not discriminate on the basis of disability in its hiring or employment practices.



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DeKalb Preparatory Academy Mission Statement

TO SHINE LIGHT INTO DARK CORNERS

DeKalb Preparatory Academy believes all students can learn and our mission is to collaboratively design ways to deliver excellence in education to students in a manner that empowers students to cultivate knowledge and learn to think critically and act collaboratively and compassionately.



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ADMINISTRATION

DPA's administrative team is eager to serve you in our mission of delivery of a world-class education to our students. Your satisfaction in your role is DPA's highest priority, so we hope you will communicate your goals, questions, suggestions and concerns freely and in the spirit of helping DPA grow.

Carla Pettis, School Leader/ K-8 Principal – cpettis@dekalbprepacademy.org

School Contact information:

www.dekalbprepacademy.org

1409 Austin Drive

Decatur, GA 30032

Main Phone - 404-937-2000

Fax – 404-937-2020



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Receipt and Acknowledgment of DeKalb Preparatory Academy (DPA) Employee Handbook

Please read the following statements, sign below and return to the Business Manager.

I have received a copy of the Handbook and have read and understood the outlined policies. I also acknowledge that I have been given an opportunity to discuss any policies contained in this Handbook with a school official.

I agree to abide by the policies set forth in this Handbook, and understand that compliance with DPA rules and regulations is necessary for continued employment. My signature below certifies my knowledge, acceptance, and adherence to the DPA policies, rules, and regulations.

I acknowledge that DPA reserves the right to modify or amend its policies at any time, without prior notice. Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook and understand it is my responsibility to read and comply with the policies contained herein and any revisions that may follow.

Printed Employee Name

Employee Signature

Date



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At-Will Employment

Employment with DPA is voluntary and the Employee is free to resign at-will at any time, with or without cause. Similarly, DPA may terminate the employment relationship at-will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law. Resignation or termination of employment by the Employee or the School is subject to the provisions of the employment contract. No part of this handbook shall be interpreted to constitute a contract, guarantee employment for any period of time, or prevent discharge or discipline of an employee on an at-will basis.

Any Employee who resigns or is terminated will be responsible for returning all School property. Failure to do so will result in the cost of these items being deducted from the employee's final paycheck.

Confidential Information

It is DPA's policy to maintain strict control over access to its premises, records, intellectual property, computer information, and other confidential and business information. I understand that my access to DPA's premises, records, intellectual property, computer information, and other confidential and business information requires the use of my sound judgment in carrying out my duties and that I will be held accountable for any wrongdoing or acts of indiscretion. I am further aware that confidential information will be made available to me during the course of my employment. I understand that all information pertaining to students, parents, and coworkers is strictly confidential and protected. I further am aware proprietary materials must not be given out or used outside of DPA's premises or with non-school/DPA employees.

I agree that in compliance with my obligation to keep proprietary information confidential, which is critical to the success of DPA, I will preserve as confidential all trade secrets, confidential knowledge, data or other proprietary information relating to products, processes, know-how, designs, formulas, development or experimental work, computer programs, data bases, other original works of authorship, customer lists, business plans, financial information or other subject matter pertaining to any business of the school, DPA and/or any of its clients, customers, consultants, licensees or affiliates.

Confidential and proprietary information obtained as a result of employment with DPA is not to be used for the purpose of advancing any private interest, or as the means of making personal gains. In the event of termination of employment, whether voluntary or involuntary, I hereby agree not to disclose, utilize, or exploit this information with any other individual or company and will return all proprietary materials, without retaining any copies, to DPA.



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Privacy

DPA has established procedures to safeguard the privacy of students' individually identifiable health and personal information and similar files, the release of which would be an invasion of personal privacy.

Employees having access to such information, either directly or indirectly, will comply with federal and state records law regulations. Employees must comply with both the Family Educational Rights and Privacy Act (FERPA), regarding personal data includes (and not limited to) the following:

- Social Security Number (SSN)
- Date of Birth (DOB)
- Home Address
- Home Phone Number
- Physical Description
- Medical History
- Gender and Ethnicity

Business Conduct

On-the-Job Business Activities & Distribution of Materials

Employees are expected to dedicate their efforts during working hours to their employment duties for Dekalb Preparatory Academy. As such, employees may not engage in any business for profit other than their regular duties during working time. Distribution of advertising or other business-related material, as well as business solicitations by employees, are prohibited actions.

Employee Relations

Employees are expected to be courteous to the leadership, parents, stakeholders and colleagues. In demonstrating courtesy, employees are expected to be tactful, to control their tempers, and to exercise patience and discretion. In performing their duties, employees are expected to refrain from abusive, threatening, harassing, violent, intimidating, crude, vulgar, profane, or insolent language, gestures, or actions. As well, employees are expected to refrain from expressing prejudice toward any person(s) or any group(s) based upon sex, race, national origin, age, religion, politics, lifestyle, or any personal characteristics.



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Compliance with Supervisory Directives

Employees are expected to comply with directions of a supervisor or member of management. Such directions may be relayed from a supervisor through an employee of the same or lesser position.

If an employee receives direction which s/he believes conflicts with a prior rule or directive, the employee should request that his/her supervisor clarify the directive to help mitigate any perceived misunderstanding.



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Professional Conduct and Ethics in Testing

I have received and read DPA's policies relating to Ethical Conduct and Standards, Code of Conduct, Whistleblower Policy and Professional Code of Ethics in Testing. I understand and will agree to abide by these policies.

Acknowledgement

By signing this acknowledgement, I hereby confirm my understanding and agreement to abide by all policies set forth by DPA.

Employee's Printed Name

Employee's Signature

Date



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I. GENERAL EMPLOYMENT INFORMATION

Contracts

All DPA employees are employed in accordance with their annual contract (10-month employees) or employment offer letter (12-month employees). No tenure or right of continued employment is created through this handbook. In accordance with Georgia law, all employment relationships are at at-will.

All policies and procedures outlined in the Handbook are subject to change at any time throughout the year. Should any changes occur during the year, DPA will communicate the changes to all employees in a timely manner.

Should an employee have questions about the information contained in this Handbook or other HR matters, including payroll and benefits, they should contact the Director of Finance & Operations or the Business Manager.

Evaluation

DPA uses the Teacher Keys Effectiveness System ("TKES") for all instructional staff, the Leaders Keys Effectiveness System for all members of the instructional leadership team, and an internal evaluation rubric for operational staff based on TKES. All staff members undergo a year-long evaluation process that includes regular feedback from a designated manager, frequent review of practice (in the form of review of deliverables, observations, and data collection), and quarterly conferences with the supervisor to review data and progress against goals to date. All staff members' performance is evaluated against the TKES competencies and requires annual growth toward a defined goal and self-assessment on that growth. Teachers and other staff members who are not making adequate annual growth may be placed on a performance plan with more intensive support to meet their goals.

Timeline

To the extent possible, DPA will strive to following the following timeline for reviews:

- August/September: Goal setting and pre-evaluation conference
- December-January: Mid-year review
- May-June: Final evaluation and completion of annual review

Performance Improvement Plans

In the event that a staff member has not made adequate progress on goals within the year, s/he will work with his/her supervisor to develop a Performance Improvement Plan (PIP). A PIP serves as a roadmap which details strategies and tactics for the employee's targeted improvement.

A staff member on a PIP will participate in increased observation by their supervisor and may have additional responsibilities, duties or requirements aimed at supporting a successful resolution to the specified issue or challenge. The PIP can apply to any employee in the organization.



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If the supervisor fails to see improvement in the employee's behavior or performance, the employee is subject to further consequences, up to and including termination.

However, the adoption of a PIP may not be limited to performance evaluations and may be implemented at any time during the school year as deemed necessary by Administration. The lack of a PIP does not preclude DPA from terminating employment when appropriate under the specific circumstances.

Employee Classifications

Full-time Employees

Employees that work 30 or more hours per week are classified as Full-time employees. There are two categories of Full-time employees: (1) **10-month** classroom and related staff that work based on the annual school calendar; and (2) **12-month** administrative staff that work year-round. Full-time employees of either category are eligible for all benefits offered, provided that they meet the qualifications outlined for each benefit. Full-time employees are compensated on either a salaried or hourly basis in accordance with federal and state law.

Part-time Employees

Employees that work less than 30 hours per week and/or less than the full year are classified as Part-time employees. Part-time employees are not eligible for the benefit package offered by DPA. All Part-time employees are compensated on an hourly basis.

Compensation and Benefits

DPA endeavors to pay all employees' wages that are competitive with other employers in the marketplace in a way that will be motivational, fair and equitable. Compensation may vary with individual performance in compliance with all applicable statutory requirements. DPA applies the same principles of fairness to all employees regardless of organizational level, race, religion, color, national or ethnic origin, age, sex, sexual orientation, marital status, citizenship status, disability, genetic predisposition or carrier status, status in the uniformed services of the United States (including veteran status), or any other category protected by law.

All staff members' compensation, including annual salary, paid benefits, and illness & personal business) allocations are articulated in the annual contract or employment offer letter. All eligible employees of DPA who enroll in benefits will start receiving medical, dental, basic life insurance, and vision coverage on the first day of the month following a thirty (30) day waiting period which begins on their first day of employment.

Staff members are not compensated for missed time that exceeds the allocation of illness and/or personal business days earned. Staff members who are frequently tardy or leave early will be docked for that missed time.



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The benefits package for DPA staff is competitive and is managed through the Director of Finance & Operations. All full-time staff receive fully paid health, life, dental, vision, short-term disability, and accidental death and dismemberment insurances, as well as contributions to the Teachers Retirement System of Georgia (TRSGA). Staff members may also obtain coverage for dependents (at their expense) through the Director of Finance & Operations.

Employees who have questions about available benefits and coverage options or need to make changes to their coverage should contact the Director of Finance & Operations.

The Internal Revenue Service (IRS) states that eligible employees may only make elections to the insurance plan during their initial eligibility period or once a year at open enrollment. Pre-tax benefit choices are binding through the end of the plan year, October 31. The following circumstances are the ONLY reasons you may change your benefit elections during the year:

- Marriage
- Death of a Spouse
- Divorce
- Death of a Dependent
- Birth or Adoption of a Child
- Loss of Dependent Status
- Loss of Spouse's job where coverage is maintained through the spouse's plan

These special circumstances, often referred to as qualifying events, allow you to make plan changes at any time during the year in which they occur. The changes must be made within thirty (30) days of the event in order to make the qualified change. If changes are not communicated within thirty (30) days of the event, the employee will not be able to enroll until open enrollment in August. All other changes will be deferred to open enrollment.

Payroll

All DPA employees are compensated on a semi-monthly basis (15th and last working day of the month) with a one pay period lag. For example, for the period of January 1st through 15th, the payment will be made on January 30th. Employees that start or leave during a pay period will have their pay prorated accordingly. If the 15th falls on a weekend, payment will be made on the Friday prior. 10-month employees will be paid out over a 12-month period as described in the annual contract. 10-month employees that start or leave during the school year will have their compensation prorated accordingly.



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Background Checks and Fingerprints

To provide for the safety and security of DPA students, employees and visitors, all DPA employees must obtain a favorable criminal background check prior to beginning employment. DPA requires all employees to obtain an updated background check every **36** months which will be conducted through Georgia Bureau of Investigations (GBI) DPA approved fingerprinting authority.

If either an applicant or an existing employee has been convicted of any crime, the Director of Finance & Operations and the Head of School will determine if employment continuation is possible based on the following objective criteria: the position applied for; length in position; contact with students; type of crime(s), quantity of crime(s), date(s), and relation to performance of duties. An applicant or existing employee convicted of a felony that involves harm against a minor will not be eligible for employment or continued employment, and may be subject to termination if they are a current employee. Applicants and existing employees have an ongoing obligation to notify their leader within three days of all arrests and convictions excluding minor traffic violations.

Time and Labor

All employees are classified as either "exempt" or "nonexempt" for purposes of determining eligibility for overtime pay. Exempt/salaried employees are paid on a salaried basis and are not eligible for overtime pay. Nonexempt/hourly employees are paid on an hourly basis and may be eligible for overtime pay.

All salaried employees are paid according to their annual contracts or employment offer letters. For those staff whose absences exceeds vacation and/or personal business days, the Director of Finance & Operations will notify staff of the deduction from the paycheck for substitute coverage.

Nonexempt employees are eligible for overtime. An overtime rate of one and one-half times the hourly rate is generally applied to the actual hours worked in excess of forty (40) hours in one pay week, or as otherwise required by the state law. Hours compensated for benefits such as sick time, holidays, jury duty, or vacations are not considered as actual time worked for purposes of computing overtime.

All hourly-based employees must have their hours (including overtime) approved by their supervisor prior to being paid for that time period. If an employee works unapproved overtime hours, s/he risks that time not being paid.

Taxes and Other Withholdings

The law requires withholdings based on an employee's completion of the federal and state allowance documents (W-4 and G-4 forms). The amount withheld will vary according to IRS forms and the number of exemptions that the employee claims. Should an employee's tax status change, the employee is responsible for informing the Director of Finance & Operations and the IRS.



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The payroll service provider ADP makes deductions from staff's pay and the finance/business office submits the amount, along with the organization's equal contribution, to the staff's Social Security and Medicare accounts. Eligible employees who participate in TRSGA are exempt from Social Security, but not from Medicare.

FLSA (Fair Labor Standards Act): All hourly employees who work overtime must get their hours approved before working, or risk not getting paid for that time.

Teachers Retirement System of Georgia (TRSGA): As a public school in the State of Georgia, qualifying employees at DeKalb Preparatory Academy are required to participate in the Teachers Retirement System (TRSGA). The employee contribution amount as determined by TRSGA will be withheld from each paycheck and submitted to TRSGA on a monthly basis. The current employee contribution is set at 6% of the employee's salary. The TRSGA contribution is subject to change each year. For more information about TRSGA, employees should visit the TRSGA website: www.trsga.com.

Workers' Compensation Information

DPA offers a comprehensive workers' compensation policy at no cost to its employees. This policy covers injury, illness, or death sustained in the course of employment.

Should an employee experience an incident while on site at DPA, they must inform their supervisor and the Director of Finance & Operations immediately after the incident to complete a Notification of Injury Form. The employee is then required to see one of the physicians on the Physicians List posted in the school's front office or break-room. If the employee chooses not to go to one of those doctors listed on the Physicians List, s/he risks his or her claim not being accepted by the insurance company.

DPA requires all contractors to provide appropriate certificate of liability coverage holding harmless DPA and listing DPA as an additional insured on the policy.

Arrival and Tardy Procedures

All DPA employees are expected to arrive to work on time each day as defined in their employment contract or understood as discussed with his/her supervisor.

If a staff member expects to be late for any reason, that staff member is required to call the Principal (if he or she is a school-based employee) or his/her supervisor's cell phone as soon as possible. Calling other teachers or the office staff is not an acceptable substitute for communicating directly with the Principal or direct supervisor. If a homeroom teacher expects to be late for any reason, s/he must also call another member of the staff who is not a homeroom teacher to arrange for his/her duties to be covered until s/he arrives, in addition to the Principal.



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Upon arrival in the building, "All" staff are required to clock in. Staff will be considered late if (a) they do not clock in, or (b) they clock in after their scheduled arrival time. In the event that the clock in system is not working, employees are expected to demonstrate integrity when reporting their arrival time via email to the Business Manager. The official time clock will be used to determine arrival time.

Instances of lateness will be excused in the same cases when tardiness is excused for students: pre-approved doctors' appointments, pre-approved court dates, personal car accidents or other car accidents that cause traffic delay, other emergencies as determined by the Principal or supervisor.

Employees reporting late will be held accountable in the following ways:

- Verbal warning
- Formal written warning
- Employee placed on PIP

Employees who continue to report to work late after being placed on a PIP risk further disciplinary actions up to and including termination. Provided however, DPA reserves the right to deviate from this order and impose any disciplinary action at any time if deemed appropriate under the circumstances.

Engaged and Alert

Employees must remain awake while on duty. If unable to do so, an employee must report to his/her supervisor, who shall determine the appropriate course of action.

Employee Illness Leave & Personal Business Days

This section describes DPA's policy on granting Personal Business and Illness days. Except in the cases of federal holidays and the leave described by the Family and Medical Leave Act of 1993, eligibility for illness leave is not automatic. If the illness leave involves short-term disability each employee is required to exhaust 8 days of illness from their employee illness leave before short term disability benefits are activated through Met Life.

Each employee has the responsibility to request illness time off from the Principal or their supervisor as soon as possible and to establish that illness leave has been approved.

While DeKalb Preparatory Academy will continue to make reasonable efforts to provide illness leave benefits as they are described in this section, it reserves the right to modify or terminate any leave benefit now in effect.



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Illness Days and Personal Business Days

DPA defines all time off for 10-month employees as 3 personal business and 9 illness days. All Full-time 10-month employees will earn ½ day of time off each pay period meaning the 15th and 30th of each month. This equates to one day per month earned to be used as either an illness day, or a personal business day.

In the case of the illness of the employee or an immediate family member, a doctor's excuse must be provided for absences of 3 days or more.

Personal business days do not roll over to the next year for usage. Unused illness, personal business, and vacation will be paid out upon separation of employment under any circumstances. Illness days will however be tracked for purposes of providing Unused Sick Leave Credit at for retirement under TRS. Employees who have questions about using accrued sick leave for service credit should speak to the Director of Finance and Operations or contact TRSGA.

Critical Days

At the beginning of each school year, the Principal, Head of School, and Director of Finance & Operations will identify "critical days" for which staff members are restricted from using their illness days and personal business days.

- Critical days may include the day(s) before or following a holiday or standardized testing days.
- Unless otherwise approved, staff members who take off during a "critical day" will not be paid.

Bereavement Leave

Following the death of an immediate family member (defined as spouse, parent, sibling, spouse's parent, step-parent, grandparent, spouse's step-parent, spouse's grandparent, child, step-child, grandchild, or domestic partner), an employee may be eligible for up to three (3) bereavement days that will not be deducted from their illness nor personal business days. Leave may also be granted for absences due to the death of any other person residing with the employee, at the sole discretion of DPA.

If additional days are needed, the employee may utilize his or her accrued illness or personal business days. Following the death of an extended family member or close, non-family member, employee may use their illness days for this time, not bereavement days. Documentation will be required for all employees requesting bereavement leave.



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Jury Duty Leave

DPA encourages all employees to serve when called for jury duty. If an employee receives a jury summons, the employee must notify his or her supervisor immediately and provide a copy of the proof of jury service and copy of the check issued by the issuing court/government system. When an employee (hourly or salaried) is summoned for jury duty, DPA will:

Pay the employee's regular salary for the days served based on what their schedule would have been on that day. The employee will not lose any regular pay due to jury duty; however, proof of service must be turned in for verification. The employee may retain any pay received for jury service for his or her own incurred expenses.

If the court subpoenas the employee as a witness for personal reasons, the employee must use their illness or personal business time and submit a request to their supervisor for approved leave for the day(s) involved. The employee must report to work on days or partial days when he or she is not required to report for jury duty, or if released early in the day or early in their term of service.

Military Leave

—In accordance with the federal Uniformed Services Employment and Reemployment Act (USERRA), any person who is a member of a reserve component of the Armed Forces of the United States or the National Guard may receive a leave of absence, to participate in an annual encampment; provided that such leave does not exceed 18 days per federal fiscal year.

Employees who require military leave must provide DPA with advanced notice of their need for leave, except when military necessity prevents the giving of notice or the giving of notice is otherwise impossible or unreasonable. Notice may be written or oral, and must be provided by the employee or an appropriate officer of the branch of the military in which the employee will be serving.

An employee who is called to active duty will be entitled to reemployment in accordance with the provisions of state and federal law. In general, an employee will be reinstated if the cumulative length of the absences, with some exceptions, does not exceed five (5) years and the separation from military service was under honorable conditions. Depending on the length of the military absence, reemployment rights are contingent upon the employee returning to work within the time limits established by state and federal law.

An employee who does not report to work or reapply for work within the prescribed time periods is subject to discipline, up to and including discharge, or a decision not to reemploy the employee. An employee eligible for military leave may elect to use any accrued vacation time or other accrued paid leave time (excluding sick leave) instead of taking leave without pay.

DPA does not discriminate against current or potential employees who have been or currently are members of the uniformed service, have applied for membership in the uniformed service or, are obligated to serve in the uniformed service.



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Family and Medical Leave Act (FMLA) of 1993

The Family and Medical Leave Act (FMLA) of 1993 entitles eligible employees of covered employers to unpaid, job-protected leave for qualifying family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave.

Employees may be required to use accrued vacation and sick time concurrently with FMLA, if available. Eligible employees may be entitled to 12 workweeks of leave in a 12-month period for:

- the birth of a child and to care for the newborn child within one year of birth;
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job;
- any qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a covered military member on "covered active duty;" or

Twenty-six workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness who is the spouse, child, parent, or next of kin to the employee (military caregiver leave).

To be eligible for FMLA leave, an employee must work for the organization for at least 12 months and have contributed 1,250 hours of service within the previous 12 months. The 12-month period is measured by looking at the 12-month period immediately prior to the date on which leave is requested.

DPA requires employees who need to take foreseeable FMLA to formally request it by completing a Request for FMLA Form (contact the Business Manager for the form) at least two weeks (or as soon as practicable) prior to needing the leave time.

Staff members are also required to inform their supervisor (or Principal) about the need to request FMLA as soon as possible.

Failure to provide complete and accurate information or timely notice may delay the approval of FMLA leave.

The 12 weeks of FMLA may be a combination of paid and unpaid leave. DPA employees are required to use all of their accrued unused leave time and donated day(s) as part of the FMLA leave of 12 weeks. During the leave, health benefits will remain in effect if the employee continues to still pay their premium portion. If an employee fails to maintain insurance premium payments or elects not to continue coverage during the leave period, their coverage may be canceled. The employee may continue health coverage under COBRA. Employees are eligible to receive pay for scheduled breaks while on leave.



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The employee will be required to inform his or her manager (or Principal) and the Business Manager when expected to return to work. Upon return from FMLA leave, DPA will make every effort to place the employee in his/her original or equivalent position.

Instructional employees who require FMLA leave intermittently or near the beginning or end of a term, may be required to continue their leave in accordance with the allowances under FMLA.

Extended Leave

For employees not eligible for leave under FMLA, DPA will review business considerations and the individual circumstances involved before non-FMLA extended leave may be granted. If granted, these employees are required to use all of their unused leave.

Disability Accommodations

DPA complies with the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act (ADAAA), and all applicable state and local fair employment practices laws, and is committed to providing equal employment opportunities to qualified individuals with disabilities. Consistent with this commitment, DPA will provide a reasonable accommodation to disabled applicants and employees if the reasonable accommodation would allow the individual to perform the essential functions of the job, unless doing so would create an undue hardship.

If the employee believes they need an accommodation because of their disability, you are responsible for requesting a reasonable accommodation from [INSERT]. You may make the request orally or in writing.

DPA encourages employees to make their request in writing and to include relevant information, such as:

- A description of the accommodation you are requesting.
- The reason you need an accommodation.
- How the accommodation will help you perform the essential functions of your job.

For both oral and written requests, DPA may request additional information from you or your healthcare provider to determine whether you have a qualifying disability. After receiving your oral or written request, DPA will engage in an interactive dialogue with you to determine the precise limitations of your disability and explore potential reasonable accommodations that could overcome those limitations. DPA encourages you to suggest specific reasonable accommodations that you believe would allow you to perform your job. However, DPA is not required to make the specific accommodation requested by you and may provide an alternative, effective accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on DPA.



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Weather-related or Unexpected School Closures

If the school is closed unexpectedly for an inclement weather day(s), all employees may be required to make up the work day during the year.

In the event of inclement weather, DPA Schools will follow the closure decisions and timing of DeKalb County School District ("DCSD"). Staff are encouraged to watch their local news or listen to local radio for closure announcements. In addition, the DCSD website often provides timely information on closures. The Principal may also close DPA due to any emergency that threatens the safety, welfare, or health of students or employees.

When operations are officially closed due to emergency conditions, DPA will compensate employees for their established work schedules.

Essential personnel may be required to report to work if weather conditions permit. In this instance, essential personnel will be notified by their supervisor. If an emergency closing has not been authorized, employees who fail to report for work will not be paid for the time off. Staff who have already scheduled personal illness or are on approved leave (i.e., FMLA) during an inclement weather day(s) or other unexpected school/office closure, will be required to use their already scheduled illness days or personal business days.

II. THE WORKPLACE ENVIRONMENT

Professional Dress and Appearance

An employee's professional appearance is vital to our organization and to the ability to serve as role models for DPA students. Due to our schools' frequent interaction with students, parents, and the general public, a high standard of personal appearance is expected of employees. Employees' attire while at DPA is to be appropriate to the extent that no distracting or disruptive attention or reaction on the part of others is anticipated or caused. Any clothing that has words, terms, or pictures that may be offensive to other employees is unacceptable.

Both male and female employees should choose clothing appropriate for a professional business setting. An employee who is inappropriately dressed, in the opinion of the principal/supervisor, may be sent home and required to return to work in acceptable attire.

Appropriate dress at DPA includes, but is not limited to:

- Business suits/coordinated pants suits
- Collared shirts with and without ties
- Skirts, Dresses, Slacks, Sweaters, Blouses, Knit tops, Jackets
- Shirts with school-related insignia
- Attire in accordance with the environmental requirements for specific job assignments



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Inappropriate Dress includes, but is not limited to:

- Shorts (except for physical education)
- Jeans of any color (with the exception of school authorized casual days)
- Immodest dress such as clothing which is too short (more than three inches above the knees) or tight or otherwise revealing
- Oversized tee shirts and undershirts
- Sagging pants
- Leggings worn as pants/spandex with short tops this is not work apparel
- Tank tops with revealing tattoos that are deemed offensive
- See-through clothing
- Spaghetti straps without a jacket
- Clothing that exposes the midriff
- Extremely low-cut dresses and blouses
- Exercise sweat suit (except for physical education) must not be sagging nor exposing underwear
- Flip flops
- Sneakers (with the exception of physical education and school authorized casual days)
- Unclean or stained clothing
- Hats, head scarves, or head wraps; unless for religious reasons/observances
- Other attire as deemed inappropriate by the Head of School or designee

Personal Relationships in the Workplace

DPA is committed to maintaining a positive work environment that encourages all employees to perform at their highest level and that supports career advancement on the basis of relevant factors such as ability and work performance. Any such relationship may, therefore, be contrary to the best interests of DPA, and, as a result, DPA strongly discourages such relationships and conduct.

In accordance with this commitment, DPA employees may not: (1) directly or indirectly supervise employees with whom they have a familial or dating relationship; (2) influence or attempt to influence decisions affecting the terms and conditions of employees with whom they have familial or dating relationship (including but not limited to decisions regarding hiring, promotion or termination); or (3) influence or attempt to influence the award of contracts to vendors with whom they have a familial or dating relationship.

For purposes of this policy, a “familial relationship” means a relationship between members of the same family or household. A “dating relationship” means a relationship between individuals engaged in a romantic or sexual relationship. Any questions concerning this policy or its applicability in specific situations should be referred to the Director of Finance & Operations or the Head of School.



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If any DPA employee enters into a familial or dating relationship with an employee under his or her direct or indirect supervision, the parties must promptly notify the Director of Finance and Operations or Head of School. When possible, the Head of School shall have the discretion to reassign job duties to minimize supervisory conflicts. In situations where the Head of School approves such staffing arrangements, procedures will be implemented to ensure that decision-making is not influenced by any potential conflict of interest. In the event that no suitable arrangement exists that allows both employees to continue employment they may be allowed to determine which of them will resign. In the event that they are unable to decide, the Head of School will make the final determination. Under no circumstances should a new position be created solely to accommodate an employee relationship. If a suitable position does not exist outside of the chain of command, one of the employees may have to resign from employment with the School.

Failure to report the existence of a familial or dating relationship in compliance with this policy may result in disciplinary action up to and including termination. This policy shall apply without regard to gender and without regard to the sexual orientation of the participants in a relationship of the kind described.

Nepotism

DeKalb Preparatory Academy does not condone nepotism in its hiring practices. Due to potential for perceived or actual conflicts, such as favoritism or personal conflicts from outside the work environment, which can be carried into the daily working relationship, it is the policy of DPA not to hire relatives of persons currently employed.

Current employees must notify the Head of School if they are aware of a family member who has applied for or is being considered for employment at DPA. All new employees must certify that they do not have a family members currently employed by DPA.

For the purposes of this policy, "family member" or "relative" means spouse or significant other, parent/step parent, child/step child, grandparent, grandchild, brother/brother-in-law, sister/sister-in-law, uncle, aunt, nephew, niece, first cousin, in-laws (father, mother, son daughter).

The Board may allow an exception to this policy on a case-by-case basis but only when no actual conflict exists and DPA has taken steps to minimize the perceived conflicts that an exception may create.

Employment Eligibility Verification

In compliance with the Immigration Reform and Control Act of 1986 ("IRCA") and any other applicable federal, state, or local laws, DPA is committed to employing only those who are authorized to work in the US and will not discriminate on the basis of national origin or citizenship in hiring, recruiting, or terminating employees.

Every employee of DPA must adhere to all aspects of this policy. Failure to comply with IRCA may subject DPA and any responsible individuals to civil monetary or criminal penalties.



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In accordance with Georgia law, DPA participates in the federal E-Verify program to verify the employment eligibility of all newly hired employees. As such, this School employs only United States citizens and aliens who are authorized to work in the United States.

Personnel Records

DPA maintains a personnel record for each employee containing work related information. These files are confidential and are open only to the employee, their supervisor, Principal, Head of School, Director of Finance & Operations, and/or Business Manager. It is the employee's responsibility to supply DPA with accurate information. Employees are required to inform the Business Manager and the school as personal information changes throughout the year.

Employees must provide DPA with the following documentation for their personnel files:

- Personal information, which may include home and mobile phone numbers, home address, etc.
- Transcripts or other proof of graduation from any colleges or universities from which employees received a post-secondary degree
- Documentation of any professional certifications or licenses
- Criminal background check
- Criminal background checks are retaken every 36 months
- Resume
- Emergency contact information
- Employment verification/Annual contract

All documentation placed in an employee's personnel file shall be at the sole discretion of the School for official and/or record keeping purposes.

Grievance Policy

DPA promotes an "Open Door" approach and an atmosphere whereby all employees can talk freely with members of the administrative staff. The school is interested in the success of all of our employees. However, in situations where it is felt that a formal complaint is in order, employees should follow this Grievance Policy.

During the day-to-day operation of DPA, misunderstandings and problems that require attention may arise. Should an employee feel as though their problem has not been adequately addressed or resolved, the employee should use the following grievance procedure:

Step One: Informal Discussion

An employee having a problem, complaint, or dispute, either with a fellow employee or with a member of the administration, shall make every effort to resolve the matter through informal discussion with the person with whom s/he has the problem, complaint, or dispute, within five working days of the occurrence or cause of such matter.



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Step Two: Administrative Review

If the matter cannot be resolved through informal discussion, the aggrieved employee may submit a written request for a face-to-face meeting with the Principal (or Director of Finance & Operations if they are an operations employee) and any other person or persons whose actions or decisions give rise to the matter.

The Principal or Director of Finance & Operations will schedule such meeting to occur within five business days of his/her receipt of the request. At such meeting, each party will have the opportunity to be heard and to request relief. Within twenty-four hours after such meeting, the Principal or Director of Finance & Operations will issue a written recommendation as to how the matter should be resolved. All parties present at the meeting shall receive copies of the written recommendation.

Step Three: Review by the Head of School

If the aggrieved employee remains unsatisfied after undergoing the administrative review process, s/he may, within ten business days after his/her receipt of the Principal's or manager's written recommendation, file a written grievance, either electronically or through the regular mail, with the DPA Head of School.

A formal written grievance must include the following:

- Clearly state the employee's intent to utilize these complaint procedures;
- The mailing or email address of the complainant to which all notices and other documents may be mailed;
- A reference or description of the law, policy or agreement that is alleged to have been violated;
- A brief statement of the facts on which the complaint is based that explains how the law, policy, or agreement has been violated;
- Names of witnesses and any evidence the employee wishes to be considered; and
- A clear statement of the relief desired.

The Head of School will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved employee, and notify the aggrieved employee of the time and place of an initial meeting with the Head of School to discuss the grievance. After the initial meeting and investigation, the Head of School, will make every effort to issue a written decision within ten (10) working days of receiving the initial complaint. If it will take longer than 10 working days to render a decision, the Head of School must update the employee and provide an estimate on when a decision can reasonably be rendered or the Head of School may automatically forward the complaint to the Board of Directors without rendering a decision.



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Step Four: Review by the Board of Directors

If the aggrieved employee remains unsatisfied after undergoing the administrative review process s/he may, within ten (10) calendar days after receipt of the Head of School's written response, file a written grievance, either electronically or through the regular mail, with the Chair of the Board of Directors. The Chair will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved employee, and notify the aggrieved employee of the date and time for a Level IV hearing with the Board. This hearing will take place within 30 business days of the receipt of the appeal by the Board Chair. The aggrieved employee shall have the right to bring an attorney or other advocate to represent him/her, voice his/her complaints, and bring witnesses to support his/her position. After such meeting, within five business days, the Board will issue a written response to the grievance as to how the matter should be resolved. The Director of Finance & Operations, Head of School, and the aggrieved employee will receive a copy of the Board's written decision. The Board will have the ultimate and final decision in the grievance process and as such the Board's decision may not be appealed.

All employees are encouraged to take advantage of the formal grievance procedure for issues that cannot be resolved informally, without fear of reprisal as the result of exercising this option.

Anti-Retaliation

DPA strictly prohibits and does not tolerate unlawful retaliation against any employee by another employee.

All forms of unlawful retaliation are prohibited, including any form of discipline, reprisal, intimidation or other form of retaliation for participating in any activity protected by law. Examples of protected activities include, but are not limited to:

- Lodging a good faith internal complaint (written or oral) specifically opposing unlawful discrimination or harassment.
- Filing a good faith complaint of unlawful discrimination or harassment with the US Equal Employment Opportunity Commission (EEOC), the Georgia Commission on Equal Opportunity, or in court.
- Participating in DPA's internal investigation into allegations of sexual harassment.
- Supporting another employee's internal or administrative complaint of unlawful discrimination.
- Filing a good faith complaint with the US Department of Labor (DOL), Georgia Department of Labor, or in court about wage and hour violations or unfair pay practices, or participating in a wage and hour investigation or audit conducted by the DOL or state or local administrative agency.
- Requesting an accommodation under the Americans with Disabilities Act.
- Requesting or taking leave under the Family and Medical Leave Act.



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The examples above are illustrative only, and not exhaustive. No form of retaliation for any protected activity will be tolerated.

Drug-Free Workplace

Substance abuse of any kind is inconsistent with the behavior expected of our employees, subjects all employees and visitors to our facilities to unacceptable safety risks, and undermines our ability to operate effectively and efficiently. We expect all employees to assist in maintaining a work environment free from the effects of alcohol, drugs, or other intoxicating substances. Compliance with this substance abuse policy is made a condition of employment, and violations of the policy may lead to disciplinary action, up to and including termination.

All employees are prohibited from engaging in the unlawful manufacture, possession, use, distribution or purchase of illicit drugs, alcohol or other intoxicants, as well as the misuse of prescription drugs on the premises or at any time and any place during working hours. All employees are required to report to their jobs in appropriate mental and physical condition, ready to work.

Compliance with these standards is mandatory. Employees suspected of using or possessing these substances on school premises, in school vehicles, or at any school-sponsored activity may be subject to a drug test. Provided however, failure to take a drug test does not preclude the School from taking disciplinary action against an Employee who is suspected of violating this policy. Any violator of this substance abuse policy will be subject to disciplinary action, up to and including termination of employment.

Use of Medication

In accordance with Dekalb Preparatory Academy's Drug-Free Workplace Policy as stated above, employees who are taking prescribed medication should not misuse or abuse such medication.

Employees must notify their supervisors if they report for work while taking prescribed medication that could affect their ability to safely and efficiently perform their jobs

Possession of Firearms in the Workplace

DPA is committed to maintaining a safe learning environment for all of our students, families, visitors, and staff. Except as expressly stated in this policy or as otherwise required by law, all students, visitors, and staff are prohibited from possessing firearms at any of our events, on our property, on our buses, or within the school safety zone.

This policy does not prohibit staff or visitors who have a valid weapon carry license from keeping a firearm in a locked, privately-owned car on school property or in the school safety zone; however, the firearm must be locked up, out of sight, in an enclosed compartment, or in the trunk.



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The term "weapon" means and includes those items listed in OCGA §16-11-127.1 and other applicable laws. However, regardless of the definitions and specific instruments defined in said laws, the School prohibits the possession of weapons of any type or objects that cause bodily harm on school property, in the school safety zone, and at school-sponsored activities if any such weapon or other object can be used to inflict bodily harm.

Any employee in violation of this policy will be subject to disciplinary action, up to and including termination. In addition, DPA reserves the right at any time and at its discretion to search all persons, containers, briefcases, purses, lockers, desks, and other property for the purpose of determining whether any individual is in possession of a firearm in violation of this policy. Employees who fail or refuse to promptly permit a search under this policy will be subject to disciplinary action, up to and including termination.

Cell Phone Usage Policy

Personal cell phones or other communication devices should only be used on breaks and in a private area. Employees should not use cell phones in the classroom, hallways, or other common areas of the school or during instruction/work times.

Harassment Policy

Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including termination. It is illegal and against School policy for an employee to engage in sexual harassment or harass another person because of his or her sex, race, color, religion, national origin, age, disability, sexual orientation, or other characteristic protected by law.

Harassment is any form of uninvited and unwanted physical or verbal behavior which creates an intimidating, hostile, or demeaning environment for education or employment or causes unreasonable interference with the victim's performance or professional obligations or opportunities. Creating a harassment-free environment requires the diligent effort of our community. We must continually improve our practices.

Examples of inappropriate behavior include (but are not limited to):

- Verbal or physical abuse or threats
- Sexual harassment
- Obscene or demeaning remarks, jokes, or insults
- Uninvited pressure to participate in illegal activities
- Public display of explicitly offensive or demeaning materials
- Comments or actions demeaning to race, religion, ethnic origin, gender, or sexual orientation
- False accusations of harassment
- Retaliation toward someone making a complaint about harassment



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Sexual Harassment

Sexual harassment can be a form of sex discrimination under Title VII of the Civil Rights Act of 1964 and the Title IX Education Amendments of 1972. Unwelcomed sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or advancement or participation in a school activity
- Such conduct has the purpose or effect of interfering with a person's work or academic performance, or intimidating or humiliating a person

DPA is committed to equitable and swift resolution of harassment issues. Any student or employee experiencing harassment should follow any or all of these measures:

- Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
- If you are not comfortable confronting the offender alone, ask a friend to accompany you, or write a letter to the offender, keeping a copy.
- Make a record of when, where, and how you were mistreated; include witnesses (if any), direct quotations, and other evidence.

Staff members should notify the Principal and the Finance/Human Resources Office as soon as possible. The staff member will be asked to place the complaint in writing with dates and times for to document and refer back to in the employees writing. The situation will be reviewed in confidentiality and discussed with next steps clearly outlined and responded to in documentation in writing to the person making the complaint in the HR office. A report of the complaint will be discussed with the necessary leadership of the direct report and escalated to the he Head of School, who will discuss next steps of notification if necessary. The Head of School and/or Principal will investigate and communicate the final decision directly to the parties involved.

Employees who believe that they have been the victim of unlawful harassment may also utilize the Staff Grievance Policy detailed in this handbook. Employees who believe they have been the victim of discrimination or harassment because of their sex may also utilize the Title IX formal grievance policy.

TITLE IX FORMAL GRIEVANCE PROCESS

The purpose of this grievance process is to address formal complaints of sexual harassment. The process shall be triggered upon receipt of a formal complaint by the Title IX Coordinator.

Any School employee with actual knowledge of sex discrimination, including sexual harassment in an education program or activity as defined in the Policy, must report the sex discrimination to the Title IX Coordinator. Failure to report may result in disciplinary action against the employee, up to and including termination.



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Any person may report sex discrimination, including sexual harassment as defined by this Policy, (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), to the Title IX Coordinator in person, by mail, by telephone, by electronic mail, or through other means specified by the School. Reports may be made at any time, including during non-business hours.

Complainants and Respondents shall be treated equitably throughout the process. All evidence, both inculpatory and exculpatory, shall be evaluated objectively. An individual's status as a Respondent will not be considered a negative factor during consideration of the grievance. Respondents are entitled to, and will receive the benefit of, a presumption that they are not responsible for the alleged conduct until the grievance process concludes and a determination regarding responsibility is issued. Similarly, credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

The presumption shall be that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. No disciplinary sanctions or other actions that are not supportive measures shall be imposed against a Respondent prior to the completion of the grievance process. Upon determination of responsibility for sexual harassment by a Respondent, the Complainant shall be provided remedies designed to restore or preserve equal access to the School's education program or activity. Such remedies may include the same individualized services as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

Retaliation against anyone for participation in this process is strictly prohibited.

Definitions

Actual Notice means notice of sexual harassment or allegations of sexual harassment to a School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the School with actual knowledge is the Respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

Appeal Officer means a trained individual appointed by the School who will review and make a decision on a properly filed appeal. The Appeal Officer must be free from bias or conflict of interest and must not be the Title IX Coordinator, the Investigator, or the Decision Maker(s).

Complainant is an individual, a student or employee, who is alleged to be the victim of conduct that could constitute sexual harassment. The Complainant must be participating in or attempting to participate in an education program of the School. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a Complainant or otherwise a party under this Policy, unless the Title IX Coordinator is alleged to be the victim



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of conduct that could constitute sexual harassment.

Decision Maker means the trained person(s) responsible for making a determination regarding responsibility. The Decision Maker cannot be the same person(s) as the Title IX Coordinator, the Investigator, or the Appeal Officer.

Education Program or Activity means locations, events, or circumstances over which the School exercised substantial control over both the Respondent and the context in which the sexual harassment occurs.

Formal complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator, or by any other method specified by the School. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the School) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint.

Grievance Process means the provisions, rules, or practices included within this Policy and the administrative procedures for processing formal complaints of sexual harassment. The Grievance Process shall be applied equally to both the Complainant and the Respondent.

Investigator means a trained person(s) appointed by the School who is tasked with conducting the investigation into allegations of sexual harassment addressed in a formal complaint. The Investigator does not need to be an employee of the School and may be outside counsel or any other person designated by the School. The Investigator shall not be the Title IX Coordinator, the Decision Maker, or the Appeal Officer.

Remedial Actions or Remedial Remedies means those actions intended to restore or preserve a Complainant's equal access to the educational programs and activities of the School.

Respondent is any individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Standard of Evidence means the *preponderance of evidence* standard that is to be used during the investigation and final determination of a formal complaint. Preponderance of evidence means that the evidences shows that the action alleged is more likely to have occurred than not to have occurred. This standard shall be applied for all formal complaints of sexual harassment against students and employees.

Supportive measures such as non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has



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been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Notice to Parties

Upon receipt of a formal complaint, the Title IX Coordinator must provide written notice to all known parties that includes the following:

- 1) Notice of the School's grievance process, including the informal resolution process.
- 2) Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.
 - a. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.
- 3) A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- 4) Notice that the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.
- 5) A statement that knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and a violation of the School's code of conduct and may be subject to disciplinary action.

Written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings must be provided to a party whose participation is invited or expected, with sufficient time for the party to prepare to participate.

If, in the course of an investigation, the School decides to investigate allegations about the Complainant or Respondent that are not included in the initial notice, then the School must provide subsequent notice of the additional allegations to the parties whose identities are known.

Consolidation of Complaints

The School may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves



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more than one Complainant or more than one Respondent, references in this section to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

Dismissal of a Formal Complaint

The School must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the School's code of conduct.

A formal complaint or any allegations therein may be dismissed, if at any time during the investigation or hearing: (1) A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein; (2) the Respondent is no longer enrolled or employed by the School; or (3) specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted by this policy section, the Title IX Coordinator must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

INVESTIGATION

Investigator

The Title IX Coordinator will designate one or more trained individuals to investigate the formal complaint (i.e., the Investigator). The Investigator will begin an investigation as soon as practicable and generally not later than 10 business days after the written notice of the formal complaint was delivered to all parties. The Investigator, however, will ensure that the Respondent receives sufficient time to prepare prior to any initial interview.

Burden of Proof

The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties, provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process under this policy (if a party is a student under the age of 18 then the School must obtain the voluntary, written consent of a his or her parent or legal guardian).



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Timeline

The School will endeavor to complete investigations within sixty (60) days of the date on which the normal complaint was received; however, the School's primary objective is a thorough and equitable investigation and grievance process.

The School shall coordinate its investigation and grievance process with any other ongoing criminal investigation of the incident, if any. The School may determine whether to delay its investigation pending the conclusion of a criminal investigation or for criminal proceedings to begin. If the fact-finding portion of the investigation is suspended due to the existence of a criminal investigation, the School's investigation shall resume promptly once law enforcement officials have completed their evidence gathering state of the criminal investigation.

In the event of a temporary delay of the process or the limited extension of time frames for good cause, the Title IX Coordinator shall provide written notice to both the Complainant and the Respondent notifying them of the delay or extension and providing the reason for the action.

Good cause for a delay of the process or extension of the time frames may include, but is not limited to, considerations such as: (a) The absence of a party; a party's advisor, or a witness; (b) Concurrent law enforcement activity; or (c) The need for language assistance or accommodation of disabilities.

Investigation Process

An investigation must include interviews with the Complainant, Respondent, and any witnesses. An investigation may include, but is not limited to, the following:

- review of any documentary or electronic evidence;
- a review of medical evidence if a waiver has been obtained by the party to which the medical records belong;
- a review of security data; and
- a review of any other material which the Investigator deems relevant to an assessment of the facts surrounding the formal complaint.

Neither party shall be restricted from discussing the allegations under investigation, nor shall they be restricted from gathering and presenting relevant evidence.

Advisors

Both parties shall have the same opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. An advisor may be, but is not required to be, an attorney. The School may not limit the choice or presence of advisor for either the Complainant or Respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

Evidence



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All parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

Prior to completion of the investigative report, the School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the Investigator will consider prior to completion of the investigative report. If there will be a hearing, the School must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

Investigative Report

Upon receipt of each party's review of the evidence or after 10 days, whichever occurs first, the Investigator must create an investigative report that fairly summarizes relevant evidence.

At least ten (10) days prior to submitting the investigative report to the Decision Maker, or prior to a hearing if one will be held, the preliminary report must be sent to each party and their advisor, if any, in an electronic format or a hard copy, for their review and written response. The Investigator shall consider the written responses prior to completion of the report and include the written responses as an exhibit to the report.

Cross-Examination

After sending the completed investigative report to both parties, elementary and secondary schools are not required to hold an in person hearing prior to making a determination regarding responsibility. In the absence of a hearing, and prior to making a responsibility determination, the Decision Maker(s) will give each party an opportunity to submit written, relevant questions that a party wants asked of any party or witness; will provide each party with the answers; and will allow for additional, limited follow-up questions from each party. If the Decision Maker(s) determines that a proposed question is not relevant it will be excluded and an explanation must be provided to the proposing party regarding the relevancy determination. With or without a hearing, questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.



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Determination of Responsibility

After all questions and answers have been received, the Decision Maker must issue a written determination of responsibility regarding the allegations based on a preponderance of evidence. The written determination must be provided to the parties simultaneously. The Decision Maker will strive to issue the written determination regarding responsibility within 14 days after the hearing. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. The written determination must include the following:

- a) Identification of the allegations potentially constituting sexual harassment as defined in §106.30;
- b) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- c) Findings of fact supporting the determination;
- d) Conclusions regarding the application of the School's code of conduct to the facts;
- e) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the Complainant; and
- f) The School's procedures and permissible bases for the Complainant and Respondent to appeal.

Sanctions and Remedies

The Title IX Coordinator will be responsible for the effective implementation of any resulting sanctions or remedies. The list of potential sanctions or remedies includes one or more of the following:

For Students

- Written warning;
- No-contact orders;
- Removal from specific courses or activities;
- Disciplinary probation;
- Suspension;
- Expulsion;
- Transcript notation; or
- Other sanctions as appropriate



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For Employees

- Written warning;
- Performance improvement plan;
- Required training or education;
- Loss of pay increase;
- Suspension with or without pay;
- Termination; or
- Other sanctions as appropriate.

Appeal

Either party may appeal a determination regarding responsibility or the dismissal of a formal complaint or any allegations on the following bases:

- a) Procedural irregularity that affected the outcome of the matter;
- b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c) The Title IX Coordinator, Investigator(s), or Decision Maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter; or
- d) Any additional bases offered by the School.

The appeal must be submitted in writing to the Head of School within ten (10) calendar days from receipt of the Decision Maker's final written determination. The notice of appeal must include the name of the Complainant, name of the Respondent, the decision or action being appealed, and an explanation of the grounds for appeal.

Upon receipt of an appeal, the School will provide written notice of the appeal to both parties and begin to implement appeal procedures equally for both parties. Each party will be given a ten (10) business days to provide a written statement supporting or challenging the appealed action

The Title IX Coordinator shall appoint an Appeal Officer who will review and make a decision on the appeal. The Appeal Officer must be free from bias or conflict of interest and must not be the Title IX Coordinator, the Investigator, or the Decision Maker(s).

As soon as is reasonably practicable, and generally within fourteen (14) business days after receipt of the parties' written statements, the Appeal Officer will issue a written decision regarding the appeal simultaneously to both parties. The decision will describe the result of the appeal and the rationale for the decision. The decision of the Appeal Officer is final.

INFORMAL RESOLUTION

At any time after a formal complaint is filed and before a determination regarding responsibility is made, the School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication.



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Informal resolution may not be required as a condition of enrollment or employment or continued enrollment or employment, or enjoyment of any other right. Additionally, informal resolution may not be used to resolve allegations that an employee sexually harassed a student.

All parties must provide voluntary, written consent to move forward with the informal resolution process. However, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

Prior to beginning informal resolution, parties must be notified in writing of (1) the allegations; (2) the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; and (3) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Renewal Notification

DPA will notify all ten-month employees as to whether DPA intends to offer a contract renewal for the next school year by June of each year. Notice of intent to renew does not guarantee employment. Employees extended a renewal offer will be provided with a contract for the next school year for review and mutual acceptance. DPA reserves the right to non-renew employees due to changes in enrollment, programs, fiscal constraints, or for any other reason.

Employees who do not wish to be considered for renewal are requested to notify the Principal by March 15 to allow DPA to anticipate staffing needs for the next school year.

Corporal Punishment

Corporal punishment of any kind is not permitted at DPA. As a general rule, staff members should never touch a student as a means of controlling the student's behavior, nor should staff members inflict physical pain or discomfort as a punishment when students fail to meet behavioral expectations. Any violation of this policy will be subject to disciplinary action, up to and including termination of employment.

Mandated Reporting of Abuse/Neglect Policy

In accordance with OCGA §19-7-5, School employees or volunteers are deemed to be mandated reporters. If you reasonably believe that a child has suffered: (1) physical, non-accidental injury or injuries by a parent or caretaker, (2) neglect or exploitation by a parent or caretaker, (3) sexual abuse, or (4) sexual exploitation, please follow the protocol below to ensure that the appropriate authorities are notified. It has been developed to guide those persons who have been deemed mandated reporters in exercising this duty within the School structure.

Reporting Protocol

If a child or other individual tells you about a situation that seems like it might require reporting, please take the following steps:



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- 1) Immediately find the Principal or, if not available, the Principal's designee (collectively referred to as "Responsible Administrator"), and make a verbal report of the alleged incident of abuse/neglect in person (no written notes, e-mail, or text messages). Unless requested by the Responsible Administrator, do not provide written documentation to other personnel, even the child's classroom teacher.
- 2) If a Responsible Administrator is unavailable, call one of them on the phone (but do not text message information to them). If the student is with you, please have them sit in the Front Office with the receptionist so they are **supervised, and so that you have privacy to make your call.**
- 3) If you choose, you may make a note in your personal record of the date, time, and brief nature of the alleged incident of abuse/neglect reported to the Responsible Administrator. Your personal record does not include school records. This is solely for your benefit, to keep track of when the alleged incident of abuse/neglect was reported and to whom it was reported. This information is not to be shared.
- 4) A staff member or volunteer who makes a report to the Responsible Administrator is deemed to have fully complied with the law.
- 5) The responsibility for following up with the student, other staff members, family members, etc., DOES NOT lie with you. **Please DO NOT conduct your own investigation.**
- 6) If asked about the situation later, the Responsible Administrator will provide no details regarding the incident other than to confirm that they are aware of the situation. There are matters of confidentiality and privacy in any alleged incident of abuse/neglect. This is for the protection of everyone involved, including the person who initially reported the incident.
- 7) Please be aware that there is likely pertinent information to which you are not privy regarding the situation. Please DO NOT make assumptions nor offer scenarios.
- 8) Making a verbal report of alleged abuse/neglect to the Responsible Administrator as outlined above is a CONFIDENTIAL matter and should be treated as such. If other personnel need to be informed regarding the situation or follow up needs to be made with other staff members, the Responsible Administrator will do so.
- 9) It is important that all mandated reporters involved in providing services to children who are alleged to be abused/neglected follow this protocol. This protocol has been established so that appropriate, sensitive, and necessary services are provided in the best way possible.
- 10) Failure to comply with this protocol is actionable and penalties may range from a verbal warning to a written warning to non-renewal of contract or even termination.



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Responsibility of School Administrator or Counselor:

A Responsible Administrator who has reasonable cause to believe a student has been abused or neglected, or has received an oral report based on reasonable cause of the same, shall immediately, but in no case later than 24 hours, report by telephone, or otherwise, and followed by a report in writing (if possible) to a child welfare agency providing protective services or, in the absence of such agency, to an appropriate police authority. In the event that a Responsible Administrator receives an oral report based on reasonable cause, he or she may consult with the reporting staff member to obtain additional, relevant, and necessary information prior to making a report to the appropriate welfare agency or police authority. Under no circumstances may the Responsible Administrator exercise any control, restraint, or modification or make any other change to the information provided by the staff member when making a report in accordance with O.C.G.A. §19-7-5.

Student Reporting of Alleged Sexually Inappropriate Behavior

Reporting

Any student, parent, or friend of a student who has been the victim of an act of sexual abuse or misconduct by a teacher, administrator, or other school employee is encouraged to make an oral report of the act to any teacher, counselor, or administrator at DPA.

Any teacher, counselor, or administrator who receives a report of sexual abuse or misconduct from a student, parent, friend, or employee must immediately make an oral report to the Principal or Principal's designee. An oral report must be followed-up with a written report provided to the Principal or Principal's designee within 24 hours. Note, if the Principal is the person accused of sexual abuse or misconduct, report should be made to the Board Chair.

Sexual Abuse

If the Principal or Principal's designee has reasonable cause to believe a student has been sexually abused, he/she must immediately, but no more than 24 hours, make an oral report to a DHS child welfare agency providing protective services, appropriate law enforcement, or district attorney. If requested, a written report must be provided. For the purposes of this policy, sexual abuse has the same meaning as is defined in OCGA §19-7-5(b)(10).

Sexual Misconduct

An immediate investigation must be conducted by the Principal or Principal's designee of any reported acts of sexual misconduct against a student by a teacher, administrator, or other School employee. If the investigation indicates reasonable cause to believe that the sexual misconduct occurred, the Principal or Principal's designee must immediately provide a written report to the Board Chair and Ethics Division of the Professional Standards Commission.

For the purposes of this policy, sexual misconduct includes any act that is not sexual abuse under OCGA §19-7-5 not covered by OCGA §20-2-1184.

Public Relations/Media Policy



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In the event that a reporter contacts a DPA employee, he/she is required to notify the Head of School. DPA employees are not authorized to speak to the media without prior consent from the Head of School in any circumstance including emergencies, field trips, or other events.

Additionally, DPA employees should not identify themselves as representatives of DPA on social media sites, television shows, or blogs, unless authorized or asked by the Head of School to do so. The Head of School is the only employee permitted to represent DPA's positions and messages to the public, however staff will be identified by the Head of School as spokespersons when the situation requires or calls for such a representative.

Email Communications and Internet Policy

Any electronic activity taking place on DPA-issued equipment, networks, or through a DPA-issued email account, is subject to inspection and monitoring. DPA employees should not expect privacy if using such DPA-communications media. Employees must only use DPA-issued equipment or email accounts for instructional and administrative purposes. DPA's prohibition against harassment applies to the use of DPA-owned equipment, network, and email accounts. Employees' use of DPA-issued equipment, network access, or email accounts may be revoked for any reason, including but not limited to the employees' use of offensive, sexually explicit, defamatory, abusive, obscene, profane, racially or ethnically-charged, or criminal content. Employees are responsible for using these resources and systems in a productive, ethical and lawful manner.

As a public entity, DPA is subject to open records laws and our documents are deemed "public records". As such, DPA emails and documents can be requested at any time from media agencies and the public. Employees who receive an open records request should forward the request to the Head of School, who will respond to the request in accordance with state law.

All internal and external email communications should follow the DPA brand guidelines.

Internal & External Communications Climate

Employees must refrain from publicly criticizing or ridiculing Dekalb Preparatory Academy, its policies, or other employees by speech, writing, any form of social media (including but not limited to all forms of electronic communication) or other expression, where such speech, writing, electronic posting, or other expression is defamatory, obscene, unlawful, undermines the effectiveness of Dekalb Preparatory Academy, interferes with the maintenance of discipline, or is made with reckless disregard to its truth or falsity thereby impacting the culture and climate of DPA.

Social Media Policy Pertaining to Students

In order to protect the organization's students, staff, and reputation throughout the community, it is required that employees adhere to DPA's Social Media Policy and use caution when connecting with others online.

Employees may not engage in social media activity on their personal accounts during regular school hours. Employees are prohibited from posting

If an employee wishes to use networking protocols as a part of the educational process, employees must work with school administrators and technology staff to identify and use restricted, school-endorsed networking platforms. Employees must have a separate professional account if this requires "friending" students, alumni, or parents.



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Social media includes all types of communication shared in an electronic format, including, but not limited to, Facebook, Twitter, YouTube, blogs, wikis, e-mail, social networks, instant messaging, and video-hosting sites, as well as emerging technology that encourages sharing and electronic collaboration.

For the protection of your professional reputation, employees must abide by the following social media practices:

- Do not accept current or former students as friends on personal social networking sites unless related to the student; decline any student-initiated friend requests.
- Do not initiate friendships or contact with students.
- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous.
- Do not post anything that puts your effectiveness as a teacher at risk.
- Do not post confidential or proprietary information about DPA students, alumni, parents, or employees
- Do not discuss students or coworkers or publicly criticize school policies or personnel.
- Do not post images that include students or examples of student work.
- Obey all applicable laws and the Code of Ethics for Educators.
- Do not attribute any personal opinions or endorsements as also being the views of the school or its administration.
- Do not engage in private conversations with students that do not pertain to school; when possible communication should be limited to DPA-issued modes of communication

In addition to the aforementioned prohibited behavior, DPA encourages employees to remember the following:

- Keep all personal social media accounts private.
- Do not reveal your employer to others via personal social media profiles to avoid the possibility that your thoughts and comments could be construed as that of your employer.
- Do not violate privacy, copyright, or trademark protections.
- Remember that people classified as “friends” have the ability to download and share your information with others.
- Exercise caution with regards to exaggeration, colorful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.

Post only what you want the world to see. Imagine your students, their parents, and your administrator visiting your site. Once you post something it may be accessible, even after it is removed from the site.



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Social Media Policy Pertaining to Employees

Social Media – Social media refers to any Internet-based software or service that allows users to interact with others via the posting of messages, files, or other content. Currently, such as sites on Facebook, Instagram, Twitter, and YouTube. The absence of or lack of explicit reference to a site does not limit the extent or the application of this policy.

Professional conduct must be considered when posting on public sites, employees are expected to exercise professionalism and good judgement in any social media activity, district-related as well as non-district related.

Any communication which is unprofessional or prohibited in any other form is also unprofessional or prohibited on social media. Any violation of this policy, or of any board policies or procedures as a result of social media activities, may result in corrective action, up to and including suspension or termination.

Conflict of Interest Policy

Employees of DPA are expected to conduct their business with the highest ethical standards of integrity, honesty and fairness, and may not use their position to solicit or obtain any personal profit or gain, directly or indirectly. Employees must avoid any situation that involves or may involve a conflict between their personal interest and the interest of the organization. As in all other facets of their duties, employees dealing with customers, suppliers, contractors, competitors or any person doing or seeking to do business with the organization are to act in the best interest of the organization.

Each employee must submit in writing to the Head of School any potential situation which may involve a conflict of interest. The Head of School will make a determination on how the employee should proceed. Such conflicts include, but are not limited to:

- Any arrangement or circumstance, including a family or other personal relationship that might dissuade the employee from acting in the best interest of the organization.
- Acceptance of a monetary gift of any kind or any non-cash gift above \$25 in value from vendors, suppliers, contractors, etc. currently or seeking to do business with the organization, including parents and guardians. This includes lunch and/or dinner with vendors. Acceptance of alcoholic beverages from outside vendors, supplies, contractors, etc. is prohibited.
- Acceptance of a monetary gift of any kind or any non-cash gift above \$25 in value from parents, guardians, and students. Acceptance of alcoholic beverages from parent, guardians, and students is prohibited.
- Ownership by an employee or by a member of the employee's family of a significant interest in any outside business or organization which does or seeks to do business with DPA.



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- Acceptance of another job or participation in personal outside consulting activities that (1) impair the employee's ability to fulfill his or her obligations to the organization; (2) could be viewed as impairing the employee's judgment in the performance of his or her duties and responsibilities for the organization; (3) would involve the use of the name of the organization so as to falsely suggest the organization's endorsement or support; (4) might reasonably require disclosure of confidential information to which the employee is privy by virtue of employment; or (5) would give the appearance of a conflict of interest, even if no actual conflict exists.
- Providing services to DPA (facility, students, etc.) other than that as an employee of DPA.
- Performance or solicitation of outside business during paid working time.
- Use of DPA's tools or equipment for outside work.
- Work activity that would adversely affect DPA's image.
- Use of paid absences for outside employment.
- Work activity such as additional employment that affects the employee's job performance, punctuality, loyalty, or ability to fulfill other responsibilities of the employee's primary job.
- Employees may not commit any acts of theft, fraud, or embezzlement from Dekalb Preparatory Academy, other employees, or any other individual, firm, business, organization, or governmental entity.

Outside Employment

Engaging in outside employment, including consulting or other self-employment may diminish an employee's ability to meet performance standards of employment therefore all employees of DPA must disclose such employment to the Head of School by completing a disclosure form. Outside jobs compromise with competitive schools and/vendor of DPA are a direct conflict of interest and must also be disclosed.

All employees will be judged by the same performance standards and will be subject to DPA's scheduling demands, regardless of any existing outside work requirements.

It is not the intent of this section to prevent any employee from accepting other employment or from following any pursuit which does not create an actual or potential conflict of interest and/or which does not interfere with the employee's ability to fully and faithfully discharge his/her duties.



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Privacy Policy

Employees are expected to respect the privacy of individuals throughout the school. DPA considers the following files to be confidential:

- General Employment Files
- Payroll Files
- Student Individual Education Plans (IEP) Files (except for teachers of the student)
- Employee Evaluations
- Reprimands
- Grievances
- Student Records



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I

Please Print Your Name

Have received the Employee Handbook for the 2021/2022 school year and hereby confirm receipt and understanding of the aforementioned policies and protocol in this handbook. I agree to adhere and follow the policy as set forth described and directed by DeKalb Preparatory Academy District.

Employee Signature

Please provide this copy to the Financial Department to be maintained in your employee file. Thank you for your cooperation.

Approved: Jasmine Foster, Head of School

Susan Wright MBA CSCFM Director of Finance & Operations
Marian Simpson, CSCFM Business Manager

Cc: Employee File



Education Insurance Binder

Prepared for

DeKalb Preparatory Academy

Presented by:

Apex Insurance Services

Policy Term: 07/01/2021 - 07/01/2022

Bound Date: 07/15/2021

Expires: 07/31/2021

Partnership beyond the policy.™

Commercial Property Coverage

American Southern Home Insurance Company - "A+" (XV) AM Best Rating

	Limit	Deductible	Premium
Blanket Limit @ 90%	\$8,775,259	\$1,000	\$24,359
Real Property	\$9,002,624		
Personal Property	\$747,664		
Wind/Hail Deductible		\$25,000	
Valuation	Replacement Cost		
	Agreed Value		
Loss of Income	\$372,000		Included
Extra Expense	\$372,000		Included
Equipment Breakdown	\$9,750,288	\$1,000	\$571
Honor Roll Elite Property Enhancement	Per Form	\$1,000	\$720
TRIA			\$0
		Property Premium	\$25,650

Flood coverage is not offered for buildings in Special Flood Hazard Area identified by the United States Federal Emergency Management Agency (FEMA) which include Flood Zones A, AE, AH, AO, A1-A30, AR, A99, V, VE or V1-V30.
The summary limits and deductibles vary by location. A statement of values can be available upon request.

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Commercial Inland Marine Coverage

American Southern Home Insurance Company - "A+" (XV) AM Best Rating

	Limit	Deductible	Premium
Scheduled Equipment	\$139,548	\$1,000	\$474
	Inland Marine Premium		\$474

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Commercial General Liability Coverage

American Southern Home Insurance Company - "A+" (XV) AM Best Rating

	Limit	Deductible	Premium
Each Occurrence	\$1,000,000	\$0	\$5,335
Damage to Premises Rented to You Limit	\$1,000,000		
Medical Expense Limit	\$10,000		
Personal and Advertising Injury Limit	\$1,000,000		
General Aggregate Limit	\$3,000,000		
Products/Completed Operations Aggregate Limit	\$3,000,000		
Law Enforcement Liability Non-Monetary Relief*			\$1,555
LEL Retro Date	07/01/2020		
LEL Each Wrongful Acts	\$1,000,000	\$2,500	
LEL Annual Aggregate	\$3,000,000		
Abuse or Molestation Liability	\$1,000,000/\$1,000,000		\$1,707
Special Supplementary Payment	\$10,000		
Abuse or Molestation Alleged Participant	\$500,000/\$1,000,000		
Employee Benefits Liability *			\$226
EBL Retro Date	07/01/2018		
EBL Each Employee	\$1,000,000		
EBL Annual Aggregate	\$2,000,000		
Crisis Management and Public Relations Expense - Aggregate	\$300,000		\$269
Crisis Management Expense - Each Crisis Event	\$300,000		
Public Relations Expense Resulting From Adverse Event - Each Crisis Event	\$50,000		
Public Relations Expense Resulting From Adverse Event - Each Adverse Event	\$25,000	\$2,500	
Counseling Professional Liability Coverage	\$1,000,000/\$2,000,000		\$113
Corporal Punishment	Per Form		\$786
Honor Roll Elite General Liability Enhancement TRIA	Per Form	Per Form	\$323

General Liability Premium

\$10,314

Notes:

*Please refer to the applicable policy form details regarding the terms of any available extended reporting period.

Partnership beyond the policy.™

Commercial Crime Coverage

American Southern Home Insurance Company - "A+" (XV) AM Best Rating

	Limit	Deductible	Premium
Employee Theft (Per Loss)	\$100,000	\$1,000	\$305
Forgery or Alteration	\$100,000	\$1,000	Included
Inside the Premises			
Theft of Money and Securities	\$100,000	\$1,000	\$654
Robbery or Safe Burglary of Other Property	\$100,000	\$1,000	Included
Outside the Premises	\$100,000	\$1,000	Included
Computer Fraud	\$100,000	\$1,000	Included
Funds Transfer Fraud	Included in Computer Fraud		
Money Orders or Fraudulent Impersonation	\$100,000	\$1,000	Included
Faithful Performance of Duty			Excluded
	Crime Premium		\$959

Educators Legal Liability Coverage (Claims-Made)

American Southern Home Insurance Company - "A+" (XV) AM Best Rating

	Limit	Deductible	Premium
Educators Legal Liability for Monetary Damages			
Each Wrongful Act or Offense	\$1,000,000	\$5,000	\$3,550
Aggregate	\$3,000,000		
Wrongful Acts Retro Date	07/01/2012		
Employment Acts Coverage	Included	\$5,000	\$6,555
Employment Acts Retro Date	07/01/2012		
Defense Expense for Injunctive or Declaratory Relief			
Each Action	\$100,000	\$5,000	\$87
Aggregate	\$300,000		
Honor Roll Elite	Per Form	Per Form	\$305
Breach of Fiduciary Duty	Per Form	Per Form	\$100
BFD Retro Date	07/01/2012		
Educators Legal Liability Premium			\$10,597

Notes:

Please refer to the applicable policy form for details regarding the terms of any available extended reporting period.

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Premium Summary

Line of Coverage	Premium
Package	
Commercial Property	\$25,650.00
Commercial Inland Marine	\$474.00
Commercial General Liability	\$10,314.00
Commercial Crime	\$959.00
Educators Legal Liability	\$10,597.00
Package Total	\$47,994.00
Commercial Auto	\$982.00
Excess Liability	\$4,832.00
Account Subtotal	\$53,808.00
Surcharge/Fee Total	\$0.00
Account Total	\$53,808.00

Lines of Coverage	Policy Number	Carrier
Package	7NA6CP0000689-00	American Southern Home Insurance Company
Commercial Auto	7NA5CA0000589-00	American Family Home Insurance Company
Excess Liability	7NA5FF0000577-00	American Family Home Insurance Company

Insuring Conditions

Signed SOV
Completed & Signed ELL Annual Questionnaire
Account pricing contemplates all coverages being bound as quoted.

**MEMORANDUM OF UNDERSTANDING Between
HealthMPowers, Inc.
("HealthMPowers")
And**

Dekalb Preparatory Academy

Term of the Agreement: Academic Years 2020-2023

HealthMPowers, Inc., a Georgia non-profit corporation, has devised a coordinated program of health education for children in grades 6 through 12, their school staff and family members. The health education program (the "Program") includes the following components: lessons to be conducted by HealthMPowers educators on-site at the participating schools; extension activities for use by the classroom teacher to continue and enhance on-site lessons; guidance of student group as peer leaders; parent information materials regarding the issues addressed in the HealthMPowers Program; resources to assist schools, teachers and parents in addressing school health issues; assistance to schools in developing collaborative school and community teams to address health issues on a continuing basis; staff training for implementing the HealthMPowers Program and improving staff wellness; and evaluations to demonstrate the effectiveness of the Program.

This memorandum of understanding between HealthMPowers, Inc. and Dekalb Preparatory Academy is intended to confirm each party's understanding of its responsibilities related to the school's participation with HealthMPowers, Inc. We understand that this is a three-year commitment to achieve the following goals in our school:

- 1) Improve school health programming, policies and environment to promote students' adoption of healthy choices.
- 2) Increase nutrition and physical activity education opportunities for students using the HealthMPowers materials.
- 4) Increase school staff participation in nutrition and physical activity promotion by attending tri-annual trainings for three- five staff members per school.
- 4) Expand staff knowledge and skills for improving nutrition and physical activity education in schools.
- 5) Increase family support for the adoption of health-enhancing behaviors of their child(ren).
- 6) Improve student nutrition and physical activity behaviors.

Responsibilities of HealthMPowers. HealthMPowers will undertake the following responsibilities to deliver the Program to the Participating School:

- 1) Guide School Health Team in development and implementation of Student Health Advocate Program including a service with students promoting healthy messaging.
- 2) Provide resources necessary for the implementation of the program. All resources are tied to Georgia Standards of Excellence for health and physical education other core subjects.
- 3) Conduct tri-annual trainings for three - five staff members from each participating school to guide implementation of the program.
- 4) Conduct staff and parent opportunities to improve health knowledge and behaviors.
- 5) Conduct evaluations of the quality and effectiveness of the Program and report finding to the schools and funders. The schools will receive copies of all evaluations and reports for continuous improvement.
- 6) Provide technical assistance for the implementation of the program and health related fitness assessments as required by GA CODE 20-2-777.

Responsibilities of the Participating School. The School will undertake the following responsibilities in implementing the HealthMPowers Program:

- 1) Establish or utilize an existing School Health Team to help students, staff and families choose areas of improvement targeting nutrition and physical activity. The School Health Team will lead the three-year initiative.
- 2) Conduct nutrition and physical activity educational experiences for students using HealthMPowers materials and services.
- 3) Provide release time for three – five staff members to attend three days of professional development for continuous improvement of nutrition and physical activity education programming in the school.
- 4) Promote selected activities to school staff, students and families.
- 5) Provide access to all students up to two times a year for HealthMPowers instructional lessons conducted by HealthMPowers staff.
- 6) Provide access to all teachers through grade level/team meetings or faculty meetings to share resources and civil rights training.
- 7) Conduct and report health related fitness testing results for all students (GA Code 20-2-277.)
- 8) Provide evidence of two youth developed/implemented projects that target improving: (1) healthy eating and (2) physical activity among students.
- 9) Collect, report, and utilize program results for the purpose of improving instruction, student health, and school environment.

Term and Termination. The term of this Agreement shall be for period of three years commencing on July 1, 2020 (the "Effective Date"). Either party may terminate this Agreement upon a material breach of or default under this Agreement by the other party, if the aggrieved party has first served upon the other party written notice describing the claimed breach or default and giving notice of termination under this section and if the breach or default is not cured within thirty (30) days after such written notice is given.

Schools failing to provide evidence of nutrition and physical activity instruction and improvement shall forfeit all resources provided as a part of this grant.

License of HealthMPowers Trademarks and Copyrights.

HealthMPowers, Inc. grants to (the Site) for the duration of its participation in the program the right to use certain trademarks, names and images owned by HealthMPowers, Inc. in connection with the promotion and operation of the Program. HealthMPowers, Inc. reserves the right to monitor such usage and to withdraw rights if the Program trademarks or copyrighted material is misused. The site may not use the aforementioned license outside of its programming or to generate funds unless express written permission is granted by HealthMPowers, Inc.

Miscellaneous Provisions

- (a) The parties agree to use all reasonable good faith efforts to attempt to resolve any controversy, dispute or disagreement arising out of or relating to this Agreement by negotiation between the parties.
- (b) Neither party shall be liable for any failure, inability, or delay to perform hereunder, if such failure, inability, or delay is due to any cause beyond the reasonable control of the party so failing, and due diligence is used in curing such cause and in resuming performance.
- (c) This institution's activities will not supplant or duplicate efforts of any other SNAP-Ed program.
- (d) Administer the program in accordance with the provisions contained in the Food and Nutrition Act of 2008, as amended, and in the manner prescribed by regulations issued pursuant to the Act; and to implement the FNS-approved Contractor Plan of Operation.
- (e) The Contractor agrees to comply with Title VI of the Civil Rights Act of 1964 (Pub. L. 88-352), section 11(c) of the Food and Nutrition Act of 2008, as amended, the Age Discrimination Act of 1975 (Pub. L. 94-135), and the Rehabilitation Act of 1973 (Pub. L. 93-112, sec. 504), and all requirements imposed by the regulations issued pursuant to these Acts by the Department of Agriculture to the effect that, no person in the United States shall, on the grounds of sex, race, color, age, political belief, religion, handicap, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subject to discrimination under the Supplemental Nutrition Assistance Program (SNAP).

Meaningful Access for Individuals with Limited English Proficiency (LEP)

Contractors that participate in the SNAP must take reasonable steps to ensure that LEP persons have meaningful access to programs, services, and benefits. This includes the requirement to provide bilingual program information and certification materials and interpretation services to single language minorities in certain project areas. SNAP Contractors that do not provide meaningful access for LEP individuals risk violating prohibitions against discrimination based on National Origin in the Food and Nutrition Act of 2008, as amended, Title VI of the Civil Rights Act of 1964 (Title VI) and SNAP program regulations.

Federal LEP regulations and guidance include:

- SNAP regulations provided by 7CFR 272.4(b), "Bilingual requirements";
- Executive Order 13166 of August 11, 2000, "Improving Access to Services for Persons with Limited English Proficiency," reprinted in 65 FR 50121, 50122 (August 16, 2000);
- DOJ Policy Guidance titled, "Guidance of Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons", published in 67 FR 41455, 41457 (June 18, 2002); and
- USDA policy guidance titled, "Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons", published in 79 FR 70771 - 70784 (November 28, 2014).

SNAP Contractors should develop an implementing plan to address the language assistance needs of the LEP population served. This may include contracting for oral interpretation services, hiring bilingual staff, arranging telephone interpreters and/or language lines, coordinating community volunteers, translating vital documents, and providing written notice that language services are available in appropriate languages. Quality and accuracy of the language service is critical in order to avoid serious consequences to the LEP person and to the recipient. USDA's 2014 policy guidance includes detailed information on assessing LEP needs, identifying practices for translating documents that will be seen as strong evidence of compliance. LEP needs should be considered in developing budgets and front line staff should understand how to obtain language assistance services. For additional assistance and information regarding LEP matters, please also visit <http://www.lep.gov>.

Ensuring Equal Opportunity Access for Persons with Disabilities

SNAP Contractors must also ensure equal opportunity access for persons with disabilities. This includes ensuring that communications with applicants, participants, members of the public, and companions with disabilities are as effective as communications with people without disabilities. Contractors that do not provide persons with disabilities equal opportunity access to programs may risk violating prohibitions against disability discrimination in the Rehabilitation Act of 1978, the American with Disabilities Act (ADA) of 1990, as amended, and SNAP program regulations.

DOJ published revised final regulations implementing Title II and Title III of the ADA on September 15, 2010. These regulations are codified at 28 CFR Part 35 "Nondiscrimination on the Basis of Disability in State and Local Government Services" and at 28 CFR Part 36 "Nondiscrimination on the Basis of Disability in Public Accommodations and Commercial Facilities". In accordance with the implementing regulations, Contractors must provide auxiliary aids and services where necessary to ensure effective communication and equal opportunity access to program benefits for individuals with disabilities. The type of auxiliary aids and services required will vary, but a Contractor may not require an individual with a disability to bring another individual to interpret, and may rely on a person accompanying a disabled individual only in limited circumstances. When a Contractor communicates with applicants and beneficiaries by telephone, it must provide text telephone services (TTY) or have access to an equally effective electronic telecommunications system to communicate with individuals who are deaf, hard of hearing, or hearing impaired. Contractors must also ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of accessible services, activities, and facilities. For more information, please visit the ADA website: <http://www.ada.gov>.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers as of the day and year first written above.

"HealthMPowers":
HealthMPowers, Inc.,

"DeKalb Preparatory Academy":

By: Christi M. Kay

By: [Signature]

Christi Kay, M.Ed.

Title: Head of Schools

Title: President



Robert R. Freeman Administrative Complex
1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083

MEMORANDUM

TO: Ms. Stacy Stepney, Chief Academic Officer
Division of Curriculum & Instruction

FROM: Dr. R. Stephen Green, Superintendent\CEO
Office of the Superintendent

A handwritten signature in black ink that reads "R. Stephen Green".

DATE: July 10, 2019

RE: **Approval of DeKalb Preparatory Academy Ground Lease - Second Amendment**

At its business meeting on Monday, July 8, 2019, the DeKalb Board of Education approved the Second Amendment to the **Ground Lease Agreement for DeKalb Preparatory Academy**. The extension term will start on July 1, 2019 and expire on June 30, 2022 to align with the three (3) years renewal charter term approved by the State Board of Education on March 28, 2019.

Please take the appropriate action to effect this directive of the Board.

RSG:db

c: Ms. Carla Smith, Purchasing Manager, Purchasing Department, Division of Finance
Ms. Phyllis Jones, Buyer, Purchasing Department, Division of Finance

Fw: Second Amendment to Ground Lease for DeKalb Prep

Glinton Darien (Legal Affairs)

Wed 6/19/2019 10:52 AM

Inbox

To: Rajnish Singh (Charter Schools/School Governa) <rajnish_singh@dekalbschoolsga.org>;

Cc: Nora Allred (Office of Accountability) <Nora_Allred@dekalbschoolsga.org>; Knox Phillips (Office of Accountability) <knox_phillips@dekalbschoolsga.org>;

Importance: High

 1 attachments (1 MB)

Second Amendment to Ground Lease.pdf;

Good Morning Raj,

The attached Second Amendment to Ground Lease, executed by DeKalb Preparatory Academy, is approved by the Office of Legal Affairs for legal sufficiency. Please include a copy of this email in your request to the Superintendent for signature.

Kindly contact me if you should have any questions. Thank you.

Glin Darien, Jr.

Glinton R. Darien, Jr.
Office of Legal Affairs
DeKalb County School District
1701 Mountain Industrial Blvd.
Stone Mountain, GA 30083
Direct (678) 676-0420
Fax (678) 676-0234
Glinton_Darien@dekalbschoolsga.org

CONFIDENTIALITY NOTICE: This electronic message, including attachment(s) contains information of a confidential nature, which may also include privileged Attorney-Client communication and/or confidential Attorney Work Product. If you are not the intended recipient, or authorized designee of the recipient, you are prohibited from reading, printing, reproducing, using, or otherwise disseminating the information contained in, and or attached to this message. If you have received this message in error, please advise the sender by reply e-mail, and destroy the original and all copies in your possession. Thank you.

From: Rajnish Singh (Charter Schools/School Governa)
Sent: Wednesday, June 19, 2019 9:38 AM
To: Glinton Darien (Legal Affairs)
Cc: Nora Allred (Office of Accountability)
Subject: Second Amendment to Ground Lease for DeKalb Prep

Hi Glin,

See attached for the Second Amendment approved and signed by DPA. Please provide the email showing legal sufficiency has been met. I need to include it with the packet for Dr. Green this morning. Please send it to Nora Allred as well. She is copied on this email.

See attached other supporting documents for your reference and files.

Respectfully,
Raj

Rajnish Singh
Coordinator, Charter Schools
Office of Accountability
DeKalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia GA 30083
404-664-2097 (mobile)
rajnish_singh@dekalbschoolsga.org

SECOND AMENDMENT TO GROUND LEASE

THIS SECOND AMENDMENT TO GROUND LEASE (this "*Second Amendment*") is made and entered into effective as of the 1st day of July, 2019 (the "*Second Amendment Effective Date*"), by and between the **DEKALB COUNTY SCHOOL DISTRICT, GEORGIA**, with an address of 1701 Mountain Industrial Blvd., Stone Mountain, GA 30083 ("*Landlord*") and **DEKALB PREPARATORY ACADEMY, INC.** a Georgia non-profit corporation and State of Georgia Local Education Agency, with an address of 2743 Shetland Drive, Decatur, GA 30033 ("*Tenant*"). The Tenant and Landlord are referred to herein collectively as the "Parties" and individually as a "Party."

W I T N E S S E T H:

WHEREAS, Landlord and Tenant entered into that certain Ground Lease commencing on July 1, 2012 (the "*Lease*"), relating to that certain property commonly known as Glen Haven Elementary School, as more particularly described in the Lease, located at 1402 Austin Drive, GA 30032 (the "*Premises*");

WHEREAS, the Initial Term of the Lease expired on June 30, 2017;

WHEREAS, the Parties entered into a First Amendment to Ground Lease (hereinafter "*First Amendment*"), on June 30, 2017, which is scheduled to expire on June 30, 2019;

WHEREAS, at the Georgia Department of Education's March 28, 2019, State Board of Education Meeting, it was recommended that the Georgia State Board of Education approve the charter petition of DeKalb Preparatory Academy, a grades K-8 start-up charter school approved by the DeKalb County Board of Education, for a three (3) years renewal charter term to expire on June 30, 2022;

WHEREAS, to align with the action by the Georgia State Board of Education, the Parties wish to extend the term of the Lease for three (3) years instead of five (5) years as provided for by section 3.2 of the Lease;

WHEREAS, since the Parties desire to extend the Lease for a three (3) year period instead of a five (5) year period, the Parties wish to execute this Second Amendment instrument to evidence their agreement to a three (3) year extension of the Lease although section 3.2 of the Lease states that no further instrument is needed to evidence an extension of the Lease;

WHEREAS, Landlord waives the requirement set forth in section 3.2 of the Lease that Tenant provide Landlord with a three hundred sixty (360) day prior written notice of Tenant's desire to extend the term of the Lease; and

WHEREAS, Landlord and Tenant desire to enter into this Second Amendment for the purpose of evidencing their mutual understanding and agreement regarding the extension of the term, and certain other matters relating thereto as set forth herein below.

NOW, THEREFORE, for and in consideration of the premises hereto, the keeping and performance of the covenants and agreements hereinafter contained, and for Ten and 00/100 Dollars (\$10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto, intending to be legally bound, agree that the above whereas clauses are true and correct and agree to amend the Lease as follows:

1. **Defined Terms.** All terms used herein and denoted by their initial capitalization shall have the meanings set forth in the Lease unless set forth herein to the contrary.

2. **Extension of Term.** Effective immediately, Landlord and Tenant hereby extend the Term of the Lease for an additional three (3) full years, commencing on July 1, 2019 (the "***Extended Term Commencement Date***") and ending on June 30, 2022 (said three (3) full year extension is referred to herein as the "***Extended Term***"). unless sooner terminated in accordance with the terms of the Lease. Tenant hereby leases the Premises during the Term of the Lease, as extended hereby, on the same terms and conditions presently set forth in the Lease, except as otherwise set forth herein to the contrary; provided, however, Tenant shall receive no concessions or allowances on account of extending the Term of the Lease.

3. **Miscellaneous.** This Second Amendment shall be governed by and construed in accordance with the laws of the State of Georgia, and shall be binding upon and inure to the benefit of the Parties hereto and their respective successors, successors-in-title, representatives and permitted assigns. In the event of any inconsistency or conflict between the terms of this Second Amendment and of the Lease, the terms of this Second Amendment shall control. The Parties agree to be bound by the conditions and terms of the Lease unless herein amended. The signatory of Landlord represents to Tenant that he is duly authorized to execute and deliver this Second Amendment on behalf of Landlord. The signatory of Tenant represents to Landlord that she is duly authorized to execute and deliver this Second Amendment on behalf of Tenant. The Lease, together with this Second Amendment, constitutes and contains the sole and entire agreement of the Parties hereto with respect to the subject matter hereof and no prior or contemporaneous oral or written representations or agreements between the Parties and relating to the subject matter hereof shall have any legal effect. Tenant hereby acknowledges and agrees that, as of the date hereof, the Lease is subject to no offsets, claims, counterclaims or defenses of any nature whatsoever. Except as hereinabove provided, all other terms and conditions of the Lease shall remain unchanged and in full force and effect, and are hereby ratified and confirmed by the Parties hereto. This Second Amendment may not be changed, modified, discharged or terminated in any manner other than by an agreement in writing signed by Landlord and Tenant or their respective heirs, representatives, successors and permitted assigns.

IN WITNESS WHEREOF, the Parties agree to the above terms and conditions and have caused this Second Amendment to be duly authorized, executed, sealed and delivered as of the Second Amendment Effective Date.

FOR LANDLORD:

DEKALB COUNTY SCHOOL DISTRICT

By: 

Name: Dr. R. Stephen Green

Title: CEO and Superintendent

FOR TENANT:

DEKALB PREPARATORY ACADEMY, INC.

By: 

Name: Suzette Arnold

Title: Board Chair



DeKalb County
GEORGIA

Department of Planning & Sustainability
Non-Residential Certificate of Occupancy

PERMIT # 3017614

Project

Permit Type: Miscellaneous Permit

Work Type: Tenant or Use Change Permit

Project: DEKALB PREPARATORY ACADEMY

Construction Type: N/A

Square Footage: 5231

Occupancy Classification: N/A

Sprinkler:

Occupancy Load:

Property

Address: 1402 AUSTIN DR, DECATUR, GA 30032-

Parcel ID: 15 196 02 001

Zoning: R-75

Land Use: SUB

Census: 231.08

District: 03 07

Applicant

Owner: DEKALB BOARD OF
EDUCATION

Address: 3770 NORTH DECATUR, DECATUR, GA 30032

Tenant:

Address: , ,

The structure has been inspected for compliance with the requirements of all codes for the occupancy and division of occupancy and the use for which the proposed occupancy is classified and the structure has been erected, to the best of the county's knowledge and belief, in compliance with all applicable county codes at the time of issuance of this certificate of occupancy. Occupancy shall be limited to the area defined by the building permit indicated above for which this certificate is issued.

In accordance with chapter 7, article ii, division 3, section 7-35(g) of the DeKalb County Code of Ordinances, the building official or designee may revoke certificates of occupancy, certificates of completion, and certificates of change of tenant issued under provisions of this chapter, where it is shown that there have been either one or more of the following:

- (1) Changes or alterations in construction, type of permitted use or occupancy without written approval by the building official or designee.
- (2) Changes or violations of the conditions of the certificate without written approval by the building official or designee.
- (3) Alterations, additions, or improvements to the building, structure, or systems without permits and inspections required by this chapter.
- (4) Violation of any zoning, building, plumbing, mechanical, electrical, fire safety or site development codes or regulations.
- (5) Any condition that may affect the building, structure or service system which, in the opinion of the director, renders the building, structure or service system unsafe, dangerous or uninhabitable.
- (6) After a certificate has been revoked, a valid certificate shall not be issued until all violations, changes, alterations, additions or improvements meet all requirements of this chapter as determined by the building official.

Applicable Codes

Current Mandatory Codes as Adopted by DCA:
 International Building Code, 2012 Edition, with Georgia Amendments
 International Residential Code, 2012 Edition, with Georgia Amendments
 International Fire Code, 2012 Edition, with Georgia Amendments
 International Plumbing Code, 2012 Edition, with Georgia Amendments
 International Mechanical Code, 2012 Edition, with Georgia Amendments
 International Fuel Gas Code, 2012 Edition, with Georgia Amendments
 National Electrical Code, 2017 Edition

Date Issued: 8/13/2019

Issued By:

Marcus L. Robinson, Chief Building Official
or authorized designee

SAFE SCHOOL PLAN
School Year 2021-2022

SAFE SCHOOL STUDENT & FACULTY POPULATION

Student(s) Population: 570

Faculty/Staff Population: 60

Transportation: 0 (Buses Needed to Evacuate)

Exceptional Ed Student(s) Population: 45

Exceptional Ed Student(s) Transportation:0 (Buses Needed to Evacuate)

Primary Relocation Site: Towers High School

Secondary Relocation Site: Peace Baptist Church

SAFE SCHOOL PLAN
School Year 2021-2022

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal	: Carla Pettis	Phone No.:	404-317-3555
Asst. Principal:	Viola Blackshear	Phone No.:	404-694-7690
Asst. Principal:	N/A	Phone No.:	N/A
Other Staff	: Nikki Glover	Phone No.:	404-452-8997
Other Staff	: Claudette Richards	Phone No.:	770-912-0844
Counselor	: Viola Blackshear	Phone No.:	404-694-7690
Teacher	: Evelyn Guyton	Phone No.:	678-274-8940
Teacher	: Tiffiney Richey	Phone No.:	478-484-4321
Custodian	: N/A	Phone No.:	N/A
Student	: N/A		
Parent	: Tiffany Sinclair		
Law Enforcement:	N/A		
Fire Department:	N/A		
Community Leader:	N/A		
Other	: N/A		
Other	: N/A		
Other	: N/A		
Other	: n/A		

SAFE SCHOOL PLAN
School Year 2021-2022

SCHEDULE OF EMERGENCY DRILLS

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates:

State law requires 2 drills within first 10 days of school and at least one drill for each subsequent month.

August(1): 08/11/2021 August(2): 08/25/2021 September: 09/15/2021

October : 10/13/2021 November : 11/10/2021 December : 12/08/2021

January : 01/12/2022 February : 02/09/2022 March : 03/09/2022

April : May : 05/11/2022

Identify primary and secondary relocation sites if evacuation from the campus is necessary:

Primary:	Towers High School	Grades:	K-8
Primary:	N/A	Grades:	N/A
Secondary:	Peace Baptist Church	Grades:	N/A
Secondary:	Tabernacle Church	Grades:	N/A

Tornado Drill(s):

First Semester Date: 11/10/2021

Second Semester Date:
Second Semester Drill is
the Statewide Drill in
February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date: 08/18/2021

Second Semester Date: 02/23/2022

Type of Lockdown: LEVEL 3

Type of Lockdown: LEVEL 3

Safe Schools Audit Score: N/A

Safe Schools Audit Score: N/A

EMERGENCY KITS CHECKLIST

ANSWER

A copy of the DCSD Emergency Response Procedures and Protocols Manual	Yes
A copy of the Safe School/Crisis Management Plan	Yes
Current call rosters of all students including pertinent medical information, phone number(s), release information and contact(s) information	Yes
Current list of all staff members including phone numbers and contact information	Yes
Copy of school or district personnel directory with phone numbers and contact information	Yes
10 writing tablets and pens/pencils	Yes
10 working magic makers	Yes
Signage for Staging Area	Yes
500 plain white peel-off name tag stickers (used to identify students, staff or Crisis Team)	Yes
Student release/sign-out sheets	Yes
Staff sign-in/sign-out sheets	Yes
List of students on off-campus trips	Yes
Five sets of safety gloves	Yes
Floor/Site Plan of the grounds and surrounding areas (Faculty floor plan with utility shut offs and detailed instruction on disablement)	Yes
Copies of photographs of the building(interior and exterior)	Yes
Copies of student and staff emergency contact/release information	Yes
Emergency Medical Information for the students & staff (Info. regarding students & staff with medical problems that may be impacted by evacuation/emergency)	Yes
Most recent yearbook	Yes
Flashlight and extra batteries	Yes
Bullhorn and extra batteries	Yes
Cell phone and/or walkie-talkie	Yes

SAFE SCHOOL PLAN
School Year 2021-2022

EMERGENCY KITS CHECKLIST

ANSWER

Basic First-Aid Kit	Yes
Emergency phone numbers of assistance agencies	Yes
Set of master keys	Yes
Bus routes and driver contact information	Yes

SAFE SCHOOL PLAN
School Year 2021-2022

ATTENDANCE AND DISCIPLINE

ANSWER

Student and parents are informed of student behavioral expectations and school discipline procedures. Yes

All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook. Yes

All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook. Yes

Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students. Yes

All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook. Yes

Weapons, Drugs, Safe School Zone, and Bullying Signs are posted. Yes

The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted. Yes

A daily record of student absences is maintained and parents are contacted. Yes

Students may be checked out of school ONLY by a parent or guardian. Yes

The county-sponsored Alert Line reporting number 1-888-475-0482 is posted. Yes

SAFE SCHOOL PLAN
School Year 2021-2022

REPORTING/TRAINING CHECKLIST ANSWER

Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency.	Yes
A record is kept of disruptive, dangerous incidents on school property or at school events.	Yes
Administrators are designated to complete and file accident and incident reports.	Yes
All staff members are aware of child abuse/neglect reporting requirements.	Yes
All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff.	Yes
All staff members are told to report incidents of bullying and any other types of harassment.	Yes
At least one hour of personal safety instruction is scheduled for the staff.	Yes
Each teacher receives a copy of the Emergency Response Procedures and Protocols manual.	Yes
All staff members have or will receive information on the policy relative to student restraint.	Yes
The District will facilitate training of all school-based and support staff on violence prevention. Staff has been informed and are expected to participate in training.	Yes

SAFETY AND SECURITY CHECKLIST

ANSWER

All windows are in good repair with no broken or missing windows.	Yes
Surveillance cameras and monitors are in good working order.	Yes
Staff members are trained on the proper use and maintenance of surveillance cameras.	Yes
All cameras are operable and the monitors are placed where staff can see them.	Yes
Glass in entrance doors is safety glass.	Yes
Door-locking hardware is in proper working order.	Yes
Door panic bars are operable and in good working condition.	Yes
Handrails and non-slip steps are provided in stairways.	Yes
Access to electrical panels in all areas is restricted.	Yes
All portals/hatches are secured with hasps and padlocks.	Yes
Mobile classrooms, outbuildings, and storage sheds are secured and locked.	Yes
Building access control is assigned to an administrator.	Yes
Keys and duplicates are kept in a locked key cabinet.	Yes
Master keys are kept to a minimum and the control access system is monitored.	Yes
Keys and employee IDs are collected from employees who no longer work in the office.	Yes
All keys are checked in and accounted for at the end of the school year.	Yes
Areas around the building and mobile classrooms are lighted.	Yes
Chemical storage areas are locked and inventoried on a regular basis.	Yes
Science lab equipment and chemicals are secured and inventoried on a regular basis.	Yes
Access to bus loading areas is restricted during arrival and dismissal.	Yes
Staff members are assigned to student parking areas at arrival and dismissal.	Yes

SAFETY AND SECURITY CHECKLIST

ANSWER

Parking areas are supervised during the school day or can be seen from the school.	Yes
An area is designated as the pick-up/drop-off area for car riders.	Yes
Exterior and interior walls are free from graffiti.	Yes
Graffiti is reported to the school police immediately and not cleaned until cleared by police.	Yes
School personnel know locations of shutoffs for water, gas, HVAC vents.	Yes
Hallways are clear of travel impediments during the school day and during night activities.	Yes
Vehicle access to playground/athletic areas is restricted.	Yes
All playground/athletic areas are fenced and are supervised when students are present.	Yes
Playground and athletic equipment is in good repair and is inspected frequently.	Yes
Visitor policy signs and trespassing signs are displayed in plain view and are in good repair.	Yes
All visitors, including parents, are required to sign in at the front office and wear an ID badge.	Yes
All visitors check out upon leaving the building and turn in their ID badge.	Yes
Visitor parking is clearly marked.	Yes
All employees wear ID badges at all times during work/school hours.	Yes
All commercial deliveries are made at one designated entrance.	Yes
All commercial deliveries are inventoried by an employee.	Yes
Delivery persons are accompanied by an employee.	Yes
All food deliveries are inspected and inventoried by food service personnel.	Yes
Students are issued parking permits for school parking only upon proof of a valid driver's license.	Yes
Student access to parking areas during the school day is restricted.	Yes

SAFETY AND SECURITY CHECKLIST

ANSWER

Student drivers are aware that vehicles are subject to search when on school property.	Yes
Employees are aware of their responsibility for items in their vehicle while on DCSD property.	Yes
Students are restricted from entering or remaining in vacant classrooms.	Yes
At the end of the work/school day, all exterior doors and restrooms are checked.	Yes
Classroom-to-office communications is operable and routinely tested.	Yes
Walkie-talkies are strategically located throughout the building and are in fair working condition.	Yes
All school equipment has been labeled and inventoried.	Yes
An updated equipment inventory is maintained throughout the school year.	Yes
All fundraising money or checks are given to the bookkeeper daily.	Yes
All fundraising money or checks are placed in the school vault daily.	Yes
Building vault has controlled access and can be opened from the inside.	Yes
School cafeteria daily receipts are transported with an escort to the office/vault area.	Yes
Cafeteria is arranged so tables and chairs do not block access to doors.	Yes
Fire extinguisher, First Aid Kit, and Choking Posters are in the break-area/cafeteria.	Yes
Student medicine procedures are available to student and parents.	Yes
Student medicine is identified by name, doctor, dispensing instructions, and is dated.	Yes
Student medicine is secured (locked) with controlled access at all times.	Yes
Students sign and date each time they take their medication.	Yes
Students take their medication in the office area. Students may keep asthma medication or Epi-Pen with them if they have a doctors note.	Yes

SAFETY AND SECURITY CHECKLIST

ANSWER

All student medication is picked up by parent at the end of the school year.	Yes
School staff is aware of proper response to blood and other body fluid spills.	Yes
Students/staff use lab/science safety equipment at all times during experiments and lessons.	Yes
Science/lab safety procedures are posted, reviewed, and practiced.	Yes
Fire extinguishers are located throughout the building and are routinely inspected.	Yes
The locations of fire extinguishers are clearly marked and fire extinguishers are accessible.	Yes
Staff members have been trained on proper use of fire extinguishers.	Yes
Mechanical rooms and other hazardous material storage areas are locked.	Yes
Area at and near the dumpster is clean and free of flammables.	Yes
All vehicles are kept out of all fire lanes at all times.	Yes
Boiler room is clean, free of debris, and is NOT used for storage.	Yes
Access to boiler room is restricted and the boiler room is routinely inspected.	Yes
Restrooms are clean and are inspected on a regularly basis throughout the day.	Yes
Procedures are in place to evacuate disabled students and staff/visitors.	Yes
Copies of the Emergency Response Procedures and Protocols manual are distributed to all staff members.	Yes
New and temporary staff members are informed of emergency and safety procedures.	Yes
The staff is trained in Intruder Alert Procedures, including the alert and clear signals.	Yes
School bus safety rules are distributed to all students.	Yes
All students participate in school bus emergency evacuations drills twice per year.	Yes

SAFETY AND SECURITY CHECKLIST

ANSWER

For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school.	Yes
The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested.	Yes
A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system.	Yes
The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. NOTE: Contact Student Relations if the monitor is not operational.	Yes
All students and staff members are brought into the building from mobile classrooms during storm warnings.	Yes
Emergency early dismissal procedures are in place and practiced.	Yes
Staff members are designated to secure the building after school hours.	Yes
A list is maintained of after-school/extra-curricular activities and programs.	Yes
On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building.	Yes
The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available at all times.	Yes
The school has implemented an anti-bullying and anti-harassment program/strategy.	Yes
A procedure has been established to track reports made by students and staff of bullying and harassment incidents.	Yes
A procedure has been established to investigate reports made by victims of bullying or reports made by their parents.	Yes
The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop prevention activities and strategies.	Yes
Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program.	Yes

SAFE SCHOOL PLAN
School Year 2021-2022

SAFETY AND SECURITY CHECKLIST

ANSWER

Procedures have been developed for two-way communication with portable classrooms/modules.

Yes

Portable classrooms are locked when unoccupied.

Yes

Portable classroom doors are locked when class is in session.

Yes

GEORGIA DEPARTMENT OF EDUCATION

Safe School Plan for Georgia Public Schools

Georgia Department of Education
Georgia Emergency Management and Homeland
Security Agency

System: DeKalb County School District

School: DeKalb Preparatory Academy

Principal: Ms. Carla Pettis

School Year: 2021-2022



Pictured above is the cover of the handbook from DeKalb County School District which is given to all staff members to be kept in all classrooms and offices.

GEORGIA DEPARTMENT OF EDUCATION SAFE SCHOOL PLAN CONTINUED

O.C.G.A. 20-2-1185 states that every public school shall prepare a Safe School Plan “to provide a safe learning environment for Georgia’s children, teachers, and other school personnel Such plan shall also address preparedness for natural disasters, hazardous materials or radiological accidents, acts of violence, and acts of terrorism. The plans shall be prepared with input from students enrolled in that school, parents or legal guardians of such students, teachers in that school, community leaders, other school employees, and school district employees, and local law enforcement, juvenile court, fire service, public safety, and emergency management agencies. The Safe School Plan shall include (1) Training school administrators, teachers, and support staff, including, but not limited to, school resource officers, security officers, secretaries, custodians, and bus drivers, on school violence prevention, school security, school threat assessment, mental health awareness, and school emergency planning best practices; (2) Evaluating and refining school security measures; (3) Updating and exercising school emergency preparedness plans; (4) Strengthening partnerships with public safety officials; and (5) Creating enhanced crisis communications plans and social media strategies.”

This Safe School Plan template is designed to assist schools in the development of a Safe School Plan. Schools are not required to use this template, but it does contain safety elements that should be in each Safe School Plan. Safe School Plans should also include safety features/challenges that are unique to the school in order to prevent and mitigate safety issues.

The Georgia Department of Education and Georgia Emergency Management and Homeland Security Agency staff members are available to review Safe School Plans, provide site risk assessments, and provide other technical assistance regarding school safety and security.

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School Safety Plan
DeKalb County School District

(School System)

DeKalb Preparatory Academy

(Name of School)

1402 Austin Drive, Decatur , Georgia. 30032

(Address of School)

Ms. Carla Pettis

(Name of Principal)

Safe School Plan Development

The following persons participated in the development of this Safe School Plan:

Name	Position	Contact Information
Zakiya Byrams	Chair/ Special Education Teacher	678-663-3792
Karen Tino	Co-chair/Media Specialist	770-312-1448
Viola Blackshear	Advisor/ Assistant Principal	404-694-7690
Claudette Richards	School Nurse	770-912-0844
Nikki Glover	RTI Teacher	404-452-8997
Evelyn Guyton	Third Grade Teacher	678-274-8940
Tiffany Richey	Third Grade Teacher	478-484-4321
Trevius Ward	KDG Teacher	404-937-2031
Coach Michael Newel	Physical Education Teacher	470-263-4163
Teresa Wright	7 th Special Education Teacher	470-263-4163
Bernadette Baker	School Secretary	404-290-0580
Tricia Sinclair Davis	Parent	404-914-7607
Darin Johnson	Technology Manager	470-409-4663
Marian Simpson	Business Manager	404-937-2010
Conice Leverett	First Grade Teacher	404-565-6743
Betty Barcliff	ESOL Teacher	404-824-6714
Carla Pettis	Principal	404-317-3555

School Crisis Situation Checklist

Check the following to indicate compliance or leave blank if incomplete.

X School personnel have been identified who will carry out each task and who will be the alternate in case the primary person is not available.

X Each assigned school personnel member has been thoroughly trained to carry out his/her task.

1. Evaluate crisis scene/situation
2. Dial 911 – staying on line communicating information as directed, able to give clear directions
3. Signal to staff and students (lockdown or evacuation)
4. Answer phones
5. Meet emergency vehicles/personnel
6. Get evacuation kit box (building floor plans, student information, bus routes, etc.)
7. Get first aid kits (2 kits per building) – kits should include:
 - a. A copy of School Safety Plan (SSP)
 - b. Student sign-out sheets for dismissal to parents/guardians
 - c. A copy of the school facility plan (this should be in SSP)
 - d. Emergency telephone numbers of assistance agencies
 - e. Copy of video depicting interior and exterior of building
 - f. Copies of student/staff emergency contact information
 - g. Flashlight and extra batteries
 - h. Bullhorn and appropriate batteries
 - i. Cell phone or portable radio
 - j. Current county phone book
 - k. A copy of most recent yearbook
 - l. First Aid Kit
 - m. Emergency medical information for students/staff
8. Take student rosters out of the building
9. Call superintendent's office
10. Take communication devices (school radios, cellular phones, etc.)

X School personnel have been identified and trained to conduct the following:

- X Have a central command post established – both inside and outside the building
- X Person designated to accompany emergency personnel through the building
- X Process determined for releasing students to parents and non-parent adults
- X Alternate site designated for student evacuation
- X Decision regarding having school the day following the crisis

Safe School Plan Emergency ID Plan

1. School Site Coordinator: Zakiya Byrams
2. Alternate School Site Coordinator: Karen Tino
3. School personnel to call 911: Carla Pettis
4. School personnel to call superintendent's Office: Bernadette Baker
5. School personnel to call adjacent school emergency team: Viola Blackshear
6. School personnel to coordinate staff members trained in First Aid and/or CPR: Claudette Richards
7. School personnel to get emergency kits: Nikki Glover, Bernadette Baker
8. School personnel to accompany emergency first responders and other emergency personnel: Carla Pettis, Marian Simpson, Viola Blaxkshear
9. School personnel responsible for students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential): Claudette Richards, Teresa Wright
10. School personnel to answer telephones: Bernadette Baker, Mattie Reid
11. School personnel to collect student rosters: Karen Tino, Nikki Glover
12. School personnel to update media: Carla Pettis, Suzette Arnold
13. School personnel to update parents: Carla Pettis, Viola Blackshear
14. Location of central command post – rank order based on circumstances:
 1. Inside front office
 2. Media Center
 3. Cafeteria Outside
 4. Portable Classroom
 5. Football Field
15. Location for media personnel – rank order based on circumstances:
 1. Inside
 2. Gymnasium
 3. Media Center Outside
 4. Side Parking Lot near Gym
 5. Portable Classroom
16. Location of reception area for parents and public – rank order based on circumstance:
 1. Inside
 2. Gymnasium
 3. Cafeteria and outside of cafeteria
 4. Football Field/Playground Area
 5. Side Parking Lot near Cafeteria
17. If students need to be moved off campus they will be transported to:
First Choice Site: Towers High School
Alternate Site: Peace Baptist Church
18. School personnel responsible for releasing students to parents and non-parent adults: Mattie Reid, Marian Simpson, Melba Smith, Veronica Grant
19. School personnel responsible for utilities shut off if necessary: Marian Simpson,

Susan Wright

20. School personnel responsible for directing traffic: Coach Michael Newell, Jonathan Rice, Everlyn Guyton, Nikki Glover

21. School personnel runners to support the Crisis Team: Lillian Johnson, Betty Barcliff

22. School personnel responsible for accompanying students to the hospital: Veronica Grant, Melba Smith

DeKalb Preparatory Academy Emergency Kits

Contents of the school's emergency kit:

- 10 writing tablets and pens/pencils
- 10 magic makers
- 500 plain white peel-off name tag stickers (used to identify injured students or staff)

- Student release/sign-out sheets
- List of students on off-campus trips
- Five sets of safety gloves
- Floor Plan of the building
- Site Plan of the grounds and surrounding areas
- Copies of photographs of the building (interior and exterior)
- Copies of student and staff emergency contact/release information
- Information regarding any students with medical problems that may be impacted by the evacuation or emergency
- Most recent yearbook and list of students and school personnel
- Flashlight and extra batteries
- Bullhorn and extra batteries
- Cell phone and/or walkie-talkie
- Basic First-Aid kit

List staff members responsible for the emergency kit(s):

Name	Position	Location
Viola Blaxkshear	Assistant Principal	Assistant Principal's Office
Nikki Glover	RTI Teacher	Assistant Principal's Office
Bernadette Baker	School Secretary	Front Office
Betty Barcliff	ESOL Teacher	Front Office

X-School has established a **Crisis Planning and Response Team** that includes the following members:

Name	Position	Contact Information
Zakiya Byrams	Chair/ Special Education Teacher	678-663-3792
Karen Tino	Co-chair/Media Specialist	770-312-1448
Viola Blackshear	Advisor/ Assistant Principal	404-694-7690
Claudette Richards	School Nurse	770-912-0844
Nikki Glover	RTI Teacher	404-452-8997
Evelyn Guyton	Third Grade Teacher	678-274-8940
Tiffany Richey	Third Grade Teacher	478-484-4321
Trevius Ward	KDG Teacher	404-937-2031
Coach Michael Newel	Physical Education Teacher	470-263-4163
Teresa Wright	7 th Special Education Teacher	470-263-4163
Bernadette Baker	School Secretary	404-290-0580
Tricia Sinclair Davis	Parent	404-914-7607
Darin Johnson	Technology Manager	470-409-4663
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Conice Leverett	First Grade Teacher	404-565-6743
Betty Barcliff	ESOL Teacher	404-824-6714
Jonathan Rice	Music Teacher	252-767-2481
Carla Pettis	Principal	404-317-3555

EMERGENCY EVACUATION and FAMILY REUNIFICATION PROTOCOL

Check the following to indicate compliance or leave blank if incomplete.

X An assembly area has been identified at least 1,000 feet away from school in the event it becomes necessary to evacuate the school campus.

X Alternative assembly areas have been identified and shared with school personnel.

X Procedures are in place to remove all students and personnel from athletic fields and playground areas and back into the school.

X Evacuation routes to the assembly points on an evacuation plan have been identified.

X Procedures are in place for the special evacuation needs of the disabled.

X A copy of the evacuation plan is available for school personnel for first responders.

X School personnel and students are aware of and have practiced evacuation procedures and routes.

X A procedure is in place to periodically test the public address system as the primary means of notifying building occupants and other methods of communicating with school personnel.

X Maps indicating primary and secondary evacuation routes are posted in all classrooms (for security reasons, only staff members should know assembly points).

X Teachers are trained to bring their classroom record books with them to the assembly area (s).

X Teachers are trained to verify that students are out of the classrooms and restrooms and workrooms.

X Teachers (or paraprofessionals) are trained to hold open the exit door(s) until all persons in the class have evacuated.

X Teachers are trained to lead students to the designated holding areas/assembly areas.

X Teachers are trained to verify the presence of all students at the assembly site and immediately report students who are not present and furnish those names to school administrators as soon as possible.

X Teachers are trained to remain with their students until administrators sound the "all clear" signal.

X School personnel are preselected to collect critical information and to manage and monitor students at the assembly site(s).

X School personnel have been designated to take the *Emergency Kit* to the assembly area (s).

X Administrators and other school personnel are trained to collect lists of unaccounted for students from staff members and compare with the daily attendance absentee list and share the list with emergency response personnel.

X Administrators and other school personnel are trained to account for all students in the assembly area(s) to facilitate an orderly transfer of students to their parents.

X A procedure is in place to communicate and confirm that the building has been cleared.

X A procedure has been developed to direct parents to the assembly site(s) to pick up students and verify their guardianship of the student and sign for the release of students.

X School personnel have been trained to instruct parents or guardians to leave the site to make room for others once they have signed out their student.

X The school principal and/or other school personnel are trained to notify school transportation to begin routing school buses to the assembly area(s).

X School personnel have been identified to notify local law enforcement and emergency agencies of the incident/situation and inform them of traffic routing procedures of school buses.

X A news media area has been identified and media provided with detailed instructions to be read to the public in order to direct concerned relatives to the assembly site(s).

X A manifest for each (Daycare or Afterschool Provider) school bus is established ahead of time to account for all students riding buses.

X School personnel have been trained to check the (Daycare or Afterschool Provider) school bus manifest to account for every student.

X At the assembly site(s), designated school personnel have been assigned to identify all students and identify all non-uniformed personnel.

X School personnel have been trained to monitor students not riding buses and not picked up by parents or guardians to remain in the assembly area(s) until an authorized person arrives to pick them up.

X School personnel have been identified and trained to maintain contact with police/fire department(s) to stay informed about conditions at the school site.

X Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

X IN THE EVENT OF A FULL-SCALE SCHOOL EVACUATION EMERGENCY, DOES THE LOCAL FIRE DEPARTMENT AND LAW ENFORCEMENT AGENCIES KNOW HOW MANY STUDENTS AND SCHOOL PERSONNEL ARE IN THE SCHOOL?

X DO THE FIRST RESPONDERS HAVE A COPY OF THE SCHOOL FLOOR PLAN?

TRAINING: Georgia Emergency Management and Homeland Security Agency or local emergency management staff can provide training for Emergency Evacuation and Family Reunification Protocol.

ACCIDENT or ILLNESS

The names and location of staff members certified in First Aid and CPR should be made available to every school employee in the building. A fully stocked First Aid Kit should be readily available at all times in different areas of the school building.

Check the following to indicate compliance or leave blank if incomplete.

X List school personnel with first aid/CPR training and their location in the building:

Name	Position	Location
Claudette Richards	School Nurse	Clinic/ 1 st Grade Hall
Zakiya Byrams	Chair/Special Ed Teacher	6 th /7 th /8 th Grade Hall
Karen Tino	Co-chair/Media Specialist	Media Center
Coach Michael Newell	Physical Education Teacher	Gym
Viola Blackshear	Interim Assistant Principal	Assistant Principal's Office
Bernadette Baker	School Secretary	Front Office
Nikki Glover	RTI Teacher	4 th /5 th Grade Hall
Evelyn Guyton	Third Grade Teacher	2 nd / 3 rd Grade Hall
Tiffany Richey	Third Grade Teacher	2 nd / 3 rd Grade Hall
Trevius Ward	Kindergarten Teacher	Kindergarten Hall
Teresa Wright	Special Education Teacher	6 th /7 th /8 th Grade Hall
Marian Simpson	Business Manager	Front Hall
Jonathan Rice	Music Teacher	4 th /5 th Grade Hall
Betty Barcliff	ESOL Teacher	Media Center
Conice Leverett	1 st Grade Teacher	1 st Grade Hall
Tonya Leon-Thomas	Special Education Teacher	Front Classroom/ Hall
Adrian Sermons	Special Education Teacher	Front Classroom/ Hall
Sadrina Sampson	5 th Grade Teacher	4 th /5 th Grade Hall

 School personnel have received Stop-the-Bleed Training from the Georgia Trauma Foundation (if school personnel have not received the training, the training is scheduled for _____)

X A procedure is in place to contact first aid/CPR trained staff.

X procedure is in place to contact emergency personnel.

X A procedure is in place with the school nurse to identify the nature of the student's illness.

 A procedure is in place to isolate the ill student as necessary.

 A procedure in in place to contact local public health as necessary.

X A procedure is in place to control access to the area where the student(s) is receiving assistance.

X A procedure is in place to contact family members.

X Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

X A procedure is in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: *Georgia Emergency Management and Homeland Security Agency or local emergency management staff can provide training for Accident or Illness.*

BOMB THREATS/SUSPICIOUS PACKAGES

Check the following to indicate compliance or leave blank if incomplete.

☞ Daily Precautions

X School personnel have been trained to routinely check their areas for any suspicious packages or items.

X School personnel have been trained what to do if they find a suspicious item, which should never be moved or touched.

X School personnel have been trained to notify school administrators when a suspicious item is found.

X A procedure is in place to isolate the area until law enforcement personnel have assessed the item.

X School personnel have been trained to lock classrooms and other rooms when not in use.

X School maintenance personnel have been trained to lock all doors after cleaning classrooms and other areas.

X School personnel who handle mail and packages are trained on how to recognize suspicious letters or packages (i.e., excess postage on a small package or letter indicates that the object was not weighed by the Post Office; no postage or non-canceled postage; handwritten notes such as “to be opened by Mr. Smith;” leaks, stains or sharp points, wires, etc.).

☞ Bomb or Bomb Threat Response (Also see *Emergency Evacuation Procedures*)

X School personnel are trained on how to respond to a written or verbal bomb threat.

X School personnel and students are to move to the predetermined assembly points at least 1,000 feet away from the building using predetermined routes and exits.

X School personnel are trained to re-direct students if the predetermined routes pass near the location of the bomb or device.

X Procedures are in place for the special evacuation needs of the disabled.

X A procedure is in place to ensure that all school personnel and students have left the building, including checks of hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.

X School personnel have been designated to take the **Emergency Kit** to the assembly area (s).

X A procedure is in place to communicate and confirm that the building has been cleared.

X School personnel have been designated to account for all students by checking with teachers in the assembly area(s).

X School personnel and students have been trained to remain in the assembly area until the “all clear” signal is sent.

X Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

X School personnel have been designated to call the school district central office.

X A procedure is in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

CLOSING OF SCHOOL – SHELTER-IN-PLACE

Check the following to indicate compliance or leave blank if incomplete.

☞ Precautions Before the School Day

X School personnel instructed to listen to local radio and television broadcasts and look for text messages for information about school closures.

X Procedure in place to notify parents/guardians of school closures.

☞ Closure During the School Day

X Procedure in place to check on condition of building and surrounding neighborhood.

X Procedure in place to notify central office of building, neighborhood, and weather conditions.

X Procedure in place to keep students and staff away from possible hazardous conditions, such as iced, slippery, blocked sidewalks, steps, walkways, etc.

X Procedure in place to inform parents/guardian of early school closure.

X Procedure in place to contact all (Daycare And Afterschool Providers) School Bus drivers to pick up students during the school day.

X Procedure in place for students will remain in classrooms until buses arrive.

X Procedure in place to ensure that all students and school personnel have left the building.

X Procedures are in place to secure the building and grounds.

☞ Shelter-in-Place (students remain in the building overnight)

If weather conditions (or other reasons) create the necessity for overnight housing, the building must be secured and student movement limited.

X School personnel and the building is prepared for shelter-in-place.

X Procedures are in place to ensure access to food, water, first-aid, sleeping areas, communications, utilities, first-aid kits.

X Procedure is in place to determine if students should be kept at the school for overnight housing.

X Procedure is in place to notify local law enforcement, and local emergency management and fire and rescue.

X Procedure is in place to contact the central office and the news media.

X Procedure is in place if the HVAC and other systems are centralized to contact the Service Center to ensure that the school's climate control system is **not** turned off.

X School personnel have been designated to contact family members and will continue to do so throughout the night.

X School has designated areas of the building to house students and school personnel during the shelter-in-place.

X School has designated areas of the building that are off-limits for students.

X School personnel have been assigned supervision duties and shifts during the night to account for and supervise all students.

X School has set up an indoor security perimeter to ensure the safety and supervision of the students.

X Procedure is in place to account for every student during the night.

**DEATH OF A STAFF MEMBER OR STUDENT OR
SUICIDE at SCHOOL (or Threat)**

Check the following to indicate compliance or leave blank if incomplete.

Administrative staff should contact the following immediately upon learning of the death of a staff member or student:

- Procedures are in place to contact emergency personnel.
- Procedures are in place to secure the area and keep all students away.
- Procedures are in place to contact the parents/guardian or other family members of the student.
- Procedures are in place to notify school personnel.
- Procedures are in place to contact the central office.
- School personnel have been trained on suicide awareness.
- School personnel have been trained on reporting suicide threats or signs of suicide ideation to the counseling staff.
- Procedures are in place to manage internal and external communications, including the news media.
- Procedures are in place to communicate with the school community.
- Procedures are in place to respond to students and monitoring their reactions.
- School personnel have been trained on how to respond to this type of incident.
- Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.
- Resources have been identified ahead of time to respond to students and staff grief and fear.
- Resources have been identified if they need to be mobilized to respond to widespread grief and fear.
- School personnel have been identified to specifically respond to this type of incident. School personnel assigned:

Name	Position	Contact Information
Zakiya Byrams	Chair/ Special Education Teacher	678-663-3792
Karen Tino	Co-chair/Media Specialist	770-312-1448
Viola Blackshear	Advisor/ Assistant Principal	404-694-7690
Claudette Richards	School Nurse	770-912-0844
Nikki Glover	RTI Teacher	404-452-8997
Tiffany Richey	Third Grade Teacher	478-484-4321
Coach Michael Newel	Physical Education Teacher	404-263-4163
Teresa Wright	7 th Special Education Teacher	470-263-4163
Bernadette Baker	School Secretary	404-290-0580
Carla Pettis	Principal	404-317-3555
Marian Simpson	Business Manager	404-937-2010
Betty Barcliff	ESOL Teacher	404-824-6714
Jonathan Rice	Music Teacher	252-767-2481

FIRE

A fire or smoke in the building requires immediate evacuation of the building. A safe, orderly evacuation depends on effective fire drill practices.

Check the following to indicate compliance or leave blank if incomplete.

☞ *Response (See Emergency Evacuation)*

X Procedures are in place to call **911**.

X Procedures are in place to ensure that the fire alarm system is inspected and operational.

X Procedures are in place to initiate an emergency evacuation.

X Procedures are in place and school personnel have been assigned to assist disabled students and school personnel to evacuate.

X School personnel and students have at least once a month practiced fire drills/evacuation, including the use of alternative evacuation routes.

X Procedures are in place to ensure that all school personnel and students have left the building.

X Procedures are in place to check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.

X School personnel have been designated to take the Emergency Kit to the assembly area (s).

X School personnel have received training on how to use a fire extinguisher.

X Fire extinguisher locations are clearly marked and regularly inspected.

X Designated school personnel have been trained to account for all students by checking with teachers in the assembly area (s).

X School personnel have been trained to survey students at the assembly point (s) to check for injuries or trauma.

X School personnel and students have been trained to remain in the assembly area until the "all clear" signal is sent.

X Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

NOTE: In Georgia schools, one fire drill *shall* be conducted each month that school is in session and recorded on the Georgia Fire Safety and Insurance Commission website. The Georgia State Fire Code also permits schools to substitute a severe weather drill for its required monthly fire drill during the months of February and November.

TRAINING: Georgia Emergency Management and Homeland Security Agency, local emergency management, and local fire department staff can provide training for Fire prevention and evacuation

HAZARDOUS MATERIALS/THREAT

Chemical/Biological/Nuclear Threat or Accident

Check the following to indicate compliance or leave blank if incomplete.

☞ Preparation

X Potential hazardous material sites have been identified and shared with local emergency management (i.e. above ground industry storage containers, railroad tracks, etc.)

X Procedures are in place to determine transportation routes during an emergency evacuation due to hazardous material.

X Procedures are in place to assemble (Daycare and afterschool) school buses for an emergency evacuation.

X Safe routes and assembly areas for staff and students **inside** and **outside** of the building have been established.

X All chemicals in Science classes are identified and properly stored.

☞ INSIDE Building Hazardous Materials Accident or Threat (See Emergency Evacuation)

X Procedures are in place to call 911.

X Procedures are in place to immediately remove all students and school personnel from the area.

X Procedures are in place to seal off the area (s) around and near the accident.

X School personnel have been trained to avoid any contact with hazardous material.

X Procedures are in place to immediately shut down air-conditioning and ventilation units.

X School personnel are trained to provide emergency responders with a list of chemicals in the building.

☞ OUTSIDE Building Hazardous Materials Accident or Threat

NOTE: Schools usually receive emergency notice from either emergency personnel or citizens of hazardous material accidents or threats originating outside of the school building. If the notice comes from *non-emergency sources*, the school administrative staff should contact emergency personnel at **911** and the Department of School Police or Local Police to confirm or refute the report. If the notice comes from *emergency sources*, the following procedures should be immediately initiated.

X Procedures are in place to remove all students and school personnel from athletic fields and playground areas and back into the school.

X School personnel have been designated to ensure that students and staff do not leave the building.

X School personnel are trained to account for all students.

X School personnel have been designated to contact transportation to keep (Daycare and afterschool) school buses out of the hazardous material accident/threat area.

X Procedures are in place to inform school personnel that precautionary measures are being taken due to a report of an incident near the school.

X Procedures are in place to close all windows and outside doors.

X Procedures are in place to shut down air-conditioning and ventilation units or contact the Service Center to do so and prepare to move students away from windows and doors.

X Procedures are in place to quickly evacuate the facility, **based on the directions of emergency personnel** using the procedures in the *Emergency Evacuation Section of this plan*.

X Procedures are in place to have first aid trained staff members on alert.

X Procedures are in place to remain in lockdown mode until the “all clear” signal/message is received from emergency personnel.

X Procedures are in place to inspect building after the incident for any contamination.

X Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

X A procedure is in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: *Georgia Emergency Management and Homeland Security Agency or local emergency management staff can provide training for Hazardous Material incidents.*

INTRUDER/SUSPICIOUS PERSON HOSTAGE/BARRICADE

An intruder/suspicious person is someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school building.

Check the following to indicate compliance or leave blank if incomplete.

- X Procedures and physical design restrict access to the building.
- X All exterior doors are locked and have signs that provide directions to visitors advising them to use the main entrance.
- X School personnel and students are instructed not to open locked doors for persons trying to enter the building from the outside.
- X School uses a visitor identification name-tag system. Visitor tags should be disposable.
- X School designated a school personnel to periodically check all exterior doors to ensure that they are secured (*NOTE: schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits*).
- X Procedures are in place to call 911.
- X Procedures are in place to immediately order a lockdown.
- X School personnel and students have been trained on the urgency of a lockdown; it is essential that the lockdown take place immediately.
- X Procedures are in place to notify all school personnel of a lockdown, including all locations in the building such as the gymnasium, kitchen, media center, etc.
- X Procedures are in place to notify school personnel on playground/athletic fields of the lockdown and instructions.
- X Procedures are in place to notify (Daycare and Afterschool) school bus drivers to remain away from the school.
- X School personnel and students have been trained to remain in the classroom until the all-clear signal is given.
- X School personnel have been trained to close or cover all windows and blinds.
- X School personnel and students have been trained to remain calm and quiet.
- X School personnel have been trained to seek protection if not in a classroom – nearby classroom, for example.
- X Procedures are in place to monitor the location of the intruder/suspicious person using the surveillance cameras and monitors and walkie/talkies and communicating with law enforcement.
- X School personnel is trained to remain in lockdown mode until the “all clear” signal/message is received.
- X Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.
- X A procedure is in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: *Georgia Emergency Management and Homeland Security Agency or local emergency management staff can provide training for Intruders.*

STUDENT DISRUPTION/CIVIL DISTURBANCES

Check the following to indicate compliance or leave blank if incomplete.

- ☞ **Level 1 Disturbance** - Disruption is confined to one area, but no threat to students or staff.
- ☞ **Level 2 Disturbance** - Disruption forces are mobile and/or pose a threat to students and/or staff.
- ☞ **Level 3 Disturbance** - Disruption is widespread with large-scale student participation and is a serious threat to students and staff.

X School personnel are trained on the three levels of disturbance and appropriate actions for each level.

X School personnel are trained to call 911 for **Level 2** or **3** disturbances.

X School personnel are trained on how to report disturbances.

X School personnel are trained on how to isolate the disruption.

X School personnel are trained on how to clear the immediate area, including restrooms and hallways.

X Procedures are in place to order a lockdown for **Level 2** or **3** disturbances.

X Procedures are in place to assemble staff members trained in CPR and First Aid if needed.

X School personnel are trained on how to deescalate angry students or a crowd of students without endangering their safety.

X School personnel are trained to prevent students from going to their lockers during or after a disturbance.

X Procedures are in place to for close supervision of students during dismissal and boarding of buses after a disturbance.

X Procedures are in place to coordinate with police to ensure adequate protection of students and school personnel following **Level 2** or **3** disturbance until they have left the premises.

X Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

X Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: *Georgia Emergency Management and Homeland Security Agency, local emergency management, or local law enforcement staff can provide training for Student Disruptions.*

STUDENT RUNAWAY/ABDUCTION/ MISSING STUDENT

Check the following to indicate compliance or leave blank if incomplete.

☞ Preparation

- Procedures are in place to account for every student during the school day.
- Procedures are in place for daily attendance and notification of parents when students are absent.
- Procedures are in place for field-trip student rosters on each bus and a copy at the school.
- Procedures are in place at field-trip destination to account for all students upon arrival and prior to departure.
- School personnel are trained report any suspicious persons loitering on or near the school campus.
- Procedures are in place to limit access to the building and require identification and accountability procedures for adults who enter the school.
- Procedures are in place to when releasing students to parents or guardians.

☞ Response (State law prohibits the exchange of child custody on school property.)

- School personnel are trained on how to handle a missing child or abduction.
- School personnel are trained to call **911**.
- Procedures are in place to have a description or picture of the missing student ready to give law enforcement.
- Procedures are in place to notify the parents/guardians.
- Procedures are in place to notify transportation if the student normally rides the bus.
- Procedures are in place to conduct a room-by-room search for the student and other potential hiding areas.
- Procedures are in place to survey students from the missing student's class for information.
- Procedures are in place to closely monitor siblings of the missing student.
- Procedures are in place to notify other schools if siblings of the missing student attend a different school.
- Procedures are in place to secure the perimeter of the building.
- Procedures are in place to curtail outside activities until the situation has stabilized.
- Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.
- Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: Georgia Emergency Management and Homeland Security Agency, local emergency management, or local law enforcement staff can provide training for Student Runaway/Missing Children.

REPORT OF A WEAPON ON CAMPUS

Check the following to indicate compliance or leave blank if incomplete.

X Procedures are in place and school personnel have been trained to immediately inform the school resource officer or call 911 if a weapon is suspected on a student.

X Procedures are in place for the school resource officer or other law enforcement officer to be contacted with information about the student, location of the student, and the possible weapon.

X Procedures are in place for the school resource officer or other law enforcement officer and an administrator to escort the suspected student.

X Procedures are in place for school personnel to carry all of the student's belongings at a safe distance.

X Procedures are in place so the student always walks in front of the escort; never allow the student to walk behind any member of the escort.

X Procedures are in place to ensure that the student is not allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.

X Procedures should be in place and school personnel trained to allow the school resource officer or other law enforcement officer to follow their procedures for search and seizure.

X School personnel, other than school resource officers, are told to NEVER attempt to unload a firearm or handle a firearm.

X Procedure is in place to show the school resource officer or other law enforcement officer the student's locker. School personnel should never open a student's locker who is suspected of possessing a weapon.

X School personnel are told to never confront or attempt to disarm a student who is suspected of possessing a weapon.

X School personnel are trained to follow the instructions and protocols of school resource officers or other law enforcement personnel if the suspect is in a classroom or other crowded area, because the approach to the student should be carefully planned.

X Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

X Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

ACTIVE SHOOTER

___School personnel have been trained on and practiced active shooter response.

TRAINING: Georgia Emergency Management and Homeland Security Agency, local emergency management, or local law enforcement staff can provide training for Report of Weapon on Campus and Active Shooter.

TORNADO

Check the following to indicate compliance or leave blank if incomplete.

☞ Definitions

- **Tornado WATCH:** Indicates that weather conditions are present that **may** develop into a tornado. *Move students from all mobile classrooms to the main building.*
- ⇒ **Tornado WARNING:** Indicates that a tornado has been sighted in the immediate area. *Protective measures must be taken immediately, starting with moving students from all mobile classrooms to the main building.*

☞ Preparedness

X School personnel are trained to understand the difference between a watch and a warning.

X School has designated the best areas to serve as shelters, such as interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, etc. and shared that with school personnel.

X Diagrams of the building with marked safe areas are provided to school personnel that include the quickest route to access the safest areas.

X School personnel are trained to avoid the use of gyms and other areas with wide roof spans and glass.

X A tornado response plan is developed that shows safe places in the building for school personnel and students to move to during a tornado.

X A communication plan is in place to quickly move students and school personnel to safe locations in the building, including the use of lower floors and/or interior areas such as hallways (without skylights).

X First Aid supplies are current, conveniently located, and school personnel are designated that know how to apply first aid.

X At least twice a year, school personnel and students practice severe weather drills.

X School has a weather monitor device that alerts staff to tornado watches and warnings.

Response to WARNING

X Procedures are in place to move students from all temporary or mobile classrooms Or gym to the main building.

X Procedures are in place to bring all students inside the building immediately.

X School personnel and students are instructed to take personal belongings only to provide extra protection from flying or falling debris (e.g., notebooks or coats to hold over head and shoulders).

X Procedures are in place to secure the building by closing windows and doors.

X School personnel and students are trained to seek cover in the designated safe areas and to take a protective seated position with hands/arms covering the head, neck and face.

 School personnel are trained to secure or store articles, when possible, that may become missiles indoors.

X Staff members trained in CPR and First Aid should be assigned to the sheltered areas.

X Procedures are in place to prohibit school personnel and students from leaving the building during a warning.

X Procedures are in place to communicate with bus drivers on field trips to notify them of the warning and instruct them on finding appropriate sheltering.

X Teachers are trained to keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.

X Procedures are in place to decide if and when student can be released from school (students should not be released during a warning).

X School personnel and students are trained to remain in the safe areas until the all clear signal is given.

X Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

X Procedures are in place to inspect the building after the storm and before students return to the school.

X Early dismissal procedures are in place if the storm caused damage to the school.

X Procedures are in place if parents come to the school to check on and to check out their children that includes an orderly check out procedure requiring identification and using student attendance logs.

X A protocol is in place to determine if the school is safe to return to normal operations.

X Procedures are in place to notify school personnel and parents/guardians about the status of the school.

X Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: *Georgia Emergency Management and Homeland Security Agency, National Weather Services, local emergency management, or local law enforcement staff can provide training for Tornado and other severe weather situations.*

FLOODING

Check the following to indicate compliance or leave blank if incomplete.

- School personnel know the local history of flooding near the school.
- School personnel know what a river, stream, or lake height forecast means in terms of the school, community, bus routes and student residential areas.
- School personnel know local elevations.
- Procedures are in place for transportation routes to avoid flood-prone areas.
- Procedures are in place for students living in flood affected areas to be taken home early, kept at school, or taken to relatives.
- School personnel are designated to monitor weather conditions in the affected areas via radio, internet, or television broadcasts.
- School personnel are trained to closely monitor dismissal to keep students away from flooded areas, flooding, or possible flooding areas.
- School personnel and students have been trained about walking home from school to stay away from creeks, rivers, stream, lakes, dams, and any flooding areas or areas with flash flood potential.
- Procedures are in place to shut off the water at mains so that contaminated water will not back up into the school water supply system.
- Procedures are in place to quickly evacuate students in accordance with emergency early dismissal procedures when there is a risk of flooding.
- Procedures are in place if conditions do not allow students to evacuate. Use of shelter-in-place procedures are planned.
- Procedures are in place to respond to a flash flood.
- School personnel are trained how and where to relocate students from low-lying levels/areas.
- Procedures are in place to unplug electrical equipment.
- A protocol is in place to determine if the school is safe to return to normal operations.
- Procedures are in place to notify school personnel and parents/guardians about the status of the school.
- Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: *Georgia Emergency Management and Homeland Security Agency, National Weather Services, local emergency management, or local law enforcement staff can provide training for Flooding and other severe weather situations.*

EARTHQUAKE

Parts of Georgia are a MODERATE-EXPECTED EARTHQUAKE DAMAGE ZONE, according to the United States Geological Survey. Therefore, schools should be prepared.

Check the following to indicate compliance or leave blank if incomplete.

School personnel and students are trained to take cover under desks, when possible, and cover their heads and necks.

School personnel are trained to stay away from glass, heavy objects that could tilt over, outside windows and doors, shelves, and any objects that could fall.

School personnel are trained to move students away from windows and relocate to the hallways or stairwells.

School personnel are trained to immediately evacuate students if the earthquake begins to cause damage to the inside school building structure using emergency evacuation procedures, including accounting for all students and school personnel.

School personnel are trained to move away from buildings, trees, fences, vehicles, poles, utility lines, and any other objects that could fall.

School personnel are trained to stay away from the building and not reenter the building after an earthquake.

Procedures are in place to have the building inspected before school personnel and students are allowed to re-enter the building.

A protocol is in place to determine if the school is safe to return to normal operations. Procedures are in place to notify school personnel and parents/guardians about the status of the school.

Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: *Georgia Emergency Management and Homeland Security Agency, National Weather Services, local emergency management, or local law enforcement staff can provide training for Earthquakes.*

HURRICANE

Check the following to indicate compliance or leave blank if incomplete.

X Procedures are in place to monitor weather reports and be available to receive calls from emergency personnel, central office, GEMA/HS, and/or the National Weather Service.

X Procedures are in place to bring all outdoor equipment inside of the building when possible.

X Procedures are in place to move equipment away from doors and windows.

X Procedures are in place to unplug all electrical equipment.

X Procedures are in place to remove all objects that may fall to floor level.

X Procedures are in place to contact GEMA/HS for more information on building preparations.

X If the building has been designated as an evacuation shelter, procedures are in place to work with local emergency management and GEMA/HS.

X Procedures are in place to work with GEMA/HS to develop a plan to provide provisions for temporary shelter and for checking-in and checking-out evacuees.

X Procedures are in place to check school activity calendar to identify school activities or events that conflict within the estimated time period for the hurricane in order to reschedule those activities and announce to students, staff, and public.

X Procedures are in place with local emergency management to carefully survey the building after the hurricane has passed to assess danger.

X School personnel are trained to not enter the building until an assessment has been completed by local emergency management.

X Procedures are in place to take photographs of any building and grounds damage.

X A protocol is in place to determine if the school is safe to return to normal operations.

X Procedures are in place to notify school personnel and parents/guardians about the status of the school.

X Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: Georgia Emergency Management and Homeland Security Agency, National Weather Services, local emergency management, or local law enforcement staff can provide training for Hurricanes and other severe weather situations.

BACTERIA OR MICROORGANISM THREAT

Receipt of or threat to receive a bacteria-laced or microorganism-laced letter, box, container, envelope.

Check the following to indicate compliance or leave blank if incomplete.

 X School personnel who handle mail and packages are trained to recognize unusual packages or letters (e.g., excess postage on a small package or letter indicates that the object was not weighed by the Post Office, no postage or non-canceled postage, handwritten notes such as “to be opened by Mr. Smith,” leaks, stains or sharp points.

 X Students and volunteers are NOT allowed to open or handle school mail.

 X School personnel are trained to call 911 to report a suspicious package.

 X School personnel are trained to isolate letter or package and leave the area.

 X Procedures are in place to evacuate and seal off the area of building (*See **Emergency Evacuation***).

 X School personnel are assigned to prevent others from entering the area.

 X Procedures are in place to isolate victim or victims who have come into contact with letter or package.

 X Procedures are in place to identify victims fully with name, address, and telephone number for first responders and health officials.

 X A protocol is in place to determine if the school is safe to return to normal operations.

 X Procedures are in place to notify school personnel and parents/guardians about the status of the school.

 X Procedures are in place for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: *Georgia Emergency Management and Homeland Security Agency, local emergency management, or local law enforcement staff can provide training for Biological Incidents.*

TRAINING REQUIREMENTS CHECKLIST

O.C.G.A. 20-2-1185 mandates each school to develop a Safe School Plan. The State Code also lists areas of mandatory training for all school personnel including administrators, teachers, school resource officers, security officers, secretaries, custodians, and bus drivers. A check indicates that the training is completed.

9/15/2021 School violence prevention*¹
8/25/2021 School security*
8/11/2021 School site treat assessment*
8/11/2021 Mental health awareness**
9/29/2021 School emergency planning*

*GEMA/Homeland Security, local emergency management, and local law enforcement offer the training.

**Georgia Department of Education offers the training.

¹Implementation of the *Second Step Violence Prevention Program* meets the training requirement.

PREPAREDNESS AND RESPONSE PROTOCOLS FOR OTHER SITUATIONS

Include in this section safe school plans for circumstances and conditions unique to the school, such as nearby railroad tracks, nearby above ground storage tanks (or industrial park), nearby airport, nearby correction facility, nearby expressway, nearby tractor-trailer truck route, nearby river, nearby flood plain, etc.

Example Items to Include in this Section

School is near an airport

___ Does the school have an evacuation plan based on the location of the airport and flight patterns?

___ Does the airport staff know how to communicate with the school in the event of an emergency at or near the airport?

___ Does the school have a way to communicate with the airport staff?

___ Does the local fire department have an airport emergency plan; if so, does it include the school?

School is near above-ground chemical storage tanks or an industrial park

___ Does the school have an evacuation plan based on the location of the storage tanks or industrial park?

___ Does the chemical storage company or companies in the industrial park know how to communicate with the school in the event of an emergency?

___ Does the school have a way to communicate with companies with the chemical storage tanks or with companies in the industrial park?

___ Does the school have identified staff that can turn off the HVAC fresh-air mix?

___ Does the local fire department have an emergency plan that includes the school?

School is near railroad tracks

___ Does the school have a barrier to mitigate the effects of a derailment, such as berm between the tracks and the school?

___ Does the school have an evacuation plan based on a possible derailment?

___ Does the local fire department have an emergency plan? If so, does it include the school?

Safe School Plan Site Assessment Checklist

The Safe School Plan Site Assessment Checklist is offered as a self-assessment for schools. When a school answers a checklist item with a “no,” that or those items should be brought to the attention of the school district’s central office for discussion on plans to address that or those issues identified in the Safe School Plan Site Assessment.

Schools should attach the completed Safe School Plan Site Assessment Checklist to its Safe School Plan

Safe School Plan Site Assessment Checklist

Building and Grounds

	Yes	No	N/A
1. If a classroom is vacant, students are restricted from entering unsupervised	X		
2. The bathroom walls are free of graffiti	X		
3. The entrance lobby is visible from the main office	X		
4. Chemical storage areas are locked	X		
5. Hallways are free of travel impediments	X		
6. Boiler room/Power supply rooms are clean, free of debris, is not used for storage, access is controlled, and is inspected.	X		
7. Restrooms are inspected for cleanliness and safety on a regular basis	X		
8. Surveillance cameras and monitors are installed in strategic locations and are monitored	X		
<i>Lighting</i>	Yes	No	N/A
1. The hallways are properly lighted	X		
2. Bathrooms are properly lighted	X		
3. Access to electrical panels is restricted	X		
4. Hallways have emergency lighting and they are periodically tested	X		
<i>Doors</i>	Yes	No	N/A
1. Faculty members are required to lock classrooms upon leaving	X		
2. All outside entries to the building are locked, controlled, and supervised	X		
3. Doors accessing internal courtyards are locked to prevent outside entry	X		
4. Mechanical rooms/hazardous material storage areas are kept locked	X		
5. School has a record of maintenance work orders on doors/windows	X		
6. Areas accessible to intruders are secure	X		

<i>Signage</i>	Yes	No	N/A
1. Inside exit signs are clearly visible and lighted	X		
2. Visitor signs are posted	X		
3. Weapons law signs/stickers are posted	X		
4. Tobacco free campus signs/stickers are posted	X		
5. Choking guidelines posted in cafeteria	X		
6. Lab safety procedures are posted and reviewed	X		
7. Fire extinguisher locations are clearly marked and regularly inspected	X		
8. School staff is trained on the use of fire extinguishers.	X		
9. Stadium evacuation procedures are posted	X		
10. Child abuse/neglect reporting phone number is posted	X		

<i>Extracurricular/Play Areas</i>	Yes	No	N/A
1. Play areas are fenced	X		
2. Visual surveillance of play area is available	X		
3. Vehicular access to play areas is restricted	X		
4. Play equipment, bleachers, benches are in good condition	X		
5. Play/extracurricular areas are supervised when students are present	X		
6. The school ground is free of obstacles, graffiti, trash, and debris	X		
7. Emergency vehicles can access play and athletic fields easily	X		
8. Surveillance cameras are installed in strategic locations to view play area	X		
<i>Signage</i>	Yes	No	N/A
1. School Safety Zone signs are posted	X		
2. Clearly marked visitor entrance to main office	X		
3. Visitor and handicapped parking areas are clearly marked	X		

<i>Lighting</i>	Yes	No	N/A
1. There is adequate lighting around the building	X		
2. Lighting is provided at the entrances	X		
3. Directional lights aimed at the building	X		
<i>Windows and Doors</i>	Yes	No	N/A
1. Windows and doors are in good repair	X		
2. Windows and doors are adequately secured after hours	X		
<i>Student Transportation Issues</i>	Yes	No	N/A
1. Staff members are assigned to bus area during loading/unloading	X		
2. Access to bus loading/unloading areas is restricted during arrival/ dismissal	X		
3. An area is designated as the pick-up/drop-off zone for non-bus riders	X		
4. An emergency dismissal procedure is in place	X		

Cyber

<i>Cyber</i>	Yes	No	N/A
1. Does your School Safety Plan include instructions on how to handle a Cyber related incident?	X		
2. If so, is the plan tested? and how often?	X		
3. How is leadership advised of a cyber-related incident?	X		
4. Is anyone on your staff trained in how to respond/report Cyber Incidents?	X		
5. Does your school maintain an inventory of all issued computers/devices?	X		
6. Is the staff required to periodically change their passwords? If so, how often?	X		
7. Do you use passwords of 8 characters or more?	X		
8. Do you verify that former staff access has been locked or deleted?	X		
9. Are routine back- ups of your system performed?	X		
10. Does your system automatically lock you out after 3-5 unsuccessful attempts to log in?	X		

11. Is the staff allowed to download software without approval?		X	
12. Are students taught about Cyber Security?	X		
13. Are safety measures in place to protect the school from students accessing School issued devices?	X		
14. Does your school/district have Cyber Insurance?	X		

School Policies

<i>Security</i>	Yes	No	N/A
15. Unused areas of the school can be closed off at any time	X		
16. Two-way communication is possible with administrators, school resource officers, and local law enforcement	X		
17. Teachers have the capability of communicating to main office from classroom	X		
18. There is a central alarm system	X		
19. Photo ID cards/badges are issued to all employees and are visible	X		
20. Visitors are required to sign in and out	X		
21. Visitor/guests badges are issued	X		
22. Shrubbery and trees do not block sight lines of campus	X		
23. Law enforcement monitors school grounds after regular school hours and can contact school administrator(s)	X		
24. Security alarms are tested on a regular basis	X		
25. Proper photo ID is required of vendors, repairmen, etc.	X		
26. Procedures are in place in the cafeteria loading dock area to secure the outside door and identify persons before entering	X		
27. Security procedures are in place for cafeteria staff or any other staff member that handles cash	X		
<i>Law Enforcement Role</i>	Yes	No	N/A
1. A School Resource Officer or other law enforcement staff member is assigned to the school or regularly visits the school	X		
2. Incidents of crime that occur on school property/events are reported to law enforcement and other appropriate agencies	X		
3. Law enforcement and emergency management personnel are involved in the development of school safety plan		X	

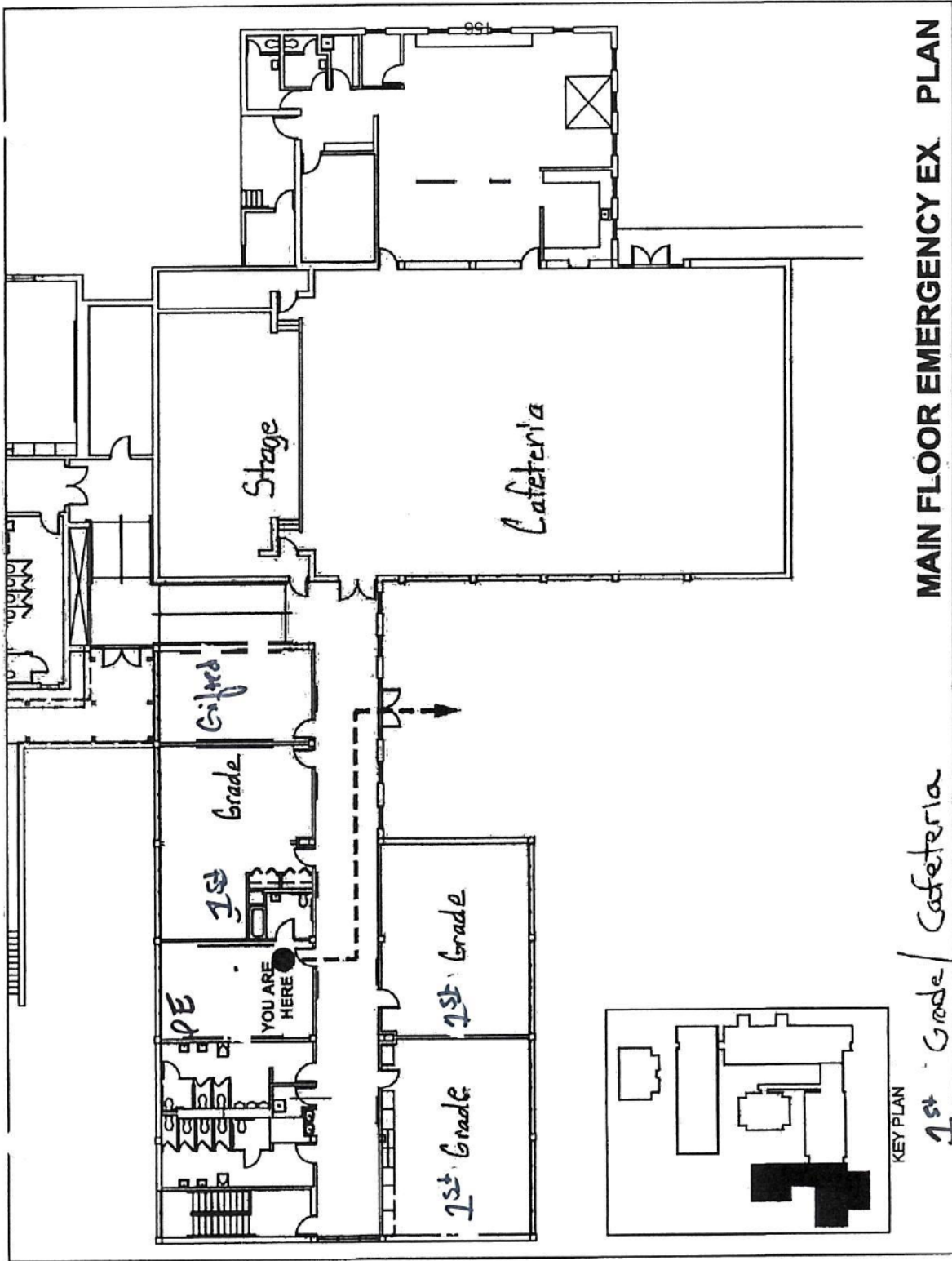
4. The school and law enforcement have an agreement of understanding that defines the roles and responsibilities of each group	X		
5. Local law enforcement provides after hours patrols of the school site	X		
<i>Emergency/Crisis Plan</i>	Yes	No	N/A
1. The school has a Safe School Plan	X		
2. The Safe School plan includes all categories as required by Georgia law	X		
3. The Safe School Plan is reviewed and updated each year	X		
4. The staff has received training on emergency procedures	X		
5. The staff has access to and has practiced the Safe School Plan	X		
6. The Emergency/Crisis Plan has been reviewed by local emergency management and law enforcement		X	
7. Primary and secondary evacuation sites have been pre-determined for fire (500') & bomb threat (1000')	X		
8. Emergency table-top exercises and/or practices have been conducted with staff	X		
9. A reunification site has been established in case of emergency evacuation	X		
10. School staff is aware of proper response to blood and body fluid spills	X		
11. An appropriate number of staff members are trained in CPR	X		
12. Fire/tornado drills are conducted as required by Georgia law	X		
13. Intruder alert drills are conducted	X		
14. Evacuation and alternative routes are posted	X		
<i>Administrative Procedures</i>	Yes	No	N/A
1. The principal and administrative staff are highly visible	X		
2. The Student Code of Conduct is revised and reviewed annually with school personnel and students	X		
3. Students and/or parents sign for receipt of Student Code of Conduct	X		
4. Behavioral expectations and consequences for violations are clearly outlined	X		
5. Disciplinary consequences are fairly and consistently enforced	X		
6. A chain-of-command has been established when the principal is away	X		
7. Security measures/administrative supervision is established for extracurricular activities	X		

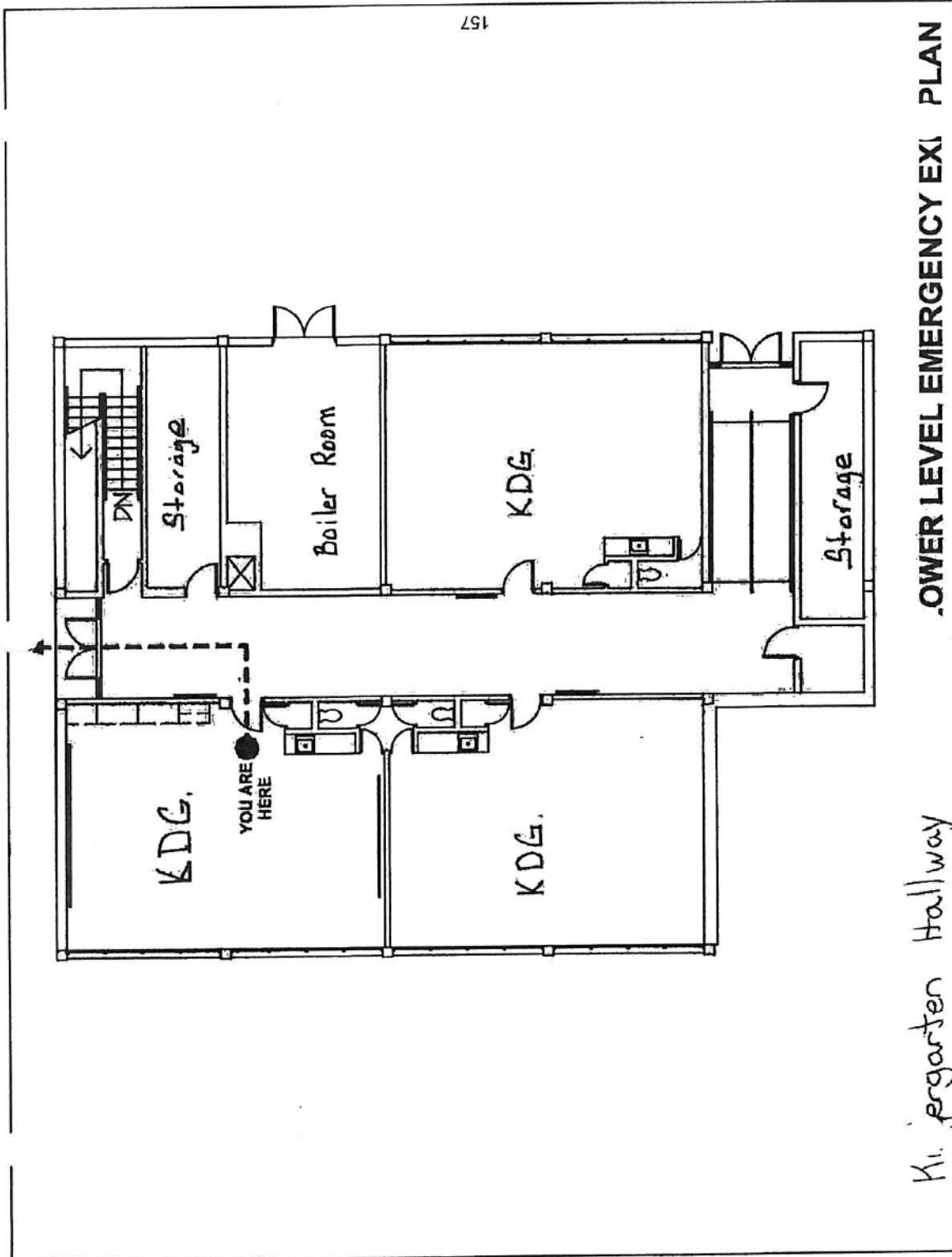
8. Staff members are assigned to supervise students (halls/bus/restrooms/cafeteria)	X		
9. Student medicines are secured (locked cabinet/desk)	X		
10. Student check-out procedures are in place; only to an authorized adult	X		
11. Teachers/administrators are aware of mandatory reporting requirements (weapons, drugs, child abuse, etc.)	X		
12. Federal/state laws regarding students with disabilities are followed	X		
13. Policies and procedures have been developed to allow students to transfer to another school if they are a victim of a violent criminal offense	X		
14. School personnel know the location of shutoffs for gas, water, HVAC, etc.	X		
15. School files and records are maintained in locked, fireproof containers or vaults	X		
16. There is a control system in place to monitor keys and duplicates and/or card access systems	X		
<i>Data Collection and Reporting</i>	Yes	No	N/A
1. An incident reporting database has been established.	X		
2. Discipline incidents are accurately recorded.	X		
3. Discipline incidents are regularly monitored.	X		
4. Administrators are aware of mandatory reporting requirements (weapons, drugs, child abuse, etc.).	X		
5. Chronic discipline procedures have been developed concerning students with recurring problems – referral to MTSS/RTI.	X		
6. Students are referred to a disciplinary tribunal hearing committee or hearing officer for serious violations of school rules	X		
7. Unsafe School Choice Option (USCO) offenses are accurately reported	X		
Prevention, Intervention, Planning, Communications, Collaboration			
	Yes	No	N/A
1. School implements PBIS to improve school climate.	X		
2. Students have access to conflict resolution/peer mediation programs.	X		
3. Diversity awareness is emphasized.	X		
4. Academic programs are available after a crisis to rebuild student skills.	X		
5. Students and parents are aware of school student support resources.	X		

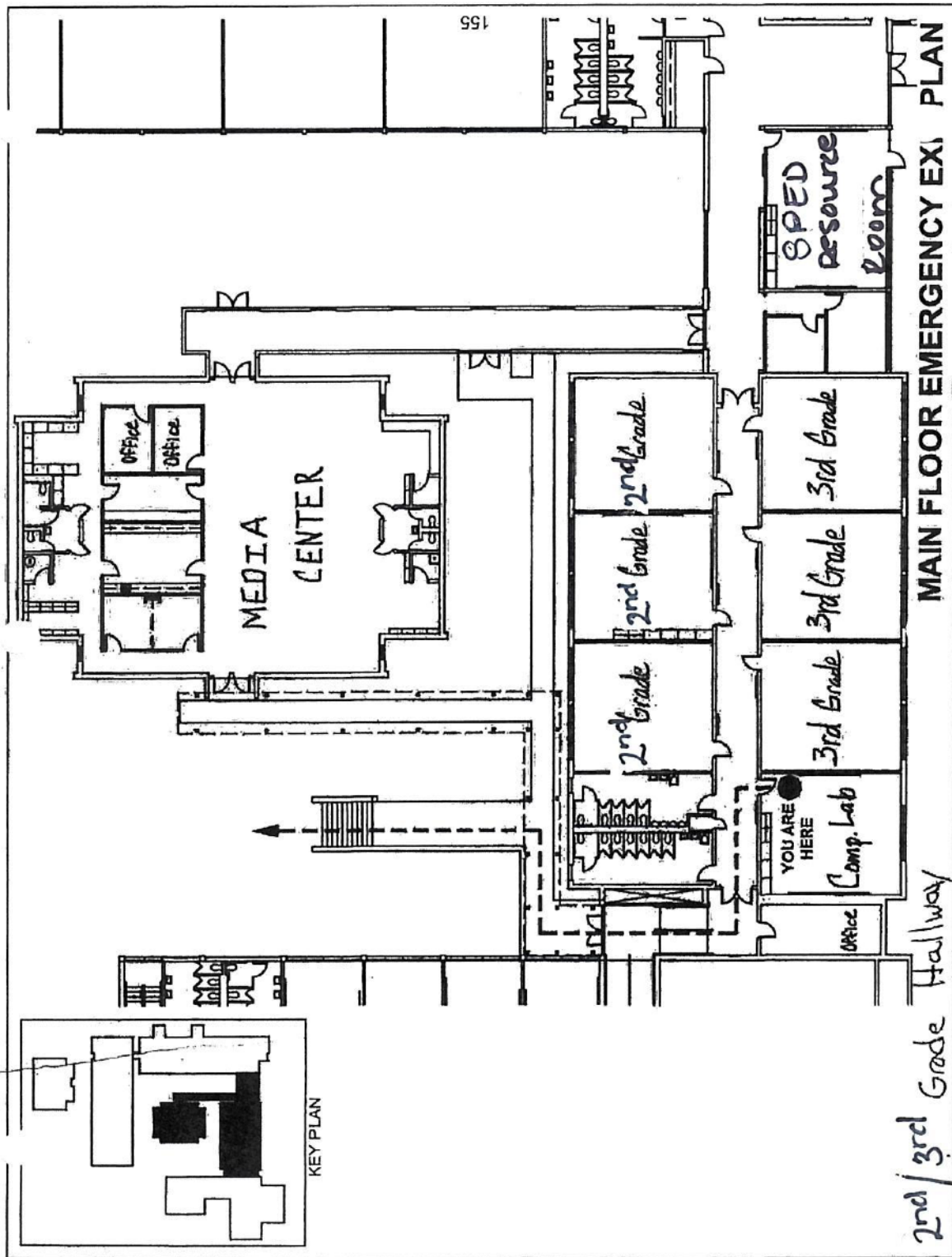
6. Counselors facilitate student assistance programs/groups.	X		
7. Students have opportunities to be actively involved safety planning and recovery.	X		
8. Parents are encouraged to volunteer and play an active role in the school.	X		
9. Suicide prevention programs are in place.	X		
10. The school connects with community emergency responders to identify local hazards.	X		
10. School incorporates violence prevention strategies such as Second Step into the school.	X		
11. Review incident data and alter Safe School Plan to respond to the data.	X		
12. Discussions have been held with local law enforcement and others on how to best handle student violence.	X		
14. An assessment/survey was conducted to determine how crises impact the school.	X		
16. Crisis plans exist in the district, school, and community.	X		
17. A list of stakeholders involved in crisis planning is maintained.	X		
18. Procedures are in place for communicating with staff, students, families, and the media.	X		
19. Procedures are in place to account for students during a crisis.	X		
20. The school gathers information about the school facility, such as school building and grounds maps, and the location of utility shutoffs.	X		
21. Necessary equipment has been identified assist staff in a crisis.	X		
	Yes	No	N/A
22. Stakeholders have been identified to be involved in developing the crisis management plan. Stakeholders provide feedback on sections of the plan that pertain to them. <i>(For example, ask families to comment on procedures for communicating with them during a crisis.)</i>	X		
23. A working relationship has been established with emergency responders. It is important to learn how these organizations function and how you will work with each other during a crisis.	X		
24. School leadership understands the kinds of support municipalities/counties can provide during a crisis, as well as any plans the city/county has for schools during a crisis.	X		
25. Is the administrative staff aware of Incident Command protocols?	X		

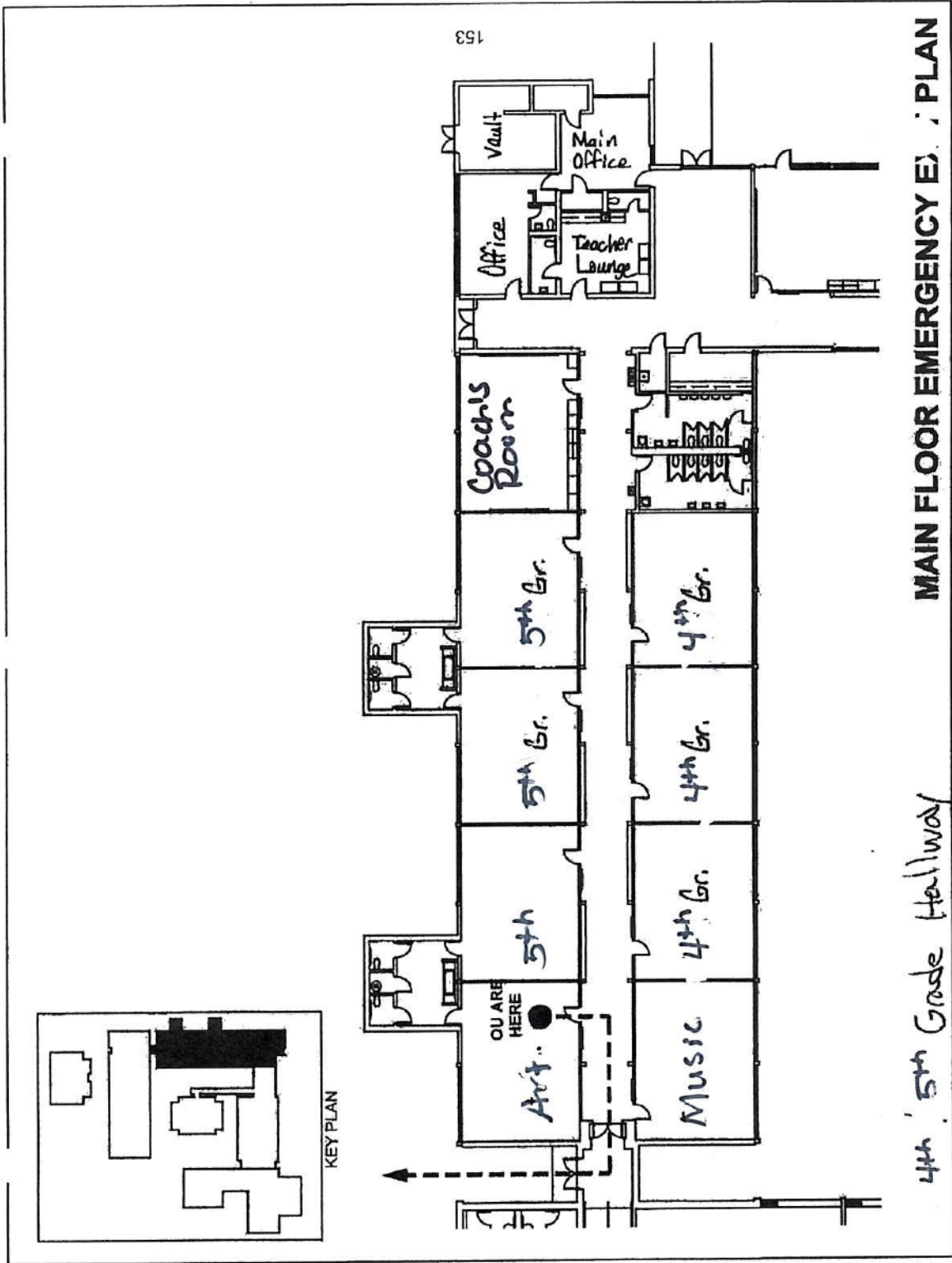
26. Address how the school will communicate with all of the individuals who are directly or indirectly involved in the crisis. One of the first steps in planning for communication is to develop a mechanism to notify students and staff that an incident is occurring and to instruct them on what to do.	X		
27. Procedures are in place for emergency responders so that they have complete access to the building.	X		
28. A cache of first aid supplies, food, water, etc. for staff and students during the incident is maintained. Prepare response kits for secretaries, school nurses, and teachers. For nurse's kit consider students emergency medications as well as first aid supplies and needs of disabled students and school personnel.	X		
29. The evacuation plan includes backup buildings to serve as emergency shelters such as nearby community center, religious institutions, businesses, or other schools. Agreements for using these spaces have been negotiated or reconfirmed prior to the beginning of each school year.	X		
30. All staff members understand and have practiced lockdown procedures.	X		
31. Shelter-in-Place plans have been developed. Students and staff are held in the building and the building is secured. Plans are in place to provide security, identify students and school personnel, feed and house students and school personnel, and to connect parents/guardians and emergency management and law enforcement.	X		
32. Procedures are in place and staff have been identified to find and share safe school floor plans for first responders during an emergency.	X		
	Yes	No	N/A
33. Be sure to inform families of release procedures before a crisis occurs. Accurate and practiced procedures for tracking student release and ensuring that students are only released to authorized individuals.	X		
34. Staff understands they should <u>not delay calling 911</u> . It is better to have emergency responders on the scene as soon as possible, even if the incident has even resolved by the time they arrive, than to delay calling and risk further injury and damage.	X		
35. Designate a location for emergency medical responders to treat the seriously injured. The school plan should identify qualified staff to work with emergency medical responders.	X		
36. All information released to the media and public should be funneled through a single public information officer.	X		
37. Staff been told to write down every action taken during the response. <i>(This provides a record of appropriate implementation of the crisis plan. Make a photo</i>	X		

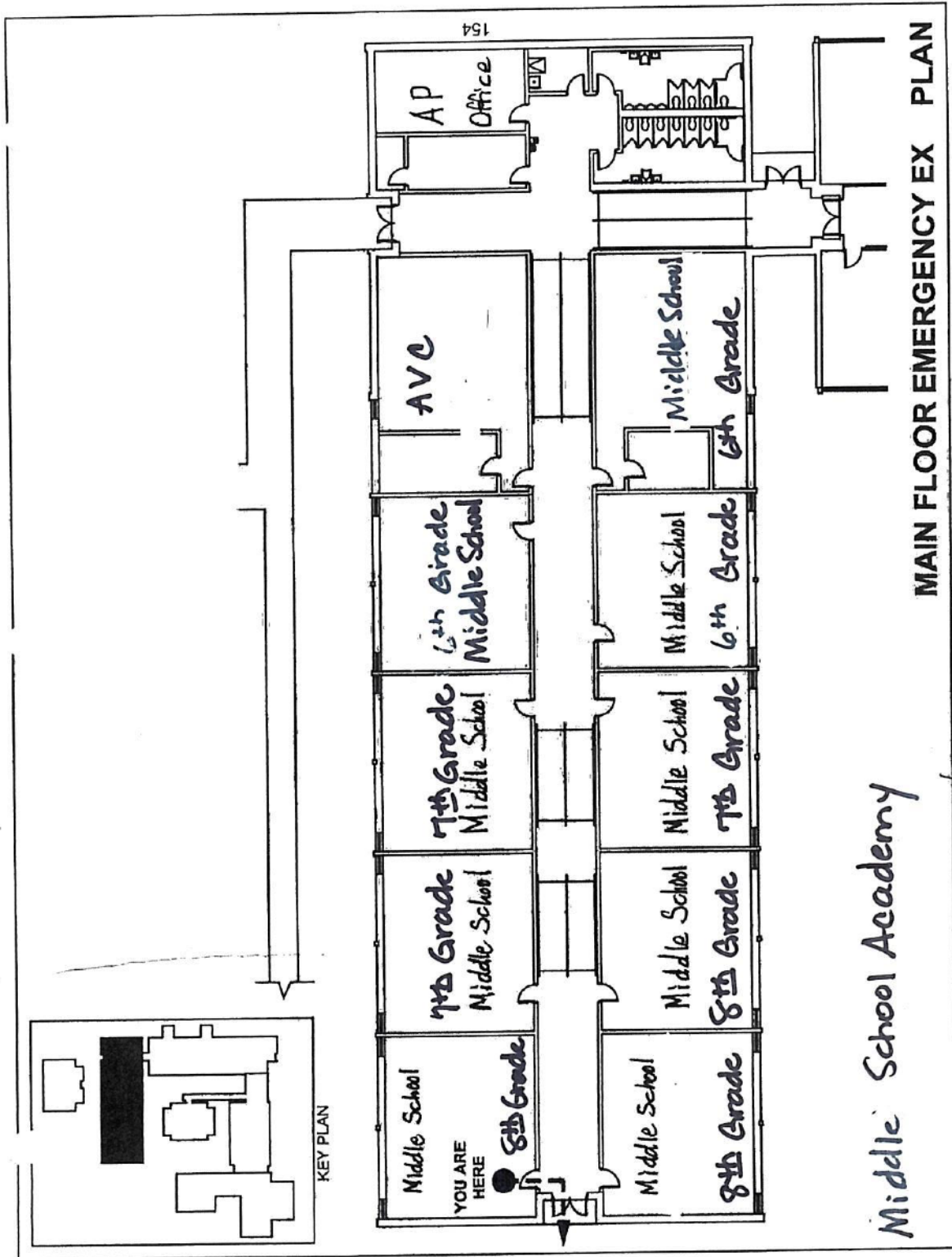
<i>record of damage for insurance purposes and tracking financial expenditures related to the incident). Keep all original notes and records, these are legal documents.</i>			
Recovery	Yes	No	N/A
1. Staff has been identified to check condition of building before re-opening.	X		
2. Plans are in place for the Crisis Team to aid recovery.	X		
3. Plans are in place to inform staff and parents of support services available for crisis recovery.	X		
4. Following a crisis, buildings and surrounding grounds may need repairing. Assign staff to conduct safety audits to determine what parts of the buildings can be used and plan for repairing those that are damaged.	X		

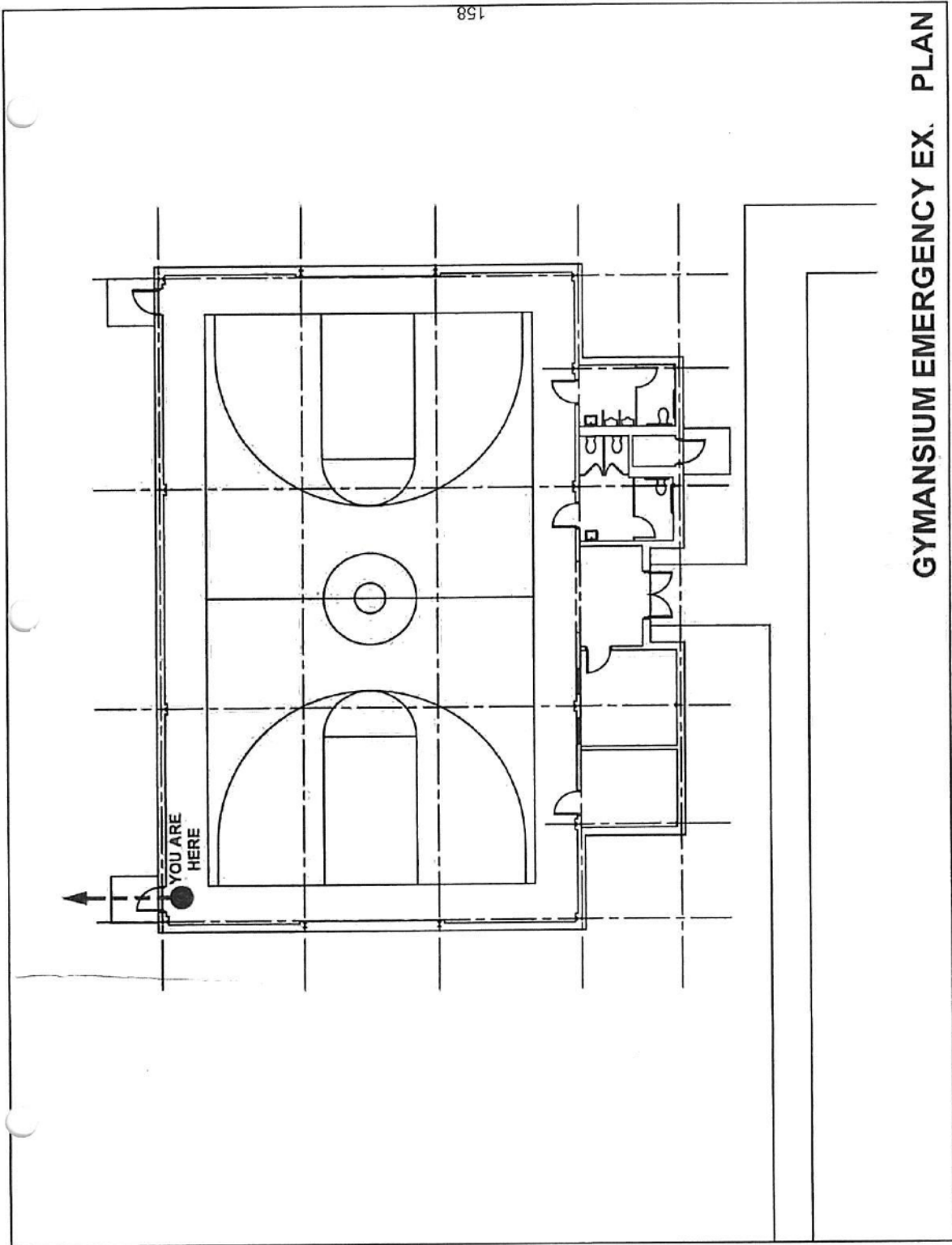












REQUIRED (Infinite Campus)
DEKALB COUNTY SCHOOL SYSTEM
SAFE SCHOOL PLAN
2021-2022

CGIW1197 DEKALB PREPARATORY ACADEMY PAGE 1 080321 TIME 8:27 AM SAFE
SCHOOL PLAN School Year 2021-2022

SAFE SCHOOL STUDENT & FACULTY POPULATION

Student(s) Population: 570

Faculty/Staff Population: 60

Transportation: 0 (Buses Needed to Evacuate)

Exceptional Ed Student(s) Population: 45

Exceptional Ed Student(s) Transportation:0 (Buses Needed to Evacuate)

Primary Relocation Site: Towers High School

Secondary Relocation Site: Peace Baptist Church

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal: Carla Pettis Phone No.: 404-317-3555

Asst. Principal: Viola Blackshear Phone No.: 404-694-7690

Asst. Principal: N/A Phone No.: N/A

Phone No.: 770-912-0844

Phone No.: 678-274-8940

Phone No.: 478-484-4321

Phone No.: N/A

Other Staff: Nikki Glover Phone No.: 404-452-8997

Other Staff: Claudette Richards

Counselor: Viola Blackshear Phone No.: 404-694-7690

Teacher: Evelyn Guyton

Teacher: Tiffiney Richey

Custodian: N/A

Student: N/A

Parent: Tiffany Sinclair

Law Enforcement: N/A
Fire Department: N/A
Community Leader: N/A
Other: N/A

Other: N/A

Other: N/A

Other: N/A

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SAFE SCHOOL PLAN
School Year 2021-2022

SCHEDULE OF EMERGENCY DRILLS

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates:

State law requires 2 drills within first 10 days of school and at least one drill for each subsequent month.

August (1): 08/11/2021
August (2): 08/25/2021
September: 09/15/2021
October : 10/13/2021
November : 11/10/2021
December : 12/08/2021
January : 01/12/2022
February : 02/09/2022
March : 03/09/2022
April : 04/13/2022
May : 05/11/2022

Identify primary and secondary relocation sites if evacuation from the campus is necessary:

Primary: Towers High School

Primary: N/A

Secondary: Peace Baptist Church
Secondary: Tabernacle Church

Tornado Drill(s):
First Semester Date: 11/10/2021

Intruder (Lockdown) Drills: First Semester Date: 08/18/2021 Type
of Lockdown: LEVEL 3 Safe Schools Audit Score: N/A

Grades: K-8
Grades: N/A
Grades: N/A
Grades: N/A

Second Semester Date:
Second Semester Drill is the Statewide Drill in
February of Each Year.
Second Semester Date: 02/23/2022
Type of Lockdown: LEVEL 3
Safe Schools Audit Score: N/A

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DEKALB PREPARATORY ACADEMY

SAFE SCHOOL PLAN
School Year 2021-2022
STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:
Viola Blackshear Zaykia Byrams

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Designated staff Carla Pettis

to contact Regional Superintendent:
Dr. Carla Pettis

to identify missing/absent students and staff: N/A

to locate and identify the injured/sick: Melba Smith

Designated staff
Viola Blackshear N/A

N/A

Designated staff Terry Elmore

N/A

N/A

Designated staff
Claudette Richards to accompany injured/sick to medical facilities

N/A

N/A

N/A

N/A

Identified staff trained in First Aid and CPR: Clauadette Richardson Zakiya Byrams Karen Tino Michael Newell

Designated staff to handle telephone calls: Bernadette Baker
Mattie Reed N/A

N/A

Designated staff to receive parents/guardians at reunification site(s): NOTE: All students must be signed out by a parent or guardian. Please keep sign-out logs.

Carla Pettis
Zaykia Byrams
Bernard Robinson

Jamal Dunn
Tery Elmore

Designated staff to show emergency personnel utility and ventilation shutoffs: Marian Simpson Susan Wright

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:

Johnthan Rice
N/A

Officer Brooks

Designated staff to make temporary ID badges for staff and emergency personnel: Marian Simpson Susan Wright

Name(s) of person(s) to contact after hours for after-school/extra curricular activities and programs:

Carl Pettis
Susan Wright

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DEKALB PREPARATORY ACADEMY

SAFE SCHOOL PLAN
School Year 2021-2022
EMERGENCY KITS CHECKLIST

A copy of the DCSD Emergency Response Procedures and Protocols Manual

A copy of the Safe School/Crisis Management Plan

Current call rosters of all students including pertinent medical information, phone number(s), release information and contact(s) information

Current list of all staff members including phone numbers and contact information

Copy of school or district personnel directory with phone numbers and contact information

10 writing tablets and pens/pencils

10 working magic makers

Signage for Staging Area

500 plain white peel-off name tag stickers (used to identify students, staff or Crisis Team)

Student release/sign-out sheets Staff sign-in/sign-out sheets
List of students on off-campus trips Five sets of safety gloves

Floor/Site Plan of the grounds and surrounding areas (Faculty floor plan with utility shut offs and detailed instruction on disablement)

Copies of photographs of the building(interior and exterior)

Copies of student and staff emergency contact/release information

Emergency Medical Information for the students & staff (Info. regarding students & staff with medical problems that may be impacted by evacuation/emergency)

Most recent yearbook Flashlight and extra batteries Bullhorn and extra batteries Cell phone and/or walkie-talkie

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ANSWER

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

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DEKALB PREPARATORY ACADEMY

SAFE SCHOOL PLAN

School Year 2021-2022

EMERGENCY KITS CHECKLIST

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ANSWER Yes

Yes

Yes

Yes

Basic First-Aid Kit

Emergency phone numbers of assistance agencies Set of master keys

Bus routes and driver contact information

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Student and parents are expectations and school

DEKALB PREPARATORY ACADEMY

SAFE SCHOOL PLAN

School Year 2021-2022

ATTENDANCE AND DISCIPLINE

informed of student behavioral discipline procedures.

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ANSWER

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.

All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.

Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students.

All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.

Weapons, Drugs, Safe School Zone, and Bullying Signs are posted.

The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted.

A daily record of student absences is maintained and parents are contacted.

Students may be checked out of school ONLY by a parent or guardian.

The county-sponsored Alert Line reporting number 1-888-475-0482 is posted.

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DEKALB PREPARATORY ACADEMY

SAFE SCHOOL PLAN
School Year 2021-2022
REPORTING/TRAINING CHECKLIST

Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency.

A record is kept of disruptive, dangerous incidents on school property or at school events.

Administrators are designated to complete and file accident and incident reports.

All staff members are aware of child abuse/neglect reporting requirements.

All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff.

All staff members are told to report incidents of bullying and any other types of harassment.

At least one hour of personal safety instruction is scheduled for the staff.

Each teacher receives a copy of the Emergency Response Procedures and Protocols manual.

All staff members have or will receive information on the policy relative to student restraint.

The District will facilitate training of all school-based and support staff on violence prevention. Staff has been informed and are expected to participate in training.

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ANSWER

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

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DEKALB PREPARATORY ACADEMY
SAFE SCHOOL PLAN
School Year 2021-2022
SAFETY AND SECURITY CHECKLIST

All windows are in good repair with no broken or missing windows.

Surveillance cameras and monitors are in good working order.

Staff members are trained on the proper use and maintenance of surveillance cameras.

All cameras are operable and the monitors are placed where staff can see them.

Glass in entrance doors is safety glass.

Door-locking hardware is in proper working order.

Door panic bars are operable and in good working condition.

Handrails and non-slip steps are provided in stairways.

Access to electrical panels in all areas is restricted.

All portals/hatches are secured with hasps and padlocks.

Mobile classrooms, outbuildings, and storage sheds are secured and locked.

Building access control is assigned to an administrator. Keys and duplicates are kept in a locked key cabinet.

Master keys are kept to a minimum and the control access system is monitored.

Keys and employee IDs are collected from employees who no longer work in the office.

All keys are checked in and accounted for at the end of the school year.

Areas around the building and mobile classrooms are lighted.

Chemical storage areas are locked and inventoried on a regular basis.

Science lab equipment and chemicals are secured and inventoried on a regular basis.

Access to bus loading areas is restricted during arrival and dismissal.

Staff members are assigned to student parking areas at arrival and dismissal.

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ANSWER

Yes Yes

Yes

Yes
Yes
Yes
Yes
Yes
Yes
Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

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DEKALB PREPARATORY ACADEMY

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ANSWER

Yes

Yes Yes

Yes

Yes

Yes Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Parking be seen

An area riders.

SAFE SCHOOL PLAN
School Year 2021-2022
SAFETY AND SECURITY CHECKLIST

areas are supervised during the school day or can from the school.

is designated as the pick-up/drop-off area for car

Exterior and interior walls are free from graffiti.

Graffiti is reported to the school police immediately and not cleaned until cleared by police.

School personnel know locations of shutoffs for water, gas, HVAC vents.

Hallways are clear of travel impediments during the school day and during night activities.

Vehicle access to playground/athletic areas is restricted.

All playground/athletic areas are fenced and are supervised when students are present.

Playground and athletic equipment is in good repair and is inspected frequently.

Visitor policy signs and trespassing signs are displayed in plain view and are in good repair.

All visitors, including parents, are required to sign in at the front office and wear an ID badge.

All visitors check out upon leaving the building and turn in their ID badge.

Visitor parking is clearly marked.

All employees wear ID badges at all times during work/school hours.

All commercial deliveries are made at one designated entrance.

All commercial deliveries are inventoried by an employee. Delivery persons are accompanied by an employee.

All food deliveries are inspected and inventoried by food service personnel.

Students are issued parking permits for school parking only upon proof of a valid driver's license.

Student access to parking areas during the school day is restricted.

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DEKALB PREPARATORY ACADEMY

SAFE SCHOOL PLAN
School Year 2021-2022
SAFETY AND SECURITY CHECKLIST

Student drivers are aware that vehicles are subject to search when on school property.

Employees are aware of their responsibility for items in their vehicle while on DCSD property.

Students are restricted from entering or remaining in vacant classrooms.

At the end of the work/school day, all exterior doors and restrooms are checked.

Classroom-to-office communications is operable and routinely tested.

Walkie-talkies are strategically located throughout the building and are in fair working condition.

All school equipment has been labeled and inventoried.

An updated equipment inventory is maintained throughout the school year.

All fundraising money or checks are given to the bookkeeper daily.

All fundraising money or checks are placed in the school vault daily.

Building vault has controlled access and can be opened from the inside.

School cafeteria daily receipts are transported with an escort to the office/vault area.

Cafeteria is arranged so tables and chairs do not block access to doors.

Fire extinguisher, First Aid Kit, and Choking Posters are in the break-area/cafeteria.

Student medicine procedures are available to student and parents.

Student medicine is identified by name, doctor, dispensing instructions, and is dated.

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ANSWER

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Student medicine is secured at all times.

(locked) with controlled access

time they take their medication.

Students take
may keep asthma medication or Epi-Pen with them if they have a
doctors note.

Students sign and date each

their medication in the office area. Students

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DEKALB PREPARATORY ACADEMY

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SAFE SCHOOL PLAN
School Year 2021-2022
SAFETY AND SECURITY CHECKLIST

All student medication is picked up by parent at the end of the
school year.

School staff is aware of proper response to blood and other body
fluid spills.

ANSWER

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Students/staff use during experiments

Science/lab safety practiced.

lab/science safety equipment at all times and lessons.

procedures are posted, reviewed, and

Fire extinguishers
are routinely inspected.

are located throughout the building and

The locations of fire extinguishers are clearly marked and fire
extinguishers are accessible.

Staff members have been trained on proper use of fire
extinguishers.

Mechanical rooms and other hazardous material storage areas are
locked.

Area at and near the dumpster is clean and free of flammables.

All vehicles are kept out of all fire lanes at all times.

Boiler room is clean, free of debris, and is NOT used for
storage.

Access to boiler room is restricted and the boiler room is
routinely inspected.

Restrooms are clean and are inspected on a regularly basis
throughout the day.

Procedures are in place to evacuate disabled students and
staff/visitors.

Copies of the Emergency Response Procedures and Protocols manual
are distributed to all staff members.

New and temporary staff members are informed of emergency and
safety procedures.

The staff is trained in Intruder Alert Procedures, including the
alert and clear signals.

School bus safety rules are distributed to all students.

All students participate in school bus emergency evacuations
drills twice per year.

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DEKALB PREPARATORY ACADEMY

SAFE SCHOOL PLAN
School Year 2021-2022
SAFETY AND SECURITY CHECKLIST

For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school.

The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested.

A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system.

The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. NOTE: Contact Student Relations if the monitor is not operational.

All students and staff members are brought into the building from mobile classrooms during storm warnings.

Emergency early dismissal procedures are in place and practiced.

Staff members are designated to secure the building after school hours.

A list is maintained of after-school/extra-curricular activities and programs.

On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building.

The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available at all times.

The school has implemented an anti-bullying and anti-harassment program/strategy.

A procedure has been established to track reports made by students and staff of bullying and harassment incidents.

A procedure has been established to investigate reports made by victims of bullying or reports made by their parents.

The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop

prevention activities and strategies.

Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program.

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ANSWER

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

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DEKALB PREPARATORY ACADEMY

SAFE SCHOOL PLAN

School Year 2021-2022
SAFETY AND SECURITY CHECKLIST

Procedures have been developed for two-way communication with portable classrooms/modules.

Portable classrooms are locked when unoccupied.

Portable classroom doors are locked when class is in session.

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ANSWER

Yes Yes

Yes

Susan Wright

Suiwright901@gmail.com

Seasoned Financial and Operations leader with extensive experience turning around educational institutions financially and operationally. Building relationships across business sectors thereby increasing efficiency and engagement.

Technical Qualifications

- Quick Books
- AMS Financial
- SAP
- Project Management
- Supervisory Skills
- Human Resources
- Revenue/budget management
- PeopleSoft 8.8 Financials,
- Microsoft Excel including creating spreadsheets importing data from PeopleSoft (Pivot tables etc.), Microsoft PowerPoint, Microsoft Office, Microsoft Word, and Microsoft Access Budget Development and Management of all grants, positions, general fund expenditures.
- Month End Close
- Title I Grant Budgeting & Management, Title IIA, Title 31A At Risk, GSRP Great Start Readiness,
- Compliance Monitoring & Reporting.
- Payroll Processing- 403B, TRSGA, 401K download of contribution data and submission via upload to TRSGA state website, wire transfer of pension funding.
- Treasury Management (ROI, Bond, Wires transfers to cover payroll & payables, Cash Investments (Retirement & Benefits), Cash Management
- Prepares bid specifications and invitations to bid; conducts bid openings, analyzes bids and selects vendors; administers funds; and/or reviews and monitors professional service providers, agreements, contracts, grants and regulatory compliance.

Professional Experience

DeKalb County Schools Charter School- Director of Finance & Operations

July 2017- Present

Budget Development, Budget Management, Forecasting growth and sustainability. Operations Management of our 63,000 sq-ft facility Policy writing and annual review and update. Contract negotiation & management. Management of information technology & infrastructure upgrades. Investment management of contingency fund reserves. Grants management of Title 1, Cares Act, CSP, Federal compliance and reimbursement tracking budget vs. actual. Retirement investment management TRSGA, 401K, 403B. Preparation of annual financial and single audit determination. Reports to the Board of Directors and public budget presentation. Health care open enrollment administration, and costs containment.

Fulton County Government, Financial Systems Manager September 2016 - July 2017

Supervise staff and manage the Financial Systems. Ensures compliance of state and federal grants in IDIS system and AMS a major segment of the County's financial system. Serves as a liaison between the Finance Department and the Housing & Community Development Department. Conducts financial analysis and generates reports for decision makers. Analyzes financial trends and the impact of proposed legislation and policies. Analyzes and evaluates operations and develops procedures for improvement. Prepares budgets and various analytical reports, including expenditure and financial reports. Manages various functions, including accounting, customer service, evaluation, internal audit, budgeting procurement, financial reporting, and billing. Analyzes financial data for departmental budget and develops performance measurements.

Implement methods and techniques to conduct performance evaluations. Implement methods and techniques used to conduct statistical analysis; principles and practices of procurement and contracting; apply methods and techniques used in cash flow analysis and forecasting; apply principles and practices of business administration, budgeting, and finance; Generally Accepted Accounting Principles (GAAP); Governmental Accounting Requirements (GAR).

**Fulton County Board of Education,
Treasurer**

May 18, 2015, to July 2016

Update monthly cash flow for capital and general fund. Project management of capital programs tracking budget to expenditures. Management of assets and working capital analyzing project scope and balance. Provide revenue vs. actual reports monthly and upon request to project directors and executives. Cash flow forecasting monthly provided to CFO prior to Board of Directors meeting. Work with State of Georgia Economist to determine economic factors that may increase or impact revenue forecasting. This information is then used budget/allocate resources based on planned activities and projects. Manage cash flow and cash investment activities building relationship with key banking personnel to increase efficiencies re-engineered the process and correction to reporting by independent tax id codes based on FDIC guidelines. Implementing standards that are aligned with State of Georgia department of education chart of accounts and financial reporting for governmental agencies. Working closely with SAP personnel to develop new report formats to increase efficiency with internal and external reporting. Developed a mapping tool for consistency in uploading annual financial performance to the States information database. Quarterly collateralization review and management. Annual review and mapping to provide to CFO for upload to state database. Annual review and presentation of financial performance measurements.

**Edison Public School Academy, Detroit, Mi
2015 Director of Finance**

July 1, 2010, to May 1,

Responsible for budget development, budget management, compensation position funding, salary scale adjustments due to contract negotiations. Health care contract negotiation Budget vs. actual monthly variance reporting. Audit coordination & management. Monthly report to the Board of Directors regarding budget versus actual. Grant funding opportunities, grant awards, investment of 401k asset reporting. Independently applied for the Best Practice Award grant and was able to increase per pupil funding for the last 3 years. Independently applied for the transportation grant and was able to offset transportation costs for general fund and special education population.

Provided investors and stakeholder's financial compliance reporting annually 45 days after close of school year, providing audited financials, management of financial investment wire transfers and debt service. Position management and budget working closely with Human Resources. Supervise Food Service Department, management of Fund 25 monthly free & reduced reporting and claims. Created new process flow procedures to reengineer and define the flow of information from department to departments of responsibility. Established new timeline and procedures, as well as document creation. Wire transfers to cover the accounts payable and payroll. Treasury management. Cash flow statement management, Executive Team Member to Superintendents cabinet. Grant creation and management of Title I Grants, Title IIA, Title 31A At Risk, GSRP Great Start Readiness, Special Education Flow through Grants, IDEA.

Certifications

Certified Financial Management February 2020 – University of Georgia Carl Vinson Institute

Certified Payroll Management November 2019

Education

MBA 2004 - Davenport University Sneden Graduate School: Finance/Strategic Mgmt. Advanced Accounting & Finance courses i.e. Global Finance, Accounting, Advanced Statistics, and Qualitative Management.

BBA 2001- Davenport University: Finance Major Relevant Courses in Accounting, Financial Data

Management, Statistics, Economics and Global Awareness.



Memorandum of Understanding

between

DeKalb Preparatory Academy, Inc.

and

Optimize The Vizion

Partner name: DeKalb Preparatory Academy

Partner representative: Mrs. Carla Pettis

Position: Head of School

Address: 1402 Austin Drive Decatur GA 30032

Telephone: (404) 437-2000

Fax: (404) 937-2020

E-mail: cpettis@dekalbprepacademy.org

Partner name: Optimize The Vizion

Partner representative: Mr. Emmanuel Glaze

Position: Founder and CEO

Address: 4817 Wilkie Way, Acworth, Ga 30102

Telephone: (404) 805-5050

E-mail: OptimizeTheVizion@gmail.com

Website: <https://www.optimizehenvizion.org/>

Purpose

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of Optimize The Vizion's program.

This agreement is to establish and coordinate joint processes and procedures for the provision of Optimize The Vizion's program for student engagement activities.

Partnership Purpose and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as framework for the program as it makes decisions on the implementation of the activities:

Optimize The Vizion is a 501(c)(3) organization whose focus is to expose minority youth to countless possibilities available through the Worlds of Sports, Business, Entertainment and Education. Our long-term vision is that participation in the program will help create a path to develop minorities as decision makers and owners in these industries and the communities they will serve. We currently have 9 students that participate in the program from Dekalb Prep Academy. 7 have been with us since 2019 and during that time Optimize The Vizion has introduced them to leaders and opportunities in the fields of sports, coaching, sports medicine, computer science, TV programming, music production and more. We are extremely of our partnership with Dekalb Prep Academy and the students that have help the program as well as their visions of success grow over the years.



The mission of DeKalb Preparatory Academy is to cultivate knowledge, think critically, and act collaboratively and compassionately. Our vision is to a community-based school that offers an academically rigorous, educationally creative, culturally relevant and engaging learning environment. Partnership with Optimize The Vizion exists to enhance the DPA **Health & Wellness Program**.

By bringing unique experiences, nutrition education and physical activity into everyday life and learning DeKalb Preparatory Academy maintains a culture that supports healthy life choices for children, families and communities. Our health and wellness program components provide scholars with opportunities to develop gardening skills, healthy-living and athletic abilities through our partnerships with organizations, participation in and facilitation of sports programs, the school's Garden of Hope and our health and wellness curriculum. The Health and Wellness program offers scholars the chance to learn hands on gardening techniques, track their health goals and learn healthy habits while giving back to the community. On the other side they personally get exposure to athletic institutions in addition to exploring their athletic abilities through programs like, cheerleading, volleyball, African and HipHop dance, basketball and football.

Duties of Parties

In this section, the responsibilities and agreements of each party is described separately.

For Dekalb Preparatory Academy, the responsibilities and agreements could include:

- Recruit and refer students to the program;
- Provide classroom space and all other appropriate space to accommodate program meetings;
- Participate in the evaluation of the program;
- Complete paperwork and registration requirements related to the program;
- Establish a collaborative relationship between organization staff and Optimize the Vizion staff;
- Other:

For Optimize the Vizion, the following may apply:

- Host up to 10 DPA Scholars in the 2020 program activities;
- Coordinate up to 15 events for visionaries, including transportation and admission in 2
**MONTHLY DURING SCHOOL AND BIMONTHLY DURING SUMMER*
- Communicate and* collaborate with all partners about rules, expectations, and norms;
- Communicate and collaborate with school partners about program calendar & activities;
- Provide access to program reports including photos and articles for the purposes of sharing with our parents and constituents.
- Other: (i.e. Funding Requirements, etc.): _____



Duration

The agreement is for a period of one year and may be renewed annually.

Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner signature

Partner signature

Partner Name: Carla Pettis
Position: Head of School
Organization: DeKalb Preparatory Academy
Date: February 23, 2021

Partner Name: Emmanuel Glaze
Position: Founder & CEO
Organization: Optimize The Vizion
Date: February 23, 2021

Memorandum of Understanding

between

DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College

The purpose of this MOU is to establish an agreement among the below-mentioned parties concerning their respective roles and responsibilities for implementation of DeKalb Preparatory Academy (DPA) and Towers High School's Audio Video Communications Programs and Atlanta Metropolitan State College's (AMSC) Division of Fine Arts & Humanities, Film + Entertainment Studies Program.

THIS AGREEMENT entered into this _____ day of _____, 20____, by and between DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College.

Partner name: DeKalb Preparatory Academy (DPA)

Partner representative: Mrs. Jasmine Foster

Position: Head of School

Address: 1402 Austin Drive Decatur GA 30032

Telephone: (404) 437-2000

E-mail: jfoster@dekalbprepacademy.org

Website: www.dekalbprepacademy.org

Partner name: Towers High School

Partner representative: Mrs. Tiffany Sims

Position: Principal

Address: 3919 Brookcrest Cir, Decatur, GA 30032

Telephone: (678) 874-2202

E-mail: tiffany_m_sims@dekalbschoolsga.org

Website: <http://www.towershs.dekalb.k12.ga.us/>

Partner name: Atlanta Metropolitan State College (AMSC)

Partner representative: Dr. J. L. Wyatt

Position: Executive Director of Admissions & Student Life

Address: 1630 Metropolitan Pkwy SW, Atlanta, GA 30310

Telephone: (678) 623-1315

E-mail: jwyatt@atlm.edu

Website: www.atlm.edu

Memorandum of Understanding

between

DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College

WITNESSETH THAT:

WHEREAS DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College desire to promote the enrichment of their teaching and learning, and recruitment efforts

WHEREAS, DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College desire to strengthen and expand the mutual contacts between the two institutions; and

WHEREAS, DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College desire to provide for a variety of collaborative opportunities for faculty and students at the schools on the terms and conditions hereinafter set forth;

NOW THEREFORE, it is mutually agreed as follows:

- I. **Scope of Agreement** - This Agreement shall commemorate the parties' intent to enter but not be limited to, the following types of collaboration for Audio Video Communications learning, teaching and recruitment:
 - A. Partnership Pipeline from DeKalb Preparatory Academy through Towers High School
 - B. Teacher Professional Development Opportunities
 - C. Film Festival Entry + Volunteers for Film Festival
 - D. AMSC Day for Parent/Student Exposure
 - E. Film and Entertainment Studies School Tour
 - F. Communications + Marketing

Before implementing these activities, the parties will discuss the opportunities and challenges presented and will thereafter enter into specific activity agreements based on the mutually agreed objectives and outcomes.

See Appendix I: Activity Descriptions, Deliverables + Timeline

- II. **Period of Agreement** - This Agreement shall be effective upon the date of final execution and will remain in force for a period of one year. Either DeKalb Prep Academy, Towers High School or Atlanta Metropolitan State College may terminate the agreement by providing notice to the other parties in writing.
- III. **Activities Under This Agreement** - It is expected that activities taking place under this Agreement will be initiated primarily by academic units within each school, and in coordination with their respective administrative units concerned with activities. All activities undertaken must conform to the policies and procedures in place at each institution.
- IV. **Planning and Management of Activities** – Each distinct collaboration program or activity will be described in a separate Activity Agreement drawn up jointly and signed by authorized signatories of each party. Such agreements will specify the names of those individuals on each campus responsible for the implementation of the program and set forth all terms and conditions associated with the activity. The parties understand that each Activity Agreement may have different circumstances with respect to the personnel, types of activities, intellectual property and other deliverables that either Party may be required to contribute. Therefore, each party reserves the right to perform a separate risk assessment on the legal, tax and other liabilities that may arise under each Activity Agreement and to structure its deliverables under the Activity Agreement in a way that maximizes the cost and liability efficiencies for their institution.
- V. **Funding of Activities** – Activity Agreements should make financial costs and obligations explicit. Collaborating units are encouraged to work together to identify and secure any outside funding which may be needed. Projects requiring funding must be approved by all parties involved.

Memorandum of Understanding

between

DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College

- VI. Nondiscrimination** – DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College agree that no person shall on the grounds of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran be excluded from participation under the terms of this Agreement.
- VII. Use of Name** – The parties involved in this agreement will NOT use the name or logo of another party in this agreement, nor of any member of their program staff, in any publicity, advertising, or news release without the prior written approval of an authorized representative of the institution.
- VIII. Modification or Severance** – The terms of this Agreement may be changed or modified only by written amendment signed by authorized agents of the parties hereto. Procedures for Modification and Severance:

Modification

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the agreement may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Reconciliation

- Either DeKalb Preparatory Academy, Towers High School or Atlanta Metropolitan State College may at their sole discretion terminate discussions for any reason by giving written notice of termination to the other. In the case of a dispute that arises relating to any aspect of cooperation under this Agreement, the parties may attempt to resolve such dispute through friendly negotiation, or either party may elect to terminate the agreement pursuant to the previous provision. Upon termination, the parties will have no further obligations hereunder.

Severance Clause

- If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Memorandum of Understanding

between

DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College

IN WITNESS WHEREOF, DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College have executed this Agreement as of the date first above written. All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Signing for DeKalb Preparatory Academy

Signing for Atlanta Metropolitan State College

Signature

Signature

Date

Date

Signing for Towers High School

Signature

Date

Memorandum of Understanding

between

DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College

APPENDIX I – Activity Agreement Information

Atlanta Metropolitan State College, DeKalb Prep Academy and Towers High School have agreed to participate in or carry out the following activities under the 2021-2022 agreement:

Activity	Activity Description	Participant Information	Timeline
A. Develop Partnership Pipeline of scholars from DeKalb Preparatory Academy through Towers High School to build Film Pathway and support recruitment efforts.	The purpose of establish partnerships with local high schools is to develop a pipeline for our middle school through high school and to college at AMSC.	Up to 2 DeKalb County Film Focused High Schools	4.24.21 – 5.28.21
B. Teacher Professional Development Opportunities	Collaboration with AMSC partners, Mercer University College of Education, as well as Kennesaw and Clayton State University to introduce DPA and THS teachers to new trends and lessons to teach, support in lesson planning, information to support colleagues as the conduct audio video and film related projects with their classes, etc.)	Up to 50 Teachers from DPA and Towers HS	Length of Agreement
C. Film Festival Entry and Volunteers for Film Festival	DPA scholars to prepare a single-entry movie for the AMSC Film Festival. Scholars will write the script, shoot the film ,etc. The film is titled, "FITing In – A movie about Healthy Eating". The film's focus is Healthy Living in keeping with DPA's school Garden of Hope through our Health and Wellness Program.	7 th and 8 th grade Scholars	Summer Filming June 2021 and Fall Film Festival September 2021
D. Parent/Student Exposure - AMSC Day hosted by DPA and Towers and AMSC Film School Tour	High School Tour and College Expo that may include presentations from other programs in the School of Business and Technology, School of Social Sciences & Humanities and School of Science and Health Professionals, in addition to Film + Entertainment Studies.	Includes a showcase for ALL DPA Middle School Scholars and Towers high School Students	1st semester: October or early November. 2nd semester: Late February or March.
E. Film and Entertainment Studies School Tour	A tour of AMSC Film school facilities for DPA middle school students, their parents and/or chaperones.	DPA Middle School Scholars (150 scholars) and Towers High School Students (25 HS Scholars)	October 2021 and/or March 2022
F. Communications + Marketing -	Marketing and awareness that highlights the partnership opportunities for scholars in the ways most beneficial to all parties, through both print and digital media.	DPA Development Department + AMSC School of Social Science + Humanities	Length of Agreement

Memorandum of Understanding

between

DeKalb Preparatory Academy, Towers High School and Atlanta Metropolitan State College

APPENDIX I – Sample Activity Agreement

<i>Instructions: Please complete the table entirely.</i>	
Timeline:	_____ to _____
Contact: <i>This person is the Activity Coordinator.</i>	Name: Email: Phone:
Activity: <i>See MOU for Activity list.</i>	
Activity Description:	
Participant Information: i.e. How many participants anticipated? Grade level?)	
Activity Steps:	
Cost: (How much and funding source?)	
Notes:	

Completed By: _____ Date: _____

For the purpose of project management, please share this document with all parties **at least 5 business days** before the start of the activity.

MEMORANDUM OF UNDERSTANDING

Between
HealthMPowers, Inc.
"HealthMPowers"
And
Dekalb Preparatory Academy

Term of the Agreement: Academic Year 2020-2023

HealthMPowers, Inc., a Georgia non-profit corporation, has devised a coordinated program of health education for children in grades K through 5, their school staff and family members. The health education Program (the "Program") includes the following components: lessons to be conducted by HealthMPowers educators on-site at the participating schools; extension activities for use by the classroom teacher to continue and enhance on-site lessons; parent information materials regarding the issues addressed in the HealthMPowers Program; resources to assist schools, teachers and parents in addressing school health issues; assistance to schools in developing collaborative school and community teams to address health issues on a continuing basis; staff training for implementing the HealthMPowers Program and improving staff wellness; and evaluations to demonstrate the effectiveness of the Program.

This memorandum of understanding between HealthMPowers, Inc. and Dekalb Preparatory Academy (school) is intended to confirm each party's understanding of its responsibilities related to the school's participation with HealthMPowers, Inc. We understand that this is a three year commitment to achieve the following goals in our school:

- 1) Improve school health programming, policies and environment to promote students' adoption of healthy choices.
- 2) Increase nutrition and physical activity education opportunities for students using the HealthMPowers materials.
- 3) Increase school staff participation in nutrition and physical activity promotion by attending tri-annual trainings for three-five staff.
- 4) Expand staff knowledge and skills for improving nutrition and physical activity education in schools.
- 5) Increase family knowledge of health-enhancing behaviors by the family using resources provided by HealthMPowers.
- 6) Increase family support for the adoption of health-enhancing behaviors of their children.
- 7) Improve student nutrition and physical activity behaviors.

Responsibilities of HealthMPowers. HealthMPowers will undertake the following responsibilities to assist schools in achieving the goals:

- 1) Provide resources necessary for the implementation of the program. All resources are tied to Georgia Standards of Excellence for health and physical education and other core subjects.
- 2) Conduct one school-wide event (Body Walk Exhibit, School Assembly or Nutrition Nook) per year starting in the 2nd year of implementation, for students in grades K-5. Programming shall not exceed 45-55 minutes in length.
- 3) Conduct tri-annual trainings for three - five staff school health team members from each participating school to guide implementation of the Program.
- 4) Conduct evaluations of the quality and effectiveness of the Program, including teacher time devoted to the project, and report findings to school and funders. The schools will receive copies of all evaluations and reports for continuous improvement.
- 5) Conduct staff and parent opportunities to improve nutrition and physical activity knowledge and behaviors.
- 6) Provide technical assistance for the implementation of the Program and health related fitness assessments as required by GA CODE 20-2-777.

Responsibilities of the Participating School. The School will undertake the following responsibilities in implementing the HealthMPowers Program:

- 1) Establish or utilize an existing school health team of three or more members to help students, staff and families choose areas of improvement targeting nutrition and physical activity. The school health team will lead the three- year initiative.
- 2) Conduct nutrition and physical activity educational experiences for students using HealthMPowers resources.
- 3) Provide at least 18 hours of documented nutrition and physical activity instruction per K-5 teachers and special areas teachers throughout the school year.
- 4) Provide release time for school health team members to attend tri-annual professional development opportunities for continuous improvement of nutrition and physical activity education programming in the school.
- 5) Provide access to all students up to three times a year for HealthMPowers instructional lessons and/or other programming conducted by HealthMPowers staff.
- 6) Provide monthly documentation and verification of teacher time spent in delivering additional nutrition and physical activity instruction by the fifth day of each month using the HealthMPowers online tracking tool.
- 7) Provide access to all teachers through grade level meetings or faculty meetings to share resources, web-based materials and civil rights training.
- 8) Conduct and report pre/post health related fitness testing results of fourth and fifth grade students (GA Code 20-2-777).
- 9) Collecting, reporting, and utilizing program results for the purpose of improving instruction, student health, and school environment.
- 10) Provide evidence of youth developed/implemented project that targets improving healthy eating and physical activity among students.

Term and Termination. The term of this Agreement shall be for period of three years commencing on July 1, 2020 (the "Effective Date"). Either party may terminate this Agreement upon a material breach of or default under this Agreement by the other party, if the aggrieved party has first served upon the other party written notice describing the claimed breach or default and giving notice of termination under this section and if the breach or default is not cured within thirty (30) days after such written notice is given.

Schools failing to provide evidence of nutrition and physical activity instruction and improvement shall forfeit all resources provided as a part of this grant.

License of HealthMPowers Trademarks and Copyrights.

HealthMPowers, Inc. grants to (the Site) for the duration of its participation in the program the right to use certain trademarks, names and images owned by HealthMPowers, Inc. in connection with the promotion and operation of the Program. HealthMPowers, Inc. reserves the right to monitor such usage and to withdraw rights if the Program trademarks or copyrighted material is misused. The site may not use the aforementioned license outside of its programming or to generate funds unless express written permission is granted by HealthMPowers, Inc.

Miscellaneous Provisions

- (a) The parties agree to use all reasonable good faith efforts to attempt to resolve any controversy, dispute or disagreement arising out of or relating to this Agreement by negotiation between the parties.
- (b) Neither party shall be liable for any failure, inability, or delay to perform hereunder, if such failure, inability, or delay is due to any cause beyond the reasonable control of the party so failing, and due diligence is used in curing such cause and in resuming performance.
- (c) This institution's activities will not supplant or duplicate efforts of any other SNAP-Ed program.
- (d) Administer the program in accordance with the provisions contained in the Food and Nutrition Act of 2008, as amended, and in the manner prescribed by regulations issued pursuant to the Act; and to implement the FNS-approved Contractor Plan of Operation.
- (e) The Contractor agrees to comply with Title VI of the Civil Rights Act of 1964 (Pub. L. 88-352), section 11(c) of the Food and Nutrition Act of 2008, as amended, the Age Discrimination Act of 1975 (Pub. L. 94-135), and the Rehabilitation Act of 1973 (Pub. L. 93-112, sec. 504), and all requirements imposed by the regulations issued pursuant to these Acts by the Department of Agriculture to the effect that, no person in the United States shall, on the grounds of sex, race, color, age, political belief, religion, handicap, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subject to discrimination under the Supplemental Nutrition Assistance Program (SNAP).

Meaningful Access for Individuals with Limited English Proficiency (LEP)

Contractors that participate in the SNAP must take reasonable steps to ensure that LEP persons have meaningful access to programs, services, and benefits. This includes the requirement to provide bilingual program information and certification materials and interpretation services to single language minorities in certain project areas. SNAP Contractors that do not provide meaningful access for LEP individuals risk violating prohibitions against discrimination based on National Origin in the Food and Nutrition Act of 2008, as amended, Title VI of the Civil Rights Act of 1964 (Title VI) and SNAP program regulations.

Federal LEP regulations and guidance include:

- SNAP regulations provided by 7CFR 272.4(b), "Bilingual requirements";
- Executive Order 13166 of August 11, 2000, "Improving Access to Services for Persons with Limited English Proficiency," reprinted in 65 FR 50121, 50122 (August 16, 2000);
- DOJ Policy Guidance titled, "Guidance of Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons", published in 67 FR 41455, 41457 (June 18, 2002); and
- USDA policy guidance titled, "Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons", published in 79 FR 70771 - 70784 (November 28, 2014).

SNAP Contractors should develop an implementing plan to address the language assistance needs of the LEP population served. This may include contracting for oral interpretation services, hiring bilingual staff, arranging telephone interpreters and/or language lines, coordinating community volunteers, translating vital documents, and providing written notice that language services are available in appropriate languages. Quality and accuracy of the language service is critical in order to avoid serious consequences to the LEP person and to the recipient. USDA's 2014 policy guidance includes detailed information on assessing LEP needs, identifying practices for translating documents that will be seen as strong evidence of compliance. LEP needs should be considered in developing budgets and front line staff should understand how to obtain language assistance services. For additional assistance and information regarding LEP matters, please also visit <http://www.lep.gov>.

Ensuring Equal Opportunity Access for Persons with Disabilities

SNAP Contractors must also ensure equal opportunity access for persons with disabilities. This includes ensuring that communications with applicants, participants, members of the public, and companions with disabilities are as effective as communications with people without disabilities. Contractors that do not provide persons with disabilities equal opportunity access to programs may risk violating prohibitions against disability discrimination in the Rehabilitation Act of 1978, the American with Disabilities Act (ADA) of 1990, as amended, and SNAP program regulations.

DOJ published revised final regulations implementing Title II and Title III of the ADA on September 15, 2010. These regulations are codified at 28 CFR Part 35 "Nondiscrimination on the Basis of Disability in State and Local Government Services" and at 28 CFR Part 36 "Nondiscrimination on the Basis of Disability in Public Accommodations and Commercial Facilities". In accordance with the implementing regulations, Contractors must provide auxiliary aids and services where necessary to ensure effective communication and equal opportunity access to program benefits for individuals with disabilities. The type of auxiliary aids and services required will vary, but a Contractor may not require an individual with a disability to bring another individual to interpret, and may rely on a person accompanying a disabled individual only in limited circumstances. When a Contractor communicates with applicants and beneficiaries by telephone, it must provide text telephone services (TTY) or have access to an equally effective electronic telecommunications system to communicate with individuals who are deaf, hard of hearing, or hearing impaired. Contractors must also ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of accessible services, activities, and facilities. For more information, please visit the ADA website: <http://www.ada.gov>.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers as of the day and year first written above.

"HealthMPowers":
HealthMPowers, Inc.,

By: Christi M. Kay

Christi Kay, M.Ed.

Title: President

"DeKalb Preparatory Academy":

By: [Signature]

Title: Head of Schools

Exhibit 18 - DCSD Assurances and Required Statements

Georgia law, State Board of Education Rule, and DeKalb County School District (hereinafter "DCSD") policy require your school to provide assurances that it will meet specific requirements and comply with applicable laws. This assurances form enumerates these requirements and, when you submit the signed signature sheet with this assurances form as part of your charter school application package, you are providing the legal assurance that your charter school understands and will comply with these requirements. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter school located in DeKalb County is true to the best of my knowledge and belief.

The Charter School agrees to comply with and adhere to the Georgia Department of Education's Assurances as well as DCSD's Assurances as follows:

Governance

1. The Charter School shall be subject to the control and management of the DeKalb Board of Education, as provided in the charter and in a manner consistent with the Constitution.
2. Charter School Board members (hereinafter the "Board") will not constitute a voting majority on any other public or private school board. Board member services shall be voluntary and each board member shall be fully insured with appropriate and approved Directors & Officers Liability Coverage. The Charter School acknowledges that the financial protection for liability payments and/or defense costs will only be through the Directors & Officers Liability Coverage unless the Charter School also opts to purchase a bond for its Board members. The District recommends that the Charter School also purchase a bond in addition to providing Directors & Officers Liability Coverage to ensure that all Board Members are fully protected from financial hardship and liability and to prevent any potential gap in coverage.
3. No member of the Board shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a Charter School or other public school in DCSD. Nor will the Board members receive payment for services as Board members.
4. The recruitment of students is the responsibility of the Charter School. During the recruitment process, the Charter School will provide parents of potential students with accurate information about the programs, services and amenities available at the school. The Charter School shall make an electronic copy of the complete Charter School petition and contract available on its website.
5. The Charter School agrees to sign an updated version of this Letter of Assurances, if required during the charter term to ensure compliance with federal or state law.

Financial

1. DCSD shall fund the charter school pursuant to the funding formula provided by O.C.G.A. § 20-2-2068.1 and applicable State Board rules.

2. The per-pupil funding amounts listed in § 15(c) of the Charter represent DCSD's good-faith estimate of the base per-pupil amount at which it will fund the Charter School as long as the school system receives the state and local revenues upon which the approved school budget is based. The actual amount of per-pupil funding DCSD will provide to the charter school is subject to change in a given fiscal year and shall be derived from the funding formula provided by O.C.G.A. § 20-2- 2068.1.
3. The Charter School agrees to maintain enrollment less than or equal to the maximum enrollment identified in the charter contract. Only upon annual approval from the DeKalb Board of Education and the Georgia Department of Education by April 1st of the preceding year may the Charter School exceed its maximum enrollment levels by no more than 15% of the enrollment identified in the charter contract.
4. The Charter School is subject to periodic audits by DCSD's Internal Audits Department.
5. The Charter School will be responsible for providing various annual financial reports to the DCSD Internal Audits Department, DCSD School Innovation Department, and DeKalb Board of Education. 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 End-of-Year Statements (showing encumbrances through June 30).
6. Any qualified audit findings, or non-conformity with generally accepted governmental accounting standards, may result in termination of the charter after review by the DCSD Finance Department and in accordance with the protections of the Charter and the Georgia Charter Schools Act, including but not limited to OCGA 20-2-2068.
7. Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Charter School. The Charter School shall not request any additional funds from the DCSD to cover any deficit created by the Charter School.
8. The Charter School is solely responsible for all debts incurred by the Charter School and its governing body, and the DCSD shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services, except as otherwise agreed in the charter contract.
9. If the Charter School wishes to enter into an agreement to borrow funds in which the repayment period exceeds the current fiscal year, the Charter School must notify DCSD one month prior to entering the agreement for review and provide an amended budget reflecting the loan and repayment period that has been previously approved by the Charter School governing board.
10. The Charter School will provide evidence that it has obtained appropriate insurance of the governing board and administrators by August 1st of its first year of operation. In the event the Charter School ceases operation for any reason, the Charter School and its governing body shall be responsible for closing out the business affairs of the Charter School. The Charter School shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned. At the time a Charter School ceases operations any furniture and equipment purchased with state or local funds shall be delivered to DCSD.

11. If the Charter School plans to cease operation or is notified that the contract will not be renewed, the school will notify the DCSD Office of School Innovation within 48 hours with the name and contact information for the person responsible for the closing procedures.
12. Upon notification of termination or non-renewal of the Charter in accordance with the Charter Contract and OCGA 20-2-2068, the Charter School shall allow DCSD, at the District's sole expense, to place a full-time DCSD employee at the Charter School to monitor all school operations and to monitor and access records of the Charter School's expenditures remaining public funds. The District will designate a receivership under the DCSD's Internal Audits Department to ensure full transparency of closing procedures. Unless an emergency closure is necessary, the Charter School will ensure that a transition plan is developed, approved by DCSD, and the Charter School will close at the end of the fiscal year in which it is operating, per state law. This provision shall not apply if the Charter School is approved, or under consideration for approval, as a charter authorized by the State Charter Schools Commission of Georgia.
13. Within thirty (30) days after termination of the charter for a local Charter School, unless the Charter School is approved for authorization by the State Charter School Commission of Georgia for the following academic year, all public surplus shall be returned to DCSD in accordance with the terms of the Charter Contract. Upon termination of the charter for a local charter school, all assets of the terminated charter school purchased using state or federal grant funds, and all unencumbered state or federal grant funds awarded by the State Board of Education, shall revert to the local district and shall not be used by the school or its nonprofit governing board to satisfy liabilities.
14. The Charter School shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant within thirty (30) days of ceasing operations. This audit shall include a detailed inventory of all assets. Further, should the Charter School not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, DCSD shall not be responsible for any debts incurred or contracts signed by the Charter School.

Performance Evaluation

1. The Charter School will be evaluated using DCSD's performance framework. The three areas of performance covered by the framework—academic, financial, and organizational—correspond directly with the three key areas of responsibility outlined in state charter laws, charter school contracts, and are the three areas on which a charter school's performance will be evaluated.
2. The Charter School will ensure that all data required for evaluating performance is complete, accurate, and submitted in a timely manner.

Student Support Services

1. The Charter School will provide services to Students with Disabilities and English Language Learners in the same manner as traditional schools in DCSD. The Charter School shall follow DCSD's Exceptional Education Service Guidelines for DCSD Charter Schools (Including Special Education And Hospital Homebound). Additionally, the Charter School will provide supplemental education services and remediation in required cases in the same manner as traditional schools in DCSD. The Charter School will establish a Student Support Team (SST) in accordance with state guidelines and DCSD board policies manual and comply with Section 504

by providing appropriate accommodations.

The Charter School will notify the DCSD upon receipt of a formal complaint or due process hearing request made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act or 504 Plan, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

2. The Charter School will use DCSD forms for Section 504, special education, counseling services, psychological services, social services, SST, and health services.
3. The Charter School will ensure that all required IDEA personnel, including Special Education teacher(s), or a licensed clinical psychologist, a licensed school social worker, a school nurse, and special education paraprofessionals, are engaged to provide services to its eligible students in accordance with State and federal guidelines. DCSD will similarly ensure that it complies with all of its obligations to serve these students, including but not limited to 34 C.F.R. § 300.209 and § 300.321, O.C.G.A. § 20-2-2068.1(c), and State Board Rule 160-4-9-.06(1)(a)(1).
4. The Charter School may choose to adopt the DCSD Student Code of Conduct, may modify the DCSD Code of Conduct, or use its own Code of Student Conduct but must still comply with federal and state due process procedures. An electronic copy of the Charter School's Student Code of Conduct will be published on the Charter School's website by August 1st of each school year. The Charter School will handle all discipline issues regarding students with disabilities in accordance with federal regulations, state guidelines, and DCSD policies.

Personnel

1. No administrator will be directly responsible for the hiring, supervision or evaluation of a member of his/her immediate family.
2. The Charter School shall submit the Certified Personnel Index (CPI) data to the DCSD's Human Resources Department per District established deadlines and other times upon request by Human Resources personnel.
3. The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Employees will meet GAPSC requirements for working at Charter Schools under the broad flexibility waiver provided pursuant to OCGA 20-2-2065.

Facilities

1. Prior to students occupying any facilities and/or the Charter School committing to any certificate of lease or ownership, the Charter School shall obtain proper approval for any sites and/or facilities from DCSD and the Georgia Department of Education's Facilities Services Division.
2. The Charter School will prepare a safety plan and submit that plan and its approval from the Georgia Emergency Management Agency to the District prior to the start of school annually.

School Nutrition & Transportation

1. If the Charter School elects to participate in the National School Breakfast and Lunch Program, the Charter School will submit its own application to the GADOE if required and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.
2. The Charter School agrees to provide DCSD with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year and adhere to DCSD's Transportation Standard Operating Procedures, if DCSD school buses are used.
3. The Charter School's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State. DCSD will comply with its obligations to fund the Charter School's transportation in accordance with state law and regulation, including Chapter V of the Financial Management of Georgia Local Units of Administration Manual.
4. The Charter School will adhere to DCSD's Transportation Standard Operating Procedures, if DCSD school buses are used.

Public Safety

In accordance with DeKalb Board of Education Policy IBB-R(2), this letter of assurances serves as notification of the charter 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.

Administrative

1. The Charter School's leader will be provided a District email address, identify a business email and voicemail for correspondence with the DCSD, and make good faith efforts to respond to all DCSD inquiries within one business day. Representatives from the Charter School will attend any workshop, in-services, and/or training and other meeting(s) as required by DCSD. The Charter School shall complete annual reports and surveys, as mandated by DCSD.
2. The Charter School shall report daily attendance to DCSD using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12 prior to the start of the school year. All changes in the schedules shall be completed prior to the first FTE count date of the school year. Final grades for each course must be recorded after each semester. DCSD will provide the necessary software and training for the student information system application while the Charter School will provide hardware and the necessary internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications are to be produced.
3. The Charter School shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The Charter School shall maintain all student records on behalf of the District during each student's enrollment in the Charter School. Upon

a student's withdrawal or other matriculation from the Charter School, the student's educational records shall be returned within ten (10) business days to the District's student records center for retention. The District shall similarly provide student records for any District student who enrolls at the Charter School within ten (10) business days of the Charter School's request.

4. The Charter School shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the Charter School without first obtaining prior written parental permission.
5. Subject to state and federal laws, DCSD and its agents shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School. The Charter School agrees to unannounced visits and announced instructional audits conducted by DCSD's School Innovation and/or the Internal Audits Departments, as needed; provided, however, that such visits shall not interfere with the operations of the Charter School. This access, however, shall not be unreasonably withheld if prior notice is provided by DCSD.

Assurances for Charter Schools with an Education Service Provider Agreement

If the Charter School did not envision relations with an Education Service Provider (ESP) during the petition process, but elects to enter into such a contract (hereinafter "ESP Agreement") during the charter term, the District and the state shall be notified. A charter amendment must be approved prior to execution of the ESP Agreement.

1. No provision of the ESP Agreement shall interfere with the Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Charter School. No provision of the ESP Agreement shall prohibit the Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act. The Board of the school will solely retain authority over the budget. Representatives of the ESP will not serve on the Board.
2. The Board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.
3. If the charter contract is terminated, the Charter School Board shall ensure that the management company turns over all student, personnel, fiscal, and other Charter School records to the Board within five business days.
4. Nothing in the ESP Agreement shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.
5. To the extent there are any conflicts between the terms of the Charter School's charter contract and the terms of the ESP Agreement, the terms of the charter contract will control.
6. If an ESP purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the ESP Agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The ESP shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as

the agent of the Charter School. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.

7. The Board will ensure that the ESP Agreement contains a section that will reasonably permit either party to terminate the ESP Agreement.
8. The ESP Agreement should include provisions dealing with ownership of physical and intellectual property developed by the ESP or by the Charter School's employees.

Insurance Generally

Charter School shall procure and maintain for the duration of its charter contract, at its sole cost and expense, such insurance as will fully protect it and the Indemnitees, from any and all claims as set forth in the Indemnification clause that may arise out of Charter School's operations under the charter agreement from incidents, accidents and claims for personal injury, bodily injury, and property damage which may arise from or in connection with the performance of this charter agreement and for the Charter School's professional liability under the charter agreement.

The following is the minimum insurance coverage and limits that the Charter School must maintain. If the Charter School maintains broader coverage or higher limits than the minimums shown below, DCSD requires and shall be entitled to all coverage and for higher limits maintained by the Charter School.

Minimum Scope and Limit of Insurance

1. Workers' Compensation & Employer's Liability Insurance - Workers' Compensation Insurance in compliance with the applicable Workers' Compensation Act(s) of the state(s) wherein the work is to be performed or where jurisdiction could apply in amounts required by statutes. Employer's Liability Insurance, with limits of liability of not less than \$1,000,000 per accident for bodily injury or disease.
2. Commercial General Liability Insurance, including contractual liability insurance, products and completed operations, personal injury, bodily injury, property damage and advertising injury, and any other type of liability for which the charter agreement or this Letter of Assurances applies with limits of liability of not less than \$1,000,000 each occurrence / \$2,000,000 policy aggregate for personal injury, bodily injury, and property damage. Commercial General Liability Insurance shall be written on an "occurrence" form.
3. Business Automobile Liability Insurance with limits of liability of not less than \$1,000,000 per accident for bodily injury and property damage. Insurance shall include all owned, non-owned and hired vehicle liability.
4. Umbrella Insurance with limits of liability excess of Employer's Liability Insurance, Commercial General Liability Insurance and Automobile Liability Insurance in the amount of not less than \$3,000,000.
5. Educators' Legal Liability Insurance with limits of not less than \$2,000,000 each claim \$2,000,000 in the annual aggregate for all claims. Coverage shall include insurance coverage for DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its directors and officers, trustees, agents, employees, volunteers and students while participating in internship programs. Coverage is to also cover Employment Practices Liability.

6. Property Insurance coverage shall be “all risks” and in sufficient amounts to cover the replacement cost of all structures and contents for property owned or leased by the Charter School. Insurance policy shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed \$100,000 per loss.
7. Crime and Fidelity Bond in the sum of not less than \$1,000,000 per occurrence. Coverage shall include coverage for Employee Theft and Dishonesty, Forgery or Alteration, Theft of Money and Securities, Robbery and Burglary, Computer Fraud, Funds Transfer Fraud and Money Orders, Counterfeit Currency and Impersonation Fraud and shall cover liability to 3rd Parties.

Other Insurance Provisions

The aforementioned insurance policies shall contain or be endorsed to contain, the following provisions:

1. Workers’ Compensation and Employer’s Liability and Property insurance policies shall contain a waiver of subrogation in favor of DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its officers, agents, employees and volunteers.
2. Commercial Employer’s Liability, General Liability, Automobile Liability and Umbrella Liability insurance policies shall include an appropriate endorsement making DCSD, its appointed and elected officials, departments, agencies, boards, commissions, its directors and officers, trustees, agents, employees, volunteers and students while participating in internship programs, Additional Insureds under such policies.

A copy of these endorsements shall be provided to DCSD.

Claims-Made Policies

If any insurance policy is written on a claims-made coverage form:

1. The retroactive date must be shown, and this date must be before the execution date of charter contract.
2. Insurance must be maintained and evidence of insurance must be provided for at least three (3) years after completion of charter agreement.
3. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the charter agreement, charter school must purchase extended reporting period coverage for a minimum of three (3) years after completion of charter agreement.
4. A copy of the claims reporting requirements must be submitted to DCSD.

Verification of Insurance Coverage

1. Charter school shall furnish DCSD with Certificates of Insurance and certified copy of all insurance policies including Additional Insured, Waiver of Subrogation, and Endorsements. However, failure to obtain the required documents shall not waive the Charter School's obligation to provide them. The certificates, policies and endorsements shall contain the following information:
 - a. Name and address of agent/broker;
 - b. Name and address of insured;
 - c. Name of insurance company, underwriting syndicate, or other insuring entity;
 - d. Description of coverage in standard terminology;
 - e. Policy period;
 - f. Policy Number;
 - g. Limits of liability;
 - h. Name and address of certificate holder;
 - i. Acknowledgment to the DCSD of notice requirements of material adverse change;
 - j. Signature of authorized agent/broker;
 - k. Telephone number of authorized agent/broker; and
 - l. Details of policy exclusions applicable to these Assurances in comments section of Insurance Certificate.
2. In addition to the certificates of insurance, policies and endorsements, the Charter School's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by the Charter School. All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.
3. All Risk Property Insurance should be in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by the Charter School. Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear.
4. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions: Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to DCSD.

Self- Insured Retentions

Director of Risk Management may require the Charter School to purchase coverage with a lower retention or provide financial proof of its ability to pay losses and related investigations, claim administration, and defense expenses within the retention.

Non-Limitation on Charter School's Liability

The obligations for the Charter School to procure and maintain insurance shall not be construed to waive or restrict other obligations and it is understood that insurance in no way limits liability of Charter School whether or not same is covered by insurance.

Insurance Ratings

All of the insurance policies specified shall be written on a form acceptable to DCSD and all companies providing insurance required by charter agreement must meet the minimum financial security requirements of Best's Rating not less than A and Best's Financial Size Category not less than Class X.

Special Risks or Circumstances

DCSD reserves the right to modify these requirements, including limits, based on the nature of the risk, prior experience, insurer, coverage, or other circumstances.

Charter School's Property Insurance

The Charter School assumes sole responsibility for loss or damage to its property.

Other Obligations

1. **Entire Agreement.** These Assurances constitute the entire agreement between the Charter School, DeKalb Board of Education, and District, with respect to the matters set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the parties regarding such matters, but does not supersede the charter contract, which sets forth the entire agreement between the Charter School, DeKalb Board of Education, and State Board of Education and cannot be amended, modified, or otherwise terminated pursuant to these Assurances. To the extent any provision in these Assurances conflicts with the Charter Contract or state law, including but not limited to the Georgia Charter Schools Act (OCGA 20-2-2060 et seq.), the Charter School shall only be required to comply with the Charter Contract and such Assurance shall be superseded and rendered null and void. A scanned or photocopy of these Assurances will be deemed an original.
2. **Waiver.** No failure or delay by the DeKalb Board of Education, or district designee, in exercising any right or remedy herein shall operate as a waiver thereof. The rights and remedies of the District under these Assurances are cumulative and are not exclusive of any rights or remedies which it would otherwise have herein.
3. **No Violation.** The Charter School represents and warrants that the execution of, and performance under, these Assurances will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject, including the charter contract.
4. **Headings/Interpretation of MOU.** The headings contained in these Assurances are for convenience only and shall not affect in any way the meaning or interpretation of this document.
5. **Severability.** In the event that any term or provision of these Assurances is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of these Assurances.
6. **Governing Law.** These Assurances shall be governed by and construed and enforced in

accordance with the laws of the State of Georgia.

7. **Notices.** Unless otherwise provided in the charter contract, or these Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P.S. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be

deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service or (c) three days after deposit in the United States mail with adequate postage affixed if sent certified or by regular mail.

Enforcement. The Charter School acknowledges that if, in the judgment of DCSD, the Charter School is in material breach of one or more provisions of the charter and if such material breach is not fully cured within thirty (30) days after the receipt of written notice to the Charter School identifying the breach and what must be done to cure it, DCSD shall be authorized to initiate termination procedures set forth in O.C.G.A. 20-2-2068 and the accompanying State Board Rule.

Notices shall be addressed as follows:

To the District:

Attn: Superintendent
DeKalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

With a copy to:

Director
School Innovation Department
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

Agreed to and accepted by the Charter School:

As the Chair of the Governing Board for the Charter School, I provide legal assurance that the Charter School understands and will adhere to the requirements contained in this Letter of Assurances.



Governing Board Chair

7/20/21

Date



Partners in Action for Healthy Living, Inc.

School Garden Support Program MEMORANDUM OF UNDERSTANDING (MOU)

Between

DeKalb Preparatory Academy

&

Partners in Action for Healthy Living, Inc. (PAHL)

PAHL SCHOOL GARDEN SUPPORT PROGRAM

PAHL aims to help close this resource gap by offering sustained and collaborative support to school garden programs in the DeKalb County school district. We help cultivate strong relationships with school and community stakeholders to ensure school garden programs are impactful and sustainable so students in school garden programs receive the benefits touted by research. PAHL offers assistance with incorporating garden-based learning across all subject areas, technical support, teacher training, community organizing, and help with fundraising.

PURPOSE

This Partnership Agreement describes the working relationship between Partners in Action for Healthy Living, Inc. and **DeKalb Preparatory Academy**. It may be revised by either party with consent from both parties, for the duration of the agreement. It is signed with the purpose of affirming mutual understanding of the partnership and collaboration required to successfully maintain an impactful school garden program with the ultimate goal of teaching critical social and emotional skills and offering children rich STEM learning opportunities. Gardens in the PAHL school garden network are intended to be a school and community asset that will focus on growing food to increase the amount of fresh food in the diets of students, their families and the wider school community.

BY ACCEPTING PAHL SUPPORT:

1. Schools will form a core garden planning team. The school will organize a team of at least three dedicated teachers that will provide leadership for the garden program and manage ongoing maintenance. The team will work collaboratively with the administration, faculty, staff, parents, PAHL and the wider school community to ensure the garden's sustainability. The school garden team will develop a mission statement and a three- to five-year plan with a specific list of goals for the program as well as a workable annual budget. Having a core team will ensure the continuation of a gardening program at the school even if a key team member leaves the school.
2. Schools will document garden learning activities and the number of children impacted, number of parent and community volunteers and the total number of volunteer hours,

garden achievements and other information. This will improve funding awards from organizations and foundations that offer school garden grants.

3. Schools must develop an annual maintenance plan including a watering schedule during the summer months. The size of a school garden should reflect the number of stakeholders willing to help maintain the garden.
4. Schools will follow DeKalb County School System guidelines when installing new gardens, increasing the size of existing gardens and when accepting grant funding from PAHL and other funding sources.
5. Schools will keep facilities workers informed as to what features are included in the school garden program including fruit tree and native flower planting locations and raised or in-ground beds.
6. Produce from the school garden will be shared as a community resource and available to the surrounding school community. Harvests will be incorporated into existing school wellness programs, farm to school activities, tastings, cooking demos, science fair projects, and farm stands.

PAHL SERVICES

1. PAHL will become a member of the school garden support team and will participate in planning, budgeting, goal setting and community building as requested.
2. PAHL will help plan special workdays and provide volunteers through community recruitment and Hands on Atlanta. Schools must give PAHL at least three weeks advance notice to schedule workdays. PAHL will supply all necessary tools and gloves, worksite management and volunteer supervision. Schools must have at least one student or teacher volunteer to every five PAHL supplied volunteers. Making volunteer opportunities meaningful is important in attracting and maintaining quality volunteers. Snacks and water will be supplied by the school or by PAHL with prior agreement.
3. PAHL will conduct educational sessions for school garden support team, parents and community members according to a published schedule. The sessions will be held at various locations within the community.
4. PAHL will support teachers that want to integrate garden-based learning. PAHL can supply appropriate garden-based learning lessons plans or assist teachers in developing their own.
5. PAHL will teach gardening educational sessions with students by request; with advance notice.
6. PAHL will help school garden programs grow and expand by installing additional garden beds, pollinator gardens, rain gardens and other school garden features, if schools can demonstrate the ability to manage larger garden spaces.
7. PAHL will ensure the school garden team has access to and notification of school garden learning programming and grant opportunities through Slow Food Atlanta, Georgia Organics, Fernbank Science Center, Captain Planet and other organizations and foundations.
8. PAHL can assist schools in developing farm stand programs for PAHL supported school gardens. Farm stand programs will give students the opportunity to learn valuable entrepreneur skills, people skills and work skills.

9. PAHL will offer teachers continuing garden educational and professional learning classes, nutrition and cooking classes for PAHL supported school garden programs, students, parents and community members.

EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of **DeKalb Preparatory Academy** and PAHL. It shall be in force from date of signature to date of termination.

IX. TERM This Agreement is effective as of **February 1, 2021** and continues for a period of twelve (12) months thereafter (the "Initial Term"). This Agreement shall automatically renew at the end of the Initial Term for successive one (1) year periods unless either party elects to terminate this Agreement prior to the end of the then current term. The parties agree that in the event either party request an amendment to this Agreement, the parties will discuss such request in good faith in an attempt to reach a mutually agreeable solution.

X. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of both parties by authorized officials.

Signatures:

<u><i>Carla Pettis</i></u> <small>Carla Pettis (Feb 10, 2021 09:26 EST)</small>	Carla Pettis	Feb 10, 2021
School Principal Signature	Print Name	Date
_____	_____	_____
PAHL Executive Director Signature	Print Name	Date






2021 PAHL School Garden MOU DeKalb Prep

Final Audit Report

2021-02-10

Created:	2021-02-02
By:	Tonya Hicks (info@pahlga.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAATaZCAkNQqnHlqwor7kfBI4DZfbOLTzUA

"2021 PAHL School Garden MOU DeKalb Prep" History

-  Document created by Tonya Hicks (info@pahlga.org)
2021-02-02 - 9:20:09 PM GMT- IP address: 75.138.76.126
-  Document emailed to Carla Pettis (twatkins@dekalbprepacademy.org) for signature
2021-02-02 - 9:20:38 PM GMT
-  Email viewed by Carla Pettis (twatkins@dekalbprepacademy.org)
2021-02-03 - 7:16:37 PM GMT- IP address: 162.225.56.236
-  Document e-signed by Carla Pettis (twatkins@dekalbprepacademy.org)
Signature Date: 2021-02-10 - 2:26:21 PM GMT - Time Source: server- IP address: 73.237.99.210
-  Agreement completed.
2021-02-10 - 2:26:21 PM GMT

Billionaires Funding Group

5675 Jimmy Carter Blvd • Suite 109 • Norcross, GA 30071

1. ARTICLE 1

1.1 TERM AND TERMINATION

1.01 This Net Lease Agreement (this "Lease") made and entered into on the 11/05/2020, by and between Dekalb Preparatory Academy, Inc, (hereinafter referred to as "Tenant"), and 4319 Covington Hwy, LLC, a Georgia Corporation, (hereinafter referred to as "Landlord").

The term of this Lease shall commence on the 11/01/2020, and shall continue to and including the 10/31/2021, unless sooner terminated as provided herein. Tenant shall occupy the Premises as soon as the lease term commences.

1.02 Intentionally Omitted.


1.03 Tenant acknowledges and agrees that it has no right to terminate this Lease early and that it is leasing the Premises for the entire lease term as provided in paragraph 1.01 herein above.

By initialing below, you acknowledge and agree to the terms in Section 1.

X *SW*
Dekalb Preparatory Academy, Inc

2. ARTICLE 2

2.1 SECURITY DEPOSIT

2.01 Landlord acknowledges receipt from Tenant of the sum of \$1,919.00  which sum shall be held by Landlord, without obligation for interest, as security for the performance of Tenant's covenants and obligations under this Lease, it being expressly understood and agreed that such deposit is not an advance rental deposit or a measure of Landlord's damages in case of Tenant's default. Upon the occurrence of any event of default by Tenant, Landlord may, from time to time, without prejudice to any other remedy provided herein or provided by law, use such funds to the extent necessary to make good any arrearages of rent and any other damage, injury, expense or liability caused by such event of default; and Tenant shall pay to Landlord on demand the amount so applied in order to restore the security deposit to its original amount. If Tenant fails to make such payment, all amounts advanced by Landlord from the security deposit shall bear interest at the highest rate provided in the Lease or eighteen percent (18%) per annum (whichever is higher) from the date of payment by Landlord, and Landlord may at his option terminate this Lease. The security deposit shall not be assigned or encumbered by Tenant and any attempted assignment or encumbrance by Tenant shall be void. Landlord shall not be required to invest or pay interest on the security deposit or to retain the security deposit in a separate account, and Landlord shall be entitled to commingle the security deposit with other funds of Landlord. If Tenant is not then in default hereunder, any remaining balance of such security deposit shall be returned by Landlord to Tenant upon termination of this Lease.

By initialing below, you acknowledge and agree to the terms in Section 2.

X *SW*
Dekalb Preparatory Academy, Inc

3. ARTICLE 3

3.1 RENT, CAM, TAXES, INSURANCE AND ADDITIONAL RENT

3.01 Rent. Tenant covenants and agrees to pay Landlord by good and sufficient check at the address of Landlord herein specified, or at such other address as Landlord may furnish, a total net rent of \$23,028.00 Dollars (hereinafter sometimes referred to as "net rent"). Said net rent shall be due and payable in monthly installments of \$1,919.00, payable in advance and commencing on 11/01/2020, and continuing on the first day of each and every month thereafter during the term hereof without regard to, and irrespective of the actual square footage of the Leased Premises, for which Landlord makes no warranties whatsoever. (The annual rent shall escalate each lease year by 4% during the lease term and shall be paid as additional rent and added to the monthly installments of rent.) Said net rental shall be paid to Landlord without notice or demand, and without abatement, deduction or setoff, except as hereinafter provided. Landlord may permit Tenant to pay all or a portion of said rent to any party designated by Landlord by written notice to Tenant.

3.02 Common Area Charges. Commencing with the commencement of Rent and continuing thereafter during the Term hereof, Tenant will pay to Landlord, as additional rent, an annual amount, without demand, deduction or setoff, equal to such proportion of "Landlord's Operating Cost of the Common Areas" as the Floor Area of the Premises bears to total floor space leasable in the Center. For the purposes of this Section 3.02, "Landlord's Operating Cost of the Common Areas" is defined as including, without limitation, all of Landlord's costs and expenses of operating, maintaining, repairing and managing the Common Areas, including but not be limited to, cleaning, lighting, repairing, painting, maintaining, and replacing all Common Area improvements including the roofs of all buildings within the Shopping Center; snow and ice removal, landscaping and security; fire safety and protection systems, monitoring, testing and operating charges; restriping and overlay of the parking lot; a ten cents (\$.10) per square foot per annum charge as a reserve for roof replacement costs; painting of exterior surfaces of Shopping Center buildings; total compensation and benefits (including premiums for Worker's Compensation and other insurance) paid to or on behalf of employees; personal property taxes; supplies; fire protection; utility charges; licenses and permit fees; reasonable depreciation of equipment used in operating and maintaining the Common Areas and rent paid for leasing such equipment; any fees paid or assessed by Landlord for management of the Shopping Center; and administrative costs equal to fifteen percent (15%) of the total cost of all the foregoing items. The annual charge shall be computed on the basis of periods of twelve (12) consecutive calendar months as designated by Landlord, and shall be paid by Tenant in equal installments in advance on the first day of each calendar month in an amount reasonably estimated by Landlord. For any period within the Term which is less than a full year, the annual charge shall be appropriately prorated. Within sixty (60) days after the end of each such twelve (12) month period, Landlord will furnish to Tenant a statement showing in reasonable detail the amount of Landlord's operating costs for the preceding period, Tenant shall pay any deficiency reflected on such statement to Landlord within ten (10) days after receipt of the statement, Landlord shall apply a credit against Tenant's share of operating expenses next accruing equal to the amount of any overpayment by Tenant shown on such statement for the preceding calendar year, and the monthly Payments to be made by Tenant for the ensuing year shall be estimated accordingly. Changes in applicable Floor Areas shall result in corresponding pro rata adjustments.

"Common Area" for purposes of this Lease shall mean all areas and facilities in the Center designated by landlord from time to time for the general use, in common, of occupants of the Center, including the Tenant hereunder, its officers, agents, employees and customers. Common Areas shall include, to the extent provided and without limitation, the driveways, truckways, parking areas, sidewalks, roadways, delivery passages, loading platforms, public restrooms (if any), ramps, planted areas, and landscaped areas, and common truck loading and receiving areas which are not leased to or reserved for individual tenants.

3.03 Taxes. Commencing with the commencement of Rent and continuing thereafter during the Term hereof, Tenant shall pay promptly when due all taxes imposed upon Tenant's rent and business operation and upon all personal property of Tenant, and shall also pay to Landlord, as additional rent, without demand, offset or deduction, Tenant's share of "Real Estate Taxes" (as hereinafter defined) as specified in this Section 3.03. Tenant's share of "Real Estate Taxes" shall be computed by multiplying the total amount of such taxes by a fraction, the numerator of which shall be the total number of square feet of Floor Area, and the denominator of which shall be the total number of square feet of floor space leasable in the Center. Landlord shall furnish Tenant copies of all tax bills affecting Tenant's share of Real Estate Taxes and a statement of the calculation of same upon demand. For purposes of this Lease, the phrase "Real Estate Taxes" shall mean and include any and all governmental levies, fees, charges, taxes or assessments of every kind and nature whatsoever which during the Term are levied, assessed, become due and payable or are imposed against the Center or any portion thereof or against Landlord by reason of its ownership and operation of the Center and its receipt of rents therefrom, extraordinary as well as ordinary, foreseen and unforeseen, including, without limitation, ad valorem taxes, rent taxes, water and sewer rents, all other governmental exactions arising in connection with the use, occupancy or possession of, or growing due and payable out of or for the Center or any part thereof and expenses directly incurred by Landlord in contesting the validity of, in seeking a reduction in, or in seeking to prevent an increase in any such tax(es); provided, however, that the phrase "Real Estate Taxes" shall not be deemed to include any inheritance, estate, succession, transfer, gift, franchise, corporation, general income or profit tax of Landlord. Landlord shall estimate Real Estate Taxes on the basis of periods of twelve (12) consecutive calendar months designated by Landlord, and Tenant shall pay one-twelfth (1/12) of such estimate in equal monthly installments, together with the payment of Rent. In the event the aggregate of Tenant's installments during any such period (or part thereof) shall be less than the amount of taxes due from Tenant, such deficiency shall be paid to Landlord within ten (10) days after demand therefor. For any period within the Term which is less than a full year, Tenant's share of Real Estate Taxes shall be appropriately prorated.

3.04 Insurance. Tenant hereby agrees to pay to Landlord, as additional rent, an annual amount, without demand, deduction or setoff, equal to such proportion of "Landlord's Insurance Costs" as the Floor Area of the Premises bears to the total floor space leasable in the Shopping Center. For the purposes of this Section 3.04, "Landlord's Insurance Costs" is defined as including the costs to Landlord of insurance obtained by Landlord in connection with the Center, including, without limitation, any liability insurance or personal injury, death and property damage insurance, fire, theft, or other casualty insurance, Worker's Compensation Insurance covering rent loss, personnel, fidelity bonds for personnel, and insurance against liability for defamation and claims of false arrest occurring in or about the Co nun on

Areas. The annual charge for Landlord's Insurance Costs shall be computed on the basis of periods of twelve (12) consecutive calendar months as designated by Landlord, and shall be paid by Tenant in equal installments in advance on the first day of each calendar month in an amount reasonably estimated by Landlord. For any period within the Term which is less than a full year, the annual charge shall be appropriately prorated. Within sixty (60) days after the end of each twelve (12) month period, Landlord will furnish the Tenant a statement showing in reasonable detail the amount of Landlord's Insurance Costs for the preceding period, any necessary adjustments shall thereupon be made, and the monthly payments to be made by Tenant for the ensuing year shall be estimated accordingly. Changes in applicable Floor Areas shall result in corresponding pro rata adjustments. Tenant further agrees to pay on demand any increase in premiums that may be charged on insurance carried by Landlord resulting from Tenant's use or occupancy of the Premises or any other part of the Center.

3.05 Utility Charges. Landlord shall only furnish water, natural gas, and electricity to the Premises, any other utilities shall be furnished by Tenant. Notwithstanding the foregoing, in the event Tenant consumes a disproportionate share of utilities, such as water or electricity, based upon the nature of Tenant's business operations, Landlord reserves the right to charge Tenant for such disproportionate usage in an amount reasonably determined by Landlord. Landlord may install re-registering meters and collect any and all utility charges as aforesaid from Tenant, making returns to the proper public utility company or governmental unit, provided that Tenant shall not be charged more than the rates it would be charged for the same services if furnished direct to the Premises by such companies or governmental units. At the option of Landlord, any utility or related service which Landlord may at any time elect to provide to the Premises may be furnished by Landlord or any agent employed by or independent contractor selected by Landlord, and Tenant shall accept the same therefrom to the exclusion of all other suppliers so long as the rates charged by the Landlord or by the supplier of such utility or related service are competitive. If utilities are metered, but an accurate meter reading is not possible, Tenant shall pay pursuant to Landlord's reasonable determination of Tenant's utility consumption. Landlord shall have no liability to Tenant for disruption of any utility service, and in no event shall such disruption constitute constructive eviction or entitle Tenant to an abatement of rents or other charges.

3.06 Additional Rent All net rental, additional rental, and any other costs, expenses, sums or amounts payable or reimbursable hereunder by Tenant to Landlord shall be deemed to be rental hereunder whether or not designated as such, which, if not promptly paid on or before the date due, time being of the essence, shall bear interest at the rate of the greater of (a) eighteen (18%) percent per annum, or (b) the rate announced by Chase Bank N.A. as its prime rate (but in no event higher than the highest rate enforceable by law) from the due date until paid. In the event Landlord shall pay or be compelled to pay any sum of money, or do any act which shall require the expenditure or payment of any sum by reason of or related to the failure of Tenant to perform any one or more of the covenants of Tenant contained in this Lease, Tenant shall immediately repay the same to Landlord upon demand, with interest thereon at the rate set forth in the preceding sentence, and such sum or sums so paid by Landlord, together with all interest, costs and damages, shall be deemed to be additional rent immediately due and payable, but it is expressly covenanted and agreed hereby that payment by Landlord of any such sums of money or the doing of any such acts shall not be deemed to waive or release the default in the payment or doing thereof by Tenant, or the right of Landlord to recover possession, at Landlord's election, of the Premises by reason of Tenant's default with respect to any such payment or act.

3.07 Attorney Fees. In the event that any amounts owing under this Lease by Tenant are collected by or with any assistance from or consultation with an attorney at law, Tenant shall pay to Landlord, in addition to all rent, additional rent, late fees, and interest, the greater of Landlord's actual reasonable attorneys' fees and fifteen (15%) percent of such amounts being fifteen (15%) percent reasonable attorneys' fees. Tenant covenants and agrees to pay all attorneys' fees incurred by Landlord arising out of or related to any litigation or negotiation in which Landlord shall become involved in connection with this Lease or the use or occupancy of the Premises.

By initialing below, you acknowledge and agree to the terms in Section 3.

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Dekalb Preparatory Academy, Inc

4. ARTICLE 4

4.1 PERSONAL PROPERTY TAXES

4.01 Tenant shall promptly pay all personal property taxes and other taxes levied against Tenant's trade fixtures, fixtures, inventory, equipment, supplies and merchandise upon the Premises and against Tenant's business. When possible, Tenant shall cause such trade fixtures, fixtures, inventory, equipment, supplies and merchandise and all other personal property to be assessed and billed separately from the real property of Landlord.

6. ARTICLE 6

6.1 INDEMNIFICATION OF LANDLORD

6.01 During the term hereof as same may be renewed, Tenant shall pay, and shall protect, indemnify and save harmless Landlord from and against, any and all liabilities, damages, costs, expenses (including attorneys' fees), causes of action, suits, claims, demands, and judgments of any nature whatever arising out of or related to: (a) injury to or the death of persons or damage to property (i) on the Premises or upon adjoining sidewalks, streets or ways, or (ii) in any manner arising out of or connected with Tenant's use, non-use, or occupancy of the Premises, or (iii) resulting from the condition of the Premises or of adjoining sidewalks, streets or ways; (b) the violation of any agreement, representation, warranty, provision, term or condition of this Lease by Tenant; and (c) the violation of any Laws affecting the Premises or the occupancy or use thereof.

6.02 Anything in this Lease to the contrary notwithstanding, Landlord shall have no personal liability hereunder and Tenant shall look solely to the estate and property of Landlord in the land and buildings comprising the Premises for the collection of any judgment or other judicial process arising out of any default or breach by Landlord with respect to any terms or covenants of this Lease to be observed or performed by Landlord, and no other assets of Landlord shall be subject to levy, execution or other procedures for the satisfaction of any remedies of Tenant.

By initialing below, you acknowledge and agree to the terms in Section 6.

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7. ARTICLE 7

7.1 INSURANCE

7.01 Tenant shall provide and maintain insurance against loss or damage or injury or destruction of any building or buildings now or hereafter erected on the Premises resulting from fire, or from any other hazard included in extended coverage endorsement, including, without limitation, sprinkler leakage, collapse, vandalism and malicious mischief coverage. Tenant shall provide and keep in full force all such insurance in an amount equal to the full replacement cost of the buildings, including the fixtures and equipment constituting part of the Premises.

7.02 Tenant shall provide and maintain general public liability insurance with coverages and amounts not less than One Million Dollars and No./100 (\$1,000,000.00) Dollars with respect to property damage, bodily injury, personal injury or death to one or more persons, which policy shall contain an endorsement deleting from such policy the "Care, Custody and Control", the "Alterations and Extraordinary Repairs", and the "Contract Liability" exclusions, and all other exclusions of similar import or effect.

7.03 With respect to each such policy of insurance described in this Article 7:

(a) Each such policy of insurance shall be written in the name of, and shall insure Landlord and Tenant and the holder of any mortgage or security deed which encumbers the Premises (hereinafter referred to as "Mortgagee"), as their respective interests may appear.

(b) Each such policy of insurance shall contain an agreement by the insurer that such policy shall not be altered or cancelled without at least thirty (30) days prior written notice to Landlord and Mortgagee. Upon the failure at any time on the part of Tenant to procure and deliver to Landlord any of the policies of insurance or certificates as hereinabove provided, at least thirty (30) days before the expiration of the prior insurance policies, if any, or to pay the premiums therefor, Landlord shall be at liberty from time to time as often as such failure may occur, to procure such insurance for a term not exceeding one (1) year and to pay the premium therefor, and any sums so paid for insurance by Landlord shall be and become and are hereby declared additional rent under this Lease, forthwith due and payable, and shall be collected accordingly.

(c) Tenant shall deliver, upon request by Landlord, satisfactory evidence of each such policy of insurance to Landlord, Mortgagee or any other party designated by Landlord. Such satisfactory evidence of insurance may consist of, at Landlord's election, either the original policy, a duplicate original policy, or a certificate of insurance, together with evidence of the payment of the premium of each such policy.

(d) Each such insurance policy shall contain such mortgagee endorsement as is requested by Landlord, and shall be written by a responsible insurance company satisfactory to Landlord and legally licensed to do business in Georgia, and shall be in form satisfactory to Landlord.

(e) Each such insurance policy shall be paid for solely by Tenant.

7.04 Tenant shall not take out separate insurance concurrent in form or contributing in the event of loss with that required in this Article 7 unless Landlord and Mortgagee are listed as named insureds and loss payees.

7.05 Landlord and Tenant shall cooperate in connection with the collection of any insurance monies that may be due in the event of loss, and Landlord and Tenant shall execute and deliver such proofs of loss and other instruments which may be required for the purpose of obtaining the recovery of any such insurance monies.

7.06 Tenant hereby waives any rights of action against Landlord for loss or damage covered by any insurance hereunder, and Tenant covenants and agrees with Landlord that Tenant shall obtain a waiver from the carrier of such insurance policies releasing all of such carrier's subrogation rights as against Landlord.

By initialing below, you acknowledge and agree to the terms in Section 7.

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8. ARTICLE 8

8.1 DESTRUCTION AND DAMAGE

8.01 If, during the term of this Lease, as same may be renewed, the buildings, improvements, or the equipment on, in or appurtenant to the Premises at the commencement of such term or thereafter erected, shall be destroyed or damaged in whole or in part by fire or any other cause, Tenant shall give to Landlord immediate notice thereof, and Tenant, at Tenant's sole cost and expense, shall promptly repair, replace and rebuild the same with similar buildings, improvements or equipment having a value not less than and being of substantially the same character, design and condition, as existed immediately prior to such occurrence, and Landlord shall in no event be called upon to repair, replace or rebuild any such buildings, improvements or equipment, nor to pay any of the cost or expenses thereof beyond or in excess of the insurance proceeds as herein provided. Further, no abatement of rent or other sums due under this Lease shall occur.

8.02 For the purpose of paying towards the cost of such repairs, replacement or rebuilding, Tenant shall deposit the proceeds of insurance in a special trust account in a bank designated by Landlord or Mortgagee, and Landlord or Mortgagee shall make available and pay from time to time, but in no event more frequently than once in each month, all net sums received under insurance policies covering such loss or losses as provided for herein at the request of or at the direction of Tenant to the parties whom Tenant may employ to repair, replace or rebuild the same, as such repairs, replacements or rebuildings shall progress, or to Tenant, if Tenant shall make or pay for such repairs, replacement or rebuilding, in reimbursement for work and materials actually incorporated in the Premises. Such payments shall be made only upon written request from an officer of Tenant, or in the event that an architect has been retained to supervise said work, then said payments shall be made upon appropriate requisition certificates of the architect in charge of such work; provided, however, that in each instance of requisition prior to the completion of such work, said officer of Tenant or the architect, if any, shall also certify to Landlord, and at Landlord's request to Mortgagee, that the cost of the then remaining work necessary for completion thereof does not exceed ten (10%) percent of the balance of said insurance proceeds as will remain after payment over the sum so requisitioned, and that such work has been prosecuted in accordance with the plans and specifications therefor. If, in the course of such work, any mechanic's or other lien or order for the payment of money shall be filed against the Premises or against Landlord or Tenant or any contractor of Tenant, or if Tenant shall be in default in the payment of any net rent or additional rent then due and payable, or if there is any existing and unremedied default on the part of Tenant under the agreements, terms, covenants and conditions of this Lease as to which Landlord has served notice upon Tenant and with respect to which Tenant has failed to cure within the time provided for herein, Landlord shall not be obligated to make any payment of such insurance proceeds until and unless such lien or order shall have been fully bonded, satisfied, cancelled, discharged of record or complied with, or until such default shall have been cured.

8.03 Tenant shall proceed to repair, replace or rebuild any such damaged or destroyed structures, improvements and equipment promptly, and in the event that such work shall not be commenced within ninety (90) days from the date of payment to Landlord or Tenant of the insurance proceeds by the company or companies insuring such loss or damage and shall not be expeditiously prosecuted to completion, Landlord, in addition to any other remedies set forth in Article 17 of this Lease, shall have the right to cancel and terminate this Lease by giving to Tenant no less than ten (10) days' notice of intention to do so and, if upon the expiration of the time fixed in such notice, such work shall not have been commenced and the other agreements, terms, covenants and conditions herein complied with, or, if after commencement thereof, the work shall not have been expeditiously prosecuted, as the case may be, this Lease and the term hereof shall terminate and all such insurance proceeds shall belong to and shall be retained by Landlord.

8.04 Such work and the performance thereof shall be subject to, and shall be performed in accordance with, the Provisions contained in Article 12 of this Lease.

By initialing below, you acknowledge and agree to the terms in Section 8.

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9. ARTICLE 9

9.1 MORTGAGES

9.01 Upon request by Landlord or any Mortgagee which now or hereafter holds a first priority security position encumbering the Premises (hereinafter referred to as "First Mortgage"), this Lease and all rights to Tenant hereunder shall become subject and subordinate to such First Mortgage, and to any and all renewals, modifications, consolidations, replacements, extensions or substitutions of such First Mortgage. Tenant's rights under this Lease shall not be subject and subordinate to any such First Mortgage unless the Mortgagee thereof has requested that this Lease be subordinate thereto in accordance with the terms of this Section 9.01. Such subordination shall be automatic upon request by Landlord without the execution of any further subordination agreement by Tenant. If, however, a written subordination agreement consistent with these provisions is required by a Mortgagee of any such First Mortgage, Tenant shall execute, acknowledge and deliver same. Additionally, the Mortgagee of any such First Mortgage may elect to have this Lease made prior to such First Mortgage, and in the event of such election and upon notification by such Mortgagee to Tenant to that effect, this Lease shall be deemed prior in lien to such First Mortgage, whether or not this Lease is dated or filed prior to or subsequent to the date of such First Mortgage.

9.02 Tenant shall, upon request by Landlord, execute and deliver to Landlord or any designee of Landlord a written estoppel certificate or declaration in recordable form ratifying this Lease and certifying: (a) the commencement and termination dates thereof, (b) that this Lease contains the entire agreement between the parties and is in full force and effect and has not been assigned, modified, supplemented or amended (except by such writings as shall be stated), (c) that all conditions to the enforceability of this Lease have been fulfilled and all obligations under this Lease to be performed by Landlord have been satisfied, (d) that there are no defaults, defenses or offsets under or against the enforcement of this Lease, or stating those claimed by Tenant, (e) the amount of security deposit and advance rental, if any (or none if such is the case), paid by Tenant, (f) the date to which rental has been paid and the amount of rental due under this Lease, and (g) that Tenant has accepted possession of the Premises. Such declaration shall be executed and delivered by Tenant from time to time as may be requested by Landlord, and any existing or potential purchaser or Mortgagee shall be entitled to rely upon same. Tenant's certificate or statement shall also contain such other information as may be required by Landlord or any designee of Landlord.

9.03 Tenant shall, in the event of the exercise of a power of sale or deed in lieu of foreclosure under any First Mortgage, attorn to and recognize such purchaser as landlord under this Lease; provided that said purchaser shall not be liable for any act or omission of any prior landlord or subject to any offsets or defenses which Tenant may have against any prior landlord or be bound by any amendment or modification of this Lease made without the prior written consent of such purchaser.

9.04 If, in connection with obtaining financing or refinancing for the Premises, any bank, insurance or other recognized institutional lender shall request reasonable modifications in this Lease as a condition of such financing, Tenant shall not unreasonably withhold, delay or defer Tenant's consent or agreement thereto, provided that such modifications do not materially increase the obligations of Tenant hereunder.

By initialing below, you acknowledge and agree to the terms in Section 9.

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10. ARTICLE 10


10.1 LIENS

10.01 Notice is hereby given that Landlord shall not be liable for any labor or materials furnished or to be furnished to Tenant upon credit and that no mechanic's, materialman's or other lien or claim of lien for any such labor or materials shall attach to or affect the reversion or other estate or interest of Landlord in and to the Premises. Tenant shall have no power or authority to act as agent for Landlord, or to do any act or make any contract which may create or be the foundation for any lien, mortgage or other encumbrance upon the interest of Landlord in the Premises, it being agreed that should Tenant cause any Repairs to be made to the Premises, or labor performed or material furnished therein, thereon or thereto, neither Landlord nor the Premises shall under any circumstances be liable for the payment of any expense incurred for the value of any work done or material furnished, and all such Repairs, and labor and material, shall be made, furnished and

performed at Tenant's sole expense, and Tenant shall be solely and wholly responsible to contractors, laborers and materialmen furnishing and performing such labor and material and any person who does any work on or supplies any material to the Premises shall, by so doing, be deemed to waive any rights against Landlord or the Premises and to agree to look solely to Tenant for compensation.

10.02 If, because of any act or omission (or alleged act or omission) of Tenant, any mechanic's, materialman's or other lien, claim of lien, charge or order for the payment of money shall be filed against the Premises or against Landlord (whether or not such lien, claim of lien, charge or order be valid or enforceable), Tenant at Tenant's sole cost and expense, shall cause the same to be cancelled and discharged of record or bonded, within fifteen (15) days after notice to Tenant of the filing thereof, and Tenant shall indemnify and save harmless Landlord from and against any and all costs, expenses, liabilities, losses, damages, suits, fines, penalties, claims and demands, including attorneys' fees, resulting therefrom.

By initialing below, you acknowledge and agree to the terms in Section 10.


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11. ARTICLE 11

11.1 ASSIGNMENT AND SUBLETTING

11.01 Without the prior written consent of Landlord, neither Tenant, nor Tenant's legal representatives or successors in interest by operation of law or otherwise, shall use or permit the Premises or any part thereof to be used, occupied, or managed by any party or parties other than Tenant. For purposes of this Article 11, an "assignment", as prohibited hereunder, shall include, without limitation: (a) any voluntary or involuntary transfer, including, without limitation, any transfer by operation of law, (b) any merger, consolidation or liquidation involving Tenant or any stock of Tenant, (c) any change in or entry into any management or operating agreement or arrangement with respect to the management of the business conducted on the Premises, or (d) if Tenant is a corporation whose stock is not listed on a nationally recognized security exchange, one or more sales or transfers of stock, or of the right to vote such stock, by operation of law or otherwise, or creation of a new stock, by which an aggregate of fifty (50%) percent or more of Tenant's stock or the right to vote such stock shall be vested in a party or parties who are non-stockholders as of the date of execution of this Lease, which stock ownership shall be determined in accordance with the principles set forth in Section 544 of the Internal Revenue Code of 1954 as the same existed on August 16, 1954. Consent to any assignment or sublease shall not vitiate or waive this provision, and all further assignments and subleases shall likewise be made only upon the prior written consent of Landlord. In the event Tenant shall desire to assign this Lease or sublet the Premises or any portion thereof, then Tenant shall promptly notify Landlord in writing of such desire, identifying such assignee or subtenant, and furnishing Landlord with complete written financial, biographical and business information about such proposed assignee or subtenant, in which event Landlord shall be entitled, at Landlord's sole option and in Landlord's sole discretion, to (a) approve such assignment or sublease, or (b) disapprove such assignment or sublease. Tenant shall, upon any assignment or subletting, advise Landlord of the amount of rental thereunder, and furnish Landlord with a true and complete copy of such assignment or sublease. Any such request for approval of an assignment or sublease shall be accompanied by a payment from Tenant to Landlord of Seven Hundred Fifty and No/100 Dollars (\$750.00), which payment shall compensate Landlord for Landlord's time and expense relative to reviewing such request, and which fee shall be non-refundable regardless of whether such approval is granted or denied. Subtenants or assignees shall not prepay any rental to any party other than Landlord more than one (1) month in advance, and shall become, at Landlord's option, liable directly to Landlord for all obligations of Tenant hereunder without the necessity of further documentation and without relieving any of Tenant's liability, and any such subtenant shall make all rental and other payments under any such sublease directly to Landlord, if Landlord so elects. If this Lease be assigned or sublet, Landlord may and is hereby empowered, at Landlord's option, to collect rent from the assignee or subtenant; in the event Landlord does so collect rent from such assignee or subtenant, Landlord shall apply the amount received by Landlord to the rent payable by Tenant under this Lease, and no such receipt of rent shall be deemed to be: (a) a waiver of the covenant herein against assignment and subletting, (b) an acceptance of the assignee or subtenant as Landlord's tenant, or (c) a release of Tenant from the further performance of the covenants herein contained on the part of Tenant. If this Lease shall be assigned or the Premises sublet by Tenant at a rental rate, including, without limitation, percentage rental and all other sums payable thereunder, that exceeds the rental rate to be paid to Landlord by Tenant hereunder, then and in such event one-half of all such excess shall be immediately paid over to Landlord by Tenant upon receipt by Tenant as additional rent due by Tenant to Landlord hereunder.

By initialing below, you acknowledge and agree to the terms in Section 11.

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12. ARTICLE 12

12.1 ALTERATIONS, IMPROVEMENTS, AND ADDITIONS

12.01 Tenant shall not alter the Premises or any part thereof without first: (a) submitting to Landlord plans and specifications in reasonable detail of any proposed alterations, and (b) obtaining Landlord's prior written approval thereof. Any such alterations shall immediately upon installation become the property of Landlord and shall remain upon the Premises upon termination of this Lease unless Landlord at Landlord's option shall require the restoration of the Premises to the condition thereof on the commencement date of this Lease, in which event Tenant shall so restore the Premises prior to the termination of this Lease.


12.02 In the event Landlord approves any alterations in accordance with this Article 12, Tenant shall, with respect to each alteration:

(i) Make, erect and complete the proposed alteration in compliance with all Laws which may be applicable to the erection or construction of said alteration;

(ii) Complete said alteration prior to the expiration of the term hereof as same may be renewed, and fully pay for the same at the times and in the manner as fixed by contracts therefor; and

(iii) Obtain any necessary certificate of occupancy related to such alterations.

By initialing below, you acknowledge and agree to the terms in Section 12.


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13. ARTICLE 13

13.1 USE OF PROPERTY

13.01 The Premises shall be used only for RETAIL USE and for no other purposes whatsoever. In no event shall the Premises or any portion thereof be used in any of the following manners, nor for any of the following purposes: (a) any illegal usage, (b) any violation of any Laws, or (c) any manner which creates or permits a nuisance or trespass.

By initialing below, you acknowledge and agree to the terms in Section 13.

X 
Dekalb Preparatory Academy, Inc

14. ARTICLE 14

14.1 INSPECTION BY LANDLORD

14.01 Tenant, at all times during the term hereof as same may be renewed, shall permit Landlord and any agents of Landlord to show the Premises, during normal working hours on business days, to parties who wish to purchase the same, and during the year next preceding the expiration of the term hereby granted, Landlord, and any agents of Landlord shall have the right during such time to show the Premises to parties wishing to lease the same.

By initialing below, you acknowledge and agree to the terms in Section 14.

X *SW*
Dekalb Preparatory Academy, Inc

15. ARTICLE 15

15.1 TIME OF ESSENCE

15.01 Time is of the essence of this Lease and each and every provision hereof.

By initialing below, you acknowledge and agree to the terms in Section 15.

X *SW*
Dekalb Preparatory Academy, Inc

16. ARTICLE 16

16.1 CONDEMNATION

16.01 In the event that the whole of the Premises shall be lawfully condemned or taken in any manner for any public or quasi-public use, or conveyed in lieu thereof, (hereinafter referred to as "Condemnation"), this Lease shall forthwith terminate as of the date of vesting of title.

16.02 In the event that less than all of the Premises shall be taken by Condemnation, and as a result of such taking, in excess of fifty (50%) percent of the total land area and fifty (50%) percent of the total building area of the Premises shall be taken, and the remainder of the Premises shall not thereafter be suitable for usage for the purpose specified in Article 13, then Tenant shall have the option to terminate this Lease as of the date of vesting of title of the portion so taken. Such option must be exercised within fifteen (15) days from the date of such vesting of title by written notice to Landlord, and upon receipt by Landlord of such notice, this Lease shall terminate as of the date of vesting of title. In the event that less than all of the Premises are taken by Condemnation and Tenant is not entitled to exercise, or Tenant does not exercise, the option to terminate granted in the first sentence of this Section 16.02, this Lease shall continue in full force and effect, and all rights and obligations hereunder shall not be affected in any way, and the rental shall not be abated or reduced.

16.03 In the event of Condemnation, Landlord and Tenant shall retain their respective rights to recover against the condemning authority for the taking of their respective interest in the Premises by such authority, such right to be independent of the right of the other party hereto to recover for the taking of such party's interest therein. In such event, all claims which each of the parties would otherwise have had against the other party to require performance under this Lease or to receive damages for breach of performance thereunder, had such taking by Condemnation not occurred, shall be against the condemning authority instead of against the other party hereto. Nothing contained in this Article 16 shall in any way be construed so as to eliminate or limit the right of either Landlord or Tenant to recover from any condemning authority for the taking by such condemning authority of any portion of, or for the damage done by such condemning authority to, the respective interest of Landlord and Tenant under this Lease or in and to the Premises.

By initialing below, you acknowledge and agree to the terms in Section 16.

X *SW*
Dekalb Preparatory Academy, Inc

17. ARTICLE 17

17.1 DEFAULT

17.01 (a) Tenant shall be in default under this Lease upon the occurrence of any one or more of the following events or occurrences (each, a "Default" or an "Event of Default"), each of which shall be deemed to be a material default:

(i) Landlord does not actually receive the Security Deposit or any payment of the full amount of the rent or additional rent or other payment or reimbursement due hereunder punctually on the due date thereof or ;

(ii) Tenant fails to fully and punctually observe or perform any of the terms or covenants of this Lease;

(iii) Tenant fails to take possession or occupancy of, or deserts or abandons the Premises or the Premises become vacant;

(iv) Any representation, statement, or warranty made by Tenant orally, in this Lease, or in any information sheet or documents furnished by Tenant or any guarantor hereof with respect to the net worth, liabilities, assets, or financial condition of Tenant or any guarantor hereof, or any other matters, shall be or prove to be untrue or misleading;

(v) Tenant shall be in default, in the payment of rent or otherwise, under another lease with Landlord; or

(vi) The filing or execution or occurrence of: (aa) a petition by or against Tenant or any guarantor hereof in bankruptcy or seeking any reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief under any provision of the present or any future bankruptcy act or any other present or future federal, state or other bankruptcy or insolvency statute or law, (bb) adjudication of Tenant or any guarantor hereof as a bankrupt or insolvent, or insolvency in the bankruptcy or equity sense, (cc) an assignment by Tenant or any guarantor hereof for the benefit of creditors, (dd) a petition or other proceeding by or against Tenant or any guarantor hereof for, or the appointment of, a trustee, receiver, guardian, conservator or liquidator with respect to any portion of Tenant or any guarantor's property, (ee) any levy, execution or attachment against Tenant or any guarantor hereof, of (ff) any transfer or passage of any interest of Tenant under this Lease by operation of law.

(b) Upon the occurrence of any one or more of the aforesaid events of default, or upon the occurrence of any other default or defaults by Tenant under this Lease, Landlord may, at Landlord's option, without any demand or notice whatsoever (except as expressly required in this Article 17) pursue the remedies set forth in Section 17.02 below.

17.02 Landlord's Remedies If any Event of Default occurs, Landlord may treat the occurrence of such Event of Default as a breach of this Lease and, in addition to any and all other rights and remedies of Landlord in this Lease or by law or in equity provided, it shall be, at the option of Landlord, without further notice or demand to Tenant, Guarantor, or any other person, the right of Landlord to:

(a) declare the term ended and this Lease terminated and to enter the Premises and take possession thereof and remove all persons therefrom and Tenant shall have no further claim thereon or thereunder;

(b) bring suit for the collection of rent as it accrues pursuant to the terms of this Lease and damages without entering into possession of the Premises or canceling or terminating this Lease, it being understood that in the case of any Event of Default, Additional rent for each lease year of the unexpired term shall be deemed to be the amount of additional rent payable by Tenant during the twelve (12) calendar months immediately preceding the Event of Default (or, if any such additional rent is the subject of any abatement during such period, the amount that Tenant would have been paying absent such abatement), increased by any rent increase provided for in this Lease;

(c) with or without terminating this Lease, retake possession of the Premises from Tenant by summary proceedings, without notice or any form of legal process, or otherwise, and then seize, remove, and sell Tenant's goods, chattels, and equipment from the Premises; or

(d) terminate this Lease and recover from Tenant all damages which Landlord may incur by reason of Event of Default, including, without limitation, a sum which, at the date of termination, represents the present value (discounted at a rate of six percent [6%] per annum) of the excess, if any, of (x) the sum of the entire amount of net rent and additional rent, and all other charges and sums which would have been payable hereunder by Tenant for the remainder of the term of this Lease, over (y) the aggregate reasonable rental value of the Premises for the same period, all of which present value of such excess sum shall be immediately due and payable. In determining the aggregate reasonable rental value pursuant to item (y) above, all relevant factors shall be considered as of the time of such termination, including, without limitation (aa) the length of time remaining in the term, (bb) the then-current market conditions in the general area in which the Premises are located, (cc) the likelihood of reletting the Premises for a period of time equal to the term, (dd) the net effective rental rates (taking into account all concessions) then being obtained for space of similar type and size in the general area in which the Premises are located, (ee) the vacancy levels in comparable quality buildings in the general area in which the Premises are located, (ff) the anticipated duration of the period that the Premises will be unoccupied prior to reletting, (gg) the anticipated cost of reletting, and (hh) the current levels of new construction that will be completed during the remainder of the term of this Lease, and the degree to which such new construction will likely affect vacancy rates and rental rates in comparable quality buildings in the general area in which the Premises are located. Such payment shall constitute liquidated damages to Landlord, Landlord and Tenant acknowledging and agreeing that it is difficult to determine the actual damages Landlord would suffer by virtue of such Event of Default and that the agreed-upon liquidated damages are not punitive or a penalty and are just, fair and reasonable, all in accordance with O.C.G.A. Section 13-6-7.

(e) Without liability to Tenant or any other party and without constituting a constructive or actual eviction, suspend or discontinue furnishing or rendering to Tenant any property, material, labor, utilities or other service, wherever Landlord is obligated to furnish or render the same, so long as Tenant is in default under this Lease; or

(f) Pursue such other remedies as are available at law or equity.

17.03 Other Infractions In the event that Tenant fails to comply with the Rules and Regulations set forth in Exhibit "B" of this Lease and fails to cure such failure within twenty-four (24) hours after written notice from Landlord, Landlord shall have the right to assess Tenant with fines of up to One Hundred Dollars (\$100.00) per occurrence, per day that such failure goes uncured without prejudice to the right to declare a default hereunder.

17.04 Default Related

(a) Landlord's pursuit of any remedy or remedies, including, without limitation, any one or more of the remedies stated in the foregoing Section 17.02, shall not (i) constitute an election of remedies or preclude pursuit of any other remedy or remedies provided in this Lease or any other remedy or remedies provided by law or in equity, separately or concurrently or in any combination, or (ii) serve as the basis for any claim of actual or constructive eviction, or allow Tenant to withhold any payments under this Lease.

(b) If this Lease shall terminate as a result of or while there exists a default hereunder, any funds of Tenant held by Landlord may be applied by Landlord to any damages payable by Tenant (whether provided for herein or by law) as a result of such termination or default.

(c) Neither the commencement of any action or proceeding, nor the settlement thereof, nor entry of judgment thereon shall bar Landlord from bringing subsequent actions or proceedings from time to time, nor shall the failure to include in any action or proceeding any sum or sums then due be a bar to the maintenance of any subsequent actions or proceedings for the recovery of such sum or sums so omitted.

(d) It is acknowledged by the parties hereto that the late payment by Tenant to Landlord of rent or any other sums due hereunder shall cause Landlord to incur costs not contemplated by this Lease, the exact amount of which would be extremely difficult and impractical to ascertain. Such costs include, but are not limited to, processing, clerical and accounting charges, lost interest, and late charges which may be imposed on Landlord by the terms of any mortgage or security deed encumbering the Premises. Therefore, in the event Landlord does not actually receive any installment of net rent, additional rent or any other sum due under this Lease by 5:00 p.m. on the fourth (4th) day after the due date thereof, Tenant shall pay to Landlord as additional rent a late charge equal to ten (10%) percent of each such installment of rent or other sum, or Twenty-Five (\$25.00) Dollars, whichever is greater. In addition, any installment of net rent, additional rent, or any other sum due from Tenant to Landlord hereunder shall bear interest from the due date thereof at the interest rate set forth in Section 3.03 above. In addition, Tenant shall pay to Landlord Seventy-Five (\$75.00) Dollars for each check presented to Landlord in payment of Tenant's rent or other obligations hereunder which is not paid by the bank upon which such check is drawn. In the event that any amounts owing under the Lease by Tenant are collected by or with assistance from or consultation with an attorney-at-law, Landlord shall be entitled to collect attorneys' fees in accordance with Section 3.04 above.

By initialing below, you acknowledge and agree to the terms in Section 17.

X 

Dekalb Preparatory Academy, Inc

18. ARTICLE 18

18.1 USUFRUCT

18.01 This Lease shall create a usufruct, and not an estate for years.

By initialing below, you acknowledge and agree to the terms in Section 18.

X *SW*
Dekalb Preparatory Academy, Inc

19. ARTICLE 19

19.1 SURRENDER

19.01 Tenant shall, on the last day of the term hereof, or upon any earlier termination of this Lease, or upon any re-entry by Landlord upon the Premises pursuant to the provisions of this Lease, surrender and deliver into the possession and use of Landlord, without delay, the Premises, including, but not limited to, sidewalks, parking areas, grounds and streets and all building equipment, pipes, plumbing, electric wires, and heating ventilating and air conditioning systems in good repair, order and condition, except only ordinary wear and tear, broom clean and free of Tenant's property, and free and clear of all liens and encumbrances other than those, if any, created by Landlord.

By initialing below, you acknowledge and agree to the terms in Section 19.

X *SW*
Dekalb Preparatory Academy, Inc

20. ARTICLE 20

20.1 SUPPLY OF SERVICES

20.01 Landlord shall only furnish water, natural gas, and electricity to the Premises, any other utilities shall be furnished by Tenant. Tenant shall pay when due all costs, charges and deposits related to any utilities attributable to any utilities not furnished by Landlord to the Premises; provided, however, that Landlord shall be entitled, but not required, to pay any costs or charges for or related to any of same whereupon such costs or charges shall be payable by Tenant to Landlord upon demand, and shall constitute additional rent hereunder. Tenant hereby assumes the full and sole responsibility for the condition, operation, repair, maintenance and management of the Premises and agrees that Landlord shall not be responsible for the interruption or unavailability of any utilities through no fault of Landlord and Tenant accepts the Premises in its "as is" present condition.

By initialing below, you acknowledge and agree to the terms in Section 20.

X *SW*
Dekalb Preparatory Academy, Inc

21. ARTICLE 21

21.1 ADJUSTMENTS ON TERMINATION

21.01 Notwithstanding any of the provisions contained in this Lease, should there be any payments required to be made by Tenant during the term of this Lease such as net rent or additional rent which would apply to a period beyond the termination date of this Lease, Tenant shall be obligated only to pay the pro rata share thereof applicable during the term of this Lease

By initialing below, you acknowledge and agree to the terms in Section 21.

X *SW*
Dekalb Preparatory Academy, Inc

22. ARTICLE 22

22.1 DEFECTS

22.01 Landlord shall not be responsible for any latent or patent defect in or to the Premises, and the rent hereunder shall in no case be withheld, offset or diminished on account of any such defect, nor for any damage occurring to the Premises or related to any such defect, nor because of the existence of any violations of any Laws.

By initialing below, you acknowledge and agree to the terms in Section 22.

X *SW*
Dekalb Preparatory Academy, Inc

23. ARTICLE 23

23.1 NET LEASE

23.01 Compliance with the Americans with Disabilities Act. Notwithstanding any other provision of this Lease to be contrary, Tenant shall comply with The Americans with Disabilities Act, and all regulations and orders promulgated pursuant thereto, as well as any related state, county and local laws, regulations and building codes (collectively the "ADA"). Tenant shall make all alterations to the Premises required by the ADA and shall use and occupy the Premises at all times in compliance therewith. Tenant agrees to indemnify, defend and hold Landlord harmless from and against any claims, losses or causes of action arising out of Tenant's failure to comply with the ADA as required above. Any alterations made by Tenant during the term of this Lease shall be in compliance with the ADA and all other requirements of this Lease. At Landlord's sole option, Landlord may (but shall not be obligated to) make any alterations to the Premises deemed necessary by Landlord to comply with the ADA and Tenant shall reimburse Landlord for such costs, upon demand, as additional rent. No approval by Landlord of alterations made by Tenant shall constitute a warranty by Landlord that such alterations comply with the ADA. In addition, Landlord does not warrant that the Premises, the Center, the parking lot, common areas or improvements provided by Landlord during the term of this Lease comply with the ADA. To the extent that Landlord is required to place and keep the Center, parking lot or common areas in compliance with the ADA, then Landlord shall be entitled to include its expenses of compliance as additional rent.

By initialing below, you acknowledge and agree to the terms in Section 23.

X *SW*
Dekalb Preparatory Academy, Inc

24. ARTICLE 24

24.1 MODIFICATION

24.01 None of the covenants, terms, agreements and conditions of this Lease shall in any manner be altered, waived, changed or abandoned, nor shall the term hereof or any part thereof be surrendered except by a written instrument, duly executed and delivered by both parties hereto. None of Landlord's agents, managers, or leasing representatives has the power or authority to amend, modify, terminate or accept the surrender of this Lease, and such power and authority is vested solely in Landlord acting in writing through its duly authorized corporate officers. This Lease contains the entire agreement between the parties.

By initialing below, you acknowledge and agree to the terms in Section 24.

X
Dekalb Preparatory Academy, Inc

25. ARTICLE 25

25.1 NOTICES

25.01 Any notices required or permitted to be given under this Lease, either by Landlord to Tenant, or by Tenant to Landlord, shall be in writing, and either hand delivered or enclosed in an envelope with the proper postage prepaid thereon and sent certified or registered United States mail addressed to the respective party as set forth herein or to such other address as either party shall hereafter furnish to the other by hand delivery or certified or registered mail for that purpose, and the same shall be given and shall be deemed to have been served and given upon the date of receipt thereof. In addition, notices hereunder may be delivered or furnished by electronic communications to the electronic mail addresses last provided by the parties; provided that all such notices and other communications sent to an e-mail address shall be deemed received upon the sender's receipt of an acknowledgement from the intended recipient (such as by the "return receipt requested" function, as available, return e-mail or other written acknowledgement), provided that if not given during the normal business hours of the recipient, such notice or communication shall be deemed to have been given at the opening of business on the next business day for the recipient.

By initialing below, you acknowledge and agree to the terms in Section 25.

X
Dekalb Preparatory Academy, Inc

26. ARTICLE 26

26.1 INVALIDITY OF PARTICULAR PROVISIONS

26.01 In the event that any term or provision of this Lease or the application thereof to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder of this Lease, or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each term and provision of this Lease shall be valid and be enforced to the fullest extent permitted by law.

By initialing below, you acknowledge and agree to the terms in Section 26.

X
Dekalb Preparatory Academy, Inc

27. ARTICLE 27

27.1 NO WAIVER

27.01 No failure by Landlord to insist upon the strict performance of any covenant or agreement of this Lease or the satisfaction of any condition, or to exercise any right or remedy related to a default under this Lease, and no acceptance of full or partial rent during the continuance of any such default, shall constitute a waiver of any such default or of such covenant, agreement, term or condition. No waiver of any default shall affect or alter this Lease, but each and every covenant, agreement, term and condition of this Lease shall continue in full force and effect with respect to any other then existing or subsequent default thereunder. No covenant, term or condition of this Lease shall be deemed to have been waived by Landlord unless such waiver be specifically expressed in writing by an authorized corporate officer of

Landlord. No payment by Tenant or receipt by Landlord of an amount less than the rent or other sum stipulated shall be deemed a waiver by Landlord of Landlord's right to receive the entire amount provided in this Lease. No partial payment or endorsement on any check or any letter accompanying any such payment for rent shall be deemed an accord and satisfaction, and Landlord may accept such payment without prejudice to Landlord's right to collect the balance of any rents due under the terms of this Lease. After service of any notice of termination or other notice, or commencement of any suit or dispossessory or distress proceeding, Landlord may receive and collect any rent due and such collection or receipt shall not operate as a (a) reinstatement, continuance, renewal or extension of the term of this Lease, or (b) waiver affecting such notice, suit or proceeding.

By initialing below, you acknowledge and agree to the terms in Section 27.

X
Dekalb Preparatory Academy, Inc

28. ARTICLE 28

28.1 NO BROKER

28.01 Tenant warrants and represents to Landlord that neither Tenant nor any other party has employed a real estate broker or agent in connection with the subject lease agreement or the leasing of the Premises, and Tenant hereby covenants and agrees to indemnify Landlord from and against any and all losses, liabilities, costs, claims, demands, damages, actions, causes of action and suits, including attorneys' fees, arising out of or in any manner related to any alleged employment or claim of compensation by any real estate broker or agent with respect to the subject lease agreement or the leasing of the Premises.

By initialing below, you acknowledge and agree to the terms in Section 28.

X
Dekalb Preparatory Academy, Inc

29. ARTICLE 29

29.1 INFLATION CLAUSE

29.01 Anything contained in this Lease to the contrary notwithstanding, Tenant agrees that the annual rent payable hereunder unless otherwise provided herein, shall escalate on an annual basis at the greater of: (i) four (4) percent per annum increase; or (ii) an increase based on, such sum as would represent the difference, if any, between the increase in the Consumer Price Index (CPI) for the Atlanta area (as determined by the U.S. Department of Labor, Bureau of Labor Statistics) at the end of the annual period. Such increase shall be paid as additional rent, the amount calculated as the increase for the annual rent, which annual rental shall be payable in equal monthly installments together with all other amounts due under the Lease.

11/11/2020 \$ 1,919.00 SW

By initialing below, you acknowledge and agree to the terms in Section 29.

X
Dekalb Preparatory Academy, Inc

30. ARTICLE 30

30.1 MISCELLANEOUS

30.01 The Article headings herein contained are inserted only as a matter of convenience and for reference, and in no way define, limit, or describe the scope or intent of this Lease nor in any way affect the terms and provisions hereof.

30.02 This Lease shall be binding upon and shall inure to the benefit of, the parties hereto, their successors and assigns, except as limited by Section 6.02 of this Lease; provided however, that no assignment or subletting by, through or under Tenant in violation of Article 11 of this Lease shall vest in such assignee or subtenant any right, title or interest whatsoever. Upon any sale or conveyance of the Premises, Landlord shall be, and hereby is, entirely free and relieved of all covenants and obligations of Landlord hereunder arising or occurring on or after such sale or conveyance.

30.03 Neither this Lease nor any memorandum thereof shall be recorded in any public record without Landlord's prior written consent.

30.04 Certain exhibits, special stipulations and riders to this Lease are attached hereto and constitute a part of this Lease, initialed on behalf of Lessor and Lessee, and are summarized as follows:

- (a) Center Rules and Regulations, Exhibit "B";
- (b) Lessor Improvements, Exhibit "C";
- (c) Sign Criteria, Exhibit "D";
- (d) Guaranty of Payment and Performance of Lease, Exhibit "E";
- (e) Lessee Improvements, Exhibit "F";

If there is any conflict between this Lease and the exhibit and special stipulations identified in this paragraph, then the exhibits and special stipulations shall control.

By initialing below, you acknowledge and agree to the terms in Section 30.

X 
Dekalb Preparatory Academy, Inc

31. EXHIBIT "B"

31.1 RULES AND REGULATIONS

Lessee agrees as follows:

1. All loading of goods shall be done only at such times, in the areas, and through the entrances designated for such purposes by Lessor.
2. The delivery or shipping of merchandise, supplies and fixtures to and from the leased Premises shall be subject to such rules and regulations as in the judgment of the Lessor are necessary for the proper operation of the leased Premises.
3. Lessee shall not use the public or common areas for storage, business purposes or special events unless prior written approval has been granted by the Lessor.
4. Plumbing facilities shall not be used for any other purpose than that for which they are constructed, and no foreign substance of any kind shall be deposited therein.

5. Lessee shall use, at Lessee's cost, a pest extermination contractor at such intervals as Lessor may require, but no less often than once annually.
6. Prior to installation, the Lessor must approve in writing all signs of any type which are to be installed or displayed in the Common Areas, or in the city or county right of way adjoining the Lessor's property. Unauthorized signs will be removed by Lessor without notice.
7. Soliciting for any reason in the Common Areas requires prior written approval from the Lessor.
8. Distribution of sales flyers, pamphlets, or any type of advertising literature in the Common Areas, on parked cars, etc. is only permitted with the prior written approval of the Lessor and distribution of same by anyone other than the tenants in the center is not permitted.
9. Lessee agrees to participate in trash pick-ups as directed by Lessor.
10. Unless directly related to business, as stated in the body of this Lease, no animals will be allowed on Common Areas.
11. During the six (6) months prior to the expiration of this Lease or any renewal term, Lessor may place upon the demised Premises "For Lease" signs, size to be 37" x 41', or other such signs in the storefront window, which Lessee shall permit to remain thereon.
12. Any damage caused to the roof of the Center by repair/service personnel contracted by Lessee will be the responsibility of the Lessee. Lessee should caution all repair/service personnel to avoid stepping on blisters, leaving foreign objects on roof, etc. All objects left on roof by Lessee contracted repair/service personnel causing damage to the roof will be the sole responsibility of Lessee. All roof penetrations must be approved by Lessor, and the contractor must be selected from Lessor's approved list.
13. Lessee shall not, without the prior written consent of Lessor, affix or install any type of such screen, tinting, film, solar screen or similar product to any window or door glass of the demised Premises.
14. Lessee shall keep the leased Premises free from nuisances, noises or odors objectionable to the public, to Lessee's or to the Lessor.
15. Lessor reserves the right from time to time to suspend, amend or supplement the foregoing rules and regulations, adopt and promulgate additional rules and regulations applicable to the leased Premises. Notice of such rules and regulations and amendments and supplements thereto, if any shall be given to the Lessee.
16. Lessee agrees to comply with all rules and regulations upon notice to Lessee from Lessor, provided that such rules and regulations shall be reasonable and shall apply uniformly to all tenants of the property.
17. Lessee shall be responsible for payment of any and all fines levied for false alarms of the Security System caused by Lessee.

NET LEASE AGREEMENT

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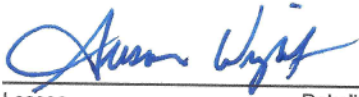
ARTICLE 30- MISCELLANEOUS

Billionaires Funding Group

5675 Jimmy Carter Blvd • Suite 109 • Norcross, GA 30071

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Lease_Table_of_Contents.pdf

X 

Lessee

Dekalb Preparatory Academy, Inc

Billionaires Funding Group

5675 Jimmy Carter Blvd • Suite 109 • Norcross, GA 30071
*

36. Sign and Accept

36.1 SIGNATURES TO NET LEASE AGREEMENT

IN WITNESS WHEREOF, Landlord and Tenant have signed, sealed and executed this Lease on the day and year first above written.

X 

Lessee Dekalb Preparatory Academy, Inc

X _____
Lessor

, more particularly described on **Exhibit "A"** attached hereto and made a part hereof (hereinafter referred to as "Premises"). The Premises are leased subject to the following:

(a) All zoning ordinances, laws, ordinances, orders, codes, regulations, rules or requirements of any kind or nature whatsoever, of any federal, state, city, county or other governmental, public, quasi-public authority, body, board, or agency, or any department of bureau thereof, now existing or hereafter created, as same affect the Premises, whether or not same relate to, require or involve any ordinary or extraordinary, structural or non-structural, foreseen or unforeseen, changes or requirements to, in or about the Premises, including, without limitation, any buildings thereon, and all sidewalks, driveways, parking areas, parking lots and grounds or streets in front of or appurtenant to same (hereinafter collectively referred to as "Laws");

(b) All covenants, restrictions, reservations, liens, encumbrances, agreements or easements, of record or otherwise, pursuant to which Landlord acquires or acquired title to the Premises, and the Premises are leased subject to the existing state of title of the Premises, which Tenant has examined and found satisfactory for all purposes;

(c) The liens of real estate taxes, assessments, water rates, water meter charges, sewer taxes, rents or charges, accrued or unaccrued, fixed or not fixed; and

(d) Any state of facts which an accurate survey may disclose.

TO HAVE AND TO HOLD, subject to those matters described above, the Premises for the term demised hereunder, unless sooner terminated as provided hereinafter.

By signing below, you acknowledge and agree to the terms in Section 34.

X 
Lessee _____ Dekalb Preparatory Academy, Inc



Duration

The agreement is for a period of one year and may be renewed annually.

Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner signature

Partner Name: Carla Pettis
Position: Head of School
Organization: DeKalb Preparatory Academy
Date: February 23, 2021

Partner signature

Partner Name: Emmanuel Glaze
Position: Founder & CEO
Organization: Optimize The Vizion
Date: February 23, 2021

ASSURANCES FORM AND SIGNATURE SHEET

Georgia law and State Board of Education Rule requires your school to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for D.P.A. (name of school) located in DeKalb County is true to the best of my knowledge and belief; I also certify that if awarded a charter, the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the U.S. and Georgia Constitutions;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;
11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;

12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Language Learners, as applicable;
14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
15. Shall notify the state of any intent to contract with a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in this state;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);

- 31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
- 32. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
- 33. Shall ensure that 90% of QBE funds earned for out-of-system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and
- 34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 11th day of Aug, 2021.

S. Arnold, DeKalb Prep. Academy
 Governing Board Chair, Charter School

Aug. 11th 2021
 Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the _____ day of _____, 201_.

 Chair, Local Board of Education

 Date

 Superintendent, Local Board of Education

Date _____

If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

S. Arnold, DeKalb Prep. Academy
 Governing Board Chair, Charter School

Aug. 11th 2021
 Date

 Chair, Local Board of Education

 Date

 Superintendent, Local Board of Education

Date _____



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract from the State Board of Education, as referenced in O.C.G.A. § 50-36-1, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

- 1) I am a United States citizen.
- 2) I am a legal permanent resident of the United States.
- 3) I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is:
_____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

Driver's License

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Atlanta (city), Georgia (state).

S. Arnold
Signature of Governing Board Chair

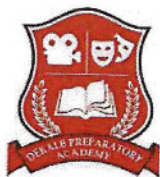
Suzette Arnold
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
~~4th~~ DAY OF August, 2021

Angela D Rodgers

NOTARY PUBLIC
My Commission Expires: July 22, 2023





**Board Resolution
Dekalb Preparatory Academy**

The following resolution was passed at a meeting of the Governing Board of Dekalb Preparatory Academy (hereinafter referred to as "The School") on the 26th of July 2021.

It was resolved that:

The governing board approves the Charter Renewal Application, which reflects the mission, vision and future plans for the next charter term.

Board Chair Signature S. Arnold Date August 4th, 2021

Certified True Copy

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Atlanta (city), Georgia (state),

S. Arnold
Signature of Governing Board Chair

Suzette Arnold
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN BEFORE ME ON THIS

4th DAY OF August, 2021

Angela D. Rodgers
NOTARY PUBLIC
My Commission Expires: July 28, 2023
DEKALB COUNTY, GEORGIA

DEKALB PREPARATORY ACADEMY

GOVERNING BOARD SPECIAL BOARD MEETING MINUTES MONDAY AUGUST 2ND, 2021 @6:00 PM

1402 AUSTIN DR

PROJECTED DURATION: 1 HOURS AND 18 MINUTES

ATTENDANCE SUMMARY

Name	Status	Arrival Time	Departure Time
Wanda McKay	present	On Time	At Adjournment
Suzette Arnold	present	On Time	At Adjournment
Roberta Walker	present	On Time	At Adjournment
Karen Shabazz	present	On Time	At Adjournment
Marcus Vassell	not present		
Tamseel Syed	present	On Time	At Adjournment
Janelle Wilhite	present	On Time	At Adjournment

WELCOME AND CALL TO ORDER

The meeting will be called to the order at 6:09pm

Passed Motion:

move to reverse the order of the agenda

By: **Roberta Walker**

Discussion:

no objections

Passed Motion:

motion to approve the charter renewal application and any final edits before the final submission

By: **Janelle Wilhite** Seconded by: **Roberta Walker**

Discussion:

no objections

BOARD ELECTIONS

This board has the roles of chair, vice chair, treasurer, and secretary. Board review of definitions of each role Ms. Arnold nominated for board chair, no other nominees, - Ms Arnold will serve as board chair Ms. Walker nominated for vice chair, no other nominees - Ms. Walker will serve as vice chair Ms. Shabazz nominated for secretary, no other nominees- Ms. Shabazz will serve as board secretary Ms. Wilhite nominated for treasurer, no other nominees- Ms. Wilhite will serve as treasurer.

Passed Motion:

Motion to move to executive session to discuss personnel matters.

By: **Karen Shabazz** Seconded by: **Roberta Walker**

Discussion:

no objections

EXECUTIVE SESSION

Discussion of personnel matters.

Passed Motion:

motion to exit executive session and return to regular session

By: **Karen Shabazz** Seconded by: **Roberta Walker**

Discussion:

no objections

THE MEETING WAS ADJOURNED

The meeting adjourned at approximately 8:00 pm

Passed Motion:

Motion to adjourn

By: **Wanda McKay** Seconded by: **Roberta Walker**

Discussion:

There was no notable discussion on the motion.

How effective is your charter board?

Please check the appropriate box for each question below.

* 1. Please complete the following information:

School Name:

How long have you served on the governing board?

Are you a parent of a current student at the school?

Why did you join the charter school board?

* 2. I am aware of the key charter promises (contractual goals/obligations) we have made to our authorizer and our community.

Yes

I don't know

No

* 3. I know how we measure progress against these promises.

Yes

I don't know

No

* 4. We have a written job description / document in our possession that details the roles and responsibilities of the full board.

Yes

I don't know

No

* 5. We hold each other accountable.

Yes

I don't know

No

* 6. Our board is large enough to have several active, well-functioning committees, who dive into substantive strategic issues and bring information back to the full board for further discussion and decision-making.

Yes

I don't know

No

* 7. Our board consistently demonstrates a clear understanding of the difference between governance and management.

Yes

I don't know

No

* 8. There is a clear expectation that our Chairperson takes an active role in shaping and has the responsibility for creating effective governance.

Yes

I don't know

No

* 9. We have a strong partnership with our school leader (top executive) that is built on mutual trust and respect.

Yes

I don't know

No

* 10. we have an effective process for evaluating, communicating with and supporting our school leader (top executive).

Yes

I don't know

No

* 11. Our board meetings are always advertised properly according to state and local laws and regulations.

Yes

I don't know

No

* 12. Board members consistently attend board and committee meetings.

Yes

I don't know

No

* 13. We have a system in place to deal with board member attendance issues.

Yes

I don't know

No

* 14. We review financial statements monthly and every board member has a firm grasp on the school's financial health.

Yes

I don't know

No

* 15. Our board consistently uses academic achievement data to make decisions and improve results.

Yes

I don't know

No

* 16. Our board has official (codified) tools in place to measure overall organizational effectiveness (finance, operations, staff retention, student performance, governance, etc..).

Yes

I don't know

No

* 17. Each year the board establishes strategic board-level goals, expressing how the board will add value, that are specific and measurable.

Yes

I don't know

No

* 18. Our board spends most of its time setting the stage / creating the future, rather than reacting and responding to immediate needs.

Yes

I don't know

No

* 19. Our board conducts an annual performance appraisal of the full board and of individual trustees. (This would count as an annual appraisal)

Yes

I don't know

No

* 20. Annually, there is 100% board giving to the best of everyone's ability to the school's fundraising efforts.

Yes

I don't know

No

* 21. We have a written succession plan in place for both board and school leadership.

Yes

I don't know

No

22. What areas of governance are most challenging for your board?

23. What Question(s) do you have about charter school governance?

AVC/PBL: 3rd Grade Stop Motion Film



Please see sample below:

<https://youtu.be/AppOY0hTdcw>



[3rd Grade PBL Stop Motion Film \(2019\)](#)

3rd Grade Stop Motion Film
2019 PBL

youtu.be

AVC Standard: AAVTC-PCA-5

TSW develop an understanding of the history of animation and the evolution of 2-D to 3-D animation. 5.1 Identify and distinguish concepts of animation history. 5.2 Interpret an understanding of the transition from using drawings to digital media. 5.3 Formulate an understanding of flip books, pegs, and light table and how they apply to animation.

GSE Standards:

SS3H1:TSW describe early American Indian cultures and their development in North America.

S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.

ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

AVC/PBL Snapshot: A Stop motion film is **an animated filmmaking technique in which objects are physically manipulated in small increments between individually photographed frames so that they will appear to exhibit independent motion or change when the series of frames is played back.** Any kind of object can thus be animated, but puppets with movable joints.

The students were in the role of Curator as they researched different tribes of American Indians. They identified contributions made to society such as foods, weapons, and clothing. Their Stop Motion activity showed how tribes interacted and survived. Students learned how to create the Stop Motion as well as how to use the camera.

Rubric used to rate each student's overall PBL/AVC Showcase Performance

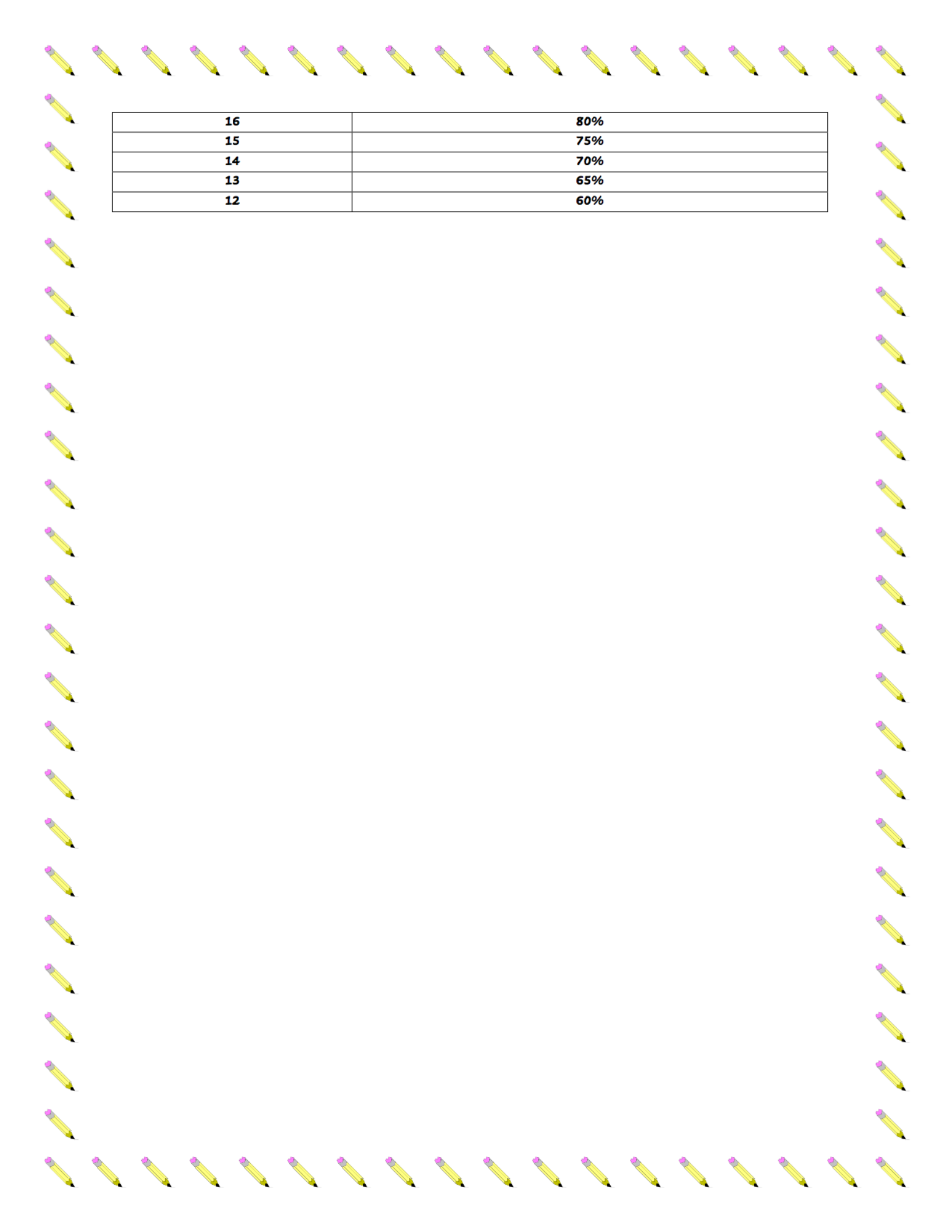
PBL Native American Stop Motion Film

CATEGORY	4	3	2	1
<p>AVC Standard Podcast</p> <p>AAVTC-AVTFII-2 AAVTC-PCA-5 Develop an understanding of the history of animation and the evolution of 2-D to 3-D animation.</p>	<p>AAVTC-PCA-5 Student has developed a Complete, Full and Thorough understanding of the history of animation and the evolution of 2-D to 3-D animation. 5.1 light table and how they apply to animation.</p>	<p>AAVTC-PCA-5 Students have developed some understanding of the history of animation and the evolution of 2-D to 3-D animation.</p>	<p>AAVTC-PCA-5 Students developed a small understanding of the history of animation and the evolution of 2-D to 3-D animation.</p>	<p>AAVTC-PCA-5 Students do not have an understanding of the history of animation and the evolution of 2-D to 3-D animation they apply to animation.</p>
<p>GSE Standard:</p> <p>SS3H1 Describe early American Indian cultures and their development in North America.</p>	<p>Student was able to describe multiple (5 or more) features of early American Indian cultures and their development in North America.</p>	<p>Student was able to describe 3-4 features of early American Indian cultures and their development in North America.</p>	<p>Student was able to describe 2-3 features of early American Indian cultures and their development in North America.</p>	<p>Student was not able to describe any features of early American Indian cultures and their development in North America.</p>
<p>Technical Quality of Video</p>	<p>The Video Looks Professional and all frames are clear and timed. The images and/or text are constructed aesthetically and creatively.</p>	<p>The stop motion includes some good shots. Most of the frames are clear and neat. All frames are timed correctly.</p>	<p>The stop motion video only has a few good shots. The images and or text are consistent.</p>	<p>The final product looks incomplete or is not a stop motion video. The frames are not clear and neat.</p>
<p>Story/Script</p>	<p>Stop motion project has gone above and beyond. All information is clear, appropriate and correct.</p>	<p>Storyline is evident in much of the product. Information is clear, appropriate, and correct.</p>	<p>An attempt at creating a storyline is evident. Some information is confusing</p>	<p>Storyline is not evident. It's confusing and has no direction.</p>
<p>Character and Set/Background Development</p>	<p>Fully developed characters and background. Richly detailed set that is correct with the theme.</p>	<p>Mostly developed characters and background. Set is neat but lack some details.</p>	<p>There are errors in the overall set construction. Set only contain a few pieces.</p>	<p>No characters developed or background. No/ or very little set details.</p>

<p>Teacher Commentary:</p>	
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Grade Conversion Chart

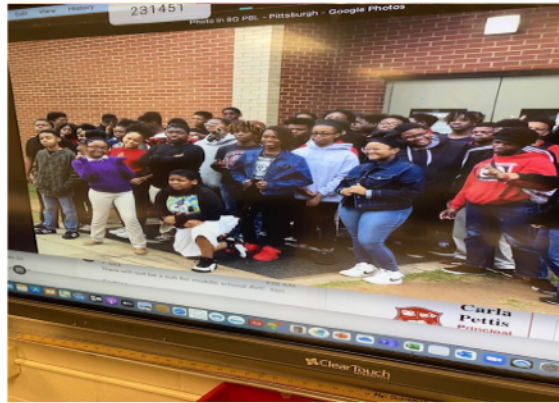
Total Points	Grade
20	100%
19	95%
18	90%
17	85%



16	80%
15	75%
14	70%
13	65%
12	60%

8th Grade AVC/PBL Showcase Overview

Title: Preparing for Real-World Life After High School



- Driving Question: How can we, as civic-minded entrepreneurs and future leaders of our community, educate ourselves on the importance of government, personal finance, and how both can affect our local community and business ownership for our generation?

AVC Standard: AAVTC-AVTFII-2 In an independent production setting, select and develop the direction of specialization for news, film, and graphics.

ELA Standards

- **ELAGSE8W8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **ELAGSE8W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **ELAGSE8SL5: Integrate multimedia and visual displays** into presentations to clarify information, strengthen claims and evidence, and add interest.

- **MATH**

- **MGSE8.G.1** Verify experimentally the congruence properties of rotations, reflections, and translations: lines are taken to lines and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines.

- **MGSE8.G.2** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

- **MGSE8.G.3** Describe the effect of dilations, translations, rotations and reflections on two dimensional figures using coordinates.

- **SOCIAL STUDIES STANDARDS:**

- **SS8E3** Explain the principles of effective personal money management.

- a. Explain that income is the starting point for personal financial management.

- b. Describe the reasons for and the benefits of a household budget.

- c. Describe the reasons for and the benefits of savings.

- d. Describe the uses of debt and associated risks.

- **SCIENCE:**

- **S8P3. Obtain, evaluate, and communicate information about cause-and-effect relationships** between force, mass, and the motion of objects.

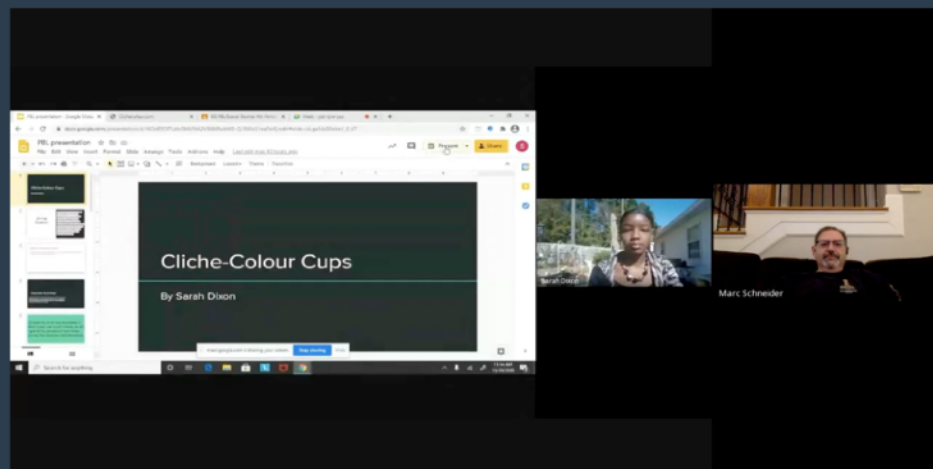
- a. **Analyze and interpret data to identify patterns in the relationships** between speed and distance, and velocity and acceleration. (Clarification statement: Students should be able to analyze motion graphs, but students should not be expected to calculate velocity or acceleration.)

PBL Snapshot:

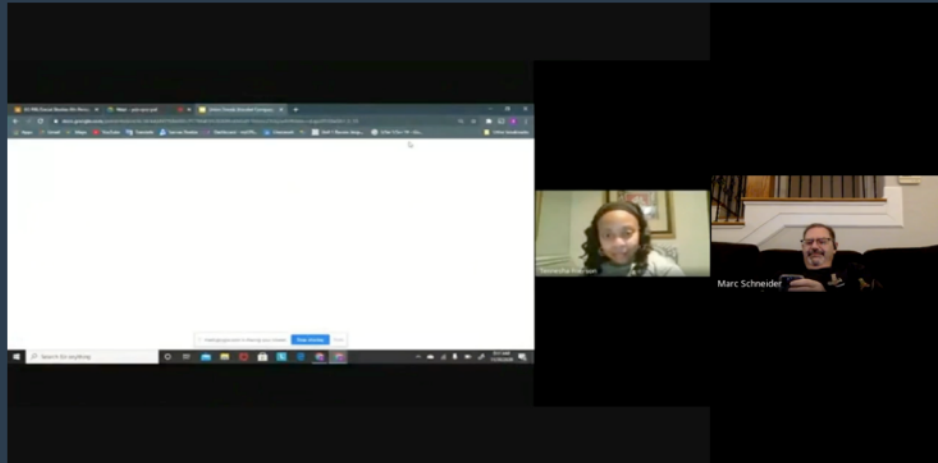
- Students will learn some of the basic life skills necessary to be successful as they transition into adult life after high school. We will incorporate research techniques, writing, communication and math skills, creative design, audio and video production, and personal observations throughout the completion of this project, and design a multimedia presentation to demonstrate proper interpersonal communication, employment skills, personal finance and other skills needed to be successful.

See actual audio of video clip within PowerPoint Attached

Showcase Overview (Final Products)



Showcase Overview (Final Products)



Rubric used to rate each student's overall PBL/AVC Showcase Performance

CATEGORY	4	3	2	1
<p>AVC Standard</p> <p>AVC Standard:AAVTC-AVTFI-2 In an independent production setting, select and develop the direction of specialization for news, film, and graphics.</p>	<p>Students created several graphics depiction of Pittsburgh productions. Ex. Physical graphics, illustrations, photographs, and power points</p>	<p>Students created 2 graphic depictions of Pittsburgh productions. Ex. Physical graphics, illustrations, photographs, and power points</p>	<p>Students created 1 independent graphic depiction Pittsburgh productions. Ex. Physical graphics, illustrations, photographs, and power points</p>	<p>Students did not create several independent depiction graphics of Pittsburgh productions</p>
<p>GSE Standard</p> <p>Social Studies Standard:</p> <p>SS8E3 Explain the principles of effective personal money management i.e.. benefits</p>	<p>Student can effectively explain the principles of effective personal money management i.e.. benefits of a household budget and saving.</p>	<p>Student can completely explain the principles of effective personal money management i.e.. benefits of a household budget and saving.</p>	<p>Student can partly explain the principles of effective personal money management i.e.. benefits of a household budget and saving.</p>	<p>Student cannot explain the principles of effective personal money management i.e.. benefits of a household budget and saving.</p>

of a household budget and saving.				
Professional Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Information Gathering	Accurate information taken from several sources in a systematic manner.	Accurate information taken from a couple of sources in a systematic manner.	Accurate information taken from a couple of sources but not systematically.	Information taken from only one source and/or information not accurate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

4th Grade Podcast on Healthy Food Options and Growing A Home Garden

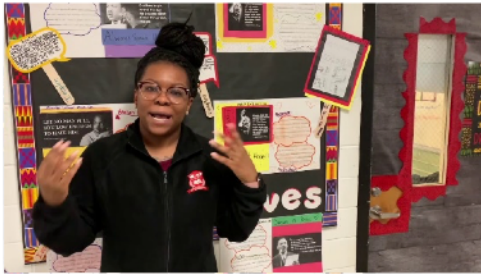


Cut and paste the link(s) below into a search engine. Please see sample showcase:

https://open.spotify.com/episode/4gUG5H4TXhytiW7Uu2kHFQ?si=EiiXgz2wRlynZ73TrtnOSQ&dl_branch=1

<https://youtu.be/d5zdCPqwB5I>

<https://youtu.be/AppOY0hTdCw>



[DPA Board Presentation 2020](#)

This video is about Board Presentation
[youtu.be](#)

PBL/AVC Standard: (Podcast) AVC Standards: AAVTC-AVTFII-2 TSW demonstrate the use of multiple types and formats of programs and productions.

GSE Standards:

Life Science S4L1. TSW Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.

ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

MGSE4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.
a. Understand the relationship between gallons, cups, quarts, and pints. b. Express larger units in terms of smaller units within the same measurement system. c. Record measurement equivalents in a two-column table.

AVC/PBL Snapshot: The Garden of Hope seeks to address the real - world problem of limited healthy food options in our community. At a time when many families face job loss because of the current pandemic, it is incumbent upon us to provide solutions to our community as it has been impacted greater than other communities. The Garden of Hope project addresses a great need in our community. look at the importance of health and healthy food choices that could benefit the community. Organically grown produce is a healthy choice of food that can support the health of our immune system which in turn helps us to fight deadly virus like COVID 19. Students also will also looked at the importance of environmentally friendly

growing practices that support the Green Movement and fight against Global warming. The Garden of Hope also supports the school wide initiative of Interdependence and "Fit"-ting In.

***The students were playing the role of gardeners and they used the platform of a podcast to discuss results of their home gardens (during virtual learning) importance of eating healthy foods.**

Rubric used to rate each student's overall PBL/AVC Showcase Performance

CATEGORY	4	3	2	1
AVC Standard Podcast: AAVTC-AVTFII-2 Demonstrate use of multiple types and formats of programs and productions.	Podcast AVC Standards:AAVTC-AVTFII-2 Student demonstrate thoroughly the use of multiple types and formats of programs and productions.	Podcast AVC Standards:AAVTC-AVTFII-2 Student partly demonstrates use of multiple types and formats of programs and productions.	Podcast AVC Standards:AAVTC-AVTFII-2 Student somewhat demonstrates use of multiple types and formats of programs and productions.	Podcast AVC Standards:AAVTC-AVTFII-2 Students does not demonstrate use of multiple types and formats of programs and productions.
GSE Standard- Life Science S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.	Life Science S4L1. The student can thoroughly evaluate and communicate information about the roles of organisms and the flow of energy within an ecosystem.	Life Science S4L1. The student can somewhat evaluate and communicate information about the roles of organisms and the flow of energy within an ecosystem.	Life Science S4L1. The student can partly evaluate and communicate information about the roles of organisms and the flow of energy within an ecosystem.	Life Science S4L1. The student cannot evaluate and communicate information about the roles of organisms and the flow of energy within an ecosystem.
Equipment Preparation	All necessary equipment/supplies are located and scheduled well in advance. All equipment (sound, light, video) is checked the day before the shoot to ensure it is operational. A backup plan is developed to cover possible problems with power, light, etc.	All necessary equipment/supplies are located and scheduled a few days in advance. All equipment (sound, light, video) are checked the day before the shoot to ensure they are operational. A backup plan is developed.	On the day of the shoot, all necessary equipment/supplies are located and checked to ensure they are operational. There may or may not be a backup plan.	Needed supplies/equipment are missing OR were not checked before the shoot.
Teamwork	Students meet and discuss regularly. All students contribute to the discussion, and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held AND/OR some team members do not contribute a fair share of the work.
Research	Note cards indicate that the group members developed questions about the assigned topic, consulted at least 3	Note cards indicate that the group members consulted at least 3 reference sources, developed a position based on their	Note cards indicate that the group members consulted at least 2 reference sources, developed a position based on their	There are fewer than two notecards OR sources are incorrectly cited.

	reference sources, developed a position based on their sources, and correctly cited their sources.	sources, and correctly cited their sources.	sources, and correctly cited their sources.	
Teacher Commentary:				

Grade Conversion Chart

Total Points	Grade
20	100%
19	95%
18	90%
17	85%
16	80%
15	75%
14	70%
13	65%
12	60%
11	55%
10	50%
9	45%
8	40%



Magnify Learning[®]



Developing Future Leaders of Community and Industry

Mr. Schneider, Ms. Ali, Ms. Byrams, Mr. Hinch

2019-20 DPA 8th Grade Team

PROJECT IDEA*



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- During their Fall PBL project, the 8th grade students created their own businesses and established a working relationship with Mr. Jason Lary, the (now two-term) Mayor of the new City of Stonecrest, who offered exclusive insight to the workings of local government that many students seemed interested in at the time. Students will be applying what they will learn in the new SS unit on the **Fundamentals of Georgia's Government** and **Personal and Business Finance** to create a power point presentation and website promoting the City of Stonecrest and continue to learn about personal and business finance. The project has main components:

PROJECT IDEA*



- The first component will have the students learning about **Government**. Students will elect an 8th grade “Executive Board” (one Class President and one Class Representative from each homeroom), and all students will write and submit their own brief campaign speech, then those who do decide to run for the 8th grade board will be required to either recite their speech to the rest of the grade or use their AVC skills to create a brief campaign ad or commercial. Students will also compare the functions of both Federal and State Governments and create a flow chart to demonstrate the similarities and differences between the three branches of each government.
- The second component will have the students researching and documenting information on the history of **the city of Stonecrest**. Students will complete a writing assignment by researching and analyzing the history and events leading up to the initial establishment of the City of Stonecrest, as well as contacting and interviewing the important key local residents and officials responsible. Students will also speak to local businessmen and women about running businesses in the city and eventually present their findings in the power point presentation.
- The third component will have the students continuing their work started from the Fall PBL. Students will recreate their business plans used for the Fall PBL project and present their ideas to a group of teachers, administrators and their student council in a “Shark Tank” situation in order to be selected to sell their products at an end of PBL “Pop-up Market”. Students will be responsible to record the presentations using the skills they have learned in AVC

STANDARDS*



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● What content standards will be addressed in the project?

● ELA Standards:

- **ELAGSE8W8: Gather relevant information from multiple print and digital sources**, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **ELAGSE8W10: Write routinely over extended time frames** (time for research, reflection, and revision) **and shorter time frames** (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **ELAGSE8SL5: Integrate multimedia and visual displays** into presentations to clarify information, strengthen claims and evidence, and add interest.

Standards

- **Math Standards:**

- **MGSE8.NS.1:** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually and convert a decimal expansion which repeats eventually into a rational number.

- **MGSE8.F.4:** Construct a function to model a linear relationship between two quantities. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or table of values.

- **Science Standards:**

- **S8P4:** Obtain, evaluate, and communicate information to support the claim that electromagnetic (light/visual) waves behave differently than mechanical (sound/audio) waves.

Standards

● **Social Studies Standards:**

- **SS8CG1:** Describe the **foundations** of Georgia's government.
- **SS8CG2:** Analyze the **role of the Legislative Branch** in Georgia.
- **SS8CG3:** Analyze the **role of the Executive Branch** in Georgia state government.
- **SS8CG4:** Analyze the **role of the Judicial Branch** in Georgia state government.
- **SS8CG6:** Analyze the **role of Local Governments** in the state of Georgia
- **SS8E2:** Evaluate the **influence of Georgia-based businesses** on the State's economic growth and development.
- **SS8E2:** Explain the principles of **effective personal money management**.

DRIVING QUESTION*



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- How can we, as civic-minded entrepreneurs and future leaders of our community, educate ourselves on the importance of the roles of government and finance in becoming the successful local community and business leaders of our generation?

ENTRY EVENT (IDEA)*



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- **What community partners will be part of this project?**
- **Mr. Jason Lary**, Mayor of Stonecrest, will meet with the students to discuss the establishment, history and future of the city of Stonecrest.
- **Ms. Susan Wright**, DPA Director of Finance, will meet with the students to discuss personal and business finance.

END PRODUCT IDEA (ASSESSMENT RUBRIC)*



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- **What end product (s) will you be assessing in this project?**
- Students will submit written and recorded campaign speeches.
- Students will research the **similarities and differences between the State and Federal governments**, including the roles of the three branches of each, and create an organizational chart for each entity.
- Students will write a **research paper on the history of the city of Stonecrest**, from concept to establish and incorporation, the current elected city officials and some of the major businesses based in the city. This information will also be used to help later produce a short informational video on the history of the city.
- Students will work in collaborative groups to develop a **Power Point presentation and develop a website** to use their AVC skills to **create a promotional video** on the history of the city of Stonecrest.
- Students will use **their business plans** from the fall PBL and use their AVC skills to create a short

COMMUNITY PARTNER*



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What community partners will be part of this project?

- School Finance and Department
- City of Stonecrest residents and public officials
- Public speakers
- Bankers and Money Managers

SCAFFOLDING (2)*



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- What lessons/activities will you do with your students to teach the content/skills embedded in the project?
- Research Data Collection, Research Writing, Personal Resumé Writing, Personal Accounting, Audio and Video Production and Presentation, etc.

BENCHMARKS



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- What will be the checkpoints for feedback/major tasks you will have students complete in order to create the end product?
- Multiple drafts/edits of research papers and speeches
- Data Collection and Analysis
- Recordings (audio/visual) of student speeches or campaign ads, business plans presentations
- End of project questionnaire
- Student Data Summation (Citing textual Evidence)

Connection to.....



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- How does your PBL project connect to other school/district initiatives?
 - Citizenship
 - The workings of Federal, State and Local Governments
 - Personal Finance
 - Business
 - Entrepreneurship (Servicing the Needs of Others)

RESOURCES

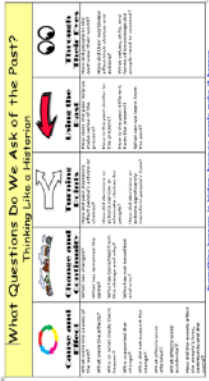


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● What resources (websites, books, etc.) will you provide for students to complete the project?

- Articles
- Video
- Textbooks
- History Channel
- Google Scholar
- Website/Short Film (AVC)

The Influences of Early Native American Culture

<p>Driving Question: How can we as historians explain and share the principles, beliefs, and culture of Early Native Americans compared to a Modern North America society?</p>	<p>Rubrics: PBL Rubrics for Oral presentation of Final, Artifact, Compare-n-Contrast writing, American Time Travel Research Project (see attachment)</p>
<p>Entry Event Students will take on the role of a historian and discuss their role of a historian using the anchor chart below. As a historian, students will watch an introductory video and predict how Early Native Americans have influenced our lives today. https://youtu.be/lf-BOZgWZPE The Indian Problem Read Letter from Curator Suzan Shown Harjo, Nation to Nation</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How did Native Americans use their environment to meet their needs? • Why did Native Americans live where they lived? • How did Native Americans obtain food, clothing, and shelter similar to and different from ways used by Native Americans in other regions? 	<p>End-Products:</p> <ul style="list-style-type: none"> • Compare-n-Contrast writing • Make an Artifact that represents their Region and Tribe • Create Google Slides or Video Presentation of Final • American Time Travel Project (Narrative)
<p>Community Partners: Curator Suzan Shown Harjo, National Museum of the American Indians National Museum Virtual Field-Trip Stone Mountain Park (Virtually)</p>	<p>Implementation of project:</p> <ul style="list-style-type: none"> • Kick off: Video and Letter from Curator • Gallopades • Picture analysis • Compare-n-Contrasting Tribes and Regions •

The Influences of Early Native American Culture

Teacher:	Subject:	Standards:	Performance Task
Elmore	AVC	<p>AATC-BVPA-2 Students will demonstrate a mastery proficiency level of production equipment used in broadcasting and video production in various workplace settings. 2.1 Identify and apply complex camera operations. 2.2 Exhibit effective mixing techniques for multiple audio sources during production. 2.3 Produce broadcast quality programming with a Non-Linear Editor (Workstation)</p> <p>VA4.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.</p> <p>a. Apply drawing and painting techniques with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).</p> <p>b. Incorporate printmaking processes to create works of art (e.g. monoprints, collagraphs, Styrofoam prints, editions).</p> <p>c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage, available technology).</p> <p>d. Apply understanding of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).</p> <p>e. Explore multiple spatial concepts to create works of art (e.g. one-point perspective, atmospheric perspective, positive and negative space)</p>	<ul style="list-style-type: none"> • Stop Motion Flip Book of a Native American Scene
	Art	<p>S3L.1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.</p> <p>a. Ask questions to differentiate between plants, animals, and habitats found within Georgia’s geographic regions.</p>	<ul style="list-style-type: none"> • Design Artifact representing region and tribe
All Teachers	Science		<ul style="list-style-type: none"> • Georgia Regions Habitat Project

The Influences of Early Native American Culture

All Teachers		<p>b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.</p> <p>c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.</p>	<ul style="list-style-type: none"> •
All Teachers	Math	<p>Math</p>	<ul style="list-style-type: none"> • Students will compare and contrast (integrated skill), the environment and culture of Native American culture to their culture today using graphic organizer. • Students will find primary documents and visuals to express similarities and differences.
All Teachers	Reading and Writing (ELA)	<p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3RI0: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	

The Influences of Early Native American Culture

		<p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support points.</p>	
All Teachers	Social Studies	<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p>	<ul style="list-style-type: none"> • Six Gallery Walks • Gallopades

Garden of Hope DPA Community Garden

<p>Driving Question: How can we as citizens, along with our community partner, address the issue of quality healthy food options in our community?</p>	<p>Rubrics:</p>
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Why is it important to have quality food for a healthy community? • What can we do to make it easier for the community to get quality food? • How does having access to healthy food contribute to a healthier life? • How does a garden impact our ecosystem? 	<p>End-Products:</p> <p>February 25, 2020</p> <ul style="list-style-type: none"> • Newspaper • Garden of Hope Harvest • Cookbook • Cook Show (Harvest Cooking) • Agriculture student made product • Garden of Hope Marketplace (May 2020) • Garden of Hope LOGO
<p>Community Partners: Lara Edna-PAHL Ms. Jamilla-GA Extension office</p>	

Teacher:	Subject:	Standards:	Performance Task
Ms. Elmore & 4 th grade students and teachers	AVC	Elements of Newspaper	<ul style="list-style-type: none"> • PENDING MEETING W/ELMORE Newspaper

4th Grade Project Based Learning Snapshot

Garden of Hope DPA Community Garden

<p>Vassall</p>	<p>Science</p>	<p>S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.</p> <ol style="list-style-type: none"> Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. Design a scenario to demonstrate the effect of a change on an ecosystem. (Clarification statement: Include living and non-living factors in the scenario.) Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or overabundant <p>S4E3. Obtain, evaluate, and communicate information to demonstrate the water cycle.</p> <ol style="list-style-type: none"> Plan and carry out investigations to observe the flow of energy in water as it changes states from solid (ice) to liquid (water) to gas (water vapor) and changes from gas to liquid to solid. Develop models to illustrate multiple pathways water may take during the water cycle (evaporation, condensation, and precipitation). (Clarification statement: Students should understand that the water cycle does not follow a single pathway.) <p>S4E4. Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.</p>	<ul style="list-style-type: none"> • ONGOING Maintenance of garden • ONGOING Gardening/Harvesting • JAN 13- Until Harvesting Indoor light gardening
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4th Grade Project Based Learning Snapshot

Garden of Hope DPA Community Garden

		<p>a. Construct an explanation of how weather instruments (thermometer, rain gauge, barometer, wind vane, and anemometer) are used in gathering weather data and making forecasts.</p> <p>b. Interpret data from weather maps, including fronts (warm, cold, and stationary), temperature, pressure, and precipitation to make an informed prediction about tomorrow's weather.</p> <p>c. Ask questions and use observations of cloud types (cirrus, stratus, and cumulus) and data of weather conditions to predict weather events.</p> <p>d. Construct an explanation based on research to communicate the difference between weather and climate.</p> <p>SIP1 a, b, c, d, e</p> <ul style="list-style-type: none"> • Sound can make matter vibrate, and vibrating matter can make sound • Light is needed to see • Sources of light • Light and sound are used to communicate 	
Swinger	Math	<p>MGSE4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MGSE4.NF.3 Understand a fraction a/b with a numerator >1 as a sum of unit fractions $1/b$.</p>	<ul style="list-style-type: none"> • FEB 10-15 Measurement and food conversion of cooking of food for TV cook show

4th Grade Project Based Learning Snapshot

Garden of Hope DPA Community Garden

		<p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + \frac{1}{8} = \frac{8}{8} + \frac{1}{8} + \frac{1}{8}$.</p> <p>MGSE4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. a. Understand the relationship between gallons, cups, quarts, and pints. b. Express larger units in terms of smaller units within the same measurement system. c. Record measurement equivalents in a two-column table.</p>	
<p>Glover</p>	<p>Reading and Writing (ELA)</p>	<p>ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>FEB 10-15 & ongoing</p> <ul style="list-style-type: none"> Garden of Hope Cookbook

4th Grade Project Based Learning Snapshot

Garden of Hope DPA Community Garden

		<p>ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support points.</p> <p>ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELAGSE4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	
<p>Glover, Swinger, Vassal</p>	<p>Social Studies</p>	<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p>b. Explain how price incentives affect people’s behavior and choices: decisions about what crops (e.g., cotton, and tobacco) to grow and products (e.g., textiles) to produce.</p> <p>c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).</p> <p>d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p>e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).</p>	<ul style="list-style-type: none"> • MAY 2020 Harvest Marketplace • FEB 10-15 Agriculture student made product

Garden of Hope DPA Community Garden

**DEKALB PREPARATORY ACADEMY
480 CONTINGENCY BUDGET**

FISCAL YEAR 2021-2022	Amended Budget FY20/21	Budget Changes	PROPOSED 480 BUDGET
Enrollment	564		480
1222 · Local Activity/Miscellaneous	15,000	35,000	50,000
Local Revenue Student Breakfast/Lunch Sales	177	-	177
3120 Federal QUALITY BASIC EDUCATION <u>QBE</u>	5,192,637	(773,371)	4,419,266
Restoration of Austerity Cuts	100,342	(100,342)	-
40-4520 · FEDERAL REVENUE - TITLE IA	40,000	160,393	200,393
47-4750 · FEDERAL REVENUE - NUTRITION INC	-	103,000	103,000
CSP Grant	148,851	(148,851)	-
Facility Grant	39,034	(39,034)	-
Fund Balance Revenue	540,000	(540,000)	-
TOTAL REVENUES	\$ 6,076,040	\$ (1,303,204)	\$ 4,772,836
10-6000 · FUNCTION EXPENSES - GEN FUND			
100-110 · INST-TEACHERS	2,279,580	(277,287)	2,002,293
1 Furlough Days due to contribution of 20% to health		(105,397)	(105,397)
100-110 · INST-TEACHERS SATURDAY SCHOOL	20,000	(20,000)	-
100-110 · INST-TEACHERS SUMMER SCHOOL	5,810	(5,810)	-
Extended Teacher Contract Year - Calendar Extended	77,341	(77,341)	-
100-140 · INST-AIDS AND PARAPRO	129,600	(64,800)	64,800
230-190 · GA-OTHER CURRICULUM	77,250	(77,250)	-
240-130 · SA-PRINCIPAL/Head of School	184,232	15,768	200,000
240-131 · SA-Assistant Principal	75,938	(3,938)	72,000
240-142 · SA-Admin STAFF	126,490	(35,000)	91,490
240-250 · BUSINESS & DEVELOPMENT	206,856	(70,000)	136,856
Techonology Manager reclassified from Contracting	60,000	-	60,000
Technology Support position		50,000	50,000
210-172 · PS-ELEMENTARY COUNSELOR	56,464	-	56,464
222-165 · EMS-MEDIA SPECIALIST	60,340	-	60,340
0100110 · INST - COACH TITLE I	62,854	-	62,854
0100110 · INST - COACH GENERAL FD MATH DEPART	62,854	-	62,854
0210177 · PS-PARENT Liasion	20,000	18,000	38,000
100-113 · INST-Building School Assistants	20,000	(20,000)	-
Nurse		40,000	40,000
SALARIES	3,525,608	(633,054)	2,892,554
100-220 · INST-PAYROLL TAX EXPENSE	70,790	(28,848)	41,942
100-260 · INST-WORKERS COMPENSATION % 1.5	88,140	(44,752)	43,388
TAXES	158,930	(73,600)	85,330
100-230 · INST-TEACHERS RETIREMENT SYSTEM	671,981	(98,966)	573,015
RETIREMENT	671,981	(98,966)	573,015
100-210 · INST-HEALTH INSURANCE	450,000	-	450,000
		(90,000)	(90,000)
BENEFITS	450,000	(90,000)	360,000

**DEKALB PREPARATORY ACADEMY
480 CONTINGENCY BUDGET**

FISCAL YEAR 2021-2022	Amended Budget FY20/21	Budget Changes	PROPOSED 480 BUDGET
Enrollment	564		480
*TOTAL PERSONNEL COSTS	4,806,519	(895,620)	3,910,899
260-300 · MOPS-PURCH PROF SVCS -22000	70,000	-	70,000
100-113 · INST-SUBS & TEMPS (CERTIFIED) -40,000	20,000	10,000	30,000
250301 · LEGAL	60,000	(20,000)	40,000
250302 · HR/PAYROLL	18,000	-	18,000
250303 · AUDIT / ACCOUNTING	12,000	-	12,000
250304 · INFO TECH (hired on staff)	4,168	(4,168)	-
240-300 · SA-PURCH PROF & TECH SVCS. Technology Contractor Support (moved to salary)	13,000	(8,000)	5,000
100-321 · TUTORS/Interventionist	40,000	(40,000)	-
210-300 · PS-PURCH SVCS NURSE (moved to salary)	24,000	(24,000)	-
260302 · GROUNDS	20,000	(20,000)	-
260303 · SECURITY TRAFFIC CONTROL	26,500	(500)	26,000
260304 · PEST CONTROL	39,061	(19,061)	20,000
24817 · SA-OTHER FEES	6,000	4,000	10,000
310-300 · SNP-PURCH FOOD SVCS	10,000	(2,000)	8,000
TOTAL CONTRACTED SVCS	40,000	55,000	95,000
TOTAL CONTRACTED SVCS	402,729	(68,729)	334,000
100-610 · INST-SUPPLIES	90,000	(20,000)	70,000
100-611 · INST-SUPPLIES EXTRACURRICULAR Graduation en	-	5,000	5,000
100-612 · INST-SOFTWARE	61,600	1,600	63,200
100-615 · INST-EXPENDABLE EQUIPMENT	102,355	(49,355)	53,000
100-616 · INST-EXPENDABLE COMPUTER EQUIP	148,851	(148,851)	-
100-641 · INST-TEXTBOOKS	40,000	(25,000)	15,000
SUPPLIES & MATERIALS	442,806	(236,606)	206,200
210-890 · PS-OTHER (FIELD TRIPS)	5,000	-	5,000
221-300 · PROF DEVELOPMENT SVCS	25,000	(10,000)	15,000
240-300 · SA-PURCH PROF & TECH SVCS. Other	6,313	(2,500)	3,813
24583 · SA-TRAVEL TRANSPORATION	5,000	(5,000)	-
260301 · JANITORIAL SUPPLIES	5,399	-	5,399
260-410 · UTILITIES	115,000	-	115,000
260-430 · MOPS-REPAIR AND MAINT SVCS.	120,000	(42,549)	77,451
260433 · EQUIPMENT LEASE	40,000	-	40,000
Office Space Lease	23,028	(23,028)	-
260-520 · INSURANCE (NON-EMPLOYEE)	54,000	6,000	60,000
330-890 · ASP-OTHER EXPENDITURES	5,000	(5,000)	-
OTHER	403,740	(82,077)	321,663
Total Expense	6,055,794	(1,283,032)	4,772,762
(Fund Balance Adjustment)			
NET INCOME	\$ 20,246	\$ (20,172)	\$ 74

**DEKALB PREPARATORY ACADEMY
APROVED 564 BUDGET**

Revenue & Expenditure Budget	Amended Budget FY20/21	Budget Changes	Approved 564 BUDGET
Enrollment	564		564
1222 · Local Activity/Miscellaneous	15,000	44,429	59,429
Local Revenue Student Breakfast/Lunch Sales	177	9,823	10,000
3120 Federal QUALITY BASIC EDUCATION QBE	5,192,637	0	5,192,637
40-4520 · FEDERAL REVENUE - TITLE IA	100,342	100,051	200,393
47-4750 · FEDERAL REVENUE - NUTRITION INC	40,000	201,580	241,580
CSP Grant	148,851	(148,851)	-
Facility Grant	39,034	(39,034)	-
Fund Balance Revenue	540,000	(540,000)	-
TOTAL REVENUES	\$ 6,076,040	\$ (372,001)	\$ 5,704,039
10-6000 · FUNCTION EXPENSES - GEN FUND			
100-110 · INST-TEACHERS	2,279,580	(1,442)	2,278,138
100-110 INST - TEACHERS Step increase		48,122	48,122
100-110 · INST-TEACHERS SATURDAY SCHOOL	20,000	(20,000)	-
100-110 · INST-TEACHERS SUMMER SCHOOL	5,810	(5,810)	-
Extended Teacher Contract Year - Calendar Extended	77,341	(77,341)	-
100-140 · INST-AIDS AND PARAPRO	129,600	-	129,600
230-190 · GA-OTHER CURRICULUM	77,250	(77,250)	-
240-130 · SA-PRINCIPAL	184,232	15,768	200,000
240-131 · SA-Assistant Principal	75,938	(3,938)	72,000
240-142 · SA-Admin STAFF	126,490	(7,920)	118,570
240-250 · BUSINESS & DEVELOPMENT	206,856	(30,000)	176,856
Techonology Manager reclassified from Contracting	60,000	-	60,000
Technololgy Support position		50,000	50,000
210-172 · PS-ELEMENTARY COUNSELOR	56,464	-	56,464
222-165 · EMS-MEDIA SPECIALIST	60,340	-	60,340
0100110 · INST - COACH TITLE I	62,854	-	62,854
0100110 · INST - COACH GENERAL FD MATH DEPART	62,854	-	62,854
0210177 · PS-PARENT Liasion	20,000	18,000	38,000
100-113 · INST-Building School Assistants	20,000	(20,000)	-
Nurse		40,000	40,000
SALARIES	3,525,608	(71,810)	3,453,798
100-220 · INST-PAYROLL TAX EXPENSE	70,790	(20,710)	50,080
100-260 · INST-WORKERS COMPENSATION 2.5%	88,140	(1,795)	86,345
TAXES	158,930	(22,505)	136,425
100-230 · INST-TEACHERS RETIREMENT SYSTEM	671,981	(44,040)	627,941
RETIREMENT	671,981	(44,040)	627,941
100-210 · INST-HEALTH INSURANCE	450,000	-	450,000
BENEFITS	450,000	-	450,000
*TOTAL PERSONNEL COSTS	4,806,519	(138,355)	4,668,163

DEKALB PREPARATORY ACADEMY
APROVED 564 BUDGET

Revenue & Expenditure Budget	Amended Budget FY20/21	Budget Changes	Approved 564 BUDGET
260-300 · MOPS-PURCH PROF SVCS -22000	70,000	25,000	95,000
100-113 · INST-SUBS & TEMPS (CERTIFIED) -40,000	20,000	10,000	30,000
250301 · LEGAL	60,000	(10,000)	50,000
250302 · HR/PAYROLL	18,000	-	18,000
250303 · AUDIT / ACCOUNTING	12,000	(1,500)	10,500
250304 · INFO TECH (hired on staff)	4,168	(4,168)	-
240-300 · SA-PURCH PROF & TECH SVCS.	13,000	(8,000)	5,000
Technology Contractor Support (moved to salary)	40,000	(40,000)	-
100-321 · TUTORS/Interventionist	24,000	(24,000)	-
210-300 · PS-PURCH SVCS NURSE (moved to salary)	20,000	(20,000)	-
260302 · GROUNDS	26,500	-	26,500
260303 · SECURITY	39,061	(19,061)	20,000
260304 · PEST CONTROL	6,000	-	6,000
24817 · SA-OTHER FEES	10,000	-	10,000
310-300 · SNP-PURCH FOOD SVCS	40,000	140,000	180,000
TOTAL CONTRACTED SVCS	402,729	48,271	451,000
100-610 · INST-SUPPLIES	90,000	(25,000)	65,000
100-611 · INST-SUPPLIES EXTRACURRICULAR	-	5,200	5,200
100-612 · INST-SOFTWARE	61,600	2,400	64,000
100-615 · INST-EXPENDABLE EQUIPMENT	102,355	(52,355)	50,000
100-616 · INST-EXPENDABLE COMPUTER EQUIP	148,851	(148,851)	-
100-641 · INST-TEXTBOOKS	40,000	(10,000)	30,000
SUPPLIES & MATERIALS	442,806	(228,606)	214,200
210-890 · PS-OTHER (FIELD TRIPS)	5,000	-	5,000
221-300 · PROF DEVELOPMENT SVCS	25,000	-	25,000
240-300 · SA-PURCH PROF & TECH SVCS. - Other	6,313	3,687	10,000
24583 · SA-TRAVEL TRANSPORATION	5,000	(2,000)	3,000
260301 · JANITORIAL SUPPLIES/Covid 19 Prepardness	5,399	(903)	4,496
260-410 · UTILITIES	115,000	(8,359)	106,641
260-430 · MOPS-REPAIR AND MAINT SVCS.	120,000	(21,137)	98,863
260433 · EQUIPMENT LEASE	40,000	-	40,000
Office Space Lease	23,028	(15,352)	7,676
260-520 · INSURANCE (NON-EMPLOYEE)	54,000	11,000	65,000
330-890 · ASP-OTHER EXPENDITURES	5,000	-	5,000
OTHER	403,740	(33,064)	370,676
Total Expense	6,055,794	(351,754)	5,704,039
(Fund Balance Adjustment)			
NET INCOME	\$ 20,246	\$ (20,247)	\$ (0)

DEKALB PREPARATORY ACADEMY

540 ENROLLMENT BUDGET

FY 2021-2022

FISCAL YEAR 2021-2022		Amended Budget FY20/21	Budget Changes	PROPOSED 540 BUDGET
Enrollment		564		540
1222 · Local Activity/Miscellaneous		15,000	35,000	50,000
Local Revenue Student Breakfast/Lunch Sales		177	9,823	10,000
3120 Federal QUALITY BASIC EDUCATION <u>QBE</u>		5,192,637	(220,962)	4,971,674
40-4520 · FEDERAL REVENUE - TITLE IA		100,342	100,052	200,393
47-4750 · FEDERAL REVENUE - NUTRITION INC		40,000	140,000	180,000
CSP Grant		148,851	(148,851)	-
Facility Grant		39,034	(39,034)	-
Fund Balance Revenue		540,000	(540,000)	-
TOTAL REVENUES		\$ 6,076,040	\$ (663,973)	\$ 5,412,067
10-6000 · FUNCTION EXPENSES - GEN FUND				
100-110 · INST-TEACHERS		2,279,580	(197,442)	2,082,138
100-110 · TEACHERS STEP INCREASE 1.5%			48,122	48,122
100-110 · INST-TEACHERS SATURDAY SCHOOL		20,000	(20,000)	-
100-110 · INST-TEACHERS SUMMER SCHOOL		5,810	(5,810)	-
Extended Teacher Contract Year - Calendar Extended		77,341	(77,341)	-
100-140 · INST-AIDS AND PARAPRO		129,600	-	129,600
230-190 · GA-OTHER CURRICULUM		77,250	(77,250)	-
240-130 · SA-PRINCIPAL/Head of School		184,232	15,768	200,000
240-131 · SA-Assistant Principal		75,938	(3,938)	72,000
240-142 · SA-Admin STAFF		126,490	(35,000)	91,490
240-250 · BUSINESS & DEVELOPMENT		206,856	(58,804)	148,052
Techonology Manager reclassified from Contracting		60,000	-	60,000
Technology Support position			50,000	50,000
210-172 · PS-ELEMENTARY COUNSELOR		56,464	-	56,464
222-165 · EMS-MEDIA SPECIALIST		60,340	-	60,340
0100110 · INST - COACH TITLE I		62,854	-	62,854
0100110 · INST - COACH GENERAL FD MATH DEPART		62,854	-	62,854
0210177 · PS-PARENT Liasion		20,000	18,000	38,000
100-113 · INST-Building School Assistants		20,000	(20,000)	-
Nurse			40,000	40,000
SALARIES		3,525,608	(323,694)	3,201,914
100-220 · INST-PAYROLL TAX EXPENSE		70,790	(24,362)	46,428
100-260 · INST-WORKERS COMPENSATION 1.5%		88,140	(8,092)	80,048
TAXES		158,930	(32,454)	126,476
100-230 · INST-TEACHERS RETIREMENT SYSTEM		671,981	(76,342)	595,638
RETIREMENT		671,981	(76,342)	595,638
100-210 · INST-HEALTH INSURANCE		450,000	-	450,000
BENEFITS		450,000	-	450,000
*TOTAL PERSONNEL COSTS		4,806,519	(432,491)	4,374,028

DEKALB PREPARATORY ACADEMY
540 ENROLLMENT BUDGET
FY 2021-2022

FISCAL YEAR 2021-2022	Amended Budget FY20/21	Budget Changes	PROPOSED 540 BUDGET
Enrollment	564		540
260-300 · MOPS-PURCH PROF SVCS -22000	70,000	-	70,000
100-113 · INST-SUBS & TEMPS (CERTIFIED) -40,000	20,000	10,000	30,000
250301 · LEGAL	60,000	(7,573)	52,427
250302 · HR/PAYROLL	18,000	-	18,000
250303 · AUDIT / ACCOUNTING	12,000	(1,500)	10,500
250304 · INFO TECH (hired on staff)	4,168	(4,168)	-
240-300 · SA-PURCH PROF & TECH SVCS.	13,000	(8,000)	5,000
Technology Contractor Support (moved to salary)	40,000	(40,000)	-
100-321 · TUTORS/Interventionist	24,000	(24,000)	-
210-300 · PS-PURCH SVCS NURSE (moved to salary)	20,000	(20,000)	-
260302 · GROUNDS	26,500	-	26,500
260303 · SECURITY TRAFFIC CONTROL	39,061	(19,061)	20,000
260304 · PEST CONTROL	6,000	-	6,000
24817 · SA-OTHER FEES	10,000	-	10,000
310-300 · SNP-PURCH FOOD SVCS	40,000	135,000	175,000
TOTAL CONTRACTED SVCS	402,729	20,698	423,427
100-610 · INST-SUPPLIES	90,000	(17,179)	72,821
100-611 · INST-SUPPLIES EXTRACURRICULAR Graduation end of the year	-	10,000	10,000
100-612 · INST-SOFTWARE	61,600	1,600	63,200
100-615 · INST-EXPENDABLE EQUIPMENT	102,355	(52,355)	50,000
100-616 · INST-EXPENDABLE COMPUTER EQUIP	148,851	(148,851)	-
100-641 · INST-TEXTBOOKS	40,000	10,000	50,000
SUPPLIES & MATERIALS	442,806	(196,785)	246,021
210-890 · PS-OTHER (FIELD TRIPS)	5,000	-	5,000
221-300 · PROF DEVELOPMENT SVCS	25,000	(10,000)	15,000
240-300 · SA-PURCH PROF & TECH SVCS. - Other	6,313	3,687	10,000
24583 · SA-TRAVEL TRANSPORATION	5,000	(3,000)	2,000
260301 · JANITORIAL SUPPLIES/Covid 19 Prepardness	5,399	-	5,399
260-410 · UTILITIES	115,000	-	115,000
260-430 · MOPS-REPAIR AND MAINT SVCS.	120,000	(16,483)	103,517
260433 · EQUIPMENT LEASE	40,000	-	40,000
Office Space Lease	23,028	(15,352)	7,676
260-520 · INSURANCE (NON-EMPLOYEE)	54,000	6,000	60,000
330-890 · ASP-OTHER EXPENDITURES	5,000	-	5,000
OTHER	403,740	(35,148)	368,592
Total Expense	6,055,794	(643,726)	5,412,068
NET INCOME	\$ 20,246	\$ (20,247)	(0)

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
 CODE: 644-0113

Class Roster

Spring 2021 End-of-Grade Assessment

Grade 8



Student Name		English Language Arts											Mathematics																
		Form ¹	Scale Score ²	Achievement Level ³	Lexile Score	Reading Status ⁴	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	Writing ⁶ (Points Earned)			Scale Score ⁷	Achievement Level ⁸	National Percentile Range ⁹								
GTID	Birth Date															Extended Writing Task	Usage	Narrative Writing Response				Numbers, Expressions, and Equations	Algebra and Functions	Geometry	Statistics and Probability				
██████████	██████████	A9	559	3	1495L	+	●	●	○	●	●	○	○	○	○	2 of 4	2 of 3	3 of 4	85-96	3	541	●	○	○	○	○	75-86		
██████████	██████████	B6	552	3	1215L	+	○	○	○	○	○	○	○	○	○	3 of 4	2 of 3	4 of 4	78-93	1	438	○	○	○	○	15-35			
██████████	██████████	B8	586	4	1455L	+	●	●	○	●	●	○	○	○	○	3 of 4	3 of 3	2 of 4	94-99	4	587	●	●	●	○	90-95			
██████████	██████████	B10	460	1	905L	-	○	○	○	○	○	○	○	○	○	1 of 4	1 of 3	1 of 4	19-35	1	474	○	○	○	○	33-53			
██████████	██████████	A1	671	4	1635L	+	●	●	○	○	○	○	○	○	○	3 of 4	3 of 3	4 of 4	99-99	3	572	●	●	●	○	90-96			
██████████	██████████	A5	477	2	915L	-	○	○	○	○	○	○	○	○	○	1 of 4	1 of 3	3 of 4	21-38	2	494	○	○	○	○	46-65			
██████████	██████████	A9	586	4	1495L	+	●	●	○	○	○	○	○	○	○	2 of 4	3 of 3	3 of 4	94-99	3	567	●	●	○	○	89-95			
██████████	██████████	A11	548	3	1195L	+	○	○	○	○	○	○	○	○	○	2 of 4	3 of 3	3 of 4	69-86	1	470	○	○	○	○	26-45			

1Writing Prompt Genre
 Argumentative: Forms B2, B4, B6, B8, B10, B12
 Informational/Explanatory: Forms A1, A3, A5, A7, A9, A11, C1, BR, and VSL

2Scale Score Codes
 PTNA = Present, Test Not Attempted
 DNA = Did Not Attempt
 IV = Invalidation
 PIV = Participation Invalidation
 CA = Conditional Administration

3Achievement Levels
 1 = Beginning Learner
 2 = Developing Learner
 3 = Proficient Learner
 4 = Distinguished Learner

4Reading Status
 - Below Grade Level
 + Grade Level or Above

5Domain Mastery
 ○ Remediate Learning
 ○ Monitor Learning
 ● Accelerate Learning

6Condition Codes for Writing
 A = Blank
 B = Copied
 C = Too Limited to Score
 D = Non-English/Foreign Language
 E = Off Topic
 F = Offense
 G = Illegible/Incomprehensible

7National Percentile Range
 DNA = Did Not Attempt
 IV = Invalidation

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
 CODE: 644-0113

Class Roster

Spring 2021 End-of-Grade Assessment

Grade 8



Student Name GTID	Birth Date	Science					Social Studies					National Percentile Range ⁴				
		Scale Score ¹	Achievement Level ²	Domain Mastery ³				Scale Score ¹	Achievement Level ²	Domain Mastery ³						
				Matter	Energy	Motion	Waves			Force	History		Geography	Government/Civics	Economics	
██████████	██████████	599	4	●	●	●	●	●	●	●	516	2	○	○	●	55-74
██████████	██████████	436	1	○	○	○	○	○	○	○	466	1	○	○	○	26-43
██████████	██████████	636	4	●	●	●	●	●	●	●	580	4	●	●	●	83-92
██████████	██████████	474	1	○	○	○	○	○	○	○	484	2	○	○	○	35-54
██████████	██████████	656	4	●	●	●	●	●	●	●	539	3	●	●	●	70-85
██████████	██████████	505	2	○	○	○	○	○	○	○	463	1	○	○	○	24-40
██████████	██████████	599	4	●	●	●	●	●	●	●	545	3	●	●	●	68-83
██████████	██████████	466	1	○	○	○	○	○	○	○	470	1	○	○	○	25-41

¹Scale Score Codes
 PTNA = Present, Test Not Attempted
 DNA = Did Not Attempt
 IV = Invalidation
 PIV = Participation Invalidation
 CA = Conditional Administration
 EOC = EOC Test Administration

²Achievement Levels
 1 = Beginning Learner
 2 = Developing Learner
 3 = Proficient Learner
 4 = Distinguished Learner

³Domain Mastery
 ○ Remediate Learning
 ◐ Monitor Learning
 ● Accelerate Learning

⁴National Percentile Range
 DNA = Did Not Attempt
 IV = Invalidation
 EOC = EOC Test Administration

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
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Class Roster Summary

Spring 2021 End-of-Grade Assessment

Grade 8



Summary by Content Area				
Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.				
Students Included in Summaries:	English Language Arts	Mathematics	Science	Social Studies
Number of Students	8	8	8	8
Mean Scale Score	555	518	546	508
Standard Deviation	66	56	86	44
Percentage in Level 1 - Beginning Learner	13	38	38	38
Percentage in Level 2 - Developing Learner	13	13	13	25
Percentage in Level 3 - Proficient Learner	38	38	0	25
Percentage in Level 4 - Distinguished Learner	38	13	50	13
Students Not Included in Summaries:				
Number of Students - Present, Test Not Attempted	0	0	0	0
Number of Students - Did Not Attempt	0	0	0	0
Number of Students - Invalidation	0	0	0	0
Number of Students - Participation Invalidation	0	0	0	0
Number of Students - EOC Test Administration	0	0	0	0
Norm-Referenced Scores:				
Median National Percentile	**	**	**	**
Mean Normal Curve Equivalent	**	**	**	**

Due to rounding, percentages may not total 100%.
 **The norm-referenced scores are calculated for groups of 15 or more students.
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 990105-000003-26521

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
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 CODE: 644-0113

Class Roster Summary

Spring 2021 End-of-Grade Assessment

Grade 8



Performance on the Domains

Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.

English Language Arts	Percentage of Students By Reading Status						
	Below Grade Level	Grade Level or Above					
Reading Status	25	75					
	Percentage of Students with Each Score Point						
	0	1	2	3	4		
Extended Writing Task	Idea Development, Organization, and Coherence	0	25	38	0		
	Language Usage and Conventions	0	25	25	50		
Narrative Writing Response	Number of Students with Each Condition Code*						
	A	B	C	D	E	F	G
	0	0	0	0	0	0	0
Students with a '0' score were given a condition code.							
Narrative Writing Response	Percentage of Students with Each Score Point						
	0	1	2	3	4		
	0	13	13	50	25		
Narrative Writing Response	Number of Students with Each Condition Code*						
	A	B	C	D	E	F	G
	0	0	0	0	0	0	0
Students with a '0' score were given a condition code.							

*Condition Codes for Writing
 A = Blank, B = Copied, C = Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic, F = Offensive, G = Illegible/Incomprehensible

Lexile Bands	Percentage of Students By Lexile Band		
	Below the Stretch Band (Below 1010L)	Within the Stretch Band (1010L-1185L)	Above the Stretch Band (Above 1185L)
	25	0	75

	Percentage of Students In Each Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
English Language Arts			
Reading and Vocabulary	25	25	50
Key Ideas and Details	25	25	50
Craft and Structure/Integration of Knowledge and Ideas	38	38	25
Vocabulary Acquisition and Use	38	0	63
Reading Literary Text	38	50	13
Reading Informational Text	38	13	50
Writing and Language			
Writing	13	25	63
Language	38	0	63
Mathematics			
Numbers, Expressions, and Equations	25	38	38
Algebra and Functions	50	0	50
Geometry	63	13	25
Statistics and Probability	75	25	0
Science			
Matter	50	25	25
Energy	25	63	13
Motion	25	38	38
Waves	50	25	25
Force	50	25	25
Social Studies			
History	63	13	25
Geography	75	13	13
Government/Civics	50	25	25
Economics	38	50	13

Due to rounding, percentages may not total 100%.

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
 CODE: 644-0113

Class Roster

Spring 2021 End-of-Grade Assessment

Grade 8



Student Name		English Language Arts												Mathematics												
		Form ¹	Scale Score ²	Achievement Level ³	Lexile Score	Reading Status ⁴	Domain Mastery ⁵				Writing ⁶ (Points Earned)				Scale Score ²	Achievement Level ³	National Percentile Range ⁷									
GTID	Birth Date					Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	Extended Writing Task	Ideas Usage	Narrative Writing Response			Numbers, Expressions, and Equations	Algebra and Functions	Geometry	Statistics and Probability			
██████████	██████████	B2	471	1	985L	-	○	○	●	○	○	○	○	○	○	1 of 4	1 of 3	1 of 4		460	1	○	○	○	○	04-21

¹Writing Prompt Genre
 Argumentative:
 Forms B2, B4, B6, B8, B10, B12
 Informational/Explanatory:
 Forms A1, A3, A5, A7, A9, A11, C1, BR, and VSL

²Scale Score Codes
 PTNA = Present, Test Not Attempted
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 IV = Invalidation
 PIV = Participation Invalidation
 CA = Conditional Administration

³Achievement Levels
 1 = Beginning Learner
 2 = Developing Learner
 3 = Proficient Learner
 4 = Distinguished Learner

⁴Reading Status
 - Below Grade Level
 + Grade Level or Above

⁵Domain Mastery
 ○ Remediate Learning
 ● Monitor Learning
 ● Accelerate Learning

⁶Condition Codes for Writing
 A = Blank
 B = Copied
 C = Too Limited to Score
 D = Non-English/Foreign Language
 E = Off Topic
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 G = Illegible/Incomprehensible

⁷National Percentile Range
 DNA = Did Not Attempt
 IV = Invalidation

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
 CODE: 644-0113

Class Roster

Spring 2021 End-of-Grade Assessment

Grade 8



Student Name GTID		Birth Date		Science					Social Studies									
				Scale Score ¹	Achievement Level ²	Domain Mastery ³				Scale Score ¹	Achievement Level ²	Domain Mastery ³			National Percentile Range ⁴			
██████████		██████████		417	1	Matter	Energy	Motion	Waves	Force	13-33	448	1	History	Geography	Government/Civics	Economics	17-33

¹Scale Score Codes
 PTNA = Present, Test Not Attempted
 DNA = Did Not Attempt
 IV = Invalidation
 PIV = Participation Invalidation
 CA = Conditional Administration
 EOC = EOC Test Administration

²Achievement Levels
 1 = Beginning Learner
 2 = Developing Learner
 3 = Proficient Learner
 4 = Distinguished Learner

³Domain Mastery
 Remediate Learning
 Monitor Learning
 Accelerate Learning

⁴National Percentile Range
 DNA = Did Not Attempt
 IV = Invalidation
 EOC = EOC Test Administration

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
 CODE: 644-0113

Class Roster Summary

Spring 2021 End-of-Grade Assessment

Grade 8



Summary by Content Area				
Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.				
Students Included in Summaries:	English Language Arts	Mathematics	Science	Social Studies
Number of Students	1	1	1	1
Mean Scale Score	471	460	417	448
Standard Deviation				
Percentage in Level 1 - Beginning Learner	100	100	100	100
Percentage in Level 2 - Developing Learner	0	0	0	0
Percentage in Level 3 - Proficient Learner	0	0	0	0
Percentage in Level 4 - Distinguished Learner	0	0	0	0
Students Not Included in Summaries:				
Number of Students - Present, Test Not Attempted	0	0	0	0
Number of Students - Did Not Attempt	0	0	0	0
Number of Students - Invalidation	0	0	0	0
Number of Students - Participation Invalidation	0	0	0	0
Number of Students - EOC Test Administration	0	0	0	0
Norm-Referenced Scores:				
Median National Percentile	**	**	**	**
Mean Normal Curve Equivalent	**	**	**	**

Due to rounding, percentages may not total 100%.
 **The norm-referenced scores are calculated for groups of 15 or more students.
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 990105-000003-26621

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
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Class Roster Summary

Spring 2021 End-of-Grade Assessment

Grade 8



Performance on the Domains

Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.

English Language Arts	Percentage of Students By Reading Status				Percentage of Students In Each Domain Mastery Category		
	Below Grade Level	Grade Level or Above	Grade Level or Above		Remediate Learning	Monitor Learning	Accelerate Learning
Reading Status	100	0	0				
Extended Writing Task	Percentage of Students with Each Score Point				Percentage of Students In Each Domain Mastery Category		
	0	1	2	3	4		
Idea Development, Organization, and Coherence	0	100	0	0	0	0	0
	0	100	0	0	0	0	0
Language Usage and Conventions	Percentage of Students with Each Condition Code*				Percentage of Students In Each Domain Mastery Category		
	A	B	C	D	E	F	G
Narrative Writing Response	0	0	0	0	0	0	0
	Students with a '0' score were given a condition code.						
English Language Arts	Percentage of Students with Each Score Point				Percentage of Students In Each Domain Mastery Category		
	0	1	2	3	4		
Reading and Vocabulary	0	100	0	0	0	0	0
	0	100	0	0	0	0	0
Key Ideas and Details	Percentage of Students with Each Condition Code*				Percentage of Students In Each Domain Mastery Category		
	A	B	C	D	E	F	G
Craft and Structure/Integration of Knowledge and Ideas	0	0	0	0	0	0	0
	Students with a '0' score were given a condition code.						
Vocabulary Acquisition and Use	Percentage of Students with Each Score Point				Percentage of Students In Each Domain Mastery Category		
	0	1	2	3	4		
Reading Literary Text	0	100	0	0	0	0	0
	0	100	0	0	0	0	0
Reading Informational Text	Percentage of Students with Each Condition Code*				Percentage of Students In Each Domain Mastery Category		
	A	B	C	D	E	F	G
Writing and Language	0	0	0	0	0	0	0
	Students with a '0' score were given a condition code.						
Writing	Percentage of Students with Each Score Point				Percentage of Students In Each Domain Mastery Category		
	0	1	2	3	4		
Language	0	100	0	0	0	0	0
	0	100	0	0	0	0	0
Mathematics	Percentage of Students with Each Condition Code*				Percentage of Students In Each Domain Mastery Category		
	A	B	C	D	E	F	G
Numbers, Expressions, and Equations	0	0	0	0	0	0	0
	Students with a '0' score were given a condition code.						
Algebra and Functions	Percentage of Students with Each Score Point				Percentage of Students In Each Domain Mastery Category		
	0	1	2	3	4		
Geometry	0	100	0	0	0	0	0
	0	100	0	0	0	0	0
Statistics and Probability	Percentage of Students with Each Condition Code*				Percentage of Students In Each Domain Mastery Category		
	A	B	C	D	E	F	G
Science	0	0	0	0	0	0	0
	Students with a '0' score were given a condition code.						
Matter	Percentage of Students with Each Score Point				Percentage of Students In Each Domain Mastery Category		
	0	1	2	3	4		
Energy	0	100	0	0	0	0	0
	0	100	0	0	0	0	0
Motion	Percentage of Students with Each Condition Code*				Percentage of Students In Each Domain Mastery Category		
	A	B	C	D	E	F	G
Waves	0	0	0	0	0	0	0
	Students with a '0' score were given a condition code.						
Force	Percentage of Students with Each Score Point				Percentage of Students In Each Domain Mastery Category		
	0	1	2	3	4		
Social Studies	0	100	0	0	0	0	0
	0	100	0	0	0	0	0
History	Percentage of Students By Lexile Band				Percentage of Students In Each Domain Mastery Category		
	Below the Stretch Band (Below 1010L)	Within the Stretch Band (1010L-1185L)	Above the Stretch Band (Above 1185L)				
Geography	100	0	0	0	0	0	0
	100	0	0	0	0	0	0
Government/Civics	Percentage of Students By Lexile Band				Percentage of Students In Each Domain Mastery Category		
	Below the Stretch Band (Below 1010L)	Within the Stretch Band (1010L-1185L)	Above the Stretch Band (Above 1185L)				
Economics	100	0	0	0	0	0	0
	100	0	0	0	0	0	0

Due to rounding, percentages may not total 100%.



GEORGIA MILESTONES ASSESSMENT DATA REPORT

SPRING 2021/2019

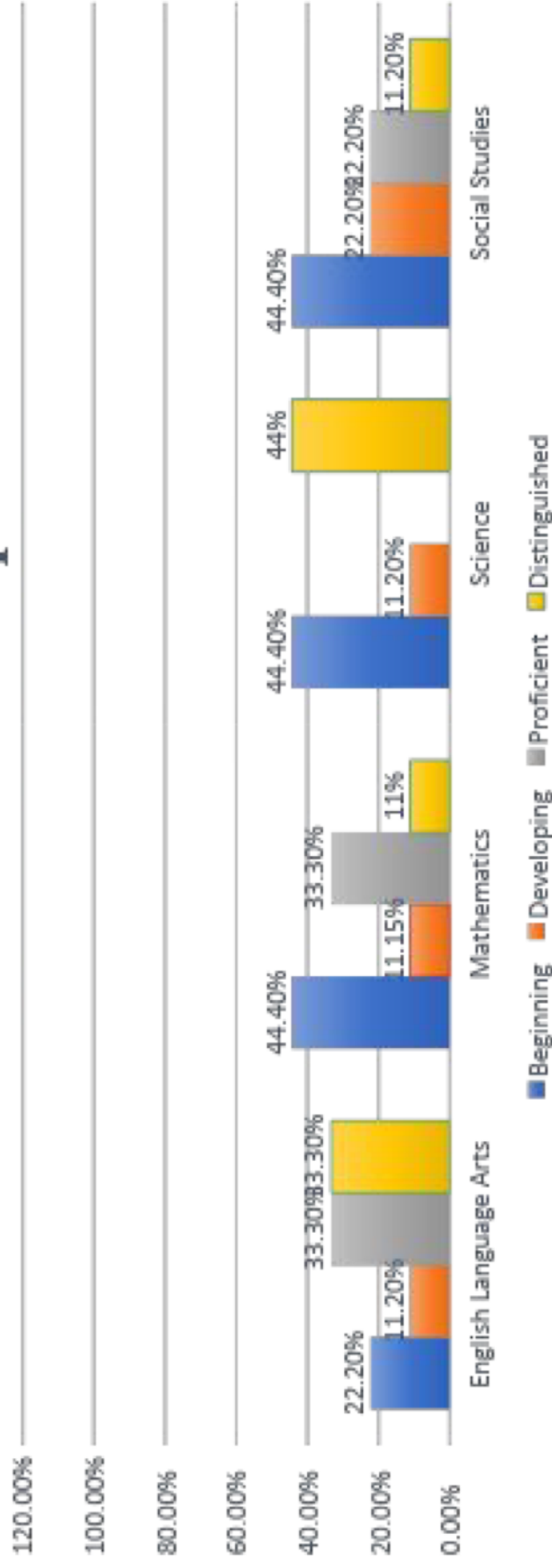
**Ms. Heather Robinson
Head of School**

**Ms. Carla Pettis
Principal**

**Dr. Viola Blackshear
Assistant Principal**

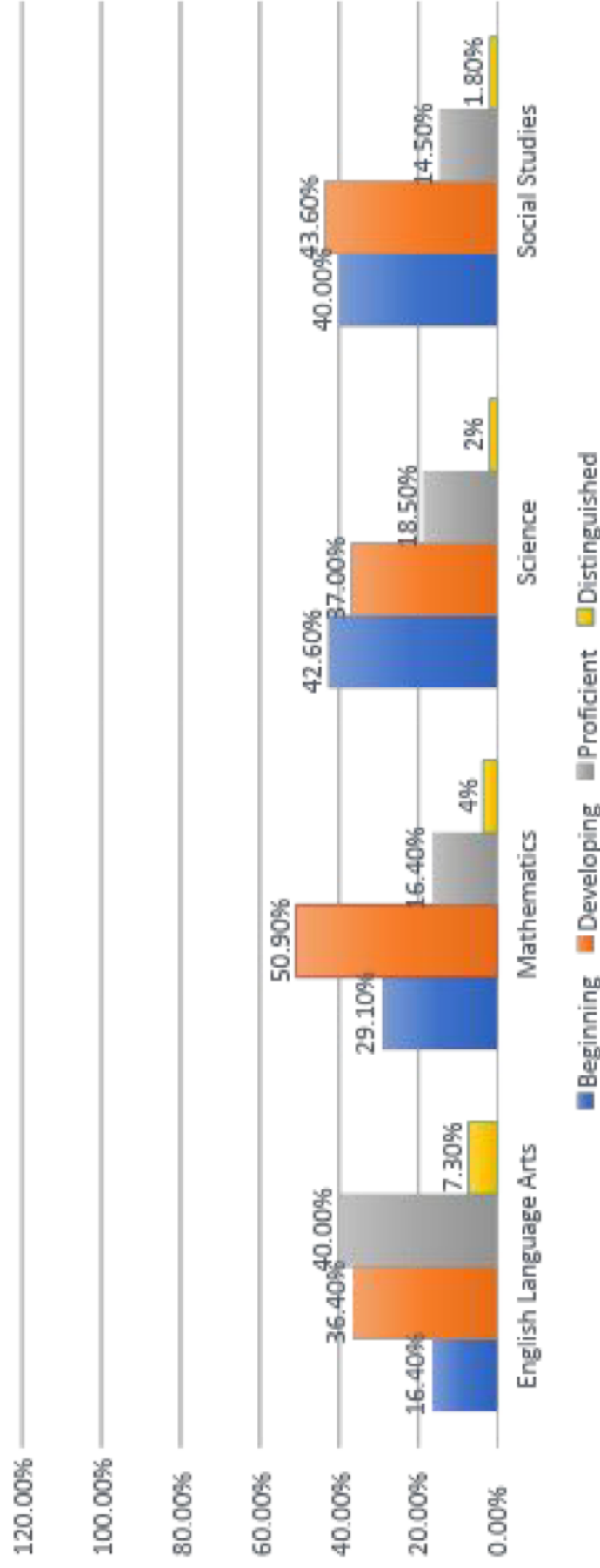
GEORGIA MILESTONES ASSESSMENT SPRING 2021

8th Grade Nine (9) Students Tested Parents could Opt Out



GEORGIA MILESTONES ASSESSMENT SPRING 2019

8th Grade 55 Students Tested



GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 4-Distinguished Students

Number of Students

8th Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	3		2	
1 st				
2 nd	1	1	1	1
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				

8th Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st	1(2-4&7-8)			
2 nd				
3 rd				
4 th				
5 th				
6 th	3	1	1	1
7 th				
8 th	1			

GEORGIA MILESTONES ASSESSMENT

Grade of Entry Level 3-Proficient Students

Number of Students

8th Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	2	3		2
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				

8th Grade Spring 2019

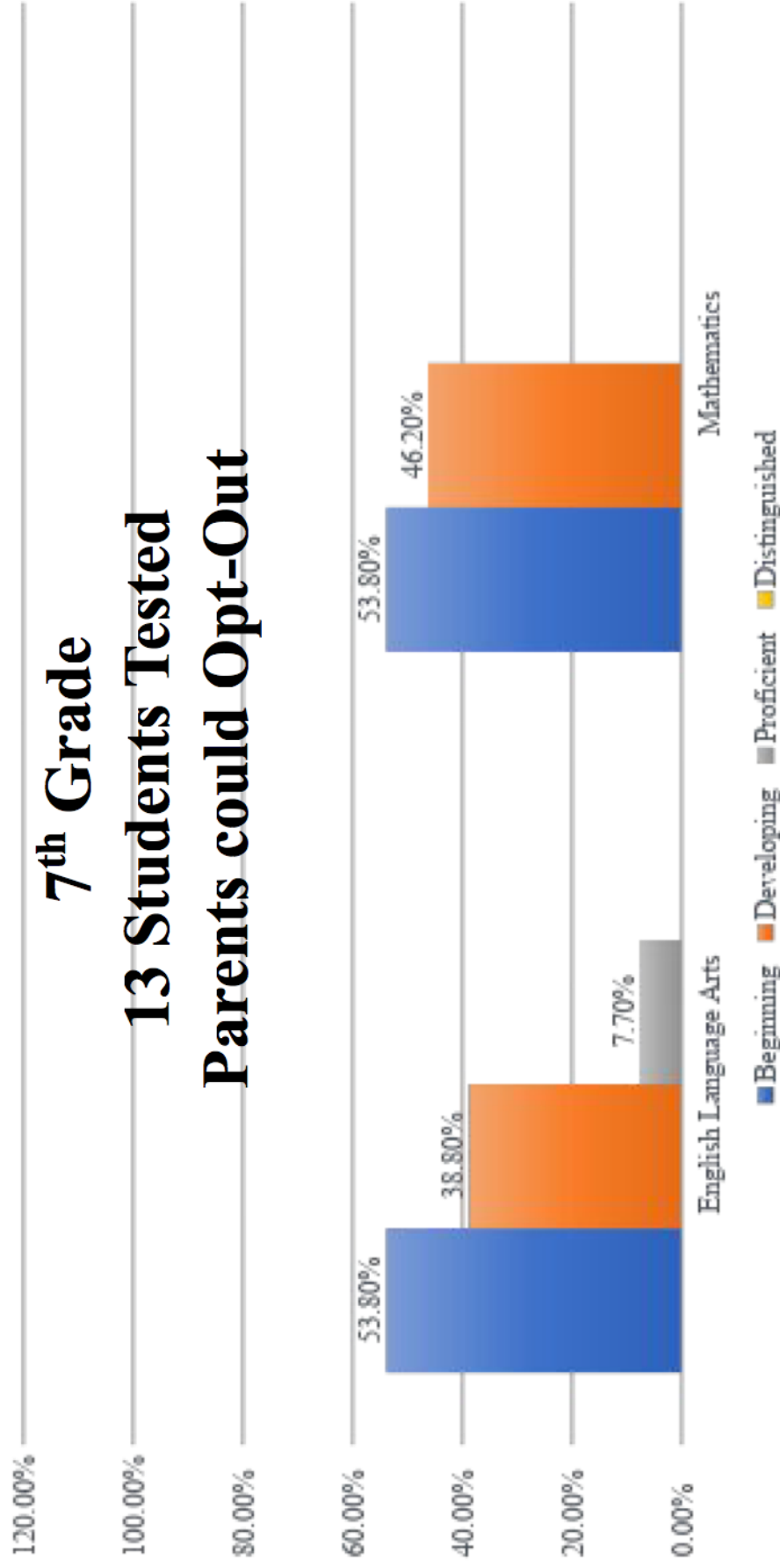
Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st				
2 nd	4	2	1	2/1(2-4 & 7-8)
3 rd	4	2	2	
4 th	2	1	1	
5 th	2			
6 th	10	3	5	4
7 th				
8 th				

GEORGIA MILESTONES ASSESSMENT SPRING 2021

7th Grade

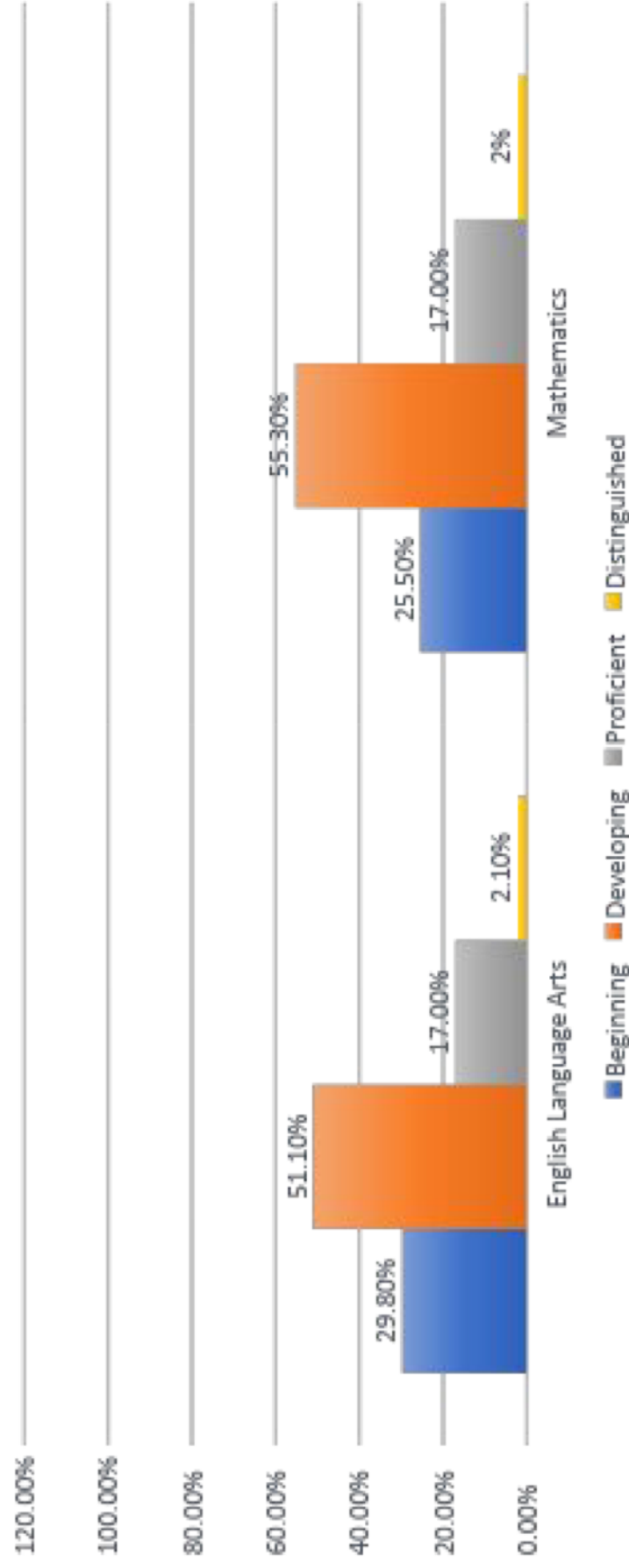
13 Students Tested

Parents could Opt-Out



GEORGIA MILESTONES ASSESSMENT SPRING 2019

7th Grade 47 Students Tested



GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 4-Distinguished Students

Number of Students

7th Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				

7th Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st				
2 nd				
3 rd	1	1		
4 th				
5 th				
6 th				
7 th				

GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 3-Proficient Students

Number of Students

7th Grade Spring 2021

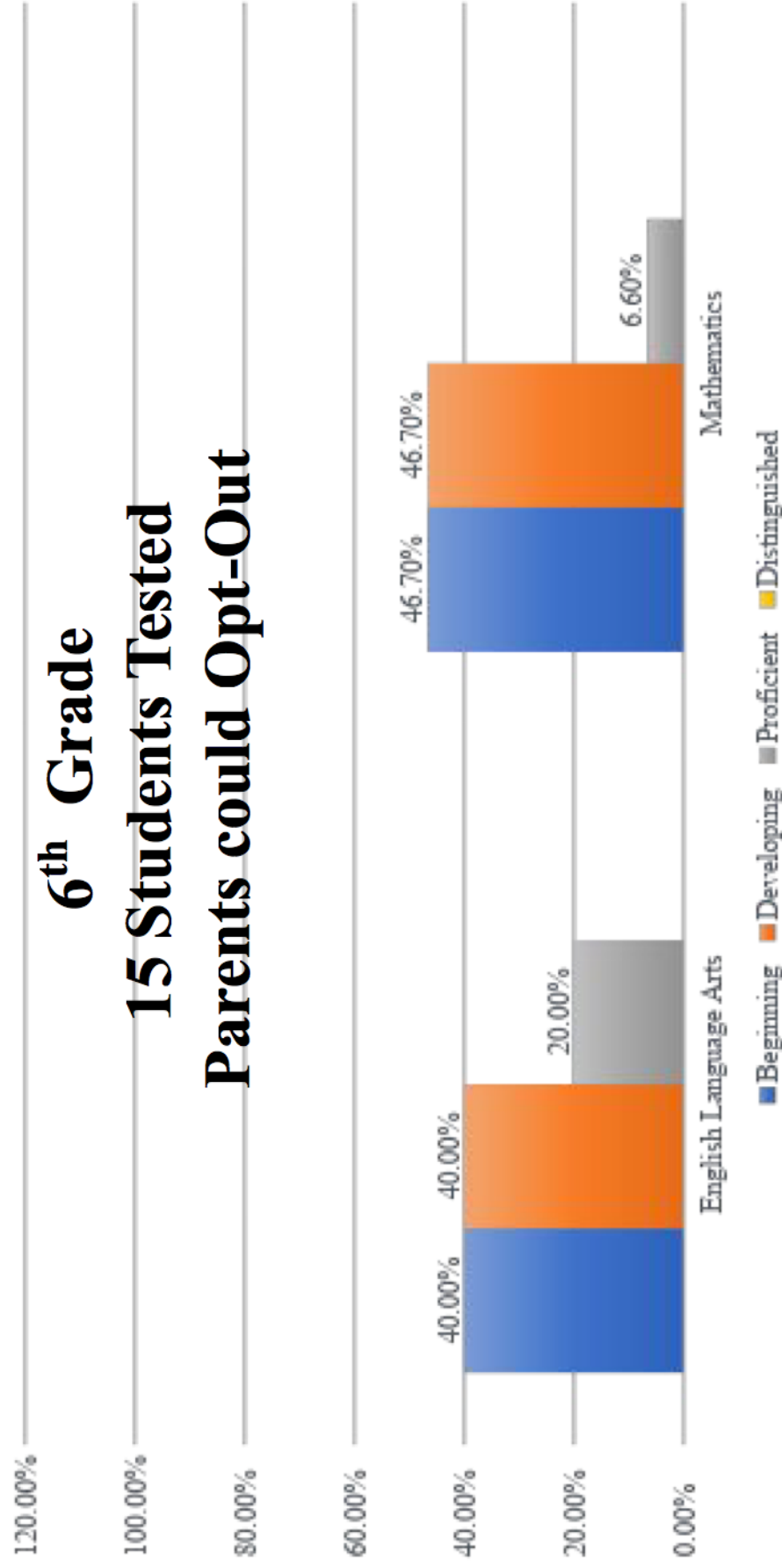
Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st				
2 nd	1			
3 rd				
4 th				
5 th				
6 th				
7 th				

7th Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st				
2 nd	4	2	1	2/1(2-4 & 7-8)
3 rd	4	2	2	
4 th	2	1	1	
5 th	2			
6 th	10	3	5	4
7 th				

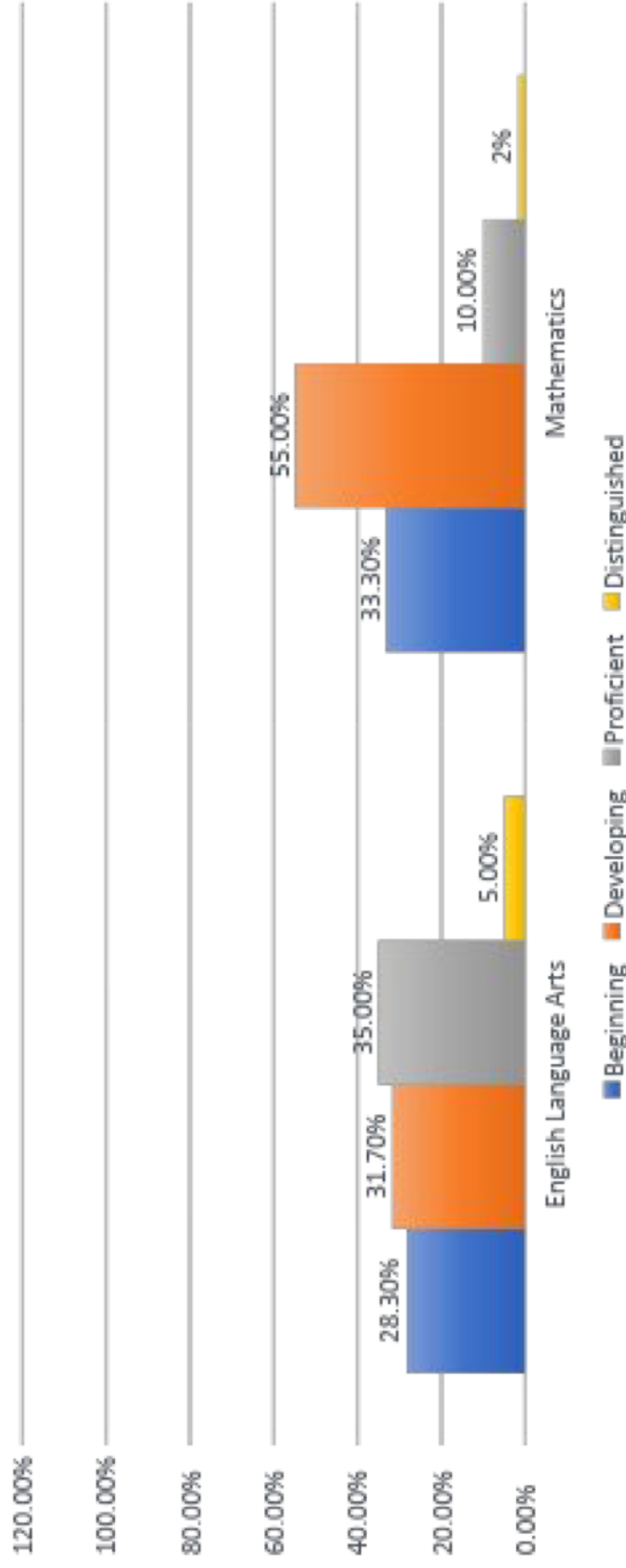
GEORGIA MILESTONES ASSESSMENT SPRING 2021

6th Grade 15 Students Tested Parents could Opt-Out



GEORGIA MILESTONES ASSESSMENT SPRING 2019

6th Grade 57 Students Tested



GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 4-Distinguished Students

Number of Students

6th Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				

6th Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	1			
1 st				
2 nd	1	1(2-3&6-8)		
3 rd				
4 th				
5 th				
6 th				

GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 3-Proficient Students

Number of Students

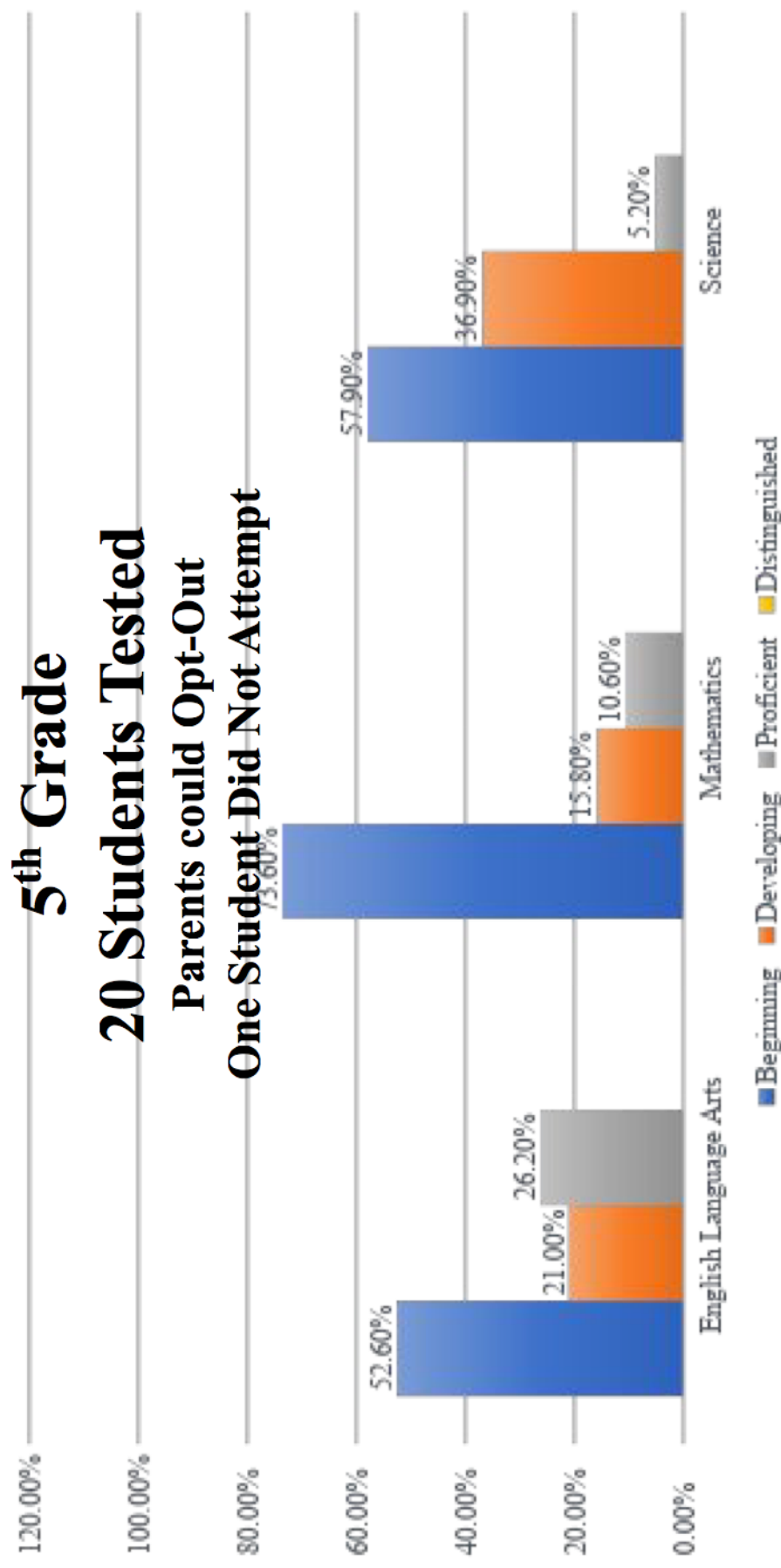
6th Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	1(K-3&5-6)			
1 st				
2 nd				
3 rd				
4 th				
5 th	1			
6 th	1			

6th Grade Spring 2019

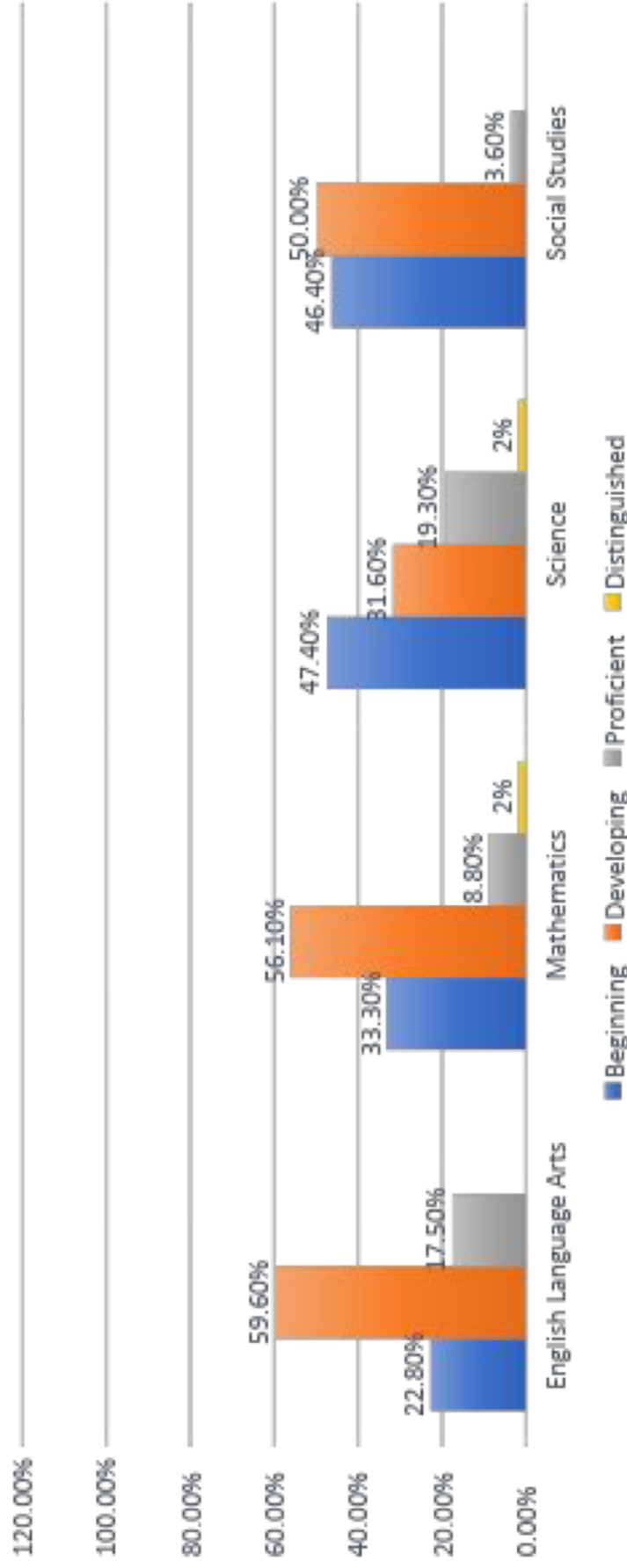
Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	7/1 (,6)	3		
1 st	1			
2 nd	1 (2-5, 6)			
3 rd	5	2		
4 th	2			
5 th		1		
6 th	3	1		

GEORGIA MILESTONES ASSESSMENT SPRING 2021



GEORGIA MILESTONES ASSESSMENT SPRING 2019

5th Grade 57 Students Tested



GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 4-Distinguished Students

Number of Students

5th Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st				
2 nd				
3 rd				
4 th				
5 th				

5th Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG		1	1	
1 st				
2 nd				
3 rd				
4 th				
5 th				

GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 3-Proficient Students

Number of Students

5th Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	4	2		
1 st				
2 nd				
3 rd				
4 th				
5 th				

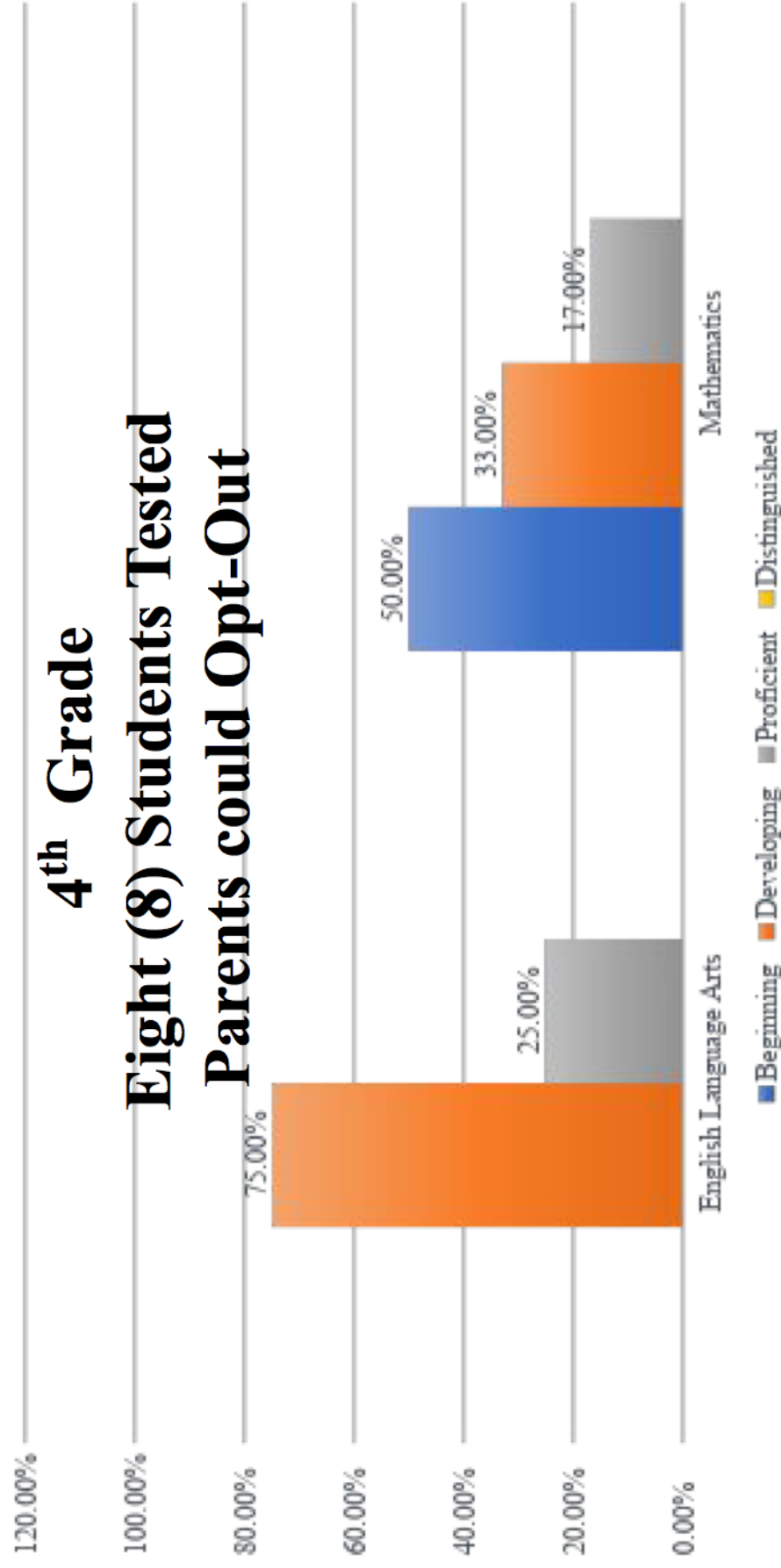
5th Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	6	3	6	2
1 st			1	
2 nd			1	
3 rd	2		11	
4 th	1		1	
5 th	1	1	1	

GEORGIA MILESTONES ASSESSMENT SPRING 2021

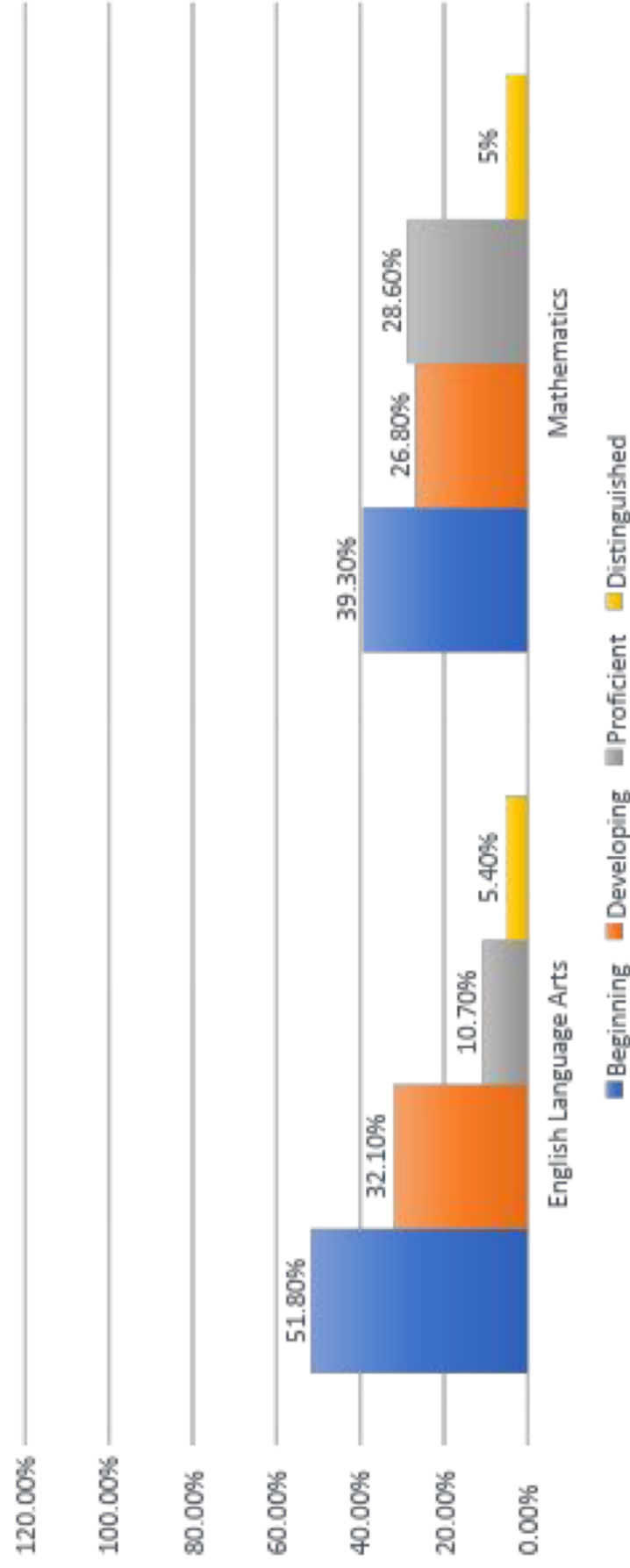
4th Grade

Eight (8) Students Tested Parents could Opt-Out



GEORGIA MILESTONES ASSESSMENT SPRING 2019

4th Grade 56 Students Tested



GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 4-Distinguished Students

Number of Students

4th Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st				
2 nd				
3 rd				
4 th				

4th Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	2	2		
1 st				
2 nd				
3 rd	1	1		
4 th		1		

GEORGIA MILESTONES ASSESSMENT

Grade of Entry Level 3-Proficient Students

Number of Students

4th Grade Spring 2021

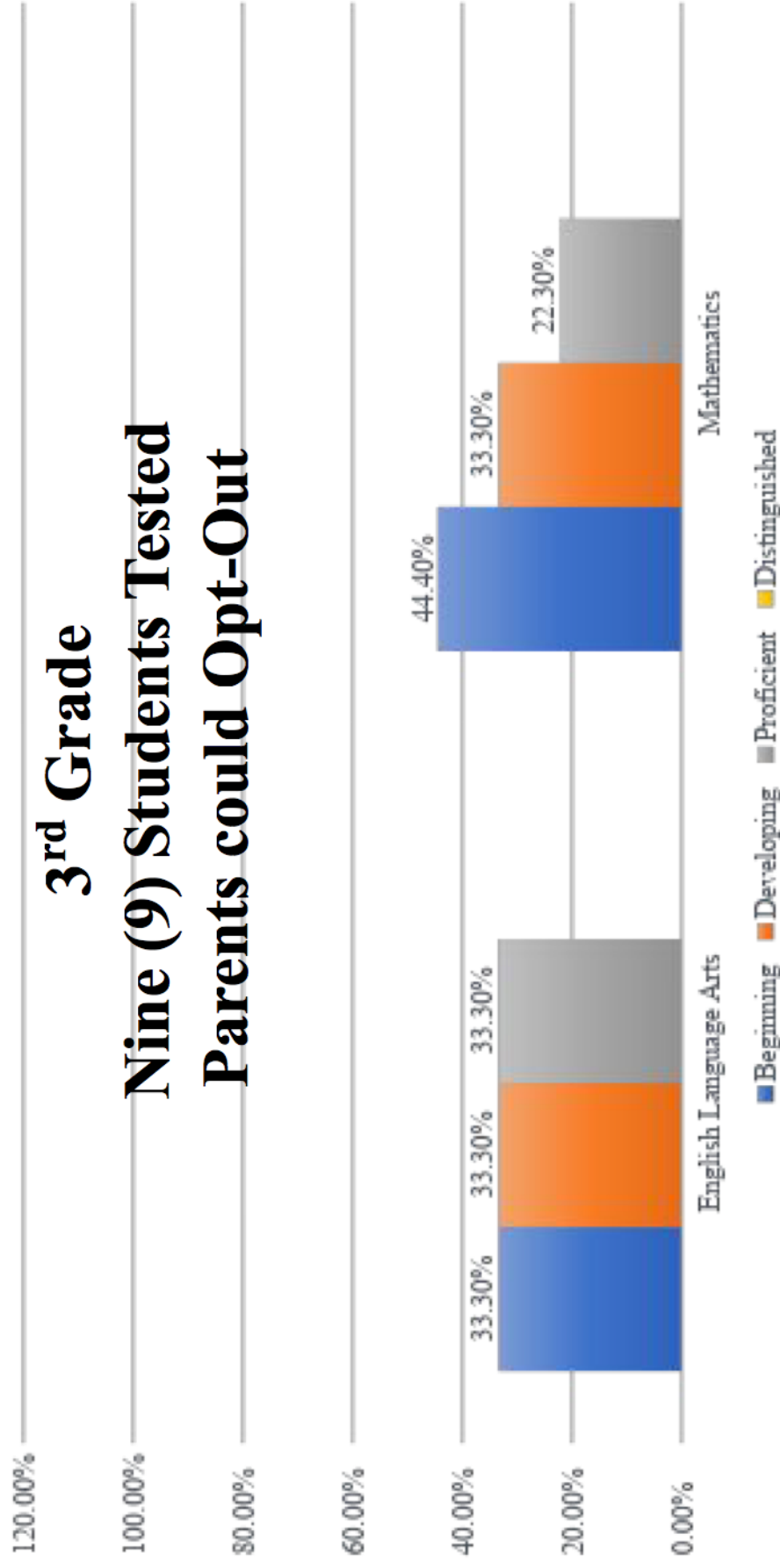
Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	4	2		
1 st	1			
2 nd				
3 rd				
4 th	2	1		

4th Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	2	6/1(4)		
1 st	1	1		
2 nd	1	1		
3 rd	1	2		
4 th	1	4		

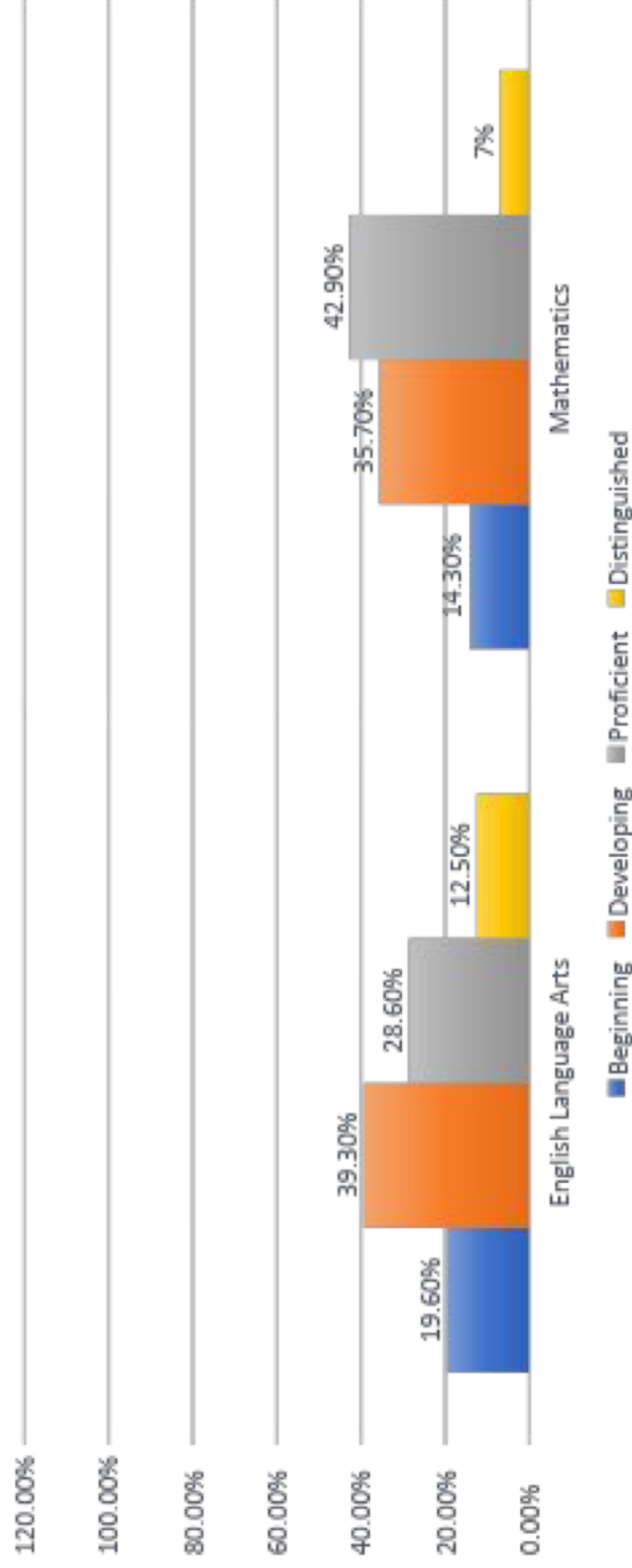
GEORGIA MILESTONES ASSESSMENT SPRING 2021

3rd Grade Nine (9) Students Tested Parents could Opt-Out



GEORGIA MILESTONES ASSESSMENT SPRING 2019

3rd Grade 56 Students Tested



GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 4-Distinguished Students

Number of Students

3rd Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st				
2 nd				
3 rd				

3rd Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	5	4		
1 st	1			
2 nd		1		
3 rd				

GEORGIA MILESTONES ASSESSMENT

Grade of Entry

Level 3-Proficient Students

Number of Students

3rd Grade Spring 2021

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG				
1 st	1			
2 nd	1			
3 rd	1	1		

3rd Grade Spring 2019

Entry Level	English Lang Arts	Math	Science	Social Studies
KDG	14	17		
1 st	3	4		
2 nd		1		
3 rd	1	1		



GEORGIA MILESTONES ASSESSMENT DATA REPORT

SPRING 2021/2019

**Ms. Heather Robinson
Head of School**

**Ms. Carla Pettis
Principal**

**Dr. Viola Blackshear
Assistant Principal**

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
 CODE: 644-0113

Class Roster

Spring 2021 End-of-Grade Assessment

Grade 8



Student Name		English Language Arts												Mathematics												
		Form ¹	Scale Score ²	Achievement Level ³	Lexile Score	Reading Status ⁴	Domain Mastery ⁵				Writing ⁶ (Points Earned)				Scale Score ²	Achievement Level ³	Domain Mastery ⁵				National Percentile Range ⁷					
GTID	Birth Date					Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	Extended Writing Task	Ideas Usage	Narrative Writing Response			Numbers, Expressions, and Equations	Algebra and Functions	Geometry	Statistics and Probability			
██████████	██████████	B2	471	1	985L	-	○	○	●	○	○	○	○	○	○	1 of 4	1 of 3	1 of 4		460	1	○	○	○	○	04-21

¹Writing Prompt Genre
 Argumentative:
 Forms B2, B4, B6, B8, B10, B12
 Informational/Explanatory:
 Forms A1, A3, A5, A7, A9, A11, C1,
 BR, and VSL

²Scale Score Codes
 PTNA = Present, Test Not Attempted
 DNA = Did Not Attempt
 IV = Invalidation
 PIV = Participation Invalidation
 CA = Conditional Administration

³Achievement Levels
 1 = Beginning Learner
 2 = Developing Learner
 3 = Proficient Learner
 4 = Distinguished Learner

⁴Reading Status
 - Below Grade Level
 + Grade Level or Above

⁵Domain Mastery
 ○ Remediate Learning
 ● Monitor Learning
 ● Accelerate Learning

⁶Condition Codes for Writing
 A = Blank
 B = Copied
 C = Too Limited to Score
 D = Non-English/Foreign Language
 E = Off Topic
 F = Offensive
 G = Illegible/Incomprehensible

⁷National Percentile Range
 DNA = Did Not Attempt
 IV = Invalidation

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
 CODE: 644-0113

Class Roster

Spring 2021 End-of-Grade Assessment

Grade 8



Student Name GTID		Birth Date		Science					Social Studies									
				Scale Score ¹	Achievement Level ²	Domain Mastery ³				Scale Score ¹	Achievement Level ²	Domain Mastery ³				National Percentile Range ⁴		
██████████		██████████		417	1	Matter	Energy	Motion	Waves	Force	13-33	448	1	History	Geography	Government/Civics	Economics	17-33

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 3 = Proficient Learner
 4 = Distinguished Learner

³Domain Mastery
 Remediate Learning
 Monitor Learning
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⁴National Percentile Range
 DNA = Did Not Attempt
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 EOC = EOC Test Administration

GRADE: 8
 CLASS: ██████████
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Class Roster Summary

Spring 2021 End-of-Grade Assessment

Grade 8



Summary by Content Area				
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Number of Students	1	1	1	1
Mean Scale Score	471	460	417	448
Standard Deviation				
Percentage in Level 1 - Beginning Learner	100	100	100	100
Percentage in Level 2 - Developing Learner	0	0	0	0
Percentage in Level 3 - Proficient Learner	0	0	0	0
Percentage in Level 4 - Distinguished Learner	0	0	0	0
Students Not Included in Summaries:				
Number of Students - Present, Test Not Attempted	0	0	0	0
Number of Students - Did Not Attempt	0	0	0	0
Number of Students - Invalidation	0	0	0	0
Number of Students - Participation Invalidation	0	0	0	0
Number of Students - EOC Test Administration	0	0	0	0
Norm-Referenced Scores:				
Median National Percentile	**	**	**	**
Mean Normal Curve Equivalent	**	**	**	**

Due to rounding, percentages may not total 100%.
 **The norm-referenced scores are calculated for groups of 15 or more students.
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 990105-000003-26621

GRADE: 8
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Class Roster Summary

Spring 2021 End-of-Grade Assessment

Grade 8



Performance on the Domains

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English Language Arts	Percentage of Students By Reading Status				Percentage of Students In Each Domain Mastery Category		
	Below Grade Level	Grade Level or Above	Grade Level or Above		Remediate Learning	Monitor Learning	Accelerate Learning
Reading Status	100	0	0				
Extended Writing Task	Percentage of Students with Each Score Point				Percentage of Students In Each Domain Mastery Category		
	0	1	2	3	4	Remediate Learning	Monitor Learning
Idea Development, Organization, and Coherence	0	100	0	0	0	100	0
Language Usage and Conventions	0	100	0	0	0	100	0
English Language Arts	Number of Students with Each Condition Code*				Percentage of Students In Each Domain Mastery Category		
	A	B	C	D	E	F	G
0	0	0	0	0	0	0	0
Students with a '0' score were given a condition code.							
Narrative Writing Response	Percentage of Students with Each Score Point				Percentage of Students In Each Domain Mastery Category		
	0	1	2	3	4	Remediate Learning	Monitor Learning
0	100	0	0	0	0	100	0
Narrative Writing Response	Number of Students with Each Condition Code*				Percentage of Students In Each Domain Mastery Category		
	A	B	C	D	E	F	G
0	0	0	0	0	0	0	0
Students with a '0' score were given a condition code.							
Lexile Bands	Percentage of Students By Lexile Band				Percentage of Students In Each Domain Mastery Category		
	Below the Stretch Band (Below 1010L)	Within the Stretch Band (1010L-1185L)	Above the Stretch Band (Above 1185L)		Remediate Learning	Monitor Learning	Accelerate Learning
100	0	0	0	0	100	0	

*Condition Codes for Writing
 A = Blank, B = Copied, C = Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic, F = Offensive, G = Illegible/Incomprehensible

Due to rounding, percentages may not total 100%.

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
 CODE: 644-0113

Class Roster

Spring 2021 End-of-Grade Assessment

Grade 8



Student Name		English Language Arts											Mathematics																
		Form ¹	Scale Score ²	Achievement Level ³	Lexile Score	Reading Status ⁴	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	Writing ⁶ (Points Earned)			Scale Score ⁷	Achievement Level ⁸	National Percentile Range ⁹								
GTID	Birth Date															Extended Writing Task	Usage	Narrative Writing Response				Numbers, Expressions, and Equations	Algebra and Functions	Geometry	Statistics and Probability				
██████████	██████████	A9	559	3	1495L	+	●	●	○	●	●	○	●	○	○	2 of 4	2 of 3	3 of 4	85-96	3	541	●	○	○	○	○	75-86		
██████████	██████████	B6	552	3	1215L	+	○	○	○	○	○	○	○	○	○	3 of 4	2 of 3	4 of 4	78-93	1	438	○	○	○	○	15-35			
██████████	██████████	B8	586	4	1455L	+	●	●	●	●	●	●	●	●	●	3 of 4	3 of 3	2 of 4	94-99	4	587	●	●	●	○	90-95			
██████████	██████████	B10	460	1	905L	-	○	○	○	○	○	○	○	○	○	1 of 4	1 of 3	1 of 4	19-35	1	474	○	○	○	○	33-53			
██████████	██████████	A1	671	4	1635L	+	●	●	●	●	●	●	●	●	●	3 of 4	3 of 3	4 of 4	99-99	3	572	●	●	●	○	90-96			
██████████	██████████	A5	477	2	915L	-	○	○	○	○	○	○	○	○	○	1 of 4	1 of 3	3 of 4	21-38	2	494	○	○	○	○	46-65			
██████████	██████████	A9	586	4	1495L	+	●	●	●	●	●	●	●	●	●	2 of 4	3 of 3	3 of 4	94-99	3	567	●	●	●	○	89-95			
██████████	██████████	A11	548	3	1195L	+	○	○	○	○	○	○	○	○	○	2 of 4	3 of 3	3 of 4	69-86	1	470	○	○	○	○	26-45			

1Writing Prompt Genre
 Argumentative: Forms B2, B4, B6, B8, B10, B12
 Informational/Explanatory: Forms A1, A3, A5, A7, A9, A11, C1, BR, and VSL

2Scale Score Codes
 PTNA = Present, Test Not Attempted
 DNA = Did Not Attempt
 IV = Invalidation
 PIV = Participation Invalidation
 CA = Conditional Administration

3Achievement Levels
 1 = Beginning Learner
 2 = Developing Learner
 3 = Proficient Learner
 4 = Distinguished Learner

4Reading Status
 - Below Grade Level
 + Grade Level or Above

5Domain Mastery
 ○ Remediate Learning
 ○ Monitor Learning
 ● Accelerate Learning

6Condition Codes for Writing
 A = Blank
 B = Copied
 C = Too Limited to Score
 D = Non-English/Foreign Language
 E = Off Topic
 F = Offense
 G = Illegible/Incomprehensible

7National Percentile Range
 DNA = Did Not Attempt
 IV = Invalidation

GRADE: 8
 CLASS: ██████████
 SCHOOL: DEKALB PREPARAT
 SYSTEM: DEKALB COUNTY
 STATE: GA
 CODE: 644-0113

Class Roster

Spring 2021 End-of-Grade Assessment

Grade 8



Student Name GTID	Birth Date	Science					Social Studies					National Percentile Range ⁴				
		Scale Score ¹	Achievement Level ²	Domain Mastery ³				Scale Score ¹	Achievement Level ²	Domain Mastery ³						
				Matter	Energy	Motion	Waves			Force	History		Geography	Government/Civics	Economics	
██████████	██████████	599	4	●	●	●	●	●	●	●	516	2	○	○	●	55-74
██████████	██████████	436	1	○	○	○	○	○	○	○	466	1	○	○	○	26-43
██████████	██████████	636	4	●	●	●	●	●	●	●	580	4	●	●	●	83-92
██████████	██████████	474	1	○	○	○	○	○	○	○	484	2	○	○	○	35-54
██████████	██████████	656	4	●	●	●	●	●	●	●	539	3	●	●	●	70-85
██████████	██████████	505	2	○	○	○	○	○	○	○	463	1	○	○	○	24-40
██████████	██████████	599	4	●	●	●	●	●	●	●	545	3	●	●	●	68-83
██████████	██████████	466	1	○	○	○	○	○	○	○	470	1	○	○	○	25-41

¹Scale Score Codes
 PTNA = Present, Test Not Attempted
 DNA = Did Not Attempt
 IV = Invalidation
 PIV = Participation Invalidation
 CA = Conditional Administration
 EOC = EOC Test Administration

²Achievement Levels
 1 = Beginning Learner
 2 = Developing Learner
 3 = Proficient Learner
 4 = Distinguished Learner

³Domain Mastery
 ○ Remediate Learning
 ◐ Monitor Learning
 ● Accelerate Learning

⁴National Percentile Range
 DNA = Did Not Attempt
 IV = Invalidation
 EOC = EOC Test Administration

GRADE: 8
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Class Roster Summary

Spring 2021 End-of-Grade Assessment

Grade 8



Summary by Content Area				
Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.				
Students Included in Summaries:	English Language Arts	Mathematics	Science	Social Studies
Number of Students	8	8	8	8
Mean Scale Score	555	518	546	508
Standard Deviation	66	56	86	44
Percentage in Level 1 - Beginning Learner	13	38	38	38
Percentage in Level 2 - Developing Learner	13	13	13	25
Percentage in Level 3 - Proficient Learner	38	38	0	25
Percentage in Level 4 - Distinguished Learner	38	13	50	13
Students Not Included in Summaries:				
Number of Students - Present, Test Not Attempted	0	0	0	0
Number of Students - Did Not Attempt	0	0	0	0
Number of Students - Invalidation	0	0	0	0
Number of Students - Participation Invalidation	0	0	0	0
Number of Students - EOC Test Administration	0	0	0	0
Norm-Referenced Scores:				
Median National Percentile	**	**	**	**
Mean Normal Curve Equivalent	**	**	**	**

Due to rounding, percentages may not total 100%.
 **The norm-referenced scores are calculated for groups of 15 or more students.
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 990105-000003-26621

GRADE: 8
 CLASS: ██████████
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Class Roster Summary

Spring 2021 End-of-Grade Assessment

Grade 8



Performance on the Domains

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English Language Arts	Percentage of Students By Reading Status						
	Below Grade Level	Grade Level or Above					
Reading Status	25	75					
	Percentage of Students with Each Score Point						
	0	1	2	3	4		
Extended Writing Task Idea Development, Organization, and Coherence	0	25	38	38	0		
	Language Usage and Conventions	0	25	25	50	—	
		Number of Students with Each Condition Code*					
A		B	C	D	E	F	G
Narrative Writing Response	0	0	0	0	0	0	0
	Students with a '0' score were given a condition code.						
	Percentage of Students with Each Score Point						
0	1	2	3	4			
0	13	13	50	25			
Number of Students with Each Condition Code*							
A	B	C	D	E	F	G	
0	0	0	0	0	0	0	
Students with a '0' score were given a condition code.							

*Condition Codes for Writing
 A = Blank, B = Copied, C = Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic, F = Offensive, G = Illegible/Incomprehensible

Lexile Bands	Percentage of Students By Lexile Band		
	Below the Stretch Band (Below 1010L)	Within the Stretch Band (1010L-1185L)	Above the Stretch Band (Above 1185L)
25	0	0	75

	Percentage of Students In Each Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
English Language Arts			
Reading and Vocabulary	25	25	50
Key Ideas and Details	25	25	50
Craft and Structure/Integration of Knowledge and Ideas	38	38	25
Vocabulary Acquisition and Use	38	0	63
Reading Literary Text	38	50	13
Reading Informational Text	38	13	50
Writing and Language			
Writing	25	13	63
Language	13	25	63
Language	38	0	63
Mathematics			
Numbers, Expressions, and Equations	25	38	38
Algebra and Functions	50	0	50
Geometry	63	13	25
Statistics and Probability	75	25	0
Science			
Matter	50	25	25
Energy	25	63	13
Motion	25	38	38
Waves	50	25	25
Force	50	25	25
Social Studies			
History	63	13	25
Geography	75	13	13
Government/Civics	50	25	25
Economics	38	50	13

Due to rounding, percentages may not total 100%.